

ORRELL COLLEGE PATHWAY

Creative Industry Production

The Creative Industry Production study programme is for young people with SEND. It is unique in the sense that students will be taught how to prepare for the transition to adulthood in a diverse and innovative environment that has Creative Industry Production implicit within the curriculum. Students have access to industry-standard equipment and are taught by professionals with years of industry experience from the education and employment sectors.

The curriculum has core subjects of creative media, personal and social development; skills for independence, math; English; community learning and employability that will stretch and challenge students to further enhance knowledge, skills and behaviours and make informed choices and decisions that will support the transition to their planned destination for the next year and ultimately to adulthood. The aim of the programme is to utilise the students' EHCP specific objectives by identifying realistic short, medium, and long term accredited and none accredited personal success targets that are individual and reflect each student's aspirations. The programme will incorporate the Gatsby benchmarks that will develop student awareness of the world of work including relevant local and regional employment opportunities.

Students will develop knowledge and skills related to creative industry employment, IT, creativity, and innovation. They will also work on their personal development and communication including organising, reflecting, emotional resilience, social interaction, independent living skills, time management and project planning. These skills are vital in preparing students to move into an intended career or education destination. After developing knowledge and understanding, students will be expected to practically apply related skills and behaviors within a variety of settings including the classroom, community and within a work-related role. These include professional practice, empathy, seeking support, resilience, problem-solving and reflection.

To support independence and keep students active and safe in the community they will be taught a range of topics focused on how to access and enjoy the community whilst demonstrating safe behaviours when in the community and/or online. Students will also gain an awareness of PREVENT; understanding the criminal justice system; knowing where to go for help and how to use the emergency services; accessing adult services and know how to maintain positive professional relationships and positive friendships outside the College.

Work-related learning activities are embedded throughout the Creative Industry Production study programme. Students will participate in regular Information, Advice and Guidance activities, prepare a progression plan, and participate in one-to-one discussions to develop knowledge and work skills building up to a transition into an educational setting or employment. Students will undertake enterprise work, internal job roles, and community and employer tutorials to develop industry knowledge and understanding of paid and unpaid work, higher education, Apprenticeships, and CV writing. Students who have identified during their readiness to learn and work phase that they would like to attend work placement taster sessions will be assigned with a Job coach who will work the student to source and procure a work placement within a chosen sector.

Students attend planned specific subject sessions, will work independently, with peers, take part in group discussions and undertake online learning and research to develop an understanding of topics before applying Media skills. Students will participate in and lead individual/group projects each term. Projects will include producing radio/TV adverts, photography series or websites. Creative Industry Production is predominantly practical activity-based and is differentiated to support each individual student to gain the skills, knowledge and behaviours required for progression and independence.

Pathway Aim

This exciting and creative pathway provides students with the opportunity to gain a broad range of valuable skills and knowledge in the creative media sector. It is a practical, hands-on course enabling students to work both independently and in teams reflecting industry practices. Students will explore their own creative

	potential by using recognised industry creative Adobe software packages and by participating in vocational study whilst developing everyday life skills, social independence, and resilience.
Pathway Key Objectives	The key objectives of the pathway are to provide students with the opportunity to gain experience, skills, and knowledge in the creative media sector. Students will have a valuable understanding of the professional skills required for this fast-moving dynamic industry and participate in practical demonstrations and projects. Students will follow a personalised timetable and work towards achieving their overall programme aspirations to support a positive and meaningful transition.
Key FS Delivery Method	Students will either attend a discrete session with FS tutors, delivered with other students of the same level; 1:1 focus sessions, or they will participate in none-accredited sessions, planned, and supported by the FS tutors but delivered by the class teaching team. The tutors will incorporate employability and vocational elements of the curriculum in their 2023-2024 FS delivery.
Pathway Transition Routes	Transition pathways for each student will be determined individually via an Annual Review reflecting their levels of progress and learning. Progression routes could include paid employment, voluntary employment, further education, Traineeship and Apprenticeship provision, supported or independent living.
Curriculum Intent & Implementation	
Students have access to structured and organised information to facilitate understanding, enable cognitive processing and develop foundational understanding of concepts.	
Students work towards understanding underlying concepts and principles and deepen understanding.	
Students experience modelled and demonstrated application of knowledge in practical contexts.	
Students will engage in guided activities or exercises to apply the knowledge in controlled settings	
Students receive feedback on performance, to identify areas for improvement, and iterate on their approach to enable refinement of skills.	
Students practice applying knowledge independently in simulated or controlled environments linking theory and real-world application.	
Students encouraged to solve problems, make decisions, and apply knowledge to different scenarios demonstrating adaptability and critical thinking skills.	
Students engage in relevant real-world settings to apply skills in authentic, uncontrolled environments.	
Students reflect on their experience(s), identifying successes and challenges. This reflective process contributes to the continuous improvement of skills.	
Assessments, exams, or personal targets used to evaluate student's understanding and application of knowledge leading to recognition of acquired skills and accreditation where applicable.	
SUBJECTS	
1	Employability Skills
2	Personal Development
3	Enterprise
4	Travel Training
5	Functional Skills
6	Retail
7	Customer Service
8	Catering & Hospitality
12	British Values & PREVENT
13	Generic Pathway/Personal Pathway

14	Community Learning
15	Health and Social Care
21	Digital Capabilities
22	Sensory Exploration
24	Independent Living
25	Music
26	Geography
27	RSE
28	County Lines
29	Health and Safety
30	Introduction to Bricklaying
31	Introduction to Construction
33	Cultural and Ethnic Diversity
34	Labour Market Intelligence
38	Introduction to Marketing
40	Leisure & Tourism

Key Teaching Methodology	
Planning individual session content and delivery including support.	
1	Classroom Taught Sessions
2	Classroom Practical Sessions
3	Enterprise Activities
4	Community Activities
5	External Guest Speakers
6	Physical Activities
7	1.1 Coaching Sessions
8	Experiential Learning
9	Peer Learning
11	Self-Directed Study
12	Digital Study (Auditory/Visual/Kinaesthetic)
13	Work Experience Internal/External
15	External Visits/Trips
16	Peer Mentoring
17	Problem Solving Learning linked to real life scenarios
18	Inquiry Based Learning (Pedagogy Approach 5)
19	Collaborative Learning (Pedagogy Approach 2)
20	Reflective Learning (Pedagogy Approach 3)
21	Constructive Learning (Pedagogy Approach 1)
22	Integrative Learning (Pedagogy Approach 4)

Key Assessment Methodology (Accredited Study)	
1	Pearson PGW
2	Pearson Vocational Studies
3	Pearson Functional Skills
4	Duke of Edinburgh

Key Assessment Methodology (None-Accredited Study)	
1	Internal Certification (Termly Progress Days/parent/carers evenings)

2	Personal Success Targets
4	Student Personal Success Target Trackers
5	BKSB & Diagnostic Assessment
6	Student half-termly Progress Reports

Key Support Methodology	
1	Coordination
2	Social Emotional Mental Health
3	Autism
4	Hearing / Visual Impairment
6	Speech Language and Communication
7	Cognition and Learning

Quality Assurance	
(Head of College) and (CIP Teacher) can confirm that the above subjects and teaching & learning methodologies are a true reflection of the 2024-25 curriculum.	