



16-19 Curriculum Strategy

Audience	STUDENT
Requirement	STRATEGY
Policy Owner	DP CQI
1st Delegation	TSCQ
Last Delegation	CORP
Review Cycle	Annual
Last Review	May 20
Due for Review	May 21

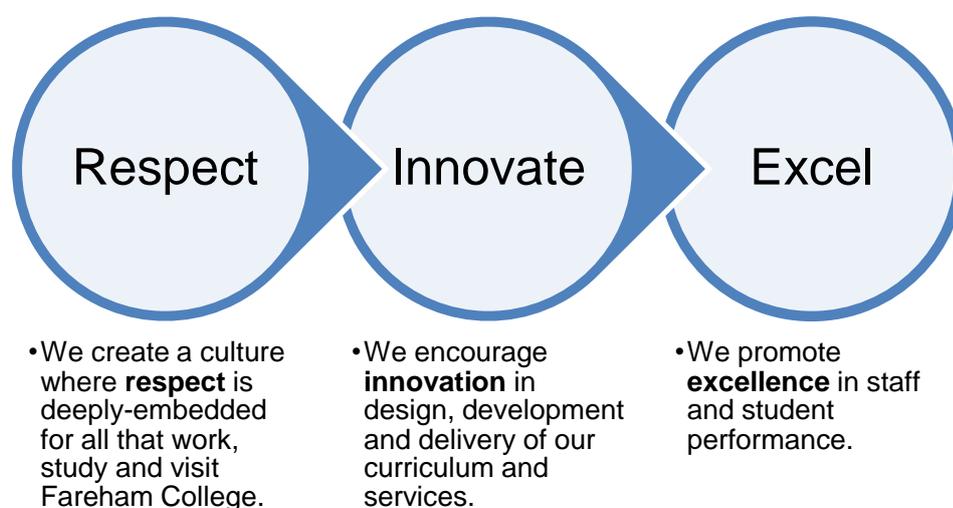
Our Strategic Intent

Delivering excellence in professional and technical education.

Our Culture

Our culture is our personality and character; it's made up of our shared values and describes how our people behave and interact, how decisions are made and how we approach our work.

Our culture underpins everything we do.



Our Vision 2020-2025

By 2025, we will be the region's leading further education college and professional and technical education provider for choice.

We will

- be a larger, financially resilient college, able to invest in its people and facilities;
- deliver consistently outstanding teaching, learning and assessment;
- set high ambitions for our students and apprentices, celebrating their progress and employability;
- impact positively on the Solent LEP Local Industrial Strategy and their four "Grand Challenges";
- enhance our training and our services with sector-leading digital capabilities;
- provide world-class facilities and technologies for all our customers;
- extend our regional reach, capitalising on our excellent transport links, to include the cities of Portsmouth and Southampton;
- extend our apprenticeship training to a national market;
- be an employer of choice, valuing the efforts and talents of our people and further developing their skills to impact positively on their careers.

- further develop our strong and meaningful partnerships with regional and national employers to inform and advance our training and services.

This vision will be achieved only with the support and commitment of fully engaged and motivated people who are proud to work for Fareham College.

To deliver this vision, we will

- inspire our people to be innovative and confident in the teaching they deliver or the services they provide;
- extend the use of digital technology to enhance teaching, learning and assessment and improve the services offered;
- continue to invest in our facilities, resources and IT infrastructure to meet the needs of industry standard training;
- provide strong leadership with clarity of purpose and appropriate levels of support and challenge;
- establish strong and meaningful partnerships and collaborations with a range of stakeholders to add value to our customers;
- embed innovation and teamwork in all the work we do.

Introduction

In line with our core purpose, vision and values, we aim to ensure that all the young people we work with at Fareham College become confident adults, equipped with the knowledge, skills and behaviours they need for life and work. The purpose of the 16 to 19 Curriculum Strategy is to help realise this collective vision.

The curriculum strategy should be read in conjunction with the Strategic Plan 2020-2025, which acts as the corporate strategy for Fareham College. The 16-19 Curriculum Strategy, along with the Apprenticeship Strategy, Higher Education Strategy, English and Maths Strategy and 14-16 Policy, sets out how the objectives in the strategic plan will be met. The 16-19 Curriculum Strategy identifies clear priorities and outcomes to inform our work and strengthen our partnerships. The 16 to 19 Curriculum Strategy shapes the College's curriculum offer, including the support services for all young people, aged 16 to 19, and up to age 25 for students with learning difficulties and disabilities.

The 16 to 19 Curriculum Strategy outlines how Fareham College will deliver a demand-led and broad-based curriculum offer. The strategy will support the continuous development and improvement of an education system that supports the vision of Solent LEP and the local and unitary authorities of Portsmouth, Fareham and Gosport to ensure that the region's young people have the opportunity to access high quality education and training to meet their needs and enable appropriate progression.

Context

The analysis of supply and demand, national policy, as well as outcomes, will help to guide local development in response to the national agenda. The 16 to 19 Curriculum Strategy is also referenced to key national guidance for the provision of study programmes including:

- Review of end of year 16 to 19 study programmes data for 2016 to 2017. (DfE, December 2018).
- Ofsted Research into the curriculum on level 2 study programmes. (Ofsted, November 2018).
- Post-16 Skills Plan. (DfE, first published July 2016, updated November 2018).
- The common inspection framework: Further Education and Skills Handbook. (Ofsted, first published August 2016, updated November 2018).
- Chief Inspector sets out vision for new Education Inspection Framework. (Ofsted, October 2018).
- Introduction of T Levels. (DfE, October 2018).
- 16 to 19 study programmes: guide for providers. (DfE, first published July 2016, updated March 2018).
- Building Our Industrial Strategy: Green Paper (DfBEIS, January 2017).
- UK Digital Strategy. (DfCMS, March 2017).

Strategic Aims

- 1. Enhance market and economic awareness to ensure financial resilience for future growth and investment;**
 - Building robust partnerships and collaborating effectively with schools and all other stakeholders to secure a greater market share and new revenue opportunities.
 - Achieving our student number and funding targets for ESFA funding of education programmes for young people, 16-19.
 - Ensuring that the funding we receive is properly deployed to support high quality provision across all aspects of our education programmes for young people.
 - Ensuring we operate effectively to maximise resources in the learning environment, including, where appropriate, the increased use of asynchronous learning (blended and flipped learning) through digital platforms, directed independent study, resourcing ratios of 18:1 and monitoring of staff utilisation.
 - Ensuring accurate and timely data is available to enable senior managers to make appropriate decisions or recommendations on matters concerning financial sustainability.

- 2. Deliver innovative and flexible teaching, learning and assessment making best use of technology and blended learning;**
 - Developing effective resources and IT infrastructure with the capability to support consistent and impactful learning outside of the classroom, through asynchronous learning, to further enhance effective teaching, learning and assessment strategies.
 - Delivering programmes for young people through a well-structured curriculum pathway, with a focus on 'careers not courses' supporting progression routes to higher levels of full-time study, apprenticeship or employment, which is appropriate to their qualifications on entry.
 - Providing classrooms and Learning Resource Centres with a range of appropriate learning technologies to support asynchronous learning.
 - Ensuring education programmes for young people consist of a broad and balanced curriculum, consisting of a technical and professional learning aim, a tutorial, one to one academic support, work experience, online learning and the option to participate in cultural or sporting enrichment.
 - Ensuring all students continue to develop the core subjects of English and maths appropriate to their prior level of attainment in these subjects and in line with the English and Maths Strategy. Level 3 students will be provided the opportunity to continue their maths studies; the college will facilitate this by using the Advanced Maths Premium.
 - Enabling all students on education programmes for young people preparation for employability and economic well-being, including career guidance and planning.
 - Ensuring all students studying on education programmes for young people experience high quality teaching, learning and assessment at College and/or in the workplace.

- Ensuring all students studying on education programmes for young people have access to high quality work experience, of not less than 100 hours per academic year.
- Ensuring T Level, and other eligible students, complete a minimum of 315 hours of industry placement, which add value to the student's qualification aims. The student's contribution to the work place setting must be self-assessed by the student and evaluated by the employer providing the industry placement.
- Ensuring all students receive impartial and high-quality information, advice and guidance, both prior to enrolment and whilst studying at Fareham College.
- Offering access to a range of student support services at all College campuses.
- Setting up dedicated and distinctive student social areas.

3. Provide excellent customer service and support which adds real value to our future-focussed students, apprentices and employers;

- Ensuring the promotion of the curriculum in schools raises the aspirations and ambitions of school leavers to achieve direct entry to level 3 technical and professional education programmes for young people.
- Ensuring the curriculum offer provides alternative levels of study for those students, identified through rigorous initial advice and guidance, who require options to study at levels lower than level 3.
- Developing clear progression routes to higher level study programmes, apprenticeships or employment.
- Ensuring every student continues to develop their skills in the core subjects of English and maths. For many, as a condition of the study programme funding requirements, for others, as continuation beyond GCSE.
- Engaging actively with local employers to support pathways leading to apprenticeships, help co-design the curriculum, offer advice on current industry standards and to assess students' competencies in the workplace.
- Ensuring the College remains a pioneer and early adopter of appropriate new curriculum initiatives, for example T levels, transition programmes and industry placements.
- Increasing access to Level 4 and 5 courses in partnership with local Higher Education Institutions.
- Considering the curriculum offer in strategic partnerships with other Training Providers, Colleges or Higher Education institutions to reduce duplication of offer and improve quality and sustainability.
- Ensuring agility in the management of the curriculum in order to respond quickly to changing priorities and new opportunities.
- Planning a range of flexible full and part-time provision which will engage those who are NEET, or potentially NEET.
- Delivering Traineeship programmes to those students who would benefit from time spent in the work place but are not yet ready for an apprenticeship.

4. Consistently set a culture of high expectations;

- Providing initial assessment and individual learning plans with challenging learning objectives and allied targets.
- Identifying and sharing good practice.
- Embedding best practice in the use of online and digital learning.
- Establishing staff development and recruitment practices which ensure that all teaching, learning and assessment is good or outstanding.
- Have access to high-quality online and blended learning resources to support and enhance study outside of the classroom.
- Ensuring all teaching staff remain familiar with current industry practices and the demands of jobs available to college leavers.

5. Be accountable for students' progress and employers' future success;

- Ensuring all students acquire and develop knowledge over time and improve their practical skills and competencies in line with the level of study they are working at.
- Ensuring all students receive regular, clear feedback on their progress, which is recorded, to help them build confidence and self-esteem.
- Ensuring that, in all taught activity, students are encouraged to achieve high levels of punctuality, attendance, behaviour and attitude.
- Ensuring that students are encouraged to take pride in their work, become self-confident and self-assured, and to know that they have the potential to be successful on their current and future learning, including at work.
- Encouraging students to engage in wider activities outside of the teaching and learning environment, recognising the value of enrichment activity, volunteering and charitable work in the development character and social skills.

Measuring Progress

Progress of 16 to 19 Curriculum Strategy will be measured in the following ways:

- Recruitment of students on programmes for young people will meet or exceed annual performance targets.
- Attendance, retention and achievement of study programme students.
- Positive outcomes for progress measures in English and maths and for Level 2 and Level 3 value added scores.
- All students participate in high-quality work experience of not less than 100 hours.
- Eligible students participate in industry placements of 315 hours.
- All students achieve positive destinations on leaving the college, which may include acceptance to University, employment on an apprenticeship programme or course related full-time employment. These destinations will be measured as sustainable at 3 months, 6 months and 1 year after leaving Fareham College.
- All these measures are applied equitably across all students, regardless of socio-economic background or protected characteristic.
- The College meets its financial objectives and achieves good or better financial health.

Curriculum Framework

This revised 16-19 Curriculum Strategy considers Ofsted's working definition of curriculum as the inspectorate prepares the new Education Inspection Framework for September 2019.

The curriculum intent creates a framework for setting out the aims of the study programme at each level at Fareham College.

The implementation of the curriculum is the translation of the curriculum framework into a structure and narrative in the context of Fareham College and the stakeholders it serves.

The impact is then the evaluation of the knowledge and skills students have gained against the expectations and what they then go on to achieve.

Curriculum Framework 2020-2022

• Level 3 - Technical and Professional Study Programme / T Levels

- **Intent** - Students at this level will acquire high levels of technical and professional knowledge and practical competencies, appropriate to their chosen industry. In the large majority of cases, students will already have achieved level 2 standard in the core subjects of English and maths but will need to further develop these within their technical and professional subjects.
- **Implementation** - Students will be expected to participate in substantial workplace learning, most commonly through 315 hours of Industry Placement. The content of the curriculum will be strongly influenced by employers and local employment opportunities. Employers will be actively involved in assessing student's workplace competency. Students will have access to industry standard equipment and resources. Teaching will be carried out by subject experts, who will maintain their knowledge of current industry practices.
- **Impact** - On completing this programme, students will be expected to progress to University, higher or degree level apprenticeship, higher level technical study or a skilled occupation. Progression and destinations will be monitored and evaluated at regular periods by the College.

• Level 2 - Transition Programme

- **Intent** - This programme is intended to support students who are not yet ready for the demands of level 3 study, are not yet ready for undertaking 315 hours of industry placement or who need to further improve their competencies in English and math's. Students at this level will often need to retake their GCSE maths and/or English as they may not have yet reached grade 4 from their secondary education.
- **Implementation** - Initial advice and guidance will frame the curriculum as being focused primarily on developing students' competencies in English and math's and secondarily on developing employability skills through a minimum of 100 hours of work experience (some students may participate in 315 hours of industry placement). Students will additionally study a technical or professional qualification appropriate to their career aspiration which will enable them to progress to their next steps.
- **Impact** - On completing this programme, students will be expected to progress to a level 3 technical and professional study programme, an apprenticeship or a semi-skilled occupation with further training. Progression and destinations will be monitored and evaluated at regular periods by the College.

• Level 1 - Pathway Programme

- **Intent** - This study programme is designed with the purpose of enabling students to make a more supported transition from secondary education to further education. Students on this programme have often not achieved to their full capabilities at school due to a range of barriers to learning that they might have been presented with. No students with prior attainment in English and math's at grade 4 will be enrolled on this study programme.
- **Implementation** - The study programme primarily focusses on developing students' English and maths competencies, often at level 1 or below, and the programme places an equal emphasis on developing students' personal, social and employability skills. Time spent on developing knowledge and skills in technical and professional subject areas supports students' progression.
- **Impact** - On completing this study programme, students will be expected to progress to a Level 2 Foundation Study Programme, a traineeship, an apprenticeship or a semi-skilled occupation with further training. Progression and destinations will be monitored and evaluated at regular periods by the College.