16-19 Curriculum Strategy

Audience	**STUDENT**
Requirement	**STRATEGY**
Policy Owner	**DP CQI**
1st Delegation	**TSCQ**
Last Delegation	**CORPORATION**
Review Cycle	**Every 3 years**
Last Review	**November 22**
Due for Review	**November 24**

Our Strategic Intent

Our ability to meet the government policy objectives in the Further Education (FE) Whitepaper, 'Skills for Jobs: Lifelong Learning for Opportunity and Growth,' as well as the enhanced 2023 Ofsted inspection (which provides a judgement on our response to meeting local skills needs) is already deeply embedded in the way the College works.

- Putting employers at the heart of the system;
- Investing in higher technical qualifications;
- Making sure people can access training and learning throughout their lives;
- Supporting excellent teaching in further education.

This strategic plan aims to build on these strengths for the benefit of the wider community of the Solent region, continuing to work collaboratively with a range of education providers at secondary, further, and higher education level. It is through this collaboration that school leavers, local and regional employers and their employees will benefit greatest from the potential of further education. Moving forward, the College intends to lead education provider collaborations to create wider and more formal group structures through joint ventures, college-to-college mergers and other partnership agreements aiming to create a more collaborative and responsive curriculum offer for the Solent region.

Our five Strategic Priorities include:

1: Preparing learners for success

2: Meeting employers' skills needs

3: Providing a high-quality, inclusive curriculum to meet local need

4: Improving economic development and delivering education policy

5: Providing sector-leading, industry-standard, learning environments

Context

Our Curriculum is very much driven by regional and national skills demand, policy and national agenda which includes:

- Solent 2050, An Economic Strategy for the Solent (April 2022)
- 16 to 19 study programmes: guide for providers (July 2022-23)
- UK Digital Strategy. (DfCMS, 2022).
- The Skills and Post-16 Education Act 2022
- Levelling up the United Kingdom (DfLUHC February 2021)
- FE White paper: Skills for Jobs for Lifelong Learning for Opportunity and Growth (DfE, January 2021)
- Reforms to Post 16 qualifications at L3 (January 2021)
- Independent commission on the College of the Future (October 2020)
- Ofsted Education Inspection Framework (EIF) (First published May 2019, updated July 2022)
- Introduction of T Levels. (DfE, October 2018).

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, 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 16-19 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 forward-thinking curriculum offer. The strategy will support the continuous development
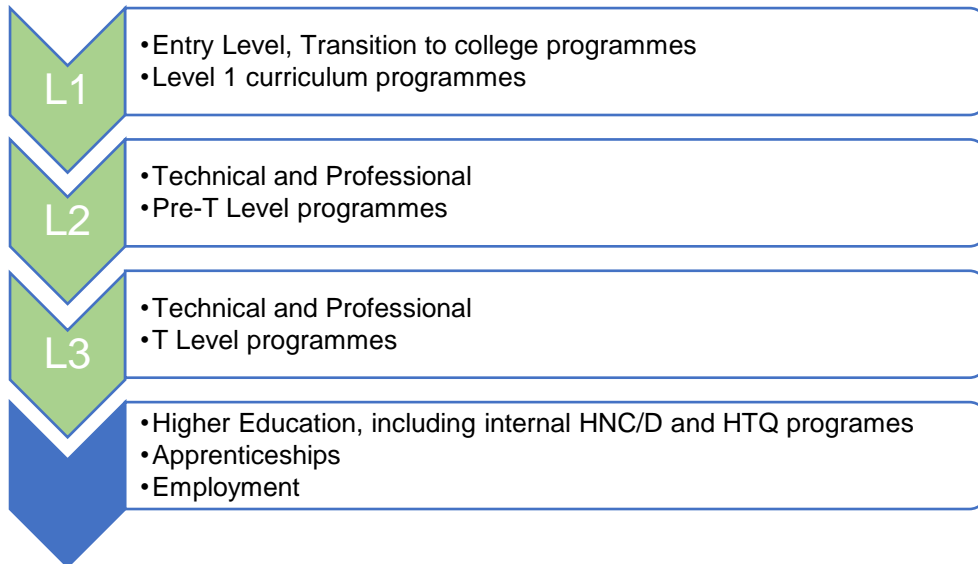
and improvement of an education system that supports the vision of Solent LEP; Vision set out in the independent review of the college of the future and the local and unitary authorities of Portsmouth, Fareham and Gosport to ensure that the region's young people have the opportunity to access high quality education and training to meet their needs and enable appropriate progression.

Our learners

All our students will benefit from excellent support and guidance whilst studying at Fareham College and after achieving their qualifications, will leave as confident, ambitious, resilient and skilled individuals. Our students will be equipped with the ability to question, learn, and innovate, working beyond the straightforward ability to replicate established ways of doing things. They will have the skills and knowledge to bring creative approaches to solving complex problems whilst possessing the digital literacy required to flourish in our society.

Curriculum model and strategy 2022 - 2025

All faculties will offer clear progression pathways from Entry Level/Level 1 to Level 3 that has a clear line of sight to Higher Education, Apprenticeship programmes and employment.

| L1	• Entry Level, Transition to college programmes • Level 1 curriculum programmes
L2	• Technical and Professional • Pre-T Level programmes
L3	• Technical and Professional • T Level programmes
	• Higher Education, including internal HNC/D and HTQ programes • Apprenticeships • Employment

This will be achieved through a curriculum that:

- Digitally enriches the learning experience to support learning and equip learners with life skills.
- Is agile, challenging and includes enriching experiences that develop young people.

- Empowers all learners to make excellent progress.
- Engages and challenges learners through exceptional teaching, learning and personal development.
- Provides a nurturing and professional learning environment with high expectations and a culture of mutual respect.
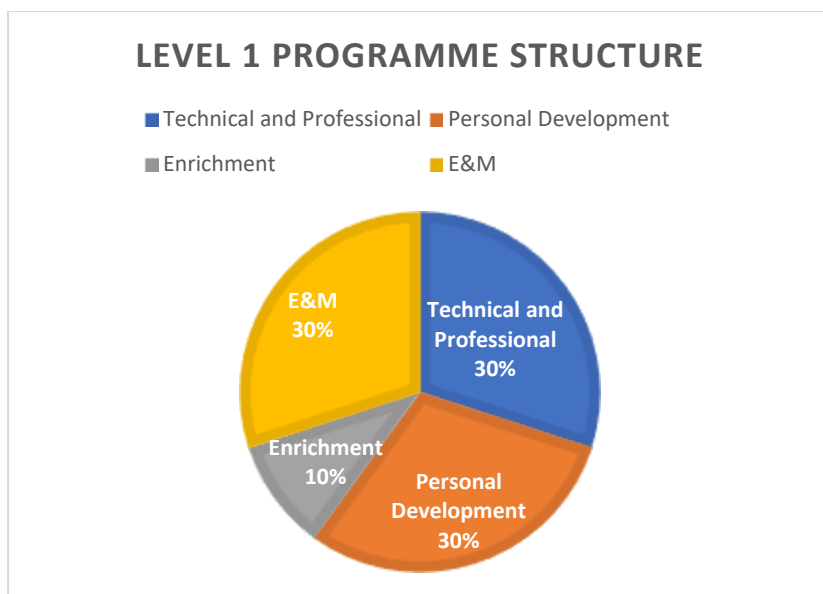- Supports learners to learn, act and lead for sustainability.

T Levels

We are fully committed to introducing T Level programmes in all curriculum areas as a suitable alternative to A-Levels. Pre-T Level programmes will ensure learners gain the maths and English skills required in an additional year, in order to successfully progress onto the T Level programme. A large academic programme and Industry placement of at least 45 days arms the learners with the necessary skills, knowledge and behaviours to successfully progress onto Higher Education or employment.
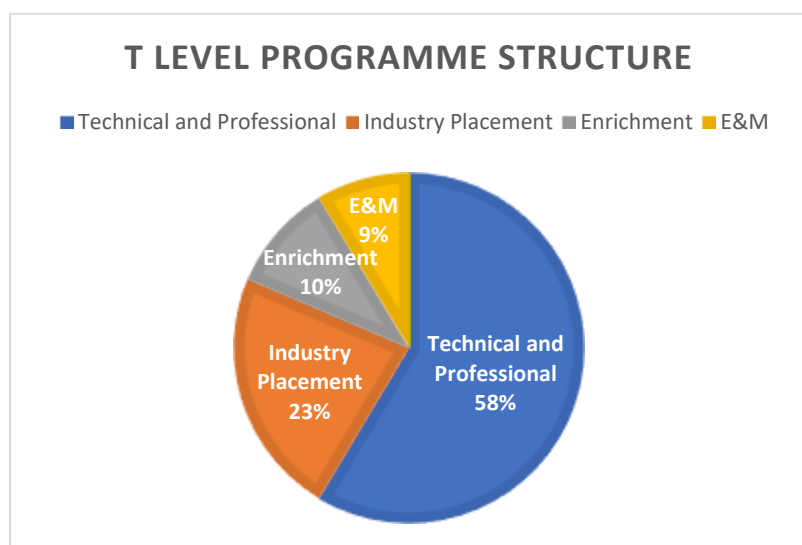
Entry and Level 1

We will continue to diversify our Entry/Level 1 provision in key specialist areas that support the communities we serve. This will include curriculum pathways in key growth areas such as Digital, Healthcare and Engineering. Offering a broader range of programmes at Entry Level and Level 1, will ensure your provision remains inclusive and supports the needs of all learners studying at Fareham College. Personal Growth, Enrichment, English and Maths are key focus areas to form the foundations required for learners to succeed and progress to their destination of choice.

LEVEL 1 PROGRAMME STRUCTURE

- Technical and Professional
- Personal Development
- Enrichment
- E&M

Pie chart:
- E&M 30%
- Technical and Professional 30%
- Personal Development 30%
- Enrichment 10%

Higher Education

Increase our Higher Education provision in specialist areas, such as Engineering, Digital, Healthcare and Creative. This includes Higher Technical Qualifications that link to relevant Apprenticeship standards and respond to the needs of local employers and regional priorities

Each Faculty area will support our growth and development by focusing on the following:

CEMAST – Digital Enhancements in Marine, Aeronautical and electrical Engineering

Fareham College's Centre of Excellence in Engineering, Manufacturing and Advanced Skills and Training (CEMAST) aims to work closely with our current employer partnerships to inform and develop our programmes, addressing the skills gaps and meeting the changing landscape within the Engineering industries.

We already deliver high-quality programmes on Full Time, Part Time, Apprenticeships, Higher Apprenticeships and Higher Education from our CEMAST campus - in key industry sectors such as Motor vehicle and Motorsport, Electronics and Manufacturing.

Our strategy aims to introduce new and advanced specialist **sectors such as Artificial Intelligence (AI), The Internet of Things** (IoT), Robotics, **Marine Autonomous Surface Ships (MASS)** Advanced Manufacturing and Rapid Prototyping, Automation, Seafarer expertise and Software Development.

[CEMAST Strategy](#)

CETC and Construction – Civil Engineering, Groundworks and Building Services

It is recognised that the Civil Engineering and Construction industry is struggling against a widespread skill and staff shortage. Technology is developing and the global population is growing at pace. Therefore, it is vital that relevant training is provided to ensure the industry has the capacity and ability to maintain and sustain many crucial aspects of our lives.

Key areas of focus:

- Technology
- Sustainability/Clean growth
- Automation
- Intelligent use of data
- Advances in user experience

CETC will aim to reinvigorate the image of the industry, invest in our staff, facilities and equipment to ensure that we remain the provider of choice for all Civil Engineering and construction training. This will include development in T Level in Design, Surveying & Planning and Apprenticeships in Civil Engineering, Highways and Groundworks.

[CETC and Construction Strategy](#)

Enterprise and Digital Industries

The Enterprise and Digital Industries Faculty offers professional training programmes in areas such as Digital, Professional Studies, Hospitality and Travel. After successfully delivering the first T-Level Digital cohort, Enterprise and Digital industries will continue to be at the forefront of national T level development. Linking with CEMAST and CETC digital requirements, the Digital Industries faculty will continue to develop programmes that integrate the following specialisms that meet the requirements of employers and industry changes with a particular focus in:

- Software Engineering/Development
- Digital Design and Development
- Data Analytics

- Network Engineering

- Cyber Security

- Programming

- Artificial and Augmented realities

Hospitality and Travel will focus on offering programmes that reflect the changes both industries have faced post pandemic. The Hospitality and Tourism programmes aim to equip learners with the relevant management, marketing and operational skills required to navigate the new business and consumer needs:

- Operational efficiencies that will support re-growth

- Sustainability and awareness of climate change

- Virtual reality and technology deployment

[Enterprise and Digital Industries Strategy](#)

The Health, Science and Education

Offers professional training aimed at supporting the next generation of employees in Health Science, Physical Activity and Sport, Protective Services and Early Years. Post pandemic, the sector requires a number of skilled professionals to meet the changing needs of the National Health Service especially related to the focus around health and well-being and the changes to technological advancements. Artificial Intelligence, wearables, mobile technology and simulation will form part of our curriculum delivery especially on out T Level and Higher-Level programmes.

The Sport and Physical fitness sector have been negatively affected by Covid-19 but is bouncing back. It is keen to engage in a cross-sector working with health and social care, education and community development to support and influence societal behaviours to develop a more active nation supporting the long-term health needs of the country.

[Health, Science and Education Strategy](#)

Creative Industries

The Creative Industries Faculty at Fareham College has its foundations underpinned by a learning community of inquisitive and creative minds, we challenge curious learners to become effective global citizens where our alumni will be proactive, resilient and creative employees of the future. Within the faculty we are committed to providing an outstanding student experience supporting all to reach their potential. The faculty offers industry specific, professional training aimed at supporting the next generation of employees to the Creative Industries.

The faculty offers a broad portfolio of creative subjects that offer clear pathways in to Higher Education and employment, such as:

- Hair, Barbering, Beauty and Aesthetics
- Art, Design and Fashion
- Media, Music and Performing Arts

[Creative Industries Strategy](#)

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 relevant, high-quality work experience of no less than 100 hours. T Level and other eligible students participate in industry placements of at least 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 at 3 months and 1-year points 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.