Curriculum Strategy 2023-2025

C O N T E N T S

Executive Summary

This strategy outlines the key drivers behind curriculum development for the next two years and how the college will design and deliver an important curriculum which meets the needs of the local, regional and national economy as well as our students. The post-16 education reform priorities link to improving life chances and, supporting jobs and growth and learning and skills development is vital to developing a more adaptable and resilient economy.

The Curriculum Strategy links closely with:

- Strategic Plan

- Teaching, Learning and Assessment Strategy

- Quality Strategy

- Stakeholder Engagement and Skills Strategy

- HR Strategy

This strategy will outline the curriculum needed to ensure learners have the skills necessary to progress and succeed in Further and Higher Education and employment. These skills include: digital literacy, resilience, team working, verbal and written communication, creativity and innovation and numerical proficiency.

Relevant and has a clear intent which makes reference to skills needs and progression.

Logically sequenced and ambitious for learners allowing progression to further and higher education or employment.

In the West Midlands, Halesowen College will be known for:

- Courses that provide employers with high calibre employees, trained in industry standards and equipped with a range of essential knowledge, skills and behaviours.

- Courses that prepare students for further and higher learning by mapping learner pathways.

- Professional training courses that enhance the skills and knowledge of employees, enabling them to improve their career prospects.

- Strengths and unique offering in areas of curriculum such as Creative Arts, Health, Business and Financial Services, Catering and Tourism, Digital and Computing and Science and Animal Management.

- Courses that embed equality and diversity, to enable every student to fulfil their potential.

- Courses that provide the digital skills to thrive in the workplace.

- Courses that embed key employability and personal development skills, equipping students with a broad range of skills, knowledge and behaviours to meet modern employment opportunities, which employers expect in the workplace.

- Provision that supports the development of skills for green industries and contributes towards Net Zero targets.

1. **Curriculum Planning and Review**

    Annual curriculum review assesses the extent to which the curriculum is:
    -   Effective and quality assured with reference to key performance indicators and the overall student experience.

    -   Efficient in terms of good use of resources, using fully utilised staff and efficient and appropriate forms of delivery.

    -   Meeting the demands of the skills gaps and shortages identified by employers in the region and in the Local Skills Improvement Plan (LSIP) and nationally.

    -   Meeting the demands of all learners and stakeholders in the region.

    Note: Curriculum Planning Tool – 4CAST is the College's preferred curriculum planning tool. For the 2024/25 curriculum planning the College intends to have the entire curriculum plan developed through 4CAST.

    Outcomes from this annual review based upon four points above identifies where provision should be retained, where change is required, where existing provision needs to be replaced or deleted or where new provision needs to be introduced.

    Planning decisions and actions are reached through a number of key documents:

    -   Three year KPI trend analysis, at course level, to be used at Divisional Performance Review Meetings.

    -   Self Assessment documentation produced by curriculum teams.

    -   Costed Curriculum Plans.

    -   Three year trend analysis on enrolments by curriculum area.

    -   Application demand by curriculum area.

    -   Labour market trends/analysis.

    -   LSIP and WMCA data.

2. **Skills Priorities**

    The recent publication of the West Midlands and Warwickshire Local Skills Improvement Plan (May 2023) has highlighted the following:

    '*Challenges for the West Midlands and Warwickshire include:*

    -   *Relatively low skilled population compared to the national average.*

    -   *Relatively low graduate retention.*

    -   *A significant decline in apprenticeship starts and achievements since the advent of the Covid-19 pandemic in the UK.*

- *A relatively high proportion of non and limited internet users.*

- *Employers struggling to access digital skills.*

Opportunities for the West Midlands and Warwickshire include:

- *Regional flexibility in skills provision as a result of the WMCA Trailblazer deeper devolution deal (for the WMCA area).*

- *A world class automotive cluster transitioning to production of low emission vehicles.*

- *The advancement of the country's fastest growing technology sector.*

- *Facilitating emerging strengths in clean technology and green energy.*

- *Stimulating levels of growth in 'Priority Growth Clusters' identified by the WMCA.'*

The LSIP has three key priorities.

Priority 1 has the aim to ensure post-16 provision across the West Midlands region meets the ongoing needs of employers across the key sectors. They key sectors to support the growth of the region are:

- Engineering and Manufacturing
- Construction
- ICT and Digital
- Logistics and Distribution

There is also the recognition of the importance of the Health and Social Care sector, the Creative Industries and the Professional Services sector to the West Midlands economy.

In addition, importance should be placed on providing sector specific and cross-cutting responses to the skills development in the core themes of:

- Transition to Net Zero
- Digital Skills
- Leadership and Management

Priority 2 is to facilitate business growth in West Midlands through the provision of excellent, flexible leadership and management training in general and specific topics according to business need.

This priority can be achieved by:

1. An increase of the fundamental leadership and management capabilities within West Midlands businesses through the provision of flexible, modular, stackable training and business support for current and future leaders and managers.

2. To provide specific leadership and management training opportunities in areas such as supporting with digitisation, advancement of new technologies and the

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transition to Net Zero.

3. To ensure that any provision is mapped effectively and promoted via collaborative engagement amongst FE providers.

Priority 3 is to respond to employer requests for greater levels of essential skills for work and workplace digital skills. Key actions to achieve this include:

1. To increase the levels of employability skills in people entering the workplace through the provision of consistent, trackable 'Essential Skills' programme drawing on the best practice from recognised schemes such as 'Skills Builder'.

2. To review essential skills for work provision and trial new methods to increase effectiveness including, for example, including structured essential skills for work support in work experience placements to contribute to converting classroom knowledge into workplace skills.

3. To increase the levels of digital skills for the workplace across the workforce in all sectors of the West Midlands economy through the provision of short course, modular upskilling and longer programmes according to individual need.

4. Review of existing good practice and consideration of a new digital skills programme for delivery by FE providers for employees to upskill, across the region ensuring consistent, comparable and reliable provision, trusted by employers.

Skills information from the Department for Work and Pensions/West Midlands Combined Authority Place Based Plan (May 2023) indicates:

In Birmingham:
- There is the highest claimant count rate of any local authority in England.

- Youth unemployment rates in Birmingham are higher than the regional average (partly due to the large student population) of the Black Country.

- Over a quarter of the city's working age population are economically inactive – this is higher than the regional average.

Gaps in provision highlighted are:
- Management and professional: more law needed.

- Construction: gas engineers, surveyors and trades.

- Health: nursing and dentistry in particular.

- Engineering and Manufacturing: more needed to fill vacancies.

- Logistics: more needed to fill vacancies.

- Digital: more software development specifics needed.

- Hospitality: more professional cookery needed.

- Admin and Customer Services: sufficient provision but high vacancies.

In Dudley:
- There is a lower claimant count than the West Midlands regional average.

- Youth unemployment rates are higher than the regional average.

- Nearly 1 in 5 of Dudley's working age population are economically inactive.

Gaps in provision highlighted are:
- Health: Nursing, Dentistry and Allied Professionals.

- Management and Professional: more Finance and Accounting needed.

- Construction: Carpenters and fork-lift operators.

- Engineering and Manufacturing: more needed to fill vacancies.

- Logistics: van drivers, vehicle manufacturers and LGC drivers.

- Digital: more software development specifics needed.

- Hospitality: Chefs and cookery professionals.

- Admin and Customer Service: more provision needed to fill high vacancies.

In Sandwell:
- The claimant count is higher than the West Midlands regional average.

- There is one of the highest youth claimant counts in the West Midlands region.

- Nearly one third of the working age population are economically inactive – this is the highest rate of anywhere in the West Midlands region.

Gaps in provision highlighted are:
- Management and Professional: for Sandwell, software roles form part of management and professional - more digital coding needed. Also, more marketing and business management to meet demand for Business Development roles.

- Construction: surveyors and trades.

- Health: nursing, allied professionals and higher level upskilling qualifications.

- Engineering and Manufacturing: more broader offer in engineering and manufacturing at entry level and up to meet specific vacancies.

- Logistics:

- Digital: more software development specifics needed.

- Hospitality: opportunity to upskill front of house hospitality staff.

These 'gaps' align with the 'Transformational Sectors' identified in the WMCA Local Skills Report (2022):

- Automotive and Advanced Manufacturing
- Business Professional and Finances Services
- Construction
- Low Carbon and Environmental Technologies
- Digital and Creative
- Life Sciences and Social Care
- Logistics and Transport Technologies

The future success of the college will be determined by the extent to which the college meets the needs of stakeholders in the region and addresses the skills priorities outlined above.

Section 3 below outlines the key actions needed.

3. Key Strategy Processes

3.1. <u>To Critically Review the Curriculum on an Annual Basis</u>

The annual curriculum review will assess the extent to which the curriculum is effective, efficient, meets the demands of prospective students and addresses the skills gaps and shortages of employers in the region. The outcome of this annual review will determine the provision that should be retained, where change is required or where existing provision needs to be replaced with something new and better.

The annual curriculum review must strike a balance between continuity and change, retaining provision that is fit for purpose and replacing courses that have reached the end of their life cycle and where new innovation is required. The curriculum review model will provide an evidence base for decisions reached.

The annual review will consider the extent to which each course and the overall portfolio for a curriculum area meets the needs and demands of prospective students and external stakeholders. The review will also consider the effectiveness of the provision and the extent to which students enrolled on the course are retained, achieve their qualification and progress to a positive destination. The review also takes into account the efficiency of the course in terms of recruitment, delivering the curriculum within the target number of course hours, the costs of delivery and the appropriate utilization of staff.

Curriculum review outcomes are RAG rated to clearly illustrate the areas of concern and the action required. This annual curriculum review will also be the means by which proposals for new courses are introduced.

Note: Curriculum Planning Tool – 4CAST is the College's preferred curriculum planning tool. For the 2024/25 curriculum planning the College intends to have the entire curriculum plan developed through 4CAST.

The Curriculum Planning and Review Cycle is detailed in Appendix 1.

The governing body have a duty to review impact of how well the education and training provided meets local need and consider what action may be required in order to meet those needs better. As such the Corporation will consider this and in particular the needs relating to local employment on an ongoing basis. A formal review will be conducted in accordance with relevant legislation.

Reference is also made to the Unit for Future Skills – Local Skills Dashboard (department-for-education.shinyapp.10). This details: employment rates, inactive rates, jobs and employment projections as well as business counts and skills.

3.2. <u>To Focus the Curriculum on Jobs and Growth</u>

Over the life cycle of this strategy there will be continuing alignment with growth sectors in the LSIP and defined by the WMCA.

Outside of these priority growth areas curriculum will be retained where it is providing the skills required for economic growth or community development or where it is essential to resource the large number of jobs that result from these criteria the curriculum will be increased to better meet the skills demands of employers.

The ultimate aim of the curriculum of the college is to provide students who are work ready. A lack of work experience is a key reason as to why employers turn away young applicants. Continued emphasis will therefore be placed on work placements across all full time programmes with availability and accessibility to work placements or work related learning being a major factor in assessing the effectiveness of a course at curriculum review. Courses that lead to job outcomes on completion especially where the job is directly related to the course of study, will be a key measure of a course's effectiveness.

The termly Curriculum Area Review will audit all modes of work experience and will capture all employer engagement. Employers will also engage in courses through annual Employer Boards.

Core/Essential Skills: Halesowen College understands the importance of not only developing high quality and vocationally specific knowledge and skills, but also ensuring students develop essential skills for lifelong learning, skills for employability and essential skills for learning.

The college places great importance on the development of a wide range of essential skills for life, including an understanding of equality and diversity and the positive impact this can have in ensuring a positive destination for our students.

The full list of curriculum options for learners is outlined in 4.2.1.

3.3. To Provide Opportunities for All
The college will continue to collaborate with community partners to reduce the rate of youth unemployment and ensure sufficient provision is made for young people that reflect their needs and aspirations.

Our Schools Liaison Team will continue to work with schools to focus on employability skills, helping young people make informed career choices and where targeted groups indicate a nee a specialist offer can be developed.

3.4. To Enable a Reduction in Regional Unemployment and Economic Inactivity
Section 2 outlines the ongoing issues with youth unemployment and economic inactivity in the region.

The college will work with its community partners and the WMCA on a wide range of targeted initiatives that will provide people with the work ready skills, confidence and capacities to make the changes required for them to become economically active. A particular priority will be young people. The college will retain high levels of funded activity to support young people aged 16-24 into work.

The college will also work to reduce the number of people in the region with no or low qualifications. The West Midlands has a larger proportion of the working age and a smaller proportion qualified at Level 4 and above (36.7% in 2020 against a UK rate of 43.0%).

There is also a significant migrant and ethnic minority population (as highlighted in Section 2) where the lack of English language capability is a barrier to their economic

activity. The college will continue to work with its community partners and the WMCA to optimise the availability of capability and capacity to meet the needs of the migrant population and enable more of them to progress towards a positive destination.

The college are developing the 'ESOL for…' offer linked to regional priorities.

3.5. <u>To Provide a Regionally Coherent Curriculum</u>
Regional coherence will continue to improve through effective partnerships with both universities and colleges. The college works with Colleges West Midlands and has taken part and led on Strategic Development Fund initiatives. The successful LSIF bid is further demonstration of this.

The current competitive environment is generally not conducive to college based Higher Education (HE) delivery. There is high regulatory demand via the Office for Students (OfS) along with a self-funded funding mechanism delivered via a guaranteed loans system. The college has a small HE provision which only operates in the space where there are clear specialist needs driven by employer demand or low progression to HE from FE.

We will continue to grow and expand our relationship with universities as an associate college or similar programmes.

3.6. <u>To Meet the Demands of Regional and National Policy</u>

<u>Regional Policy</u>
The WMCA has devolved responsibility for the regions Adult Education Budget (AEB) in both setting spending priorities and the allocations made to providers.

The WMCA has worked with its partners to develop the regional skills plan with the clear aims of:
- More people to move into employment.
- More people to move into higher skilled jobs.
- More skilled employees available to support business growth and productivity.
- All communities to benefit from the regions economic growth.
- An agile and responsive skills system that is more aligned to the needs of business and individuals.

Key actions from this plan which impact upon our curriculum are as follows:
- Support the introduction of T Level routes and work placement openings to improve the work-readiness of young people.
- Lead a regional campaign to promote the benefits of apprenticeships to employers, young people, employees and key stakeholders.
- Support more young people to access pre-apprenticeship provision and to progress into high quality apprenticeships.
- Target skills provision to address areas of high need with a particular focus on youth unemployment.
- Improve our focus on upskilling low paid and low skilled residents, to improve their long term career and income prospects.
- Promote the concept of a skills eco-system, for the West Midlands which recognises the interdependence of schools, Further Education (FE), Higher Education (HE), Adult and Community Learning and private and

voluntary training providers and facilitates stronger collaboration with employers, to address regional skills needs.

Priority actions include:

- New manufacturing economy
- Creative and Digital
- Environmental technologies
- Medical and Life sciences
- Building Technologies
- HS2 growth
- Skills for Growth
- Employment for All

National Policy

The UK Industrial Strategy first presented in November 2017 forms a key part of policy affecting Halesowen College's curriculum developments. Educational priorities and policies which heavily influence the education include:

- Apprenticeship reform
- 24+ and 19+ learner loans for adult Level 3 qualifications in 2013 led to decreasing numbers of adults on Level 3 courses nationally.
- The introduction of T Levels and qualification defunding from 2020 onwards.

Following the Pandemic the Government introduces new funding to support all adults to achieve a full Level 3 qualification – the National Skills Fund/Courses for Jobs funds many but not all Level 3 qualifications for adults.

This has been followed by the FE White Paper in 2021 which translated as the Skills Bill to the Skills and Post 16 Education Act on 28 April 2022. Key measures include:

- Embedding employers in the heart of the skills system by placing a legal requirement on colleges to work with employers to develop skills plans.

- Ensuring all pupils meet providers of technical education so that they understand the wide range of career routes and training available to them, such as apprenticeships, T Levels or traineeships, not just the traditional academic options.

- Prioritising green skills.

3.7. <u>Sustainable Education in the Curriculum</u>
It has been identified that there is a need to develop a coherent approach to embedding education around the themes of sustainability. Students will have the opportunity to learn about sustainability through a variety of topics and contextualised approaches throughout their learning journey, in order to become responsible citizens of the future. We aim to have sustainability education embedded in all curriculum areas by 2025.

3.8. Sector Trends

Sector	Global Industry Trend	Impact on Employment	Halesowen College Offer
Advanced Manufacturing	3D Printing (Additive Manufacturing)	Jobs requiring different skills e.g. design / creative skills. More collaborative environments.	Digital Courses
Health	Advances in technology are transforming life sciences and HSC delivery.	Higher Level jobs that involve developing, using and working alongside technology in HSC.	T Level Health / Healthcare Science Level 3 Health and Social Care
Retail	Advances in technology will offer retail lots of opportunities to enhance their products, services and operations for consumers.	Jobs that involve working alongside the best use of new technology (e.g. the Internet of Things, Virtual Reality, Robots, Driverless Vehicles, Artificial Intelligence)	Digital and Business courses
Health	Ageing society globally	Increased demand for HSC jobs requiring more people to work in the sector.	Level 3 Health and Social Care Forthcoming apprenticeship offer
Advanced Manufacturing	Automation and Digitisation	Jobs requiring higher level of skills; more use of technology and working with robots.	Digital Courses Investigate more robotics courses
Environmental Technology	Brownfield land regeneration	More technical specialist skills for the land remediation process.	
Transport Technologies	Connected and Autonomous Vehicles (CAV)	Jobs requiring higher level of skills; more use of technology and working with data/computing.	

Environmental Technology	De-carbonised, circular economy	Environmentally focussed jobs, combining technical skills with development of new ideas to reduce emissions.	
Building Technology	Digitisation (BIM, Virtual Reality and Drones)	Higher skilled jobs using technology, digital and data to drive performance.	Digital Courses
Advanced Manufacturing	Digitisation of industrial sectors like manufacturing, transport and construction	Jobs requiring higher level of skills; more use of technology and working with robots, artificial intelligence and big data.	Digital Courses
Health	Digitalisation of life sciences and HSC delivery.	Higher level jobs that involve developing using and working alongside technology in HSC roles.	Digital Courses Halesowen College science offer
Business Services	Digitalisation of professional services sector such as business services, retail and public sector.	Professional services jobs that involve working alongside and making the best use of new technology, such as machine learning and AI.	Digital and Business courses
Advanced Manufacturing	Electrification (of cars, aircraft, rail)	Different types of skills to traditional car/aircraft manufacturing with a focus on electrics/batteries.	
Environmental Technologies	Energy storage and wider energy innovations	Jobs requiring higher level of technical skills: more use of technology and working with data/computing.	
Business Services	Financial Technology (FinTech)	Technology/computing focus with skills required in coding, programming, cyber security etc.	Digital and Business T Levels Level 3 Courses

Business Services	Increased demand for online shopping	Shift of jobs from in-shop to supporting online operations (customer service, operations, communications)	Apprenticeships and Business courses and Logistics
Retail	Increased demand for online shopping	Shift of jobs from in-shop to supporting online operations (customer service, operations, communications)	Logistics and Business courses
Visitor Economy	Increased wealth across the globe raises demand for leisure activities like tourism.	More of a range of new job opportunities in the sector within new attractions.	Travel and Tourism
Environmental Technology	Increasing demand for enhancing the crops productivity and cultivation.	Investment in research and development will require new researchers.	
Building Technology	Low / zero carbon buildings	Design and build processes more geared towards environmental impact of construction and energy efficiency.	
Environmental Technology	Low-carbon transport, including electric vehicles	Different types of skills to traditional vehicle manufacturing and maintenance, with a focus on electrics/batteries.	
Building Technology	Offsite construction	Shift of jobs from building site to factories; working with robots/automation; more design-based work.	Opportunities for Digital
Sports	Continued evolution of e-sports	More and more sporting arenas are opening up online; it can be very lucrative for competitors of league organisers.	ESports Level 1 to Level 3

Public Sector	The increased use of digital technology in education / teaching	Teachers now and in the future will need to be more 'tech-savvy', using digital techniques to teach.	DET and Digital / Early Years courses
Public Sector	The public sector offers a range of different careers, all of which will evolve in different ways.	More technology-based job requiring a variety of skills and flexibility.	Business, EYE and Health and Social Care courses
Sports	The rise of women's sports	The momentum around women's sports has also opened unparalleled opportunities for the creation of new professional leagues, franchises, corporate sponsorships and increased ticket sales.	Level 1 to Level 4 Sports courses
Public Sector	Use of new technology in professional roles such as AI and Machine Learning.	Public sector jobs that involve working alongside and making the best use of new technology.	Digital and Business courses
Business Services	Use of new technology such as AI and Machine Learning.	Professional service jobs that involve working alongside and making the best use of new technology.	Digital and Business courses
Transport Technology	Use of new technology such as digital and drones.	Higher skilled jobs, using technology, digital and data to drive performance.	Digital and Business courses
Environmental Technology	Use of robotics, remote sensing and satellite imagery and drones.	Shift in skill sets to digital skills and a reduction in the number of employees.	Digital and Business courses
Health	Widespread focus on maintaining good mental health and the treatment of mental health disorders.	More jobs within mental health and new approaches across all job types, taking into account the importance of mental health.	Health and Social Care courses and review of Level 4/5

4. Curriculum Planning and Implementation
This strategy aims to enable the college to deliver a curriculum that meets the needs of the region and, in doing so, have an impact on growing/maintaining the number of enrolments. This will be achieved by a number of cross college curriculum developments and enhancements.

4.1. Curriculum Developments and Enhancements
The points outlined below are developments or enhancements that are taking place across most or every curriculum area. These cross college improvements and changes indicate the means by which the college will deliver this strategy and, in doing so, better meet the needs of the region.

4.1.1 Developing the Young Workforce/Youth Unemployment
The college's response to youth unemployment is to:

- Ensure there is sufficient vocational Level 1/Entry Level provision to improve access to FE.
- Build on best practices within school/college partnerships.
- Develop foundation apprenticeships in key sector areas.

4.1.2 Strategic Alliances and Partnerships
Effective Partnership working is vital to the future of the college. The college will:

- Improve regional coherence and sharing of best practice across the region through Colleges West Midlands with a view to developing a regional approach to planning.
- Improve commercial opportunities across the region and increase scope for new market development by measured growth and subcontracting.
- Explore joint development of courses with HEIs.

4.1.3 The Critical Role of Employers
The college will align its curriculum closer to the skills gaps and shortages of employers. It will also engage more with employers and look for their support to:

- Grow employer engagement and formalise good practice of the development and implementation of employer boards. These boards will be used to inform and advise on curriculum design and development.

- Improve employer engagement and participation in employer forums to better align the curriculum to industry developments.

- Increase the number of students who find and progress to a job directly related to their course of studies. This will be achieved through a gradual shift of provision to more employer partnerships and through the growth of apprenticeships.

- Grow the volume of work placements (especially in full time provision) essential skills and employability units to further support students towards a positive destination.

- Increase the involvement of employers in the design, development, delivery and assessment of the curriculum.

4.1.4 <u>Student Progression</u>
The college will enable seamless progression across its curriculum offer. It will continue to develop clear progression pathways with the college and onto HEIs.

4.2 <u>The Curriculum Offer for 2023-24 and Subsequent Years</u>
The curriculum offer for 2023-24 factors in a number of the developments highlighted in this document. It is also the first year of a larger term vision of 'Reimagining the Curriculum', which in subsequent years will be increasingly informed by external evidence. Evidence will include: job and skills demand by local authority, annual LSIP priorities as well as enrolment trends and regional curriculum profiling.

Post 16 qualification reform provides opportunity to remodel and develop new curriculum.

Headline changes for the curriculum areas are as follows:

A Level	In 2025: Small AAQ (Alternative Academic Qualifications) available in – Applied Science, Medical Science, Engineering, Health & Social Care and IT & Computing. ?Criminology and Applied Law replacement.
Art & Design	In 2026: - Large AAQ in Art & Design, Art Design & Media or Communication, Fine & Applied Art - Small AAQs in Art & Design, Creative Craft Also consider T Levels from 2024 onwards in: - Textiles & Fashion Maker - Jewellery Maker
Beauty & Hairdressing	From 2026 consider: - Occupational entry and additional specialist technical qualifications From 2024 consider T Levels in: - Barbering - Beauty - Hairdressing
Early Years & Education	From September 2021: - Running T Level Early Years Education

	September 2023:
	
	- T Level Foundation Programme added from September 2024.
	
	  Two routes:
	
	  o Assisting Teaching
	
	  o Early Years Education

Foundation	Potential reforms from 2025 awards.
Health & Social Care	From September 2021: - Running – Supporting the Adult Nursing Team From September 2022: - Supporting the Midwifery Team From September 2023: - T Level Foundation Programme added For 2024: - Assisting with Healthcare Science
Media	August 2026: - Large AAQ in Art & Design and Media or Communication - Small AAQ in Creative Digital Media, Creative Media Production, Digital Film and Video Production From 2024 – consider T Levels in Media, Broadcast and Production: - Content Creation & Production - Creative Media Technician
Performing Arts including Music & Sound Production	August 2026: - Large AAQ in Performing Arts, Production Arts, Music, Music Technology, Music Performance and Production - Small AAQs in Digital Music Production, Music Performance, Sound Engineering
Public Services	August 2026: - Small AAQ in Uniformed Protective Services and Policing. No large qualification

Sport	August 2026: - Large AAQ in Sport, Sport & Exercise Science, Sport & Physical or Outdoor Activity - Small AAQs in Sport, Sport & Exercise Science, Sport & Physical Activity and Sporting Excellence & Performance
Animal Management	T Level in Animal Care & Management available from 2024. From 2026: - Occupational entry and additional specialist qualifications in Agricultural, Environment and Animal Care
Business & Finance	T Levels offered in 2022-23: - Assistant Accountant T Levels offered in 2023-24: - Management & Administration T Levels from 2025: - Business Finance & Employment T Level Foundation programmes added from 2023.
Professional Cookery & Hospitality	T Level to be offered from 2025: - Catering & Hospitality From August 2026: - Consider occupational entry and additional specialist technical qualification in Catering & Hospitality

Digital Technologies & Computer Science	Current Offer:
	
	- T Level Digital Support Services:
	   o Digital Infrastructure
	   o Digital Support
	
	From 2025:
	
	- Data Technician
	- Digital Production Design & Development
	- Cyber Security
	
	From August 2025:
	
	- Consider occupational entry and additional specialist qualifications in Digital.

	In August 2026: - Consider small AAQ in Digital Games Production
Science	T level offer for 2025: - Assisting with Healthcare Science - Technical Laboratory Science From August 2025: - Consider small AAQ in Applied Science, Medical Science and Engineering
Travel & Tourism	May be small AAQ provision

4.2.1 Changes by Curriculum Area

Academic Studies Faculty

A Level
The A Level offer is relatively unaffected by regional skills priorities, thought there are opportunities to recruit adults onto priority A Level subjects through Free Courses for Jobs.

Key changes to our combined A Level/vocational offer will come from 2025 onwards with the introduction of the new AAQs.

ESOL
There is potential for growth in ESOL 16-19 and adult. Focus for adult provision needs to be revisited focusing on language acquisition not being an end in itself and linking the offer to vocational and employability skills.

Creative Arts and Services to People Faculty

Art & Design
Recruitment is consistent in the area and may link in the future to the massive demand for digital/IT skills.

Beauty & Hairdressing
The area has low demand for increased job opportunities in the region and hair, in particular, has a small decline in demand currently. The impact of T Levels will be closely monitored and inform future developments.

Early Years & Education
Demand in this area is likely to remain strong and the T Level in this area seems to be working well. A new apprenticeship in this area has been added for 2023-24 to ensure there is a progression route going forward for non-T Level students and indications from employers are that the Level 3 apprenticeship is needed.

Foundation
Recruitment in this area remains consistent and prepares learners with additional needs for progression. There are growth possibilities in the supported internship programme as links with employers grow and opportunities for SEND learners to gain employment or volunteering are increased.

Health & Social Care
Demand in this area remains strong and partnership work with the NHS is likely to increase. T Level development in the area is progressing and subject to defunding further T Level pathways will be explored. An apprenticeship for the area is being developed for 2023-24 to meet employer need and ensure an additional pathway for non-T Level learners.

Media
Demand for Creative Media courses remains high and the T Level will be brought on stream when available. Media will contribute to the massive demand for digital/IT skills in the future.

Performing Arts including Music & Sound Production
There are consistent applications in this area, with recent growth for the Musical Theatre and Dance – progression to reputable dance/acting schools is good. Reformed qualifications will be adopted as per DfE timeline. Jobs are centred around business, events, technical support and tourism.

Public Services
Recruitment has shown a small decline, apart from for the Level 3 Policing qualification. This area will require review as currently is not clear if there will be a large AAQ or simply a small Policing AAQ.

Sport
A large but consistently popular area of the college, the area has good links to local football clubs and a good progression pathway to HND. The redeveloped qualifications will be adopted as per the DfE timeline.

<u>Professional Services & Sciences Faculty</u>

Animal Management
A large and consistently popular area with good progression routes to HE and employment. The area has good links to local employers and the dog grooming courses provide good employability routes. Qualification department will inform future investment in additional facilities or partnerships.

Business & Finance
A large and increasingly popular area – progression routes are good and key priority areas in accounting and finance and leadership and management are developing well. T Level development is steady with Accounting and Finance underway and Management and Administration launching in 2023-24. Apprenticeships in Business Administration, Customer Services and Accounts are well established.

Professional Cookery & Hospitality
Catering recruitment remains steady and it is clear that there is still a demand for chefs and staff required across hotels, bars and restaurants to service the tourism economy. The curriculum will change if and when a T Level offer is agreed but has a very strong employer base to work with. Progression to employment in the area is strong with learners securing jobs in high-end restaurants in the city centre.

Digital Technologies & Computer Science
A large and increasingly popular area positioned well to meet regional skills needs. The area has strong progression routes from Level 1 to 5 and has a phased plan for introducing T Levels. The Digital Support and Services T Level launched in 2022-23 and will be joined by Digital Business Services in 2023-24. Links with employers are good and developing and the Cyber & E-Sports curriculum also link well with skills needs.

Science
Applied Science & Forensics are a growth area with strong progression to HE. The area is looking at the T Level Healthcare Science offer in conjunction with the Health & Social Care division for 2023-24 which links well with regional skills priorities.

Employer links need to be further developed in the area. Apprenticeships in

Pharmacy are being relaunched for 2023-24 with a view to offering Level 2 and 3 in line with employer demand. Healthcare Science apprenticeships are currently a small but growing provision and link to employer skills needs in local NHS Trusts.

Travel & Tourism
Recruitment to the area remains steady and the area has excellent links with travel companies and airlines which facilitates excellent progression to employment.

5. Employer Engagement and Apprenticeships
In order for the college to further meet the needs of the region, the curriculum and the wider business of the college needs to be more closely aligned to employers. There are several aspects to the college's engagement to work with employers: the extent to which they inform curriculum development, the extent to which they partner with the college in the delivery of education and training, and the extent to which they access training from the college as part of the upskilling of their workforce.

5.1 Apprenticeship Provision
The college has remodelled its apprenticeship provision focussing on core specialist areas aligned to regional priorities.

Areas will include:
- Business Administration
- Customer Services
- Digital Marketing
- Accounts
- IT
- Pharmacy
- Healthcare Science
- EYP
- Health

5.2 Employer Engagement: Commercial Opportunities
Regional skills needs make working in partnership with the Business Development Team a necessity to actively engage in market development activity, new product development to meet a bespoke demand or identifying existing products appropriate for employers.

Reviewed / Approved	By	Date
Reviewed by	Jo Williams	January 2024
Consulted with	Craig Tucker	January 2024
Approved	SCQC Corporation	06.03.24 20.03.24
CLT approved		
Website	No	
Next Review date		01.01.2025

Top Level Curriculum Planning Timeline			
Stage	**Months Prior to Implementation**	**Activity**	**Governor Oversight Through Strategic Planning**
Strategic Review and Planning	-15/12 June	Strategic research into new provision	Governor oversight through strategic planning
	-12/10 September	New course proposals	Employer and stakeholder involvement in planning
Annual Curriculum Planning Cycle	-11 October	Review of existing and new course provision	Governor oversight of new and withdrawn provision
	-10 November	Annual Curriculum Planning Cycle initiated (CAR 1)	
	-8 January	Course listing and funding worked up	
	-7 February	Resourcing and budgeting	
	-6 March	Completed first draft of curriculum plan presented for feedback	Governor review of draft plan
	-4 May	Completed curriculum plan presented and signed off by all parties	Governor oversight and validation of next year's plan
	-3/2 June/July	Finalisation of budget, including staffing	Governor oversight and validation of following year's budget
Implementation, monitoring and reconciliation	+0/1 September	Validation of actual numbers against planned numbers and viability of provision as enrolments are secured	
	+2 November onwards	In year monitoring and reconciliation	