

Study Programme Policy 2020-21

The following guidance has been used to inform this Study Programme Policy.

- 16-19 Study Programme Guidance 2019 to 2020 published by the Department of Education and Education Skills Funding Agency
- 16 to 19 Education: Funding Guidance published by the Education Skills Funding Agency
- 16-19 Funding Guidance for Young People 2019-20: Rates and Formula published by the Education Skills Funding Agency
- 16 to 19 Funding Study Programmes: Work Experience published by the Education & Skills Funding Agency
- FE and Skills Inspection Handbook published by Ofsted July 2019
- Level 2 Study Programmes: Ofsted research into the curriculum on level 2 study programmes published by Ofsted November 2018

Study Programme Principles¹

All 16 to 19 study programmes should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes should be individually tailored but will typically combine the elements below:

1. substantial qualifications that stretch students and prepare them for education at the next level or for employment
2. English and mathematics where students have not yet achieved a GCSE grade 4
3. work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions
4. other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression

The following appendices give further guidance on study programme design and delivery.

Appendix A: The principles of study programmes for students studying below level 2.

Appendix B: Ofsted guidance on curriculum intent.

Appendix C: Summary of statements from Ofsted inspection reports Sept-Oct 2019 regarding curriculum intent and curriculum design.

¹ 16-19 Study programme guidance (2019 to 2020 academic year) published by the Department of Education and Education Skills Funding Agency

Appendix D: How Ofsted assesses work experience.

Appendix E: General principles of good curriculum design.

Study Programme Planning Priorities

Priority 1: Study programmes will be designed to meet the academic and employment goals of individual students.

Priority 2: Study programmes will be designed to ensure the College's financial security and stability. This will be achieved by ensuring that the study programme design maximises funding and efficiency.

Priority 3: Teaching teams will continuously embrace innovative study programme design.

Study programme design is reviewed and evaluated annually to ensure that the above priorities are achieved.

Study Programme Content

Substantial qualification(s): With the exception of 'A' Levels the majority of study programme students at levels 2 and 3 will have one substantial main learning aim. For some study programmes there will be an additional learning aim to provide the student with industry specific qualifications, this should be delivered within the hours indicated below. For study programmes below level 2 there may be a number of qualification learning aims to prepare students for the next level of study or employment and these will be delivered within the hours allocated below.

The total hours allocated to the main aim(s) will be as follows:

Level 1: 10 hours per week (360 hours)

Level 2: 10 hours per week (360 hours)

Level 3: 12 hours per week (432 hours)

Level 3 'A' levels year 2: 15 hours per week for 30 weeks (450)

English and maths: Students without a grade C or 4 at GCSE in English and/or maths will study these subjects (this is a condition of funding). Students who have already achieved a grade 3 for GCSE English and/or maths will automatically be enrolled on a GCSE and will not need an initial assessment.

Students who have achieved Grade 1 or 2 in English and/or maths will need an initial assessment to decide on the best qualification and level to meet their needs.

Initial assessments will take place in the first 2 weeks of the academic year.

All Functional Skills and GCSE classes will commence in week 3 of the academic year.

Each functional skill will be delivered once a week for 2 hours and each GCSE will be delivered twice a week for 1.5 hours.

(There will be intensive Functional Skills teaching sessions during the first 2 weeks of the academic year for apprentices. As many apprentices infill into study programme classes this will need to be planned carefully so that no apprentice misses out on either the functional skills intensive support or their vocational studies which, in the main, in fill into study programme timetables.)

Tutorials: These are fundamental to the Study Programme and give students and personal tutors the opportunity to

- discuss and review progress with the student at least once every half term (see Progress Review section).
- agree actions plans (documented on Pro Monitor) to address any issues.
- complete UCAS applications
- deliver key messages and content according to the College's standard tutorial scheme of work

In order to facilitate this the standard tutorial scheme of work will be delivered in between 6-8 sessions throughout the academic year.

As early as possible and preferably in week 1 student complete sections on Pro Monitor regarding their goals (i.e. higher education or employment) and barriers to achieving their goals. This is vital information for the Personal Tutor and will help them get to know their students.

Work Experience and work-related activity:

Work experience is designed to bridge the gap between education and the world of work. It can help inform career choices, provide the opportunity for young people to prove themselves to an employer, and help instil the attitudes and behaviours expected at work.

The College believes that work experience can take many forms including:

- corporate activities and local subject area events including employer talks
- progression week activities,
- visits to employers,
- jobs fairs and employer induction days
- work tasters
- running a student enterprise
- participation in social action

- volunteering or
- a work placement with an external employer

Work experience should be:

- directly relevant to a learner's study programme
- planned and explicitly documented as part of the learner's curriculum and timetable
- within the normal pattern of attendance at the College
- supervised and/or organised by a member of staff

Ofsted assesses work experience during inspection and a summary of what they are looking for is given within Appendix D.

Further detailed guidance on work experience can be found in the RuTC Work Experience Policy.

Enrichment: Study programme students will benefit from centrally organised enrichment opportunities as well as departmental organised opportunities. Students benefitting from both types of enrichment will need to log on to these activities and be marked as present on a register. Centrally organised enrichment will take place on a Wednesday afternoon between x and x and will be on the students timetable.

Centrally organised enrichment might consist of:

- CV preparation
- Interview Techniques
- Microsoft Office (Word, Excel, Outlook)
- Sports Clubs
- Volunteering
- Young Enterprise
- Other activities requested by student representatives

Some enrichment activity may be compulsory, for example, all students who are scheduled to go on work experience will need an up-to-date CV before contacting and this will need to be provided either through the main qualification hours, if appropriate, or through the central enrichment timetable.

Progress Review

All study programme students will have an entitlement to a 10-15 minutes discussion with their Personal Tutor every six weeks. The deadline for the completion of each progress review will be shown on the College Calendar.

Before the Progress Review meeting the Personal Tutor will review the Action Plans on Pro Monitor (updating or amending as required) and the information regarding assignment/homework completion on Mark Book.

The Progress Review will normally take place during tutorial hours (4-5 students can be seen within the tutorial hour with the other students in the group undertaking other activities including assignments, homework, self-study, enrichment, etc., either in the classroom or LRC, however a register should be taken before the student elects to self-study in the LRC).

During the Progress Review the Personal Tutor will discuss the completion of previous action plans and new action plans to address punctuality, absenteeism, behaviour, work completion and standard of work as required. Before the close of the meeting the Personal Tutor will tell the student what RAG rating they will be giving the student based only on their work completion as follows:

Green: The student has completed all work by the deadline at their target grade

Amber: The student has completed all work by the deadline however not at their target grade.

Red: The student has not completed their work by the deadline or their work has been referred/not achieved.

This RAG rating is completely objective as it only considers the progress the student has made in achieving their qualification outcome. Issues relating to attendance, behaviour, etc., are not considered (Pro Monitor assesses this with the RAG rating indicated around the student photo.)

Students should leave the Progress Review meeting knowing exactly what they need to do to improve and having been given the confidence and motivation to achieve.

Target Grades

It is important that all students are encouraged to achieve at the highest grades possible. Lesson objectives should be set at the highest level with the expectation that all students have the ability to reach this. Otherwise students will self-select their level of achievement within a lesson depending on their fixed or growth mind set (research conducted by Carol Dweck has shown the negative effect on students from assuming a certain level of ability).

At enrolment study programme students will have to show evidence of prior achievement not only for the Condition of Funding but also for the setting of target grades for students studying on graded qualifications at level 3. The College will collect this evidence to calculate average GCSE scores for level 3 students which can then be used to calculate a target grade and displayed on Pro Monitor. Students need to be clear that this is a minimum expected target grade and, with the student's agreement, this grade could be increased to stretch the student

even further. It is this target grade that should be referred to during Progress Review meetings.

For some qualifications, in particular UAL, grades higher than a pass are only awarded on completion of the final project. This means that RAG rating during the academic year can only be done at AMBER for students who are completing and passing their work on time.

Planned hours

Each study programme consists of a number of planned hours i.e. hours that have been timetabled and are supervised.

Study programmes are designed to be full-time with a minimum of 540 planned hours per academic year, however it is expected that full-time study programmes for 16- and 17-year olds will be on average 600 hours to allow sufficient time to deliver the principles above.

Any study programme of 150 hours or more must include English and mathematics where appropriate, work experience and other non-qualification activity.

Programmes of less than 150 hours are deemed to be part-time and are subject to different criteria not covered in this policy.

The funding the College receives for study programme students is dependent on their age and the number of hours timetabled and supervised. Table 1 shows the different funding rates for study programmes above 540 hours and below. To maximise funding all study programmes for 16- and 17-year olds must evidence at least 540 hours. For students aged 18 this reduces to 450 hours. As can be seen from Table 1 there are different rates for high needs students.

Table 1: Funding Rates for Study Programme Students

Annual planned hrs	Student Age and Type	National funding rate/student
540+ hours	16- and 17-year olds	£4,000
	Students aged 18 and over with high needs	
450+ hours	Students aged 18 and over who are not high needs	£3,300
	16-17-year olds	

Table 2 below shows the expected planned hours for 2020-21 by level of study. For some study programmes the move to these hours will be significant and may need to be planned on a phased basis. Heads of Study will meet with the Vice Principal to discuss any variations from the hours shown in Table 2 and the Vice Principal will need to approve these variations.

Table 2: Planned Hours

Level	Year	Type		Main Aim(s)	FS English	FS maths	GCSE English	GCSE maths	Work exp	Tutorial	Enrichment	Total Planned Hrs
1	1	Vocational	Studying 2 FSs	360	68	68			30	36		562
			Studying 1 FS and 1 GCSE	360	68		84		30	36		578
			No English or maths required	360					60	36	94	550
2	1	Vocational	Studying 2 FSs	360	68	68			30	36		562
			Studying 1 FS and 1 GCSE	360	68		84		30	36		578
			Studying 2 GCSEs	360	594		84	84	30	36		594
			Studying 1 GCSE	360			84		30	36	40	550
			Studying 1 FS	360	68				30	36	56	550
2	1	GCSE pathway	Studying 5 GCSEs	270			90	90	30	36	34	550
3	1 & 2	Vocational	Studying 1 GCSE	432			84		30	36		588
			Studying 1 GCSE and 1 FS	432	68		84		30	36		650
			Studying 1 FS	432	68				30	36		566
			No English or maths required	432					60	36	22	550
3	1	'A' Level	Studying 1 GCSE	432			84			36		552
			No English or maths required	432						36	82	550
3	2	'A' Level	Studying 1 GCSE	450			84			60		570
			No English or maths required	450						60	40	550
3	1	Foundation Art & Design	Studying 1 GCSE	450			84			36		576
			No English or maths required	450						36		468
Maximum Funding is achieved when Study Programmes planned hours total 540 or above (for the Foundation Art & Design this is 450 as all students are aged 18 or above).												
The Main Aim, Tutorial and Enrichment is delivered over 36 weeks.												
Functional Skills are delivered over 34 weeks (first 2 weeks of the academic year are used for initial assessments for students with grades 1 or 2 at GCSE and intensive study for apprentices).												
GCSEs in English and maths are delivered over 28 weeks (starting in week 3 and finishing in week 30)												
Work Experience is either 1-week block or 1 day a week for 5 weeks as a minimum requirement.												
Where work experience is a mandatory element of the main qualification then the work experience hours are recorded within the main aim hours.												

Key Responsibilities

Curriculum Lead: The study programme content, including when assessment (to avoid bunching), enrichment and work experience takes place, needs to be reviewed and agreed with the teaching team to ensure it is meeting students' and employers' needs. This is particularly important for vocational study programmes. It is the responsibility of the Curriculum Lead to make sure that this happens on an annual basis.

Tutor: The Tutor role is extremely important in ensuring that each student has the opportunity for a one to one, 15-minute meeting, as a minimum, every 6 weeks to discuss the student's progress and action plans.

'Welcome to Richmond' – Study Programme Induction

Induction into the study programme and College will take place over the first 6 weeks of term. This will begin with a 'Meet the Tutor' session in the first two days of teaching. The essentials for this session are:

- Students make friends
- They start their main qualification(s) and produce a piece of work they are proud of
- They understand health and safety rules especially in high risk areas
- They sign up for enrichment activities (which should start in week 1)

All other essential elements of a College induction should be planned in the first 6 weeks as additional to their main aim and delivered by student services (logged as separate and counting towards their total enrichment hours). Some of these activities will be mandatory e.g. Prevent, British Values, etc.

Appendix A: The principles of study programmes for students studying below level 2

- Assessment – to identify the student’s needs; plan their provision; and ensure that appropriate support is in place to meet these needs. Whilst most students are currently assessed on entry, evidence shows that too many providers fail to make effective use of the assessment to plan the student’s learning programme.
- Support to make informed choices – lower-achieving students typically arrive at college with unrealistic career plans and/or limited understanding of the opportunities available to them. If programmes are to be designed to maximise progression, then students need realistic education and career plans. This in turn should reduce the number who ‘drop out’ because they find they have an inappropriate choice.
- Practical, hands-on teaching in a workshop environment can enthuse a student who struggled in school. Basic skills can be embedded into vocational programmes, making them more appealing than separate classes. An introduction to their chosen occupational area will also help students progress to further learning, an apprenticeship, or employment at an elementary level.
- English and maths in line with DfE policy, and which supports (where appropriate) the level which the student needs to have achieved to progress to their chosen level 2 programme, apprenticeship or occupation.
- Engagement with employers and work-related activity to introduce students to the opportunities available and the behaviours that employers expect. A structured work placement may be right for some, but others working at entry/level 1 may benefit more from experiencing a variety of different employment related activities.
- The programme must be flexible if it is to meet the needs of this diverse group, and to respond to some inevitable changes in the student’s longer-term plans. As such, the balance between the elements above must be individually tailored to student needs.
- Pastoral and specialist support to help students to remain engaged and progress. A high proportion of students will have special educational needs or personal and social issues and will have received additional support when they were in school. Failure to provide sufficient support post-16 risks students ‘dropping out’ of education, so it is important that providers address any special education or other needs so these students can benefit fully from the study programme.
- All programmes must focus on progression to the next stage of education or employment. Students should be encouraged to move on in less than one year if they are ready, and they have been offered other training or employment.
- Inspectors will consider the provider’s curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to acquire to fulfil their aspirations for learning, employment
- The evaluation of curriculum intent focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.

Appendix B: Ofsted guidance on curriculum intent and evidence to show curriculum intent

- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.
- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context.
- The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary.
- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.

If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a provider's curriculum favourably.

Sources of evidence specific to curriculum intent:

Inspectors will draw evidence about leaders' intent for the curriculum principally from discussion with senior and subject leaders. Inspectors will explore:

- how leaders have ensured that a subject curriculum includes content that has been identified as most useful and that this content is taught in a logical progression, systematically and explicitly for all learners to acquire the intended knowledge, skills and behaviours
- how leaders ensure that the curriculum supports learners' progression and provides knowledge and/or skills for the future (including non-qualification activity, where relevant)
- how learners see links between different areas of knowledge and skills and recognise that some knowledge and skills are transferable
- how carefully leaders have thought about the sequence of teaching knowledge and skills to build on what learners already know and can do.

Appendix C: Summary of Ofsted inspection statements on curriculum intent and design Sept-Oct 2019

Summary

It is clear from the reports that some inspectors have used the new framework to fully analyse the impact of the curriculum design on learners' progress, however in a few cases inspectors make general comments limited only to whether the curriculum has been planned taking into account local and regional needs. Those inspectors that are fully aware of the impact of curriculum planning and design on learners' progress have sited sequencing of curriculum and revisiting key themes as important to the retention of knowledge and skills.

In all inspection reports the grade for Quality of Education matched the overall final grade.

As inspections progress it would be logical to assume that all inspectors will become more adept at linking students' progress to curriculum planning and design.

Bedford College inspected 23-26th September 2019 – GOOD

'Leaders need to ensure that teachers use learning from all parts of the programme, including work experience, to enable learners to retain and develop their knowledge and skills more securely over time.'

Coventry College inspected 17-20th September 2019 – REQUIRES IMPROVEMENT

'The College 'provides a wide range of courses.....that meet the needs of local employers.'

'Too few teachers and assessors teach their subjects so that learners and apprentices, including those with high needs, become interested, know more and can apply their knowledge to achieve the highest grades. Many learners focus on gathering facts and feel restricted to spending much of their time writing assignment to pass the unit of study.'

'A minority of teachers and assessors present information clearly and in a logical order, but too few revisit and reinforce themes sufficiently for learners and apprentices to transfer the knowledge to their long-term memory. Many teachers of English and maths do not sequence learning activities well enough to enable learners to consolidate their learning.'

'Leaders should set high expectations of teaching quality and support managers and staff to improve curriculum design, planning and delivery so that learners achieve the grades of which they are capable.'

Newcastle and Stafford College inspected 22-25th October 2019 – OUTSTANDING

'Leaders have exceptional links with local employers and regional business groups, including the local enterprise partnership and mayoral authorities. They collaborate with them to create a challenging curriculum designed to help learners and apprentices achieve their curriculum ambitions.'

'Teachers and trainers design their curriculum to help learners and apprentices to develop specific knowledge and skills employers demand.'

‘Employers value highly the way apprentices’ curriculum helps them to develop exact knowledge, skills and behaviours they need for their current and future job roles.’

‘Leaders ensure that teachers and trainers plan a coherent and challenging curriculum for all learners and apprentices, including those on subcontracted provision.’

N. Warwickshire and S. Leicestershire College inspected 24-27th September 2019 – GOOD

‘Learners and apprentices benefit from a coherent and appropriate range of courses and local learning opportunities that are reflective of regional needs and employer demands.’

‘In classrooms and workshop areas, learners and apprentices benefit from experienced teacher who plan well-structured and logically ordered activities that build on learning that has gone before.’

‘Leaders make skilful use of a range of data to inform and shape how the curriculum is tailored to meet the needs of learners and employers and the priorities of local enterprise partnerships. This results in a range of courses and learning programmes that meet local and regional needs exceptionally well.’

‘Teachers ensure that learning activities are well crafted and logically ordered and that learners’ skills and knowledge acquisition are placed at the forefront.’

Stoke on Trent College inspected 8-11th October 2019 – REQUIRES IMPROVEMENT

‘Leaders and managers have not had enough time to develop fully their curriculum plans for young people and apprentices. Too many courses are not sufficiently challenging for learners’ ambitions. Although teachers know the content they plan to teach they have not devised enough opportunities for all learners and apprentices to fulfil their potential.’

‘Teachers of young people fail to help learners remember long-term concepts and ideas consistently well. As a result too many learners struggle to remember knowledge from previous sessions, slowing their progress.’

‘Too few teachers and trainers plan the content and order of their lessons in a logical manner. In these lessons teachers do not link thoroughly the lesson content to previous learning and how learners will be expected to apply the information in the future.’

The Sheffield College inspect3d 24-27th September 2019 – REQUIRES IMPROVEMENT

‘Teachers plan and deliver courses for adult learners carefully and use their subject specific expertise well to help adult learners understand how their learning relates to their future opportunities.’

‘Leaders and managers have a clear and well-founded strategic rationale for the college’s curriculum. They carefully align courses on offer to the Sheffield Region priority areas. Working closely with local employers, leaders have very recently introduced a range of ‘employer academies’ where learners develop knowledge and skills specific to the industry to which they want to progress.’

‘In many vocational areas, study programmes are planned well to enable learners to acquire the knowledge and skills they need to be successful. Teachers use their good industry experience to help learners understand how theory and practice link together.’

‘Staff do not work with employers well enough to plan apprentice programmes. They do not consider sufficiently the contribution that employers’ high-quality on-the-job training has on

apprentices' development. They do not link it well enough to the off-the-job training that apprentices undertake. As a result too many apprentices do not benefit from a well sequenced apprenticeship programme.'

Tyne Coast College inspected 8-11th October 2019 – GOOD

'On most courses lecturers sequence the curriculum to build knowledge in a sensible and well-considered way that enables learners and apprentices to make good progress in developing their knowledge and skills.'

Warrington and Vale Royal College inspected 8-11th October 2019 – GOOD

'Learners enjoy a wide range of courses that meet local and regional needs very well.'

'Leaders make skilful use of a range of local and regional information to inform and shape the curriculum offer. They tailor programmes to meet the needs of learners, employers and priorities of local enterprise partnerships.'

'Assessors involve employers in the planning of the curriculum. Assessors adapt the order in which they deliver components of the curriculum to fit in with the work being completed by apprentices in their job.'

'Teachers and assessors plan learning activities carefully to reinforce knowledge.'

Appendix D: How Ofsted assesses work experience

Ofsted will look to see how the work experience has given the student the opportunity to contribute to and benefit from the learning programme, and how it has prepared them for employment. They will assess whether the work experience is both purposeful and planned, and whether it gives young people the opportunity to develop their employability skills in real working conditions.

Ofsted will look to see what the progression is for the student on their study programme. If it is progression to higher education, there would be no automatic expectation to see external work experience included in the programme. If it is to an apprenticeship or work, Ofsted will normally expect the student's study programme to include work experience with an external employer.

Institutions' working environments such as college companies provide good opportunities for students to develop initial vocational skills, knowledge and employability skills. However, students should progress to external work experience at the earliest opportunity especially if work experience is a substantial part of their study programme. When inspected, Ofsted would look for evidence that the simulated work experience has been purposeful and look at what value the young person has gained from the experience.

Appendix E: Guiding principles of good curriculum design (R. Turner 2018)

Introduction

Planning the curriculum structure to promote learning is as important as planning individual lessons.

The following guiding principles of curriculum design have been developed in consultation with a group of curriculum managers and teachers. They are just guiding principles and should be used to promote discussion and consensus amongst subject teachers so that the curriculum is designed to optimise learning and students achieving their goals.

Guiding Principles of Curriculum Design

- 1. In every lesson and every assignment/assessment students aspire, and can achieve, at the highest level.**

What does this mean in practice?

Schemes of Learning should incorporate Challenge. Challenge in this context is defined as 'exposing students to a level usually considered above or beyond the expectation', for example, incorporating some level 3 work into a level 2 scheme of work.

In graded qualifications all assignments and lessons enable student to work at distinction level.

There is one lesson objective which is set at the highest level.

- 2. All lessons are taught to the subject and not to the summative assessment.**

What does this mean in practice?

Students need to gain an appreciation of the depth and range of a subject. There is a danger that by teaching to the exam/assignment the focus is too narrow and a deeper appreciation of the subject is lost. This does not mean that we ignore examination criteria and fail to prepare students for external examinations thoroughly. It means that the curriculum is designed to balance both the need to achieve in external exams with a broader knowledge of the subject.

- 3. There is a range of assessment methods**

What does this mean in practice?

In many curriculum areas the introduction of the RQF and synoptic assessment means we have to prepare our students for end point examination assessment, however we are still free to consider how we assess other units to enable all students to experience a wide variety of assessment methods.

- 4. There is one overarching assessment plan for the student with clear start, hand-in and feedback dates that avoid bunching of assignments and assignment overload.**

What does this mean in practice?

Teaching teams need to plan assessment together to ensure appropriate workloads for students that will enable them to hand in assignments on time. Students also need to be clear about the expectation, not just of each subject, but of the qualification as a whole so that they can plan their time appropriately.

5. Employers are involved in assignment design and assessment wherever possible to ensure authenticity of assignment brief.

What does this mean in practice?

This is a fundamental principal for some, not all, curriculum areas. An employers' overview of a design brief gives it authenticity and if they are also involved in the final assessment e.g. on a panel listening to student presentations, students need to raise their game.

6. Assignment briefs need to ensure student work is original and current

What this means in practice?

Writing new assignment briefs can be a time-consuming process and teams need to consider how frequently these should be re-written to ensure students are submitting original work. Generic assignment briefs that can be quickly adapted for different scenarios should reduce teacher workload in the long term. Tweaking assignments that have been used for many years will inevitably lead to plagiarism and also teacher boredom when marking! It is not acceptable to only rely on Turnitin as this still doesn't guarantee that the student's work is their own, it just guarantee's that the wording is different.

7. Teacher time is sacred and classroom time should be used primarily to teach rather than for assignment completion.

What does this mean in practice?

If teachers are to deliver to the subject and not the assessment they cannot afford to use up valuable teacher contact hours with students sitting in class working on their assignments. This should be done in the LRC or at home. The only exception to this is when students are falling behind and additional supervised catch up sessions need to be planned, however these can be planned within schemes of work in advance.

8. Designing a broader curriculum to develop employability skills (work exp, enrichment and additional qualifications)

What does this mean in practice?

Teaching teams should consider how and when work experience takes place to complement the delivery of the curriculum. Consider how do enrichment activities and additional qualifications prepare students for higher levels, employment and/or independence?

9. How does your curriculum design protect the well-being of teachers?

What does this mean in practice?

- Consider the amount of marking and when this occurs.
- Can groups be put together for certain subjects/lessons so that teachers can team teach?
- Can managers reduce the amount of new curriculum each year for individual teachers?

How will you plan progress reviews into the scheme of work effectively so that teachers can complete these in an appropriate timeframe and students not involved in progress review have relevant work to undertake.