

# CURRICULUM PLANNING FOR 2020 / 2021

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## CURRICULUM INTENT

Are you providing industry relevant knowledge skills and behaviours, if unsure about this contact employers and discuss, read employment advertisements for the sector and trade press, use social media to engage with those currently working in the sector to establish what skills and knowledge is seen as valuable.

Where will these learners progress to when this course is completed? Does current evidence agree with this? For example, it is often said level 2 Graphics students will progress to level 3Graphics, but as we all know, not all of them will. Some will leave for work how are these students prepared for unrelated employment within their Graphics level 2 course?

Have you identified achievement gaps against any protected characteristics within your cohort, if so, how do you intent to address this?

## CURRICULUM RESPONSE

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How is learning delivered and scheduled to meet the curriculum intent outlined above?

## CURRICULUM IMPLEMENTATION

## CURRICULUM RESPONSE

How are assignments and assessments scheduled to meet the intent? In some centres core units are often delivered first to ensure any early leavers can be certificated. Does this approach best suit knowledge acquisition? As an example, assessing students on a two year course on newly acquired skills in year one when this could be assessed in year two when skills are fully known and embedded.

An easy win here is to section assignment briefs to clearly state skills knowledge and behaviours expected in each project. Those working in vocational areas will need to be clear on theory work and how long-term knowledge is gained. Project work can continue but when students are asked by inspectors what theory of knowledge have you gained on your course, the response, we have specific theory lessons where we learn x is well received.

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Has the study programme fulfilled its intent?

## CURRICULUM IMPACT

Are all the learners destinations as you intended?  
What knowledge skills and behaviours have they developed?  
Do they have employment skills?  
How have you evidenced this?  
Data and key performance indicator benchmarking has a part to play in this however that element is now reduced under the EIF. That said it is much simpler to evidence high quality provision with excellent outcomes for learners.

Tangible evidence of knowledge skills and behaviours gained will be required.  
Destinations data will also inform this element along with English and Maths and other study programme elements.

## CURRICULUM RESPONSE

This is a brief overview that I hope you find helpful, if you have any suggestions to include please send these in to [john@westcoastagency.co.uk](mailto:john@westcoastagency.co.uk)