

POLICY NAME:

The College is committed to the equality of opportunity and to a proactive approach to equality, which supports and encourages under-represented groups, promotes inclusivity and values diversity.

Responsible Senior Leader	Andrew Jackson
Policy Owner	Andrew Jackson
Approved by	Corporation
Approval date	September 2024
Next approval date	September 2025
Policy location	Mission, Culture and Strategic Information Hub

Equality Impact Assessment by	Andrew Jackson							
Intended Audience	Staff	X	Governors	X	Students	X	External	X
Added to College website by	Meg Ardley				Date	October 2024		
Added to Staff intranet by	Dawn Haywood				Date	October 2024		

Amendment summary

<u>Version no.</u>	<u>Date</u>	<u>Comments</u>	<u>Paragraphs amended</u>
2023-24 (1)	2023.09.26	Annual refresh	Paragraph numbering added throughout. Additions to 2.2, 3.2.5, 3.2.6, 4.7.7, 5.1.2
2024-25 (2)	2024.07.15	Annual refresh	1.1, 2.1, 2.2, 2.5, 4.2, 4.3, 4.7,

Curriculum Policy, 2024-2025

1. Policy Context:

- 1.1 WQE serves Leicester, Leicestershire and the surrounding areas as a provider of distinctive, high quality sixth form college education, enabling level three success and supporting the development of young professionals leading to progression to Higher Education, Employment and Training. This mission is reviewed by the Corporation annually and sets the context for developing the College's curriculum.
- 1.2 The Education and Skills Funding Agency (ESFA) publish annually identified education and skills priorities and make allocations of funding in accordance with these priorities and the national funding formulas associated with these. The College is committed to reviewing its offer annually in relation to changing local and national priorities, in order to ensure it makes an appropriate and relevant contribution towards meeting these priorities. From time to time the College may also agree specific priorities and/or targets with the ESFA, which may attract development or project funding, or enable the College to meet other funding requirements.
- 1.3 This Curriculum Policy is intended to support the delivery of the wider aims and objectives of the College (see below) and provides the framework for the College to review and respond appropriately to emerging needs or the changing educational landscape.

To inspire, prepare and develop young professionals, through the provision of appropriate, responsive and excellent post-16 educational opportunities.			
Qualifications & Academic Success	Personal Development	Experiences & Skills	Support for Progression to HE &/or Professional Careers
Responding to the ambitious young people, communities, schools, universities and employers of Leicester and Leicestershire			
Sharing and living by our values of Community, Challenge, Commitment, Curiosity and Consideration			

2. Aims and Guiding Principles:

- 2.1 The College's primary mission is to enable progression from Key Stage Four to Level 3 study and achievement, including supporting the development of young professionals, leading to progression to Higher Education, Employment and Training. The strap line we use to reflect this mission is 'Preparing Young Professionals'.
- 2.2 Consequently, the College curriculum is planned to respond to the education and skills needs of our students and their communities, as well as key national and local priorities that align to our primary mission. We aim to provide an outstanding education to all our students through a curriculum which promotes high aspiration and equips our students for success in their professional lives. Our curriculum focuses on developing the right combination of knowledge and skills to ensure every student can fulfil their potential, improving life-chances for all, including those who are vulnerable and/or disadvantaged.

- 2.3 Within this, the efficiency, viability and potential to assure quality of provision are key areas that the College will consider when determining the exact curriculum mix.
- 2.4 To deliver the aims of the curriculum plan each student must, regardless of their chosen study programme, be provided with sufficient opportunity to develop their knowledge and skills.
- 2.5 The model we use is an integrated approach i.e. each strand of the study programme provides opportunities to develop skills, behaviours and knowledge; the entire study programme serves to cover the whole range. The qualification choices that we offer our students are:
- 2.5.1 Entry Level Programme**
 - 2.5.2 Level 1 Vocational Programme**
 - 2.5.3 Level 2 Transition Pathways Programme of GCSEs and Level 2 vocational qualifications**
 - 2.5.4 The Level 3 A Level programme**
 - 2.5.5 The mixed programme of A Levels and other Level 3 qualifications**
 - 2.5.6 The full Level 3 vocational programme**
- 2.6 In addition, students without a grade 4 or higher in GCSE English Lit or Lang and/or Maths are required to work towards achieving a 4 or higher by completion.
- 2.7 Study programmes at WQE are individualised to each student, with a focus on their future aspirations and ambition. Study programmes enable students to follow a tailored menu that develops the knowledge and skills needed to progress to the next stage in their career pathway.
- 2.8 In particular, the formal and informal curriculum provides the vehicle through which students experience the College and college values are expressed, developed and embedded for all students. This curriculum policy and our approach through the curriculum aim to promote and express the principles that the College believes in, as expressed in the statement of mission and values.
- 2.9 There are a range of key characteristics that we want students to develop and these include being; resilient, confident, rounded, independent, ambitious, happy, organised and curious.
- 2.10 We express our core identity through the College's 'C's for positive culture and these inform all of our work and our curriculum planning.



3. Key Curriculum Development Objectives

- 3.1 The College sets strategic objectives through the College Strategic Plan and the achievement of these objectives underpins the process of curriculum planning and key decisions taken in respect of the curriculum.
- 3.2 The College Strategic Plan identifies that the College prioritises the following areas of development:
 - 3.2.1 Ensure provision of a flexible curriculum offer to allow the College to be responsive to national curriculum reforms and to meet the needs and aspirations of all students.
 - 3.2.2 Proactively develop A level and hybrid pathways in response to curriculum and assessment reforms in order to best monitor and support all students.
 - 3.2.3 Proactively prepare for potential diversification and the reshaping of the general vocational courses that we offer, building capacity for real work experience and work-related activity.
 - 3.2.4 Strengthen the position of employability and skills within the curriculum so that it is a theme embodied into all courses.
 - 3.2.5 Supporting the current and future needs of the local, regional and national economy by generating productive partnerships with industry and business. As a designated further education college, we have a duty to respond to the priorities in the local skills improvement plan (LSIP).
 - 3.2.6 Building an innovative, specialist and reflective curriculum offer which develops the future expertise, skills and understanding for an ever-changing world.
 - 3.2.7 Ensure we take our moral responsibility to raise awareness of climate and sustainability issues amongst our student body. We believe all study programmes should make suitable reference to education for sustainable development.
 - 3.2.8 Develop and maintain programmes of study that allow progression for

- students who demonstrate the potential for successful Level 3 study, but are not yet ready to achieve that
 - 3.2.9 Ensure provision is reviewed and developed to support student retention and progression through coherent and personalised programmes of study and appropriate pathways
 - 3.2.10 Ensure that the College maintains its position of offering an unrivalled classroom-based curriculum range and the capacity to stretch and challenge students through programmes that match their needs and interests.
- 3.3 The College Strategic Plan recognises the importance of personalisation and support for every student, to ensure:
 - 3.3.1 Every student feels part of a strong learning community that recognises their aspirations and needs
 - 3.3.2 High quality teaching, learning and assessment that inspires and supports every student, enabling them to make excellent progress
 - 3.3.3 Experiences that enable personal development and preparation for progression and success in the future
- 3.4 The curriculum is subject to an annual review in the light of the potential for responding to local and national initiatives, changing needs of students, or changing levels of available resourcing. Such reviews will be led by the Senior Leader responsible for the Curriculum.

4. Statement of Curriculum Intent:

- 4.1 In designing and reviewing the curriculum offer the College aims to provide a relevant, responsive and high-quality curriculum that is well aligned to the national curriculum and assessment landscape, as well as to local need.
- 4.2 The College is ambitious for our students and determined to deliver the best possible experiences and outcomes for those students. In the broadest terms, this means:
 - 4.2.1 High completion and achievement rates overall; that is, rates that are above the national benchmarks
 - 4.2.2 Excellent progress for individual students evidenced by high value added
 - 4.2.3 Consistently good or outstanding outcomes in all courses
 - 4.2.4 Good or outstanding teaching and learning for all students in all subjects
 - 4.2.5 Strong monitoring and support for student progress
 - 4.2.6 A high proportion of students progressing to positive destinations; higher education, training or employment
 - 4.2.7 Students experiencing a high level of enjoyment that inculcates a lifelong passion for learning.
- 4.3 Consequently, the College develops the curriculum with this intent at the very heart, such that it gives students the knowledge, skills and behaviours that prepare them for the next stages in their lives.
- 4.4 This curriculum will be taught in a logical progression, allowing students a degree of autonomy in how they work through their studies in order to gain the maximum benefit.
- 4.5 The curriculum will be accessible and thereby act as a powerful vehicle to overcome social disadvantage. In doing this, the curriculum must be highly ambitious for all groups of students, irrespective of their needs. In order to achieve this, it will be critical to enrol with integrity, giving students the greatest chance of success on their

Study Programme.

- 4.6 Our curriculum is planned with efficiency, relevance and breadth of offer in mind. For that reason, we have chosen to promote so-called minority subjects which many local providers have chosen to drop (such as MFL courses and Music), even when numbers in these subjects fall below our averages.
- 4.7 In particular, all students can expect to:
- 4.7.1 have the opportunity to choose a coherent programme of study from a wide range of courses and levels that will enable them to plan a progression route matched to their interests, needs and abilities.
 - 4.7.2 be given advice and guidance at appropriate times on the suitability of their programme of study and the opportunities presented by the programme.
 - 4.7.3 have their needs identified through the College application and induction processes. All students will be given opportunities to obtain appropriate support and information.
 - 4.7.4 follow a curriculum that embeds support for English and mathematics skills and the development of relevant employment skills.
 - 4.7.5 be supported in their personal development and to be well prepared for a successful future in a diverse and changing society. They will be supported to be increasingly self-aware, healthy, safe and positive contributors in society.
 - 4.7.6 find that careers education and guidance will be delivered in ways that meet their individual needs.
 - 4.7.7 be offered, and expected to take part in, a wide range of enrichment activities as a part of their entitlement. Developing the cultural capital of our students, ensuring they have experiences outside of their everyday life is a key purpose of our enrichment offer.
- 4.8 In addition, the curriculum is further enhanced by curriculum content, on-site careers advisers, visiting speakers and mentors, day trips and longer residential visits, work experience and volunteering opportunities as well as other activities which seek to meet the Gatsby Career Benchmarks and to develop wider employability and personal skills.
- 4.9 We also design our curriculum to promote the following values:
- 4.9.1 **Democracy**, by encouraging students to accept responsibility for their behaviour, show initiative, understand how they can contribute positively to the lives of those living and working in the locality and to society more widely, and enable students to acquire a general knowledge of and respect for public institutions and services. We encourage respect for democracy and support for participation in the democratic processes.
 - 4.9.2 **The rule of law**, by enabling students to distinguish right from wrong and to respect the civil and criminal law. We encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.
 - 4.9.3 **Individual liberty**, by promoting tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
 - 4.9.4 **Mutual respect and tolerance**, of those with different faiths and beliefs by enabling students to develop their self-knowledge, self-esteem and self-confidence and the importance of identifying and combatting discrimination.

5. Related Policies, Procedures and Strategies:

5.1 This Curriculum Policy does not exist in isolation and relates to a wide range of other policies and strategies. Whilst not exhaustive, these include:

- 5.1.1 Admissions Policy and associated course enrolment procedures
- 5.1.2 WQE Accountability Statement
- 5.1.2 Assessment and Internal Verification Policy
- 5.1.3 Assessment Malpractice Policy
- 5.1.6 Assessment Appeals Policy
- 5.1.7 Subcontracting and Supply Chain Policy
- 5.1.8 Work Experience Policy
- 5.1.9 Student Guidance and Intervention Policy and Procedures
- 5.1.10 Procedures to support students unable to access the College site