



Lancaster &  
Morecambe  
College

Celebrating 200 Years of Learning

# Curriculum Strategy

2021-2026

Art & Design



## OUR PURPOSE:

Transform lives and communities

## OUR CORE VALUES:

Collaborative • Inclusive • Aspirational

# Curriculum Strategy Drivers:

## PEOPLE

- **PERSONAL DEVELOPMENT AND WELFARE:** driving individual and collective achievement including an innovative central pastoral and tutorial system with measurable benefits in learner retention, attendance and achievement;
- **SKILLS:** identification and measurement of individual skills development embedded within all programmes
- **WELLBEING:** ensuring all students feel safe, welcomed and included within the College community, where clear consistent expectations lead to high standards of behaviour.

## PLACE

- **GROWTH:** Ongoing development of local priority areas identified for growth (e.g. Energy), including to equip all curriculum areas with contemporary resources to deliver high quality, industry based vocational skills training.
- **TECHNOLOGY:** Align the Curriculum Strategy to the IT Strategy/Investment Plan to replicate industry standard expectations including the environment and resources to develop the technological skills of all learners.
- **PARTNERSHIP CURRICULUM:** Align the Curriculum Strategy with local employer needs to supply the workforce of the future from local sources. To introduce place based curriculum to the college and local population through the embedding of the Morecambe Bay Curriculum principles into the delivery and structure of courses.

## PROGRESS

- **CURRICULUM DESIGN:** Planning and designing a curriculum for the future needs of the local economy and population, with high destination outcomes.
- **TEACHING:** For our teaching professionals to identify and embed evidence-based developments in classroom and practical teaching, demonstrating measurable impact in learning outcomes and achievement.
- **QUALITY:** Consistent all round quality improvement enabling the college to identify as 'Good' (or better) in all key areas by ensuring all learners reach their full potential.
- **MEASURING PROGRESS:** Learners' starting points are identified, ambitious targets are set and progress is rigorously monitored to ensure the best outcomes for all including transparent and effective tracking processes.

**The Strategic Drivers within this Curriculum Strategy will align to the overall College Strategy through the structure, planning, delivery and evaluation of curriculum within these frames of reference:**



To monitor the strategic intent and impact of the whole college curriculum, an annual strategic curriculum intent mapping exercise will be completed. The strategic curriculum intent documentation, will include, achievement, retention and destinations data, local labour market intelligence and market share data.





## 14-16 year olds

### We will:

- Develop effective and engaging opportunities for 14 – 16 year olds, to access the college, promoting technical education.
- Offer taster and skills competitions to demonstrate curriculum pathways to employment or higher education.

## 16-19 year olds

### We will:

- Evolve and develop the range of technical and vocational pathways, considerate of the challenging demographic;
- Introduce T Levels, superseding existing qualifications as the provision emerges, continuing to develop productive partnerships with employers to prepare the workforce of the future;
- Support school leavers to continue to improve their English, maths and digital skills and contextualise this to the technical and vocational routes of learning;
- Promote and support students to maximise their potential, through positive progression pathways and into employment especially through industry placements linked to career objectives;
- Underpin the culture and ethos of the College with British Values, preparing young people to make a positive contribution to the local community.
- Embed sustainable practices and environmental awareness within each programme.
- Work collaboratively with the voluntary sector to maximise opportunities for all young people in the district.



## Apprenticeships and Higher Level Apprenticeships

### We will:

- Offer high quality pathways, with timely achievement supporting progression into sustained full-time employment or high-level study.
- Review available and emerging Higher-Level Apprenticeships against Local Market Intelligence and LEP Priorities, as well as existing regional provision, and make business case recommendations, supported by employers, for new HLAs.
- Continue to evolve provision working collaboratively with new businesses and opportunities arising in the district through inward investment. Including but not exclusion to Eden Project and their supply chain.
- Review and improve policies and procedures supporting achievement of end-point assessment.
- Underpin the culture and ethos of the College with British Values and sustainable development, preparing apprentices to make a positive contribution to the community and within their organisation.
- Develop innovative bespoke apprenticeship programmes to meet business need.
- Raise aspirations for apprentices through the creation and development of an innovative careers programme, supporting high grade achievement.

## Adult and Community Learning

### We will:

- Offer provision across the district to support adult community learning.
- Build and maintain effective partnerships with external agencies to increase opportunities for all through developing community with adult education provision.
- Maintain effective relationships with local job centre plus to support and develop adult retraining into sustainable jobs within the community.
- Align adult and apprenticeship provision to provide pathways to upskill and develop talent within businesses accessible to all.
- Grow the College adult education offer to meet local community current and future skills needs in line with the local skills improvement plan and local intelligence.
- Maximise opportunities to broaden wider outcomes for education for the community through “Tailored Learning”. Improving health & wellbeing, equipping parents/carers to support children’s learning and supporting the development of stronger communities.
- Monitor the impact of provision through capturing sustained destinations for adult learners.



## Higher Education

### We will:

- Offer high quality Higher Educational provision, meeting or exceeding validation partners and external agency quality assurance requirements.
- Utilise and promote the Lancashire and Cumbria Institute brand, to demonstrate strategic partnerships to benefit learners.
- Develop new provision based on local labour market intelligence, local skills improvement plan research and priority areas with support from industry and students seeking progression.
- Investigate and develop, as appropriate, Higher Level Apprenticeships, part-time, bite-sized, modular and employer-led study routes, to evolve the provision.
- Maximise graduate employability and work-readiness through innovative and creative curriculum developments considering the views of potential employers.
- Protect and further develop relationships with local employers, regional HEIs and College-based HE providers to ensure effective partnership working and collaboration.

## High Needs and SEND Learners

### We will:

- Work with the local authority and feeder schools to continue to develop the curriculum to include the Preparing for Adulthood, Vocational, Technical Pathways and Supported Internships.
- Review and implement changes to the College offer based on the SEND green paper.
- Undertake a review of existing provision to maximise progression pathways from Preparing for Adulthood into technical and vocational routes of learning, where appropriate.
- Support employers in the development of job opportunities, paid or voluntary, developing their disability confidence.
- Develop arrangements for all-age students to access the College with appropriate support for learning (where necessary), and develop admissions procedures to ensure health and care needs are managed effectively and in partnership with the student's identified personal assistant where appropriate.



## Employability and Core Skills for Work

### We will:

- Evolve provision to further develop industry support leading to full implementation of extended industry placements which is highly relevant to each learner's career goals.
- Support the national Careers Strategy, ensuring that impartial, advice and guidance for applicants continues to improve, incorporating the Gatsby principles of Good Career Guidance in line with the College Careers Strategy.
- Support all under 18 year olds, where required, with a GCSE Grade 3 or 2 to follow a full year GCSE or Functional Skills programme alongside their technical / vocational pathway to improve their grade during their College studies, in line with the College Maths and English Strategy.
- Develop alternative and accessible routes to study, including remote learning, distance learning (on-line and paper-based) and blended delivery.
- Develop relationships and partnerships with local and regional employers, to ensure students are supported as far as is possible to be 'work-ready' and to have the skills in the workplace that employer's value.
- Seek opportunities through the Turing Scheme to provide international industrial placements and cultural experiences.
- Provide learners with opportunities to compete in regional and national skills competitions.

## Support and Welfare of Learners

### We will:

- Actively promote health and wellbeing throughout the College experience, including healthy living, relationships, attitudes and behaviours and physical activity.
- Evolve, develop and improve pre-entry and transition arrangements for groups and individuals.
- Embed, evaluate and continue to improve the pastoral care arrangements for students, embedding the principles of Prevent, citizenship, safety and safeguarding, alongside academic performance and progress.
- Annually monitor achievement gaps and plan innovative solutions to remove achievement gaps.
- Raise awareness of access to financial support to remove barriers to success.
- Support arrangements for stakeholders with existing or emergent mental health conditions, including mental health first aiders, mindfulness and active relaxation.



## A culture of high expectation and continuous improvement

### We will:

- Encourage all staff and learners to be self-evaluative / reflective and to seek opportunities for quality improvements.
- Ensure policies and procedures are current, robust and effective at identifying the need for, and driving, the necessary improvements.
- Rigorously review self-assessment and quality improvement arrangements and associated records.
- Seek views of stakeholders regularly and implement improvement actions to communicate effectively back to stakeholders.

## Projects

- The Employer and Project Engagement Team will seek projects and funding to benefit the college community or the local community.
- Successfully deliver projects to businesses and community, supporting the local economy.
- Seek and deliver project opportunities to enhance and stretch the learner experience. Providing cultural experience to broaden learning and learner opportunities.
- Take opportunities to increase volume of projects to broaden and enhance the awareness of the college. Developing pathways from projects to funded programmes, such as Adult Skills funding, 16-18 funding or Apprenticeship programmes.

## KPI Measures

- Annual key performance indicators related to this strategy will be measured and monitored through the whole college strategic key performance indicators.



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