

HRC CURRICULUM INTENT



HERTFORD
REGIONAL
COLLEGE

Hertford Regional College Curriculum Intent Strategy

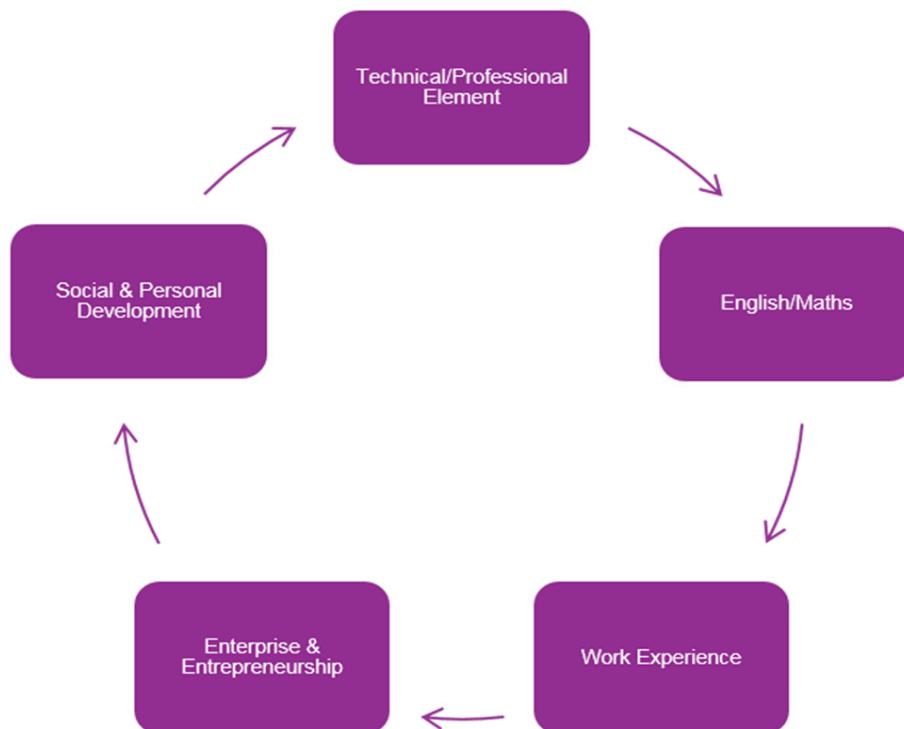
2021 - 2022

The curriculum intent for Hertford Regional College as outlined within the Education Inspection Framework (EIF), is enshrined within our strategic plan through the Destination Curriculum. The latest iteration of the strategic plan to cover the period from 2019-2022 makes numerous references to the College's 'Destination Curriculum', an already established and key strategy.

The Destination Curriculum refers predominantly, but not exclusively, to study programmes and focuses not just on the achievement of qualifications but rather on where such achievement will take a successful individual. The achievement of the study programme or course a learner is taking is not the end goal in itself; it's where that achievement takes them along the journey to their final destination. Thus:

- No study programme exists in a void – all must have both clear progression routes to employment and reflect employer needs, even when that is via a continuation of their learner journey prior to arrival at their employment destination.
- Every study programme must embody the principles of enterprise, entrepreneurship and digital skills reflecting the need to create a mindset in our learners that is both solutions focussed and reflective of 21st Century business needs.
- As a College we have wider societal responsibilities, particularly with our younger learners, and need to ensure that when they progress from Hertford Regional College (HRC) to their destination they are equipped with the skills to play an active and productive role in both their local economy and community.

The diagram below demonstrates how the Destination Curriculum works at the College:



Each of our learners will enrol on a vocational qualification developing their technical and professional skills with the ultimate aim of gaining employment. As part of their programme, 16-18 year olds will also complete English and Mathematics qualifications if they haven't already achieved grade 4s at GCSE from their previous school, however all vocational courses will provide naturally occurring English and Mathematics within their schemes of work.

There is an expectation that all learners will complete work experience, and the vast majority will complete significant industry placements of up to 42 days, and these will form a part of all 16-18 courses in a related field, as will the development of entrepreneurial and enterprise skills. Finally, the Destination Curriculum provides for the personal and social development of students alongside their programmes through a bespoke tutorial programme, ensuring that students gain understanding of British Values and the Prevent agenda as well as being prepared for life beyond the College, whether this is into Higher Education, an apprenticeship or into employment.

Over the period of the new strategic plan and beyond, there will continue to be a need for high quality, destination focussed vocational, technical and professional education and training in all the communities that HRC serves.

Impact of Covid-19

The college's teaching, learning and assessment strategy has been revised for 2021/22 to reflect lessons learnt and changes required in a post Covid-19 society. A range of stakeholders were consulted as part of the process including over 100 students, all teachers, managers, governors and over 10 local employers. The key focus now for teaching staff is to ensure we build on the good, and in a few areas outstanding, performance to ensure that learners are prepared for life and work after college.

Two of the key features will be the roll out of skills competitions across all areas of the college, and the continuation of blended learning to provide a more responsive and flexible delivery approach that better meets the needs of our learners. Supporting staff and developing their skills will be crucial to the successful roll out of the strategy in 2021/22.

Strategic Drivers

The following drivers will be considered over the lifetime of the strategic plan and are key features of our curriculum intent:

1 - Industrial Strategy/T Level Roll Out

Delivery of the government's flagship "T Level" qualifications commences in 2020. HRC welcomes the status and priority being placed on technical and professional education nationally and looks forward to engaging with this when appropriate. Many HRC students are already benefiting from the industry placement model that forms an important part of the T Level offer. HRC is currently on track to offer T-level pathways in Construction, Care and Digital for 2023.

2 – Local Industrial Strategy

HRC has an excellent working relationship with Hertfordshire LEP and benefits from regular meetings at senior level to discuss the efficacy of the curriculum offer to meet the needs of

the county. This will only be strengthened further with the implementation of the local industrial strategy. The College Principal and CEO is currently on the LEP board enabling HRC to be swiftly informed of strategic decision making.

3 – Local Plans: Broxbourne and East Herts

HRC works closely with the two local authority areas in which its campuses are located. The new local plans will provide further opportunities for the College to shape our curriculum offer to meet local needs.

4 – Devolved AEB: London

HRC looks forward to continuing to be a significant provider of adult education and skills to the population of North and East London. The College will work to deliver the Mayoral skills strategy.

5 - Apprenticeship Levy

HRC will look to continue to extend its levy offer whilst sustaining its position locally ensuring that the needs of the local SME apprenticeship market are met. Any changes to the levy regulations that widen market opportunity will be responded to as a priority.

6 – Post 18 Review – Levels 4 & 5

The College is committed to delivering high quality and affordable local Higher Education provision as part of the University of Hertfordshire Consortium and independently. HRC welcomes the status and priority being placed on technical and professional education at Levels 4 and 5 in colleges and the relevant findings of the Augar Review.

7 – Other Opportunities

The College is committed to working with business to maximise the opportunities presented by, for example, the National Skills Fund, Digital Entitlement and the London Recovery Plan, to upskill local communities enabling them to access future jobs growth locally.

8 – The FE White Paper: Skills for jobs: lifelong learning for opportunity and growth

The FE White paper sets out reforms to post-16 technical education and training to support people to develop the skills needed to get good jobs and improve national productivity. This is at the heart of HRC's Destination Curriculum and curriculum intent strategy, namely to support our learners to develop the skills needed to get good jobs and play an active and productive role in their local economy and community.

Strategic Curriculum Objectives 2019 – 2022

Within the strategic plan, the 'Product' objective focusses predominantly on the Destination Curriculum demonstrating our intention to 'prepare the students of today for the roles of tomorrow' by undertaking the following:

- To deliver and further develop the destination curriculum model, including the associated underpinning ethos and strategy
- To maximise the use of the study programme framework to ensure work related skills are encouraged, nurtured and developed as part of the model through high quality work experience or industrial placement

- To support the health and well-being needs of our students, equipping them with resilience and appropriate strategies to ensure they can achieve at the College to progress to their intended destination
- To ensure that study programmes have relevance and are of high quality, recognised by the LEP, employers and community as to the value they bring in terms of progression to further study, an apprenticeship, HE or employment and to remove provision that no longer meets this criteria
- To identify gaps in the existing market for 16 to 18 year olds and introduce new provision thus further meeting the needs of the local community
- To further expand HRC delivered apprenticeships, including in partnership, by introducing new standards and/or higher levels that meet identified employer needs and maximise levy opportunities
- To further expand the range of HRC's higher education programmes to support the development of higher level skills in the communities we serve in Hertfordshire, West Essex and North London
- To increase local adult delivery by individual curriculum areas with associated income targets through AEB, commercial income or both
- To increase the number of professional and commercial programmes by utilising more innovative and flexible approaches to delivery
- To put in place a "shadow" T Level and Foundation Phase strategy to ensure that HRC can implement a timely roll out of this curriculum when required. This may include introducing existing non T Level/Foundation Phase qualifications with similar design and assessment frameworks

Operational objectives for the Curriculum

The Destination Curriculum at HRC is focussed on ensuring that our learners can acquire the skills, experiences and qualifications that they need to move on to their next stage whether it is Higher Education, an apprenticeship or into work.

This means that they will have access to the level of qualifications that match their needs on entry across a wide range of vocational subjects. Moreover, the Destination Curriculum will enable them to progress up the levels with the majority of curriculum areas having options from level 1 up to level 3 and, in some cases, at entry level or levels 4 and 5.

Each curriculum area is designed to enable learner progression upwards with the criteria for progress being easily understood by learners. Alternative options, including apprenticeships and work will be offered to level 2 and below learners through the availability of independent information, advice and guidance. For level 3 learners, Higher Education opportunities will also be offered.

It is expected that all learners will complete a minimum of two years at HRC. However, this could be three years particularly for learners beginning below level 3 who will need longer to progress, those who have remained in a school sixth form and arrive needing to repeat a year and learners with learning difficulties and disabilities who will need to apply to the local authority for their third year.

Tracking our learners' destination once they have left the College will be completed through UCAS and the services of a specialist company, J2P, who will contact learners and produce an annual report to measure the impact of our curriculum on their future choices.

Implementation of the curriculum plan

A guidance document detailing the planning arrangements for our Destination Curriculum is produced annually for use by Curriculum Area Managers, teaching staff, administrators, MIS and other business support areas. The document contains updated information on:

- Our purpose and vision including work with employers, the ethos behind the destination curriculum and arrangements for English and Mathematics delivery
- Structure of Study Programmes including planned hours, timetabling guidance and the induction programme
- Tutorial arrangements including group and 1-1 arrangements as well as continuous professional development (CPD) for students
- Industry placements and work experience arrangements
- Independent study and homework arrangements
- Staff utilisation arrangements to ensure the efficient use of teaching resources.

The guidance document also links to other key documents to be used by those responsible for curriculum planning. These include:

- The English and Mathematics strategy
- The College calendar
- Tutorial guidance
- Independent study template

In addition, there are other key complementary documents/reports which are also relevant and include:

- Staff utilisation reports
- Detailed induction guidance for staff and students
- Curriculum plan
- Arrangements for student CPD days
- Scheme of work for group tutorials

Dissemination of the Destination Curriculum vision

The College's strategic plan, containing the vision for our destination curriculum has been shared with all staff and developed with governors and managers.

The Destination Curriculum guidance document has been shared with all teaching staff.

The annual curriculum planning process is underpinned by the strategic plan and in particular the Destination Curriculum Model. As part of the process in 2021, curriculum teams:

- review and revitalise the curriculum offer in their area, including the completion of a SWOT analysis
- prepare an occupational map(s) for their curriculum area(s)
- complete Programme approval forms for each planned course. These forms include the rationale and USPs of each course along with market analysis informed by local LMI data, competitor analysis, employers' skills requirements and the forecast demographic changes to our target cohorts.

As a key part of the summer curriculum planning process, a collaborative curriculum planning framework is used by teaching staff to support curriculum intent and design. The process:

- offers curriculum teams new ways to be intentional and collaborative when they are designing curriculum opportunities for their students;
- provides a structured approach to generating and evolving ideas;
- helps Course Teams navigate the development of their curriculum intent and its implementation from big picture through to the detail of the Scheme of Learning, helping teams to organise learning aims and assessment tasks into projects or learning activities;
- results in a well-designed sequence of activities to enable students to develop the knowledge, skills, behaviours and attitudes that aren't just linked to a qualification, but are preparation for employment in their related sector or further study;
- uses a 'backwards design' approach, beginning with the impact of the programme, and working backwards from there.

Curriculum teams are given the opportunity to put this knowledge into practice through detailed work with their Curriculum Area Manager and Director of Curriculum.

References to national policy

The Destination Curriculum fully adheres to the requirements of study programmes for 16-18 year old learners. For example, industry placements or work experience is an expected part of each young person's course, whatever their level and irrespective if they have learning difficulties and disabilities. The College has, for the past two years, successfully trialled industry placements through the Capacity and Delivery Fund in preparation for T levels. This will be continued for 2021/22 and the number of places have been further extended.

English and Mathematics are a key feature of the Destination Curriculum in line with the government requirement that all learners who have not achieved at least a grade 4 in their GCSEs at Key Stage 4. To facilitate the delivery of English and Mathematics, where possible, curriculum areas are expected to incorporate lessons within the main programme avoiding the beginning and end of the day. There is also a cross College English and Mathematics Operational Group that meets fortnightly to oversee delivery, tracking and examination arrangements.

The monitoring of attendance is a major priority and the improvement in attendance realised over the last 3 years was mainly attributed to improvements in English and Mathematics, although this is still below the College average.

Finally, over the past three years there have been year on year improvements in English and Mathematics learner outcomes.

The Destination Curriculum contains a centrally devised curriculum for group tutorials, as detailed in the Tutorial Guidance 2021/22, which incorporates key aspects of government policy on Prevent and British Values. However, there is also an expectation for all classroom teachers to also develop opportunities to demonstrate British Values as part of their schemes of work as well as to support the Prevent agenda including referring students at risk of being radicalised. Other key tutorials include Equality & Diversity, E-Safety, Sexual Harassment, Healthy Relationships, Five ways to wellbeing and Knife crime/County lines.

Educational Support arrangements and minority groups

As part of the College's curriculum offer, there is discrete provision for learners with learning difficulties and/or disabilities, from entry level 1 to 3 as well as learners who have failed to thrive in a school environment and are either not in education, employment or training (NEET) or at risk of becoming NEET.

However, learners with learning difficulties and/or disabilities are also able to access vocational provision across the College with some of them being eligible for High Needs support in the classroom. There is also help offered outside of the classroom for learners who require additional specialist support. High needs funded (HNF) learners in both discrete and vocational provision tend to achieve well, and in 2019/20, the achievement rate for HNF learners was 98%.

In order to ensure that learners with learning difficulties and/or disabilities are identified and receive the appropriate support, this is flagged in the group profile that all teachers can access for their learners. Where appropriate, teachers are expected to incorporate the needs of all learners in their planning documents.

The achievement rate for looked after children in 2019/20 was 100%, a 6% improvement on the previous year, and for 'Free school meals' was very good at 89%, 2% above the most recent National Average.

The majority of learners at HRC classify themselves as white British (67%) or white other (11%). In addition however there are sizable cohorts of African (3%), Caribbean (2.5%) and white/black Caribbean (2%). Although statistically not significant, there are also learners who classify themselves as Bangladeshi, Indian, Pakistani, Irish, white/Asian and white/black African.

In 2019/20, the majority of learners from most ethnicities achieved well and achievement rates for the majority of EDIM categories improved.

For example:

- White British learners had achievement rates of 90.7%, 3.4% above the national average for this cohort
- White other learners had achievement rates of 93.5%, 5.0% above the national average for this cohort
- African learners had achievement rates of 85.9%, 0.9% below the national average for this cohort
- Caribbean learners had achievement rates of 88.9%, 1.8% above the national average for this cohort
- White/black Caribbean learners had achievement rates of 84.4%, 3.3% below the national average for this cohort.

Although the data has improved from the previous year, there is still no room for complacency as some learners, e.g. African and white/black Caribbean did not achieve at the same rate as other learners at the College.

Curriculum Areas at HRC

The College has 26 full and part time curriculum areas managed by 9 Curriculum Area Managers who in term report to two Directors of Curriculum. In addition, apprentices are managed by the Director of Apprenticeships & Commercial Development. Sitting alongside the curriculum is the Quality Directorate with responsibility for the quality of all provision. This is shown in the diagram below:

CURRICULUM AND QUALITY			
VICE-PRINCIPAL: Angela McLean			
Apprentice and Curriculum Directorates			
Director of Curriculum - Ware Siobhan Dunne (HE Lead)	Director of Curriculum – Broxbourne Ryan Cowell (Study Programme Lead)	Director of Apprenticeships and Commercial Development Sharon Parsons	Director of Quality Kam Nandra
Curriculum Area Managers (CAM): Business, Accounting, Travel & Hospitality Lee Bridgen Art & Design (Fine Art, Applied Art & Design) Sara Towers Digital, Media, Music & Performing Arts Jamie Taylor LLDD, Workwise, Hair & Beauty Angela Mortimer Teacher Training Katie Kennedy	Curriculum Area Managers (CAM): Care Professions & Active Industries (Childcare, Health & Social Care, Access, Sport & Public Services) Sharon Edwards Electrical & Engineering Richard Mathews Built Environment & Motor Vehicle David McCarthy English (ESOL, Languages & GCSE Science) Lorraine Herity Laura Day Maths & Science Ian Mathieson	Programme Compliance & Data Lead Mary Cooper Programme Recruitment Lead Stephanie Bonura Programme Administration Lead Rachel Wishart	Head of Quality Lorraine Herity

Summary of provision

Art and Design

Art and Design is the largest curriculum area in the College. This provision is intent on producing creative thinkers and problem solvers and has grown and nurtured industry placements with large companies such as IKEA, Harrods, Tesco and John Lewis and increasingly small-medium size enterprises such as Graphic Design, Games Design, Fashion and Retail and Illustration. The Art and Design provision develops essential skills for the 0.4 Industrial Revolution such as curiosity, leadership and resilience. It is based exclusively at the Ware campus offering provision for full time, mainly 16-18, learners through the University of Arts London courses offered from level 1 up to level 3. In addition there is level 4 and 5 provision, foundation degrees delivered in partnership with the University of Hertfordshire and Pearson Higher National Diplomas. The majority of Level 3 Learners in Art and Design progress to Higher Education. Finally, there is a thriving and growing full cost recovery arts based provision mainly delivered in the evening.

Business, Accountancy and Management and Computing

Our Business courses have been planned to offer a broad and innovative range of provision, focused on developing project management and entrepreneurial skills. Our millennial learners are confident with using new technologies and we develop these innovative skills alongside the importance of using data analysis. Learners can take an examined based route or a more holistic one through assignments projects. All of our business learners develop project management skills that require collaborative innovation and the use of analytical solutions. Creative problem solving is also vital to the development of business skills in the 0.4 Industrial Revolution. Our Business full time courses are offered from level 1 up to level 3 for mainly 16-18, full time learners. The majority of this provision is BTEC, although at level 3 there is an alternative City and Guilds programme which suits learners who want to develop entrepreneurial skills and move swiftly into the industry rather than take a longer route through HE. There is level 4 foundation degree provision franchised from the University of Hertfordshire which is offered at the Ware campus. The rest of the Business provision is delivered at Broxbourne campus. The Business learners took part in the T level Challenge pilot set by the DFE in 2017/18 to prepare learners for Industrial placements as part of their Study Programmes which included a 45 day placement. The Business and Accountancy learners also established the 339 Club, which gives small groups of learner's opportunities to meet Business leaders in the college boardroom and ask the questions "what do I need to achieve and demonstrate to be employed by your company?"

Accountancy is delivered exclusively at Broxbourne campus. There is level 1 up to level 4 provision provided by AAT with a small cohort of full time students, but the majority are part time adult learners. Apprentices are also delivered in this area and we have a strong relationships with local SME providers in Accountancy.

Digital Skills is offered from level 1 up to level 3 and is offered at both campuses. All of the qualifications are BTEC accredited, and are offered predominantly for full time 16-18 learners.

Digital learners have historically followed BTEC Study Programmes, but we are exploring a wider offer to increase employability opportunities in the IT sector. The Computing provision wants to develop greater digital innovations and new technologies, encourage learners to develop the skills that are needed in the *internet of things*. Employment skills and opportunities through Industrial Placement's in Cyber Security, Data Analysis and The

Creative Industries are the main focus. Digital Skills are one of the first T Level Frameworks to be introduced in 2020 and our offer needs to be ready for this.

We are aware that the Increasing digitisation and the development of the next wave of computer related technologies will increase the requirement for creative individuals, whilst at the same time displacing a wide range of other occupations.

Music Media and Performing Arts

Creativity cannot be automated and the Creative Industries enable young people to navigate the changing workplace of the future and stay ahead of the robots. We offer courses in Music, Media Studies and Performance through the University of Arts London, and these are offered exclusively at the Broxbourne campus from level 1 up to level 3 in all three disciplines. In addition there is HE provision in the form of a Pearson Higher National Diploma in Performing Arts. Our learners are assessed via a holistic programme of creative development, performance and production and have progressed to Industries such as film and theatre performance and technical production. All levels across FE and HE collaborate on key live productions and performances in an onsite fully operational professional theatre and a range of studio suites in Media and Music.

LLDD and Workwise

The LLDD provision based at the Ware campus is offered at entry level 3 through to entry level 1. Students generally complete an average of three years at the College although some will enter at age 6, and others at 18. The provision is all full time.

Workwise, which involves re-engagement programmes for 14-16 year olds who can no longer cope in schools and 16-19 for learners at risk of becoming NEET, is also delivered at the Ware campus.

Hair and Beauty, Hospitality and Tourism

Hair, Barbering, Beauty and Media Makeup provision is delivered exclusively at the Ware campus with provision offered from level 1 up to level 3 in most disciplines to predominantly 16-18 full time learners. City and Guilds and VCTC awarding bodies are used to deliver the courses. On completion of level 2, Hair, Barbering, Beauty and Media Make up students can progress on to our level 3 provision or choose to move into an apprenticeship or into employment. Typical industry choices for our students include being employed in Salons, Spa's, Cruise Ships, cosmetic companies, cosmetic retailers, nail technicians and self-employment. Students from our Barbering qualification have gained employment with top hairdressing professionals such as Nicky Clarke.

Catering courses are delivered within dedicated facilities at Broxbourne campus and are provided by City and Guilds awarding bodies. Provision is offered from level 1 up to level 3. On completion of their qualification students can either progress through the levels or move into an apprenticeship or into employment. Typical industry choices for our students include being employed in Restaurants as front of house staff or Kitchen staff such as Kitchen Porter, Grill Chef, Kitchen Assistant. Students from our Level 2 qualification have gained employment at the Michelin Restaurant at the Shard, London.

Events Management is also delivered at Broxbourne campus, provided by BTEC and offered at level 2 and 3 as well as at level 4 in a partnership with Tottenham Hotspur Football Club. On completion of their qualification students can either progress through the levels, move on to university or move into employment. Typical industry choices for our students include being employed by companies that are involved in planning and delivering events. Students from event courses have been offered employment with companies that have been involved in the qualification during their time at college, including work with Tottenham Hotspur Football Club.

Finally Tourism is offered at Broxbourne campus which has dedicated facilities. It is offered at level 1 to 3 and provided by BTEC. On completion of their qualification students can either progress through the levels or move on to university or into employment. Typical industry choices for our students include being employed by travel companies as travel reps, holiday reps, and training with companies such as Virgin, British Airways and Titan Air, employed as cabin crew.

Health and Child Care, Public Services and Sport

Health and Social Care and Child Care courses are delivered exclusively at Broxbourne campus. Provision is offered from level 1 up to level 4. Levels 1-3 are provided by NCFE and is mainly for full time 16-18 learners. There is also part time level 5 foundation degree provision franchised by the University of Hertfordshire. Finally, there is part time adult provision offered at level 2 and 3 as well as level 3 Access courses. On completion of their qualification students can either progress through the levels or move into an apprenticeship, Higher Education or employment. Typical industry choices for our students include being employed as Teaching Assistants, Nursery Nurses and Health Care Assistants. Students from our level 3 qualifications that choose to progress on to University typically move into employment as Teachers, Nurses, Midwives, Social Workers and Nursery Managers.

Public Services is delivered at the Broxbourne campus and offers BTEC courses from level 1 up to level 4 for mainly 16-18 full time learners. Sports is offered at Broxbourne as well from level 1 up to level 3 again predominantly for full time learners. The awarding bodies used are BTEC and NCFE and there is also a football academy which is delivered in partnership with Tottenham Hotspur Football Club. On completion of their qualification students can either progress through the levels or move into an apprenticeship or employment. Typical industry choices for our students include being employed in one of the Armed Forces, Police, Fire Brigade, Sport Coaching, and Personal Trainer. Students that complete level 3 and progress on to university typically move into employment as Sports Therapist, Physio Therapist, Sports Massage, Teaching and sports analyst.

Electrical and Engineering

Electrical provision is delivered exclusively at Broxbourne campus and is available from levels 1 up to level 3 through City and Guilds. Although 16-18 numbers are healthy and growing, there is also a significant cohort of adult learners, some of whom are on funded provision from level 1 – level 3, offered in the evening. However, there is also a large cohort of fully costed adults that enrol on Electrical courses to update their technical skills in preparation for qualifications that they need to complete every few years to maintain their

status as qualified electricians. The department continues to look at developments and demands across the sector, and this year are responding to the employment need of engineers required to maintain solar panelling and service and install electric car charging points.

The Electrical department is also responsible for delivering the technical certificate of the apprenticeship which is offered at level 3. This is the largest and most lucrative of the College's apprentice provision. Our electrical learners once complete at level 3 will progress into employment.

Engineering provision is also offered through BTEC at the College at levels 2 and 3 for full time 16-18 learners, as well as a small apprentice cohort.

Construction and Motor Vehicle

Construction is delivered at the Broxbourne campus and consists of a multi-skills course at level 1 as well as specialist provision in brick, carpentry and painting and decorating up to level 2 through City and Guilds. There is also a level 3 BTEC offer for the Built Environment. Learners tend to be full time and 16-18 years old.

The Construction team also deliver the technical certificates for apprentices in brick and carpentry.

Many of our learners progress onto trades or into apprenticeships and the College has excellent links with local businesses. A growing number of level 3 learners are now considering University courses as next step. Trade progression routes include onsite roles based around carpentry and brick laying. Those who do not pursue the apprenticeship route will progress into labourer trade based vocational opportunities in order to offset our current national skills shortage.

Construction will be growing its full cost recovery to re-engage adults with workshops this academic year as well as targeting support for a number of community based build projects.

Motor Vehicle is offered at the Broxbourne campus and includes entry level 3 provision plus levels 1 to 3 (from September 2019) through the IMI awarding body. Learners tend to be full time and 16-18 years old. The area is growing and an increasing number are progressing onto level 3 while working for local businesses. Motor vehicle learners will progress into industry and we had progression to companies such as Mercedes and BMW last academic year.

Mathematics and Science

Mathematics is delivered across both campuses for 16-18 year olds as well as adults. Level 2 provision is predominantly GCSE whilst entry and level 1 is through the delivery of functional skills.

Science is delivered at the Broxbourne campus. The provision consists of level 2 and 3 BTEC courses predominantly for full time 16-18 learners as well as a one year Extended Degree course in Science franchised from the University of Hertfordshire at level 4.

Science students naturally progress onto University placements and we see a high uptake through our partners at the University of Hertfordshire.

English and ESOL

English is offered at both campuses for 16-18 year olds and adults. Level 2 is mainly GCSE although there are a very small cohort of functional skills whilst entry and level 1 is exclusively functional skills. A higher number of learners progressed significantly from starting points last academic year and we hope to develop and grow this trend.

ESOL provision is offered at the Broxbourne campus at levels 1-2 for predominantly part time adult students. We have robust case studies around learners progressing into employment as well as moving onto GCSE provision.

Apprentices

There are approximately 300 apprentices enrolled across 10 sector specific standards at the college. The apprenticeship standards delivered are: Teaching assistant, electrical, carpentry, brick, early years, business administration, customer service, Team leading, management and accounting. There are a network of over 350 apprenticeship employers associated with the college. The majority of apprentices receive training in the workplace delivered by experienced sector specific trainers and assessors, some apprentices such as those on carpentry, brick and electrical attend college one day per week at our Broxbourne campus

The majority of provision is offered at levels 2 and 3 and there is also a level 5 apprenticeship programme. Most of the apprenticeships are delivered internally by the college but there are also specialist partners that deliver niche provision on behalf of the College.

Adult

The vast majority of adult learners at the College are part time with delivery being predominantly with sub-contractors. However there is discrete, full time adult Access provision as well as sizable numbers of part time funded learners in Health and Social Care, Electrical and Accounting.

HE

There is franchised provision from the University of Hertfordshire for foundation degrees and the extended degree in science as well as franchised provision from the University of Greenwich for teacher training.

The College also delivers its own HE Pearson Higher National Diploma provision.

Subcontracting Partners

HRCs Subcontracting Policy outlines the rationale and overarching principles for working with partners to deliver curriculum that supports greater inclusion and engagement by individuals who would otherwise not be in a position to access learning through the College. HRC works with subcontracted partners on individual curricular that supports learner and employer need.

Subcontracted partners are selected from high quality, low risk organisations who are able to demonstrate that they hold similar values to the College with regard to the provision of education and training.

The College will use subcontracted partners, where suitable, to optimise the impact and effectiveness of service delivery ensuring that all provision aligns with our wider curriculum intent, evidences the positive progress being made by learners and captures learner ambition and intended destination.

The reason why we work with each subcontractor (our curriculum intent) is provided below. The curriculum intent position for each subcontractor forms part of our contractual arrangements.

Subcontractor Name:	Curriculum Intent Statement:
Aspire Sporting Academy Ltd	To provide adult employability programmes aimed at supporting unemployed individuals back into the workforce via locally based provision outside of a formal Further Education setting.
CK Assessment & Training Ltd	To provide specialist plumbing, heating, and gas programmes to meet individual and employer demand in line with the Skills for Jobs: Lifelong Learning for Opportunity and Growth.
Flexible Training Ltd	To provide customised adult Health & Social Care programmes, via a local and flexible workplace delivery model, to meet specific employer requirements.
Go Train Ltd	To provide programmes aimed at supporting individuals to progress onto next step skills-based provision as well as supporting individuals who are work ready or in work to upskill.
New Generation Training & Consultancy Ltd	To provide stewarding and spectator safety qualifications linked to employability and interpersonal skills to meet employer's needs and support adult learners through IAG to make realistic choices about their education, training and work.
SPS Training Solutions Ltd	To provide entry level and above qualifications including functional skills for individuals who lack skills or experience and require formal qualifications to improve their employment prospects.

Full Cost Recovery

Full cost provision has mainly been delivered in three curriculum areas: Electrical, Art and Design and Accountancy. However there is also some delivery in ESOL, teacher training, Engineering and Hospitality.

New curriculum developments for 2021/22 and beyond

The Destination Curriculum at the College is constantly evolving, particularly as we approach the introduction of T levels for level 3 learners. The following changes are scheduled for 2020/21 and beyond:

- Expansion of curriculum areas in scope for industry placements in preparation for the introduction of T levels. An expression of intent to offer T-level pathways in Construction, Care and Digital for 2023 has been submitted to the DfE.
- Review of all digital courses which will need to be updated so that they align with the needs of the computing security and games development sectors.
- Review of all level 3 qualifications that are in scope to be removed from funding by the DfE and the introduction of alternatives.
- Expansion of our Apprenticeship offer. The Curriculum Directors and managers are currently developing delivery models to deliver:
 - Motor Vehicle 2021/22
 - Occupational and Departmental Manager level 5 2021/22
 - Games design and animation 2022/23
 - Digital apprenticeships 2022/23
- Expansion of College delivered AEB provision. A full roll out of AEB courses in 2021/22 is included in the Curriculum plan, including courses to develop employability, business and digital skills.
- Expansion of our HE offer to include new HNDs in Digital Technology and Hospitality & Event Management, along with the acceptance of a proposal for the future development of HE at Level 6 with the University of Hertfordshire for Visual Merchandising, Games Design and Performing Arts, with a view to offer this from September 2022 subject to validation.

Staff development

To support the development of our Destination Curriculum, staff regularly receive continuous professional development. During the year there are 2 dedicated days for staff development as well as 3 days during the last week of the summer term. In addition, every second or third Wednesday afternoon is devoted to training.

Curriculum Area Managers received additional training from the Quality Team working with an external consultant on the EIF so that they could disseminate this to their teams. This training provided context and supported the work around curriculum intent and the HRC collaborative planning process. This planning process was designed to help course teams navigate the development of their curriculum intent and its implementation from big picture through to the detail of a learning plan, helping them to organise learning aims and assessment tasks into meaningful learning activities.

Refresher training on the EIF and 'deep dives' is planned as part of the 2021 summer CPD schedule.

Conclusion

The Destination Curriculum was developed before the revised EIF required Colleges to share their curriculum intent and before the FE white paper 'Skills for Jobs'. As such it outlines our ambitions for all of our learners to not just gain a high quality educational experience but to develop all of the skills they need to successfully progress to the next stage of their education or career, to get good jobs and improve national productivity.