ABSTRACT
        To support schools and colleges across England in
implementing Curriculum 2000, England's Learning and Skills Development
Agency worked with more than 40 schools and sixth form and further education
(FE) colleges to identify the challenges institutions will likely face when
preparing for the second year of advanced-level Curriculum 2000 programs and
a new round of year 1 programs. Each institution was also asked to provide
the following items: a set of key issues for the next 6-12 months; sample
profiles of three students who began their programs in September 2000; and
materials demonstrating innovation and good practice. The materials were
analyzed, and key issues related to the following aspects of provision were
identified: guidance and progression; retention and achievement; standards
and assessment; tutoring and mentoring; key skills; planning for Curriculum
2000; resources; timetabling; teaching hours and class size; and student
workload, enrichment, and breadth of study. The analysis established that
Curriculum 2000 has begun to offer greater choice and flexibility for post-16
learners. However, adoption of Curriculum 2000 is clearly at an early stage,
and colleges have adopted a relatively cautious approach to it. (Six case
studies, profiles of learners at schools and sixth form and FE colleges, and
18 useful resources are included.) (MN)

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**learning
and skills
development
agency**

CURRICULUM 2000+1

Preparing for year 2 of the
new advanced level general
and vocational qualifications

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Note

FEDA is now known as the
Learning and Skills Development Agency.

Contents

Foreword

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This publication has been produced by the Learning and Skills Development Agency as part of its remit to support schools and colleges in the implementation of Curriculum 2000. *Curriculum 2000+1* looks at the challenges institutions are likely to face when preparing for a second year of advanced-level programmes as well as a new round of year 1 programmes.[1]

The content is drawn from the Agency's work with over 40 schools, sixth form and FE colleges, and the work on flexibility and mixed programmes conducted by the DfEE-funded GNVQ Support Programme. Although the three types of institutions that have contributed may operate in different contexts and have different missions, many of the issues, observations and recommendations they make about Curriculum 2000 are common and relevant to all institutions. The publication will also be a useful guide for government agencies, funding bodies, awarding bodies and other agencies interested in the impact of reforms arising from the second *Dearing Report* (1996) and *Qualifying for Success* (1997).

The publication comprises:

Chapter 1 an introduction, including method and initial project findings
Chapter 2 issues, observations and recommendations from
the participating institutions
Chapter 3 case studies drawn from six schools and colleges
Chapter 4 sample profiles of Curriculum 2000 learners
Chapter 5 useful resources.

Curriculum 2000 is at a very early stage. Nevertheless, the Agency believes that there are already important messages and recommendations for institutions and others that could assist with the further development of the reforms to the post-16 education and training system. If Curriculum 2000 is to succeed it is vital that the mixed, broader and vocationally related combinations attain credibility and currency – national organisations, employers and higher education have a crucial role to play here. Unless this happens, sooner rather than later, students, teachers and parents will question the value of the new curriculum.

As the second year of Curriculum 2000 approaches, schools, sixth form and FE colleges will once again experience a period of innovation and change. The Agency hopes that this publication provides a useful guide for all those involved in Curriculum 2000 this academic year, and beyond.

Finally, thanks are due to the many individuals and institutions that helped make this publication possible. Those involved took time to attend meetings, complete pro formas and provide case studies during the first term of the first year of Curriculum 2000 – already a busy and hectic period. Thank you for your time and commitment. Special thanks to the Agency consultants who worked on this project: Gillian Frankland, Sharon Moore and David Smith.

Tony Tait
Development Adviser

1. Throughout this publication, with the exception of the case studies, the terms
'year 1' and 'year 2' are used to describe the first and second years of programmes,
rather than year 12 and year 13.

Introduction

Learning and Skills Development Agency research, including the GNVQ Support Programme's work on flexibility and mixed programmes, indicates that Curriculum 2000 has **begun** to offer greater choice and flexibility for post-16 learners. Many schools and colleges have started to explore ways that improve student choice and encourage learners to broaden their programmes. Schools and colleges also report that Curriculum 2000 has started to:

- increase parity of esteem for vocational qualifications
- enhance and broaden GCE A-level programmes by introducing vocational elements
- increase the range of subjects offered to learners, especially in schools
- raise the profile of key skills
- increasing uptake of information and communications technology (ICT), languages and mathematics
- provide a cross-institutional focus for inter-departmental collaboration and change, including cultural change
- increase the emphasis on the role of ongoing guidance.

However, it is clear that Curriculum 2000 is at an early stage. Many schools and colleges have adopted a relatively cautious approach to it and, in particular, have:

- restricted the choice of subjects to four or fewer in year 1
- increased the numbers of subjects they offer, but within the same curriculum area, i.e. offering greater depth rather than breadth
- made little use of vocational A-levels to enhance and complement academic programmes
- not yet fully embraced the idea of more mixed programmes involving the spectrum of GCE, A- and AS-levels and vocational A-levels.

While institutions have been positive about the long-term benefits of Curriculum 2000, implementing the changes has been an enormous challenge for managers, teachers, students and institutions as a whole. A great deal of learning by institutions will need to be consolidated, shared and extended over the next 12 months if Curriculum 2000 is to achieve the intended aims.

Method

Over 40 institutions took part in the project. Each institution was asked to provide case studies of how they were developing new, flexible patterns of provision for Curriculum 2000, including:

- strategic plans
- resourcing mechanisms
- timetabling arrangements
- tutorial arrangements
- recruitment and selection mechanisms
- marketing to students/parents/employers and other institutions
- staff development.

They were also asked to provide:

- a set of key issues for the next 6–12 months
- sample profiles of three students who began their programmes in September 2000
- materials demonstrating innovation and good practice.

Meetings with individuals and institutions, and a project seminar also took place. In October 2000, a team of Agency staff and consultants analysed the reports and other materials generated from the participating institutions, providing the basis for this publication and the associated dissemination activities due to take place in 2001.

A seminar involving contributing institutions was held in December 2000 to receive the interim findings and offer further feedback and insight into developments on the ground.

The project also drew on activities in other institutions and monitoring of other research and evaluation including DfEE, UCAS, The Institute of Education and FEFC.

Further case studies are being commissioned and dissemination of the work is planned for 2001–02 through networks, conferences, the Agency's dedicated Curriculum 2000 website and publications. We also plan to extend the case study work by tracking the institutions until the first cohort of learners complete their programmes in 2002.

Findings

Chapter 2 presents the research findings by taking an in-depth look at each of the issues that, according to schools and colleges themselves, are crucial for developing Curriculum 2000. These issues are grouped under the following headings:

- guidance and progression
- retention and achievement
- standards and assessment
- tutoring and mentoring
- key skills
- planning for Curriculum 2000
- resources
- timetabling
- teaching hours and class size
- student workload, enrichment and breadth of study.

Chapter 3 features six case study reports, selected to show the range of developments across schools, sixth form and FE colleges. Each case study is a snapshot of how one particular institution managed the launch of Curriculum 2000. Additional case studies will be available on the Agency's website in 2001.

Chapter 4 includes learner profiles that show what qualifications students from schools, FE and sixth form colleges are actually studying during 2000/01. Additional learner profiles can be found for each of the institutions that provided a case study report. These can be found in Chapter 3.

Chapter 5 features a list of useful Curriculum 2000 materials produced by some of the schools and colleges involved in the project. Details of where to obtain sample copies are included so that other schools and colleges can make use of these resources.

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Participating institutions

The content of this publication was drawn from the case study reports
provided by schools, sixth form and FE colleges, including:

Abingdon College
Ashton-under-Lyne Sixth Form College
Bishop Burton (Agricultural) College
Bradford College
Bridgwater College
Canterbury College
Carmel College
Chelmer Valley High School
Christ the King Sixth Form College
Cricklade College
Dudley College of Technology
Eggbuckland Community College
Exeter College
GLOSCAT
Horndean Community School
Huddersfield New College
John Leggott Sixth Form College
Leicester College
Long Road Sixth Form College
Loreto Sixth Form College
Newham Sixth Form College
Peterborough Regional College
Ponteland High School
Richmond upon Thames College
Rivington and Blackrod High School
St Julie's High School
South East Essex Sixth Form College
Southgate College
Solihull Sixth Form College
Stoke-on-Trent Sixth Form College
Sutton Coldfield College
Tameside College
Telford College of Arts and Technology
The Castle School
Thomas Alleyne's High School
Thurston Community College
Westgate Community College

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Issues for schools and colleges

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As part of the project brief, schools and colleges were asked to identify the key issues that they would need to address over the next 6–12 months as they prepared for the second year of Curriculum 2000.

Each institution identified three key issues, which have been grouped together under the following headings:

- guidance and progression
- retention and achievement
- standards and assessment
- tutoring and mentoring
- key skills
- planning for Curriculum 2000
- resources
- timetabling
- teaching hours and class size
- student workload, enrichment and breadth of study.

This chapter will take an in-depth look at each of these areas that, according to schools and colleges themselves, is crucial for developing Curriculum 2000. Issues, observations and recommendations are also identified for each area.

Guidance and progression

Giving students accurate and realistic guidance about the most appropriate choices to match their interests, abilities and future career aspirations has always been a major challenge for schools and colleges. Curriculum 2000 has made that challenge even greater, given the wider range and types of courses now available to students.

Student guidance needs to be effective to ensure that students make the best use of the increased flexibility available to them in their post-16 studies and to prepare them for progression into the second year.

Improving guidance and progression

The schools and colleges that took part in the project made the following observations and recommendations, which they felt would help to improve guidance and progression:

New students

■ Provide comprehensive and accurate information and guidance on what is available in different institutions in the locality, so that students have access to all the opportunities, courses and choices now available.

■ Explain to students and parents that three subject choices will no longer be the norm. In particular, students need to be made aware that they will be expected to take four or more subjects and that this will be demanding in terms of time and workload.

■ Ensure that staff who know about the Curriculum 2000 reforms are available to talk with prospective students and their parents about the new courses and qualifications. It is particularly important that any member of staff who talks to students and parents gives a balanced view of the merits of the different types of qualification available, and the need to match courses to student needs, abilities and interests.

■ Explain the differences and the respective strengths of each qualification impartially. This is essential if students are to embark on the courses that best suit their interests and ways of working.

■ Students and parents will need a considerable amount of guidance concerning the new vocational A-level qualifications. The vocational A-level is new and the concept is still relatively unfamiliar compared with the GCE A-level.

■ Without effective guidance, a student may enrol on a course for which he or she is not suited. This will have consequences for the student and staff, which will inevitably have to be addressed during the first year of studies.

Enrolled students

■ Guidance and support need to be available to students throughout years 1 and 2. The nature of the courses – the fact that they are unit-based and offer certification at the end of year 1 – means that ongoing guidance is essential.

■ Increased demands in terms of the volume of learning required will make it more difficult for students to strike an appropriate balance between studying, enrichment activities, part-time employment and enjoying life as a young adult.

■ Once some learners have experienced the AS-level subject material or ways of working during the first term of year 1, they may look to change to another course. Schools and colleges need to develop a process for dealing with such cases so that learners can change courses with minimum disruption.

■ Subject teachers will want to encourage students to decide early on which courses they intend to pursue in year 2. Thought should be given to the period of teaching time that remains once the vocational A- and AS-level assessment requirements have been met in June of year 1. This can be used productively by starting on subsequent A2/vocational A-level units. Teaching year 2 material at the end of year 1 not only gives students a taster of what is to come, but also reduces the pressure on students and teachers in year 2.

■ Many students choose their own 'fourth' subject, so it is likely that if they want to switch subjects the fourth subject will be the one that they want to be transferred from. Identifying student preferences from the outset is seen as an invaluable part of being able to manage the process of changing courses during the autumn term of years 1 and 2.

■ Many schools and colleges do not envisage too many difficulties as students progress from AS-level to A2. However, it is not yet known what impact the AS-level results in the summer will have on actual take up of A2 courses. Potentially, they could be a major factor affecting progression. Students who receive results above or below their expectations may well choose to alter their year 2 choices. Staff will need to be on hand in August to counsel incoming year 2 students as well as the new students entering year 1.

■ The fact that there are greater demands placed on students means that tutorial/pastoral support must be sensitive to the new situation and be capable of identifying problems at an early stage. Staff need time to carry out such responsibilities – adequate time needs to be timetabled for regular contact with students.

■ The possibility that universities may begin to use AS-level results as the basis for making conditional offers for HE places means that schools and colleges are already beginning to review the timing of HE application guidance sessions for students.

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To cope with giving new students guidance...

Staff have been given extensive briefings on guiding students through decisions on their advanced programmes, and we have produced booklets to support staff training.

Richmond upon Thames College

We had open days, information evenings, school visits and individual guidance interviews for each applicant.

Solihull Sixth Form College

To offer more guidance to cope with progression from year 1 to year 2...

We have reshaped our guidance calendar and employed extra senior staff on contracts, requiring them to work additional days during the period following exam results and before term begins.

Long Road Sixth Form College

Retention and achievement

With Curriculum 2000, students are now encouraged to take four or more subjects, as opposed to the three subjects that they tended to study in the past. Schools and colleges are beginning to monitor the impact of this change on retention and achievement.

The schools and colleges that took part in the project reported that for a significant number of the students embarking on four subjects (AS-levels, vocational A-levels and the Key Skills Qualification), the demands placed on them will be very challenging. This was particularly felt to be the case where students' GCSE results were not strong. The result may be that students fail to complete the year-long courses and fail to achieve certification at AS- or vocational A-level.

Demands on students

Schools and colleges felt that Curriculum 2000 placed more demands on students:

- More subjects inevitably mean more coursework and deadlines to meet. As a result, some students, particularly the weaker and less motivated, may choose to concentrate their efforts on fewer subjects.

- The 'fourth' subject may not be given the same priority by the student as the other subjects, and this could lead to the student dropping out of the course.

- With more subjects to study, there is concern that students will not achieve to their full potential in any one subject. This may prove de-motivating and lead students to concentrate on fewer subjects.

- There is a danger that students may regard key skills as an additional burden and that motivation to work towards achieving them will be low.

- Part-time work is increasingly popular with sixteen-plus students, creating additional pressures on their time.

Supporting students

- Schools and colleges are indicating that there is a need to
monitor progress and the capacity of tutorial systems to spot
struggling students early on, so that help and support can be given.
The aim is to ensure that problems do not escalate to the point where
students seek to drop individual courses before completion (or, in
extreme cases, decide that studying as a whole is not for them).

- Schools and colleges are looking at ways to **maximise the
support mechanisms** available to students, to help them cope with
the demands of their courses. Strategies include offering 'surgeries'
(lunchtime and twilight sessions) to help with subject-specific work,
and maximising access to IT facilities.

- Schools and colleges are considering how to **work across departments**
to ensure that coursework deadlines do not create unrealistic workloads
for students.

It is in everyone's interests that students do their best in all subjects –
and are able to do so, rather than be put under too much pressure
at certain points, when all their work may suffer.

Issues for schools and colleges

With certification available for three-unit courses at the end of year 1,
schools and colleges are monitoring the effect that these results
will have on student choice in year 2.

In planning for year 2, schools and colleges need to consider:

- how to anticipate and manage students dropping out
of particular subjects
- what to do about teaching groups that may not be viable
- the numbers anticipated on A2 courses
- combining year 1 and year 2 students on one-year AS courses
to maintain viability.

Standards and assessment

As well as the new qualifications, the Curriculum 2000 reforms bring new methods of assessment and new expectations in terms of the standards that students are expected to achieve.

Students are encouraged to study more subjects than in the past, yet the standards of the new qualifications will be the same as the old qualifications, and schools and colleges are expected to maintain and improve on previous levels of achievement.

Teachers are still getting to grips with the new qualifications – what they mean for students and the likely demands on them. However, schools and colleges have identified the following key issues, as they seek to ensure that their students cope with the requirements.

Standards

■ Subject teachers are concerned about covering the material in the time available, although these concerns may decline after the first full year of teaching. For those teaching A-level, there is also a concern that the demand made by the A2 units will put greater pressure on students in year 2 than was the case with the old A-level syllabuses.

■ In terms of coursework and internal assessment, teachers are anxious to see awarding bodies' examples of student work assessed to marking criteria at various levels. This is seen as essential to building an understanding of what to expect from students, as well as training staff to apply the marking criteria appropriately.

■ Teachers used to the old-style GNVQ and a visiting external verifier have concerns about the loss of face-to-face advice on issues surrounding standards of work, assessment and moderation.

■ Many teachers feel it would be valuable to discuss standards issues with colleagues in neighbouring schools and colleges to ensure that their own interpretations align with those elsewhere. Any such network-ing opportunities provided by awarding bodies, local authorities or other organisations are welcomed.

■ Teachers are worried that some students will embark on AS/vocational A-level courses in year 1 who would not previously have been eligible for such courses given their GCSE results. Teachers will then be under pressure to ensure that such students achieve something on their courses. This could be extremely difficult given the nature and demands of the new courses.

■ In some cases the A2 units are described by QCA, DfEE and the awarding bodies as more demanding than current A-level modules, due to the need to balance the less demanding aspects of the new AS units while maintaining overall A-level standards. Many teachers are worried about what this will mean for students; in particular, whether it will lead to unrealistic expectations of students who do well at AS-level, but do not achieve at the same level in A2.

Assessment

- Teachers have been keen to obtain specimen assessment material from as many sources as possible. However, they remain concerned as to the nature of the first external tests and, in particular, as to the way in which these will be marked by awarding body examiners.

- For the internally assessed units, teachers are only just becoming familiar with how to apply and use the marking criteria when assessing students' work. Teachers feel that they will not know if they are using the marking criteria correctly until the first moderation round takes place.

- Teachers have expressed the view that vocational A-level students will be faced with the same method of assessment as used for GCE A- and AS-level. Some students may have found this method challenging and might have had difficulty performing well.

Time pressures

- Staff feel that the time available for teaching courses has been eroded, even where the time allocation is, in theory, the same as last year. They believe that with the possibility of using January and June assessment sessions, and the need for revision, the time available for teaching is reduced. Moreover, even if a subject does not use the January assessment session, there may be disruption if other subjects do.

- The awarding bodies have published deadlines by which AS-level coursework marks and vocational A-level internally assessed unit points need to be submitted. In the latter case, work has to be completed earlier than has been the case in the past.

- There is a danger that assessment timings may turn teaching into a two-term dash, because the coursework deadlines are so early in the third term of year 1–15 May for 2000/01.

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Standards moderation – getting it right

Assessors will be given guidance on grading, with rigorous procedures for standards moderation. The college will develop a cross-college quality group with a view to having cross-college moderation and regional/local moderation groups to ensure that National Standards are interpreted correctly.

Telford College of Arts and Technology

Tutoring and mentoring

Given the extra demands placed on students since the introduction of Curriculum 2000, schools and colleges will need to put in place effective tutoring arrangements that support them throughout years 1 and 2. How that is done will vary, depending on the size of the institution and the nature of the tutoring systems already in place.

What is the best tutoring system to adopt?

Schools and colleges need to ensure that the tutoring system they use is clear, coherent and of benefit to the students. Many institutions have already started to assess their tutoring arrangements by deciding:

- who will carry out the tutoring role:
  the pastoral tutor or the academic tutor, or both
- who will take the responsibility when a student cannot cope
  and asks to drop out of subjects
- who has the specialist knowledge to help students make
  informed choices about the transition from year 1 to year 2
- who can offer ongoing tracking of student progress and achievement
- who is best placed to monitor crisis points during the year
  and help teachers decide when to carry out the first tests
- who should produce the written progress records when
  staff are already under pressure to write one report a year
- who can put together an appropriate package to equip students
  to make informed choices and progress to appropriate
  employment or higher education.

Tutorials are the main vehicle for supporting and tracking a student's performance through the post-16 curriculum. The personal tutor has to be responsible for mentoring and supporting an individual student's progress and is the link between the different parts of a student's programme – courses, key skills and enrichment.

Examples of tutoring systems on trial

Schools and colleges participating in the Learning and Skills Development Agency's Project 2000 are testing different approaches to tutoring. Each institution will evaluate its experience, and the Agency plans to publish details of the practices best suited to meet the needs of Curriculum 2000. The approaches being tested include:

- introducing specialist advisers, who have had specific training on Curriculum 2000 changes, to interview students

- offering more regular timetabled opportunities for tutorial support, as well as subject surgeries

- closer liaison between academic and pastoral care

- introducing action planning on at least two occasions per term

- creating a management information system (MIS) that can track a learner's full programme

- monitoring progress at specific internal and external assessment times

- establishing greater links with parents

- offering extra tutorials to, first, review and plan the progress from AS-level to A2 and, second, to review choices after the AS-level results are published in August

- developing and using questionnaires that evaluate progress on a modular/termly basis

- offering focus group sessions for students

- setting up a clearing-house system for entry into the second year, similar to UCAS. Students are allocated places by choosing their options in July. This ensures viable teaching groups for school and colleges

- having regular team meetings that involve student reps and staff

- appointing lead tutors to oversee the support to groups of tutors

- making personal tutors responsible for tracking and assessing key skills.

Key skills

The key skills element of Curriculum 2000 raised more concerns for teachers than any other issue – despite the fact that some schools and colleges were familiar with key skills through their previous GNVQ and other programmes.

Planning and training for key skills

All schools and colleges have had to undertake extensive staff development to ensure that key skills are delivered effectively. The institutions that took part in the project highlighted the continued need for training and development in this area.

Planning for key skills has been detailed and involved much work. Particular issues that have been addressed include:

- timetabling dedicated key skills sessions
- recruitment and training of staff for key skills roles
- decisions on models of delivery
- resource implications – particularly IT resources.

Schools and colleges commented on the possible models of delivery available for key skills. In some centres more than one model is operating, with close monitoring for review purposes.

Delivering key skills

In delivering key skills, the schools and colleges felt that the following issues had to be considered:

- roles and responsibility for delivery and assessment of key skills
- strategies for effective initial diagnostic assessment
- planning formative and summative assessment opportunities
- ways to ensure that staff fully understand key skills specification requirements
- strategies to cope with a more varied student cohort taking key skills. Mixed-ability groups require new approaches to teaching and learning
- strategies to map key skills clearly, especially in relation to mixed programmes of study
- ways to 'plug the gaps' where students are unable to achieve all the key skills through their study programmes.

Using tutorials for co-ordinating and building portfolios is a new concept in many institutions, especially in sixth form colleges. Teachers need support in integrating key skills into their tutoring sessions and subject areas.

The institutions felt that there was a lack of material to help with key skills delivery. However, some schools and colleges noted that exemplar material was now beginning to be made available. It was also noted that Information and learning technology-based learning materials would be particularly valuable.

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Assessing key skills

In assessing key skills, the schools and colleges had concerns about:

- a lack of understanding of 'the expected level' or 'the required standard'
- ensuring consistency across a large number of assessors
- avoiding over-assessment of students
- the setting up of internal moderation and meeting the demands of external moderation.

The testing of key skills raised a number of logistical issues, including:

- numbers of students taking tests
- tests clashing with tests for other subjects at the same time
- responsibility for entries
- the level at which students should be entered for, and when.

Institutions need to consider how best practice can be developed through key skills assessment and the Key Skills Practitioner Award.

Retention and achievement

Schools and colleges made the following comments about key skills retention and achievement:

- Overall, institutions are concerned about key skills achievement and retention. They fear that poor key skills achievement rates could affect overall achievement figures and funding.

- Once students realise that key skills are not a mandatory requirement, some schools and colleges feel that the qualification will lose its value, and that students may opt out of key skills.

- Institutions have raised the question as to whether the UCAS tariff does enough to ensure that students do continue with key skills. New ways of 'selling' key skills to students are required.

Delivery

*The use of a mixed delivery system is demonstrated
by the following example:*

Key skills are integrated into subject areas wherever possible, so that
subject teachers deliver and assess key skills as they naturally occur.
Tutorial staff work with students to track key skill achievement and
co-ordinate the portfolios. Key skill subject workshops provide
specialist input – preparing students for tests and providing further
opportunities to develop portfolio evidence. The learning support centre
provides supplementary and support material.

This strategy is underpinned by a key skills policy which outlines
the principles of key skills in the institution as well as details
of delivery, induction and staff responsibilities.

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Planning for Curriculum 2000+1

In preparing for and delivering Curriculum 2000, schools and colleges have carried out extensive planning to increase flexibility and to broaden the programmes available to students. This has involved a substantial amount of staff development. Schools and colleges recommend that staff development activities continue throughout 2001/02 to ensure that Curriculum 2000 is successfully implemented.

Planning priorities for 2001/02

Key issues reported for curriculum managers preparing for 2001/02 were:

- finding ways to extend flexibility for both years 1 and 2 providing resources – accommodation, teachers, learning materials and specialist staff – to deliver the required programme
- breaking down organisational and cultural barriers between departments so that mixed programmes of general and vocational subjects can be delivered. This is more challenging where departments are located on different sites
- finding ways to plan and assess required resources for year 2 units, as well as year 1
- building in A2 teaching in June/July of year 1
- addressing staff uncertainties about the A2 specifications and standards
- re-working the timetable. Timetable arrangements made for September 2000 may not be appropriate for September 2001
- addressing group sizes that might not be viable when students make their A2 choices
- finding ways to manage students who wish to drop out of the 12-unit vocational A-level having received their six-unit results.

Schools and colleges are already developing strategies to evaluate their Curriculum 2000 planning and prepare for 2001/02. Monitoring and reviewing activities are taking place to evaluate the impact of changes, such as the new timetables and key skills delivery models. These activities include developing questionnaires for staff and students. Schools and colleges are keen to ensure that the disruption which could be caused by new timetabling and reallocation of staff is kept to a minimum for a second year.

The clear message emerging from the institutions is that the large amount of planning that was undertaken to introduce Curriculum 2000 needs to continue into 2001/02, with staff development playing a crucial role.

Illustration of planning activities

One institution's approach to planning involved an early decision to retain the concept of courses and groups. From this, the institution developed a series of progression pathways, which were published to give students an idea about their possible future choices. The progression pathways were based on previous experience, anticipated demand and sound curriculum design. The institution produced a booklet, *Your pathways to success*, which it distributed to all schools careers advisers and parents of prospective students.

The institution noted how the introduction of Curriculum 2000 was supported by extensive staff development and planning. The duties of particular staff were outlined and the new roles for staff identified.

This institution is by no means unique. Many schools and colleges have undertaken significant planning, such as extending the timetable, defining new roles and introducing new courses, to incorporate Curriculum 2000. Good practice shown by institutions has included:

■ the involvement of all staff in the planning and decision-making process – centre-wide staff development events, team meetings and planning sessions

■ ensuring that all staff are aware of the changes – using staff bulletins and circulars, staff attendance at external conferences, study days and workshops

■ ensuring that all stakeholders (students, parents and careers staff) are aware of the changes and the implications of progression – many institutions have produced booklets and guides.

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Resources

The majority of institutions noted that the Curriculum 2000 initiatives have increased student numbers. This has caused a variety of accommodation issues. For example, there is a need for:

■ accommodation for specialist activities, such as tutorials
■ accommodation for external assessment sessions
■ additional ICT resources to meet demand.

In addition:

■ maximising the use of accommodation removes flexibility within institutions
■ institutions have little or no spare capacity for the year 2 cohort – most accommodation has been filled to provide for the first year of Curriculum 2000.

Institutions have spent much time planning the processes and systems for the new qualifications, and are now starting to look at the qualification specifications in more detail. Many schools and colleges are looking at offering 'optional' units for the first time next year. The resource implications of these additional units are only just becoming apparent, and schools and colleges are asking:

■ are there resources available (staff, materials, accommodation and equipment)?
■ will extra funding be available to deliver additional units?

Timetabling

Schools and colleges wishing to provide students with the full benefits of Curriculum 2000 have all revisited and amended their timetabling practices. This has normally been based upon applying the *flexibility* or *constraints* of the GCE A-level timetable to vocational A-level qualifications. Some institutions have taken the 'wait and see' approach before making changes to their timetables. Others are marketing the range of opportunities first and devising individual programmes as the need arises.

The timetabling of key skills and tutoring varies considerably between institutions.

■ Choices need to be made by schools and colleges concerning the number of blocks offered in the timetable. (Between four and seven blocks were reported by institutions in our sample.) Many schools and colleges are considering increasing the number of blocks in the timetable in future years to increase student options.

■ Schools and colleges need to decide whether to provide 'à la carte' subject combinations with a high degree of open choice, or a 'set menu' with pre-defined combinations or pathways. The addition of a single complementary GCE A-level to a 12-unit vocational A-level (Double Award) is a possible 'set menu' model.

■ FE colleges are giving serious consideration to providing dedicated sixth form centres within their colleges, so that 16–19-year-old students can cross the academic and vocational divide.

■ Some colleges use AS-level General Studies as a vehicle for delivering key skills, making it a compulsory element/ combination of a student's individual timetable.

■ There are difficulties associated with providing work experience within a block timetable. These difficulties have to be addressed by individual institutions, whether they are delivering 'à la carte or 'set menu' subject combinations.

■ Centres need to ask students to indicate whether they anticipate following a subject through to the second year, i.e. the GCE A2 or 12-unit vocational A-level, in order to plan accommodation and class sizes.

■ When deciding on the most appropriate delivery options, schools and colleges can treat the GCE AS-level (three units) and vocational A-level (six units) as the same for timetabling purposes, insofar as both could be considered one-year programmes.

However vocational A-levels can be delivered vertically over two years or horizontally over one year.

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Example A

This institution has totally integrated the vocational A-level timetable into the GCE A-level timetable within seven blocks. Additional blocks were provided in September 2000 to ensure that students had more opportunities to mix and match vocational and general qualifications. Options are 'à la carte', and a corporate model of tutoring is provided across the Curriculum 2000 offer. Work experience is optional.

Example B

This institution has opted for a four-block timetable with pre-defined student 'pathways'. Individual AS-level qualifications are provided for some 12-unit vocational A-level candidates. GCE A-level students follow the AS-level in General Studies to help them achieve the Key Skills Qualification.

Example C

Institution C has a five-block timetable and has offered a variety of six-unit vocational A-levels over a two-year period. It has given a greater emphasis than some institutions to the benefits of enhancing GCE A-level studies with vocational qualifications. Key skills are provided through tutorial provision and there is an emphasis on the importance of the wider key skills for all students.

Teaching hours and class size

Schools and colleges have reported changes, or anticipated changes, to the hours given to teaching individual qualifications as a result of Curriculum 2000. They also report logistical issues associated with class sizes.

Although the government's aim is to widen and increase participation in post-16 education, many schools and colleges have found themselves working with similar student numbers, but with increased student workloads. For some, the working day has been extended, while the teaching hours for some individual subjects have been reduced.

Teaching time given to individual qualifications varies between institutions, although most feel under pressure to reduce teaching hours for qualifications but increase the overall hours of a student programme, so as to incorporate a greater number of qualifications.

Key issues reported include:

- The teaching time for equivalent GCE and vocational A-level qualifications can be the same. But, should a greater number of hours be associated with vocational qualifications?

- Class sizes can be high in year 1, but low in year 2. Schools and colleges can overcome this by reducing the number of groups in year 2, although there is uncertainty about year 2 demands.

- Decisions about the number of hours associated with tutoring and key skills vary considerably between the institutions. The Further Education Funding Council (FEFC) recommends that between four and five hours per week are spent on tutoring, key skills and enrichment.

- Should schools and colleges timetable students into subjects differentiating between teacher-led lessons and student-led or resource-based learning?

  Should potentially very large class sizes be avoided by raising entry criteria? If so, should this be based on the grounds of academic or vocational ability?

Example A

This institution is considering reducing the number of formal scheduled teaching hours associated with its GCE and vocational A-levels because a significant number of students undertake part-time work. It has anticipated high class sizes in year 1, but much lower numbers in year 2. The institution has contingency plans in place for timetabling and accommodation in the academic year 2001/02.

Example B

This institution has found that the number of students applying for certain individual subjects has increased with the introduction of the GCE AS-level. As such, it has had difficulty in staffing certain options. It has opted to increase the entry qualifications for these subjects to control group sizes and boost achievement.

Example C

This institution has considered reducing the number of teaching hours associated with its vocational A-levels. However, it has maintained a differential between GCE and vocational A-level teaching hours to allow for the greater emphasis on assignment work in vocational A-level subjects.

Student workload, enrichment and breadth of study

Institutions have generally reported an increase in the hours associated with an individual student's programme. For centres funded by the FEFC, the additional funding associated with providing students with a programme of tutoring, key skills and enrichment of between four and five hours has further added to student workloads.

Approaches taken to enrichment vary quite significantly, from maintaining a compulsory programme of religious education from Key Stage 4, through to enrichment being the responsibility of individual qualification teaching teams.

Examples of student profiles indicate that where students are opting for mixed programmes of vocational and general qualifications, enrichment activities often complement rather than contrast with their learning pathways.

Institutions on the whole are encouraging students to study mixed programmes.

Student workload, enrichment and breadth of study – key points

- Realistic and fair judgements have to be made about what constitutes a reasonable student timetable and workload, especially with part-time employment becoming a necessity for many young students.

- General and vocational qualifications can be used to complement or contrast with each other. Complementary studies can be seen as adding depth rather than breadth to a student's programme. The complementary approach is more common.

- Although FEFC-funded colleges are generally more concerned with key skills and enrichment, the full Curriculum 2000 package is of concern to all institutions.

- Should the wider key skills constitute an enrichment programme? A number of colleges are devising such programmes.

- Should key skills and enrichment be led by an individual teacher?

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Enrichment programmes

A number of institutions have a tutorial and enrichment programme, comprising activities such as:

- careers education
- work experience
- additional qualifications e.g. languages
- sports programme
- broadening activities e.g. trips, charity work
- the wider key skills.

Some schools and colleges have increased the breadth of student activity not only through enrichment but also through providing mix-and-match opportunities across GCE and vocational A-level subjects.

Case studies

Carmel College

Carmel College is a sixth form college with beacon and accredited status. It has approximately 580 full-time day students. Of these, 40 students will be undertaking pre-foundation courses and about 24 students will be taking GNVQ Intermediate courses in Information Technology or Health and Social Care. All other FEFC-funded students will be studying advanced-level programmes.

The college runs about 35 GCE A-levels and four vocational A-levels: Business, Travel and Tourism, Health and Social Care, and Science. We very successfully ran the GNVQ predecessors to these for a number of years.

Vocational education was seen as an alternative to GCE A-levels. However, the hard work and commitment demanded of A-level students also applied to those who had chosen the vocational route. The typical A-level student took three taught subjects, as well as General Studies through supported self-study. GNVQ students were expected to have the same class contact and the same levels of achievement, so they did a programme equivalent to three A-levels, i.e. the 12 units required for the award, plus six more units drawn from the additional and optional units offered by the awarding bodies.

With the advent of Curriculum 2000 the ethos of hard work remains. However, we believe that there has to be some limit to the demands we place on students. The levels of commitment demanded must be achievable and realistic. Thus, some 60% of the students are expected to start on programmes equivalent to four AS-levels. The difference is that we now encourage a mix-and-match approach. If a student wishes to pursue a vocational route this can still be facilitated, especially where it fits the student's career progression. For instance, students undertaking a Double Award in Health and Social Care may also take a Single Award in Science and vice versa.

There has been little radical change because of Curriculum 2000 in terms of what we offer, perhaps because our provision was already seen to be so good. Nevertheless, there have been some very interesting proposals, especially in the timetabling of enrichment activities, and much discussion about the incorporation of key skills.

While our timetable structure has changed somewhat to allow for longer lessons, the amount of contact time per student, per subject, per week has remained at five hours, although there is a clear expectation that 30 minutes of this is subject-tutorial time for small-group work.

The college has always had a general tutorial programme, consisting of one 40-minute lesson per day. This incorporates a specific religious education lesson, general studies provision and tutorial activities, such as careers guidance and progress reviews. For Curriculum 2000 it will embrace key skills lessons and, for this, the college has designed a programme with the Standards Fund. Key skills development and assessment are facilitated in both the tutorial programme and in subjects. There are many other enrichment activities, such as community service, work experience, sporting and music provision, as well as chaplainry and charitable work and the student council, that are not specifically timetabled.

In embracing Curriculum 2000, the college sought to widen provision to encourage students to take more subjects and a mix of subjects. However, we also believed that giving all students more to do might not increase levels of achievement in each subject. We decided to operate a points system, based on GCSE grades, and to use this to indicate students who would be encouraged to take three, four or five subjects from the outset (in addition, all students take general studies). We decided that around 60% of students would take four taught subjects from the outset (the Double Award/12-unit vocational A-level counting as two, of course).

In order to ease student progression into the second year and help us plan provision, students were expected to indicate which subjects they would carry on to the full award. All students are expected to complete the initial programme they have signed up for in the first year. If a student is taking four AS-levels, our attitude is that they will complete them and will not drop one of the courses before the AS-level examinations are complete. Of course, we will endeavour to respond to the needs of the students. For instance, we expect that some students will want to carry on with a course that they indicated they would only take to AS-level, while others will want to drop a subject after AS-level rather than continue with it to complete the full award. Only time will tell us the amount of change that is likely.

Figure 1 shows what qualifications/subjects students have chosen to study from our range of provision.

A number of conclusions can be drawn, which suggest that the mix-and-match approach is working:

- Seventy-six per cent of students taking a vocational A-level as their main course are also taking GCE A-levels.

- Only 22% of students are undertaking a totally vocational programme.

- Three per cent of A-level students are now taking a vocational course to which they would not have had access before.

- Seventeen per cent of students are pursuing a programme that they would have been unlikely to have followed pre-Curriculum 2000.

Figure 1 Student choices at Carmel College

Qualifications studied	Student numbers
Double Award Business	23
Double Award + another VCE only	6
Double Award + A-levels only	17
Double Award + another VCE + A-level	0
Double Award Travel and Tourism	19
Double Award + another VCE only	0
Double Award + A-levels only	19
Double Award + another VCE + A-level	0
Single Award Travel and Tourism	11
Single Award + another VCE only	0
Single Award + A-levels only	11
Single Award + another VCE + A-level	0
Double Award Health and Social Care	36
Double Award + another VCE only	15
Double Award + A-levels only	20
Double Award + another VCE + A-level	1
Double Award Science	16
Double Award + another VCE only	0
Double Award + A-levels only	15
Double Award + another VCE + A-level	0
Single Award Science	4
Single Award + another VCE only	0
Single Award + A-levels only	4
Single Award + another VCE + A-level	0

College totals	Student numbers
Double Award	94
Double Award + another VCE only	21
Double Award + A-levels only	71
Double Award + another VCE + A-level	1
Single Award	15
Single Award + another VCE only	0
Single Award + A-levels only	15
Single Award + another VCE + A-level	0

Key issues for 2000/01

Issue 1 Improving student achievement

One aim of Curriculum 2000 is to improve achievement. We expect this to happen because of the better transition from GCSE to AS-level, and the introduction of course modules. Students are also expected to do more. At the general level, attainment is likely to increase, but it may well be that some individuals find the increased demands too much to cope with and for them achievement might fall.

We will be comparing our levels of achievement against national standards and benchmarking with other colleges. Obviously, we will be able to compare the achievements of our Curriculum 2000 cohort with those of previous students.

Issue 2 Broadening student achievement

A second aim of Curriculum 2000 is to broaden student achievement – encouraging more students to do a variety of courses and develop key skills. We have designed a programme for the development and assessment of key skills. Of course, this needs reviewing and is very likely to require fine-tuning following our experiences. In terms of the variety of programmes students should take, we feel that we have moved along this road, as the earlier figures indicate. However, it will be particularly important to see if students continue with their programmes or revert to a more traditional programme at the earliest opportunity.

Issue 3 Educating the whole person

As a Catholic college we are fully committed to providing an education experience which goes beyond academic success and which seeks to develop the individual. We have maintained our formal religious education programme in the timetable, and had an extensive enrichment programme that gave a great deal of variety of opportunities to our students. We wish to continue this enrichment programme to maintain our distinctiveness.

We will be regularly reviewing the take-up of our enrichment programme. The initial picture is that the busy agenda set for students has encouraged them to take on more activities than we might have expected. Now we need to see if this is sustainable.

Issue 4 Timetabling and accommodation

We have had to recruit more staff and put on some more classes to match student demand. Most of our classrooms are occupied at all times of the day, allowing little flexibility for activities such as small group tutorials. We will not be able to cope with this level of demand with a year 1 and a year 2 cohort. Thus, we will need more classrooms by September 2001. We have had to employ extra staff on short-term contracts, and these may become permanent if the demand is sustained. We are concerned that our distinctive enrichment programme does not suffer and that students have the time to take up the opportunities offered. If they do not, we may have to rearrange the timetable to facilitate this.

Carmel College   Example learner profiles

Student	Programme	Entry qualifications		Enrichment
1	Vocational A-level	1 GCSE ×	A	Tutorial,
	Health and Social Care (12 units)	6 GCSEs ×	B	key skills and
	AS-level Psychology	3 GCSEs ×	C	enrichment
	AS-level Statistics			programme
	AS-level General Studies			
	Key Skills Qualification			
2	Vocational A-level Business (12 units)	3 GCSEs ×	C	Tutorial,
	Vocational A-level Travel and Tourism (6 units)	5 GCSEs ×	D	key skills and
	AS-level General Studies	1 GCSE ×	G	enrichment
	Key Skills Qualification	GNVQ Intermediate	Pass	programme
	Vocational A-level Science (6 units)	Business		
3	AS-level Business	1 GCSE ×	A	Tutorial,
	AS-level Art	1 GCSE ×	B	key skills and
	AS-level IT	7 GCSEs ×	C	enrichment
	AS-level General Studies	1 GCSE ×	D	programme
	Key Skills Qualification			

GLOSCAT

GLOSCAT offers a range of advanced-level general and vocational qualifications, including:

- A/AS-levels
- vocational A-levels
- GNVQ Intermediate
- GNVQ Foundation
- Key Skills Qualification
- BTEC First and National Diplomas.

Curriculum 2000 is delivered primarily through the sixth form centre, which delivers all GNVQ, AS- and A-level programmes.

The college produced a matrix for each campus, to give students more choice in the subjects that they took. Figure 2 shows the matrix designed for the GLOSCAT Park Campus.

A student can only take one A/AS-level or vocational A-level subject from each column of the matrix. In addition to their subject, they must take one key skills and tutorial session (these are available in all columns). Each column of the matrix relates to approximately 4.5 hours of 'class' time. In addition, students will spend time in the learning centre or undertaking enrichment activities. Each column of the matrix is mapped on to a common college timetable. See Figure 3.

A-level students take AS-units in year 1 and A2-units in year 2. Vocational A-levels are divided into AVCE Parts A, B, C and D. AVCE Parts A and B each consist of three units and make up a Single Award. In year 2, students will take AVCE Parts C and D to make up a Full Award. Thus, students taking a Single Award over two years will take AVCE Part A in year 1 and AVCE Part B in year 2. Students taking a Single Award in one year will take AVCE Part A and AVCE Part B in year 1.

Figure 2 GCE A-level and vocational A-level matrix for GLOSCAT Park Campus, year 1

Block	1	2	3	4	5	6
Tutorial and key skills	Tutorial and key skills	Tutorial and key skills	Tutorial and key skills	Tutorial and key skills	Tutorial and key skills	Tutorial and key skills
A-level and AS-level	—	Art A and AS	Biology A and AS	Communication Studies A and AS	Art A and AS	Business Studies A and AS
	—	Business Studies A and AS	French A and AS	Computing A and AS	Maths A and AS	Human Biology A and AS
	—	Chemistry A and AS	English Language and Literature A and AS	English Language and Literature A and AS	Science for Public Understanding AS	English Literature A and AS
	—	Psychology A and AS	Geography A and AS	Law A and AS	Sociology A and AS	Physics A and AS
	—	Sociology A and AS	History A and AS	Sports Studies A and AS	Theatre Studies or Drama A and AS	Psychology A and AS
	—	Film Studies A and AS	Maths A and AS	General Studies AS	History of Art A and AS	Environmental Science A and AS
	—	English Language AS	Media Studies A and AS	Information Technology AS	—	Design/ Technology A and AS
	—	—	General Studies AS	—	—	—

Figure 2 continued

Block	1	2	3	4	5	6
GCSE	—	Physics GCSE	Maths GCSE	Sociology GCSE	English Studies GCSE	Business GCSE
	English GCSE	Psychology GCSE	English GCSE	Art GCSE	Geography GCSE	Maths GCSE
	Maths GCSE	Maths GCSE	Communication Studies GCSE	Chemistry GCSE	Human Physiology and Health GCSE	History
	—	—	—	Maths GCSE	—	English GCSE
Vocational A-level (AVCE)	AVCE Travel and Tourism B	—	—	—	AVCE Travel and Tourism A	—
	—	AVCE Leisure and Recreation B	AVCE Leisure and Recreation A	—	—	—
	AVCE Built Environment A	AVCE Built Environment B	—	—	—	—
	AVCE Business B	AVCE Business A	—	—	—	—
	—	—	—	—	AVCE Retail A	—
	AVCE Health and Social Care A	AVCE Health and Social Care B	AVCE Health and Social Care A	AVCE Health and Social Care B	AVCE Health and Social Care A	AVCE Health and Social Care B
	—	—	AVCE Hospitality B	AVCE Hospitality A	AVCE Hospitality B	AVCE Hospitality A
	AVCE Information Technology B	—	AVCE Information Technology A	AVCE Information Technology B	AVCE Information Technology A	—
	—	—	AVCE Engineering A	AVCE Engineering B	—	—
—	—	—	—	—	—	Foreign Languages

Figure 3 Timetable grid

Monday	Tuesday	Wednesday	Thursday	Friday
1	5	3	4	1
Break	Break	Break	Break	Break
1	4	5	6	2
Lunch	Lunch	Lunch	Lunch	Lunch
2	6	WASP*	3	6
Break	Break	Break	Break	Break
2	3	WASP*	5	4
Evening class	Evening class	Evening class	Evening class	Evening class

* WASP: Wednesday Activities and Sports Programme

Key skills

Key skills are mapped into all GCE A-level, vocational A-level and GNVQ programmes and, where possible, delivery and assessment opportunities are integrated into a student's main programme.

All students are timetabled for one 1.5-hour session for keys skills in IT and one session in a key skills centre, where their achievement is tracked and where they can work on building their portfolio of evidence. The centre also provides underpinning knowledge workshops on Application of Number and Communication, and individual activities with students where it is not possible for assessment to be integrated into their main programmes. The key skills centre also:

▣ administers diagnostic tests to assess a student's initial key skills level using a computer-based programme, 'Searchlight'
▣ ensures that students are registered for key skills at an appropriate level
▣ ensures that students are taught the underpinning skills
▣ prepares students for independent/external assessment
▣ ensures that students' evidence satisfies national standards
▣ prepares students' portfolios for standards moderation
▣ provides assessment opportunities not met by the students' main programmes.

Tutorials

Tutorials are at the heart of the Curriculum 2000 matrix – they are the central point around which a student's programme pivots. The personal tutor is responsible for monitoring and supporting an individual student's progress and is the link between the different parts of a student's programme, key skills and enrichment.

Enrichment

All students undertake enrichment activities, defined as:

- careers education
- work experience
- opportunities for additional qualifications, e.g. languages
- opportunities to join the sports programme
- broadening activities, e.g. trips, charity activities, etc. delivered either as part of the sixth form activities or as part of individual activities within a student's main programme.

Guidance

The introduction of Curriculum 2000 changed the way we interviewed and enrolled students. Rather than individual interviews with tutors from each vocational area, the college has introduced common interview slots where students can have generic Curriculum 2000 interviews. Guidance support packs have been produced for interviewing tutors.

Key issues for 2000/01

Issue 1 Shortage of staff skills

Curriculum 2000 has increased the range of AS-levels offered and, therefore, the number of subjects that an individual student takes. It has been difficult to recruit staff for some subjects, particularly computing, science and care. There has been an increased demand for vocational A-levels in IT as a Single Award to complement a Full Award in another vocational area. This has resulted in increasing demand for additional IT resources and staff. There is also a shortage of staff with skills to deliver and support key skills at level 3, particularly in IT and Application of Number.

Issue 2 Key skills

Apart from the staff skills shortages highlighted above, our key skills centre is having to develop strategies to deal with students working towards mixed levels of key skills, from level 1 to level 3. Key skills have been mapped into both AS and vocational A-level schemes of work, and opportunities identified for assessment. The key skills centre supports individual students with any gaps in underpinning knowledge, or where their mix of subjects has not given them the opportunity to assess a key skill. Thus, within any group timetabled into the key skills centre there are likely to be students with a range of different needs. We need to continue to develop or purchase flexible and ILT-based learning materials to support this demand for differentiated teaching.

There will be logistical problems in administering the key skills test, given the large number of students who may, for example, require IT facilities for the IT key skills tests on the test dates.

Issue 3 Induction and guidance

The induction and guidance process for new students takes much longer due to the complexities and choices of programmes. Students are often changing their original choices during the first week, which results in an initial period of sorting out timetables and organising viable teaching groups. This causes delays in starting the year and organising teaching groups. It will require us to rethink the start and length of the college year. We also need to consider more extensive training for student services staff who are able to offer very detailed guidance and planning of a student's programme, so that tutors are relieved of this role at the start of the year when they are already involved in teaching commitments. There is also likely to be a similar need of an extensive guidance period at the end of year 1, when students make their choices for year 2.

Issue 4 Examinations

Organising external assessments for over 1,000 students taking GNVQ, the Key Skills Qualification, AS-level and vocational A-level external assessments will be logistically difficult. We do not have sufficiently large rooms to enable mass sittings. As students will be taking a mix of AS- and vocational A-level tests, it is unlikely that the standard teaching programme will be able to operate effectively during examination periods. As indicated in issue 2, IT key skills tests will cause particular difficulties in allocating sufficient IT rooms at the set times.

GLOSCAT Example learner profiles

Student	Programme	Entry qualifications		Enrichment
Thomas *Male*	Vocational A-level IT (6 units over 2 years) AS-level Film Studies AS-level History AS-level English Literature Key Skills Qualification	English English Literature Mathematics Double Science French Design Technology PE Office Applications	B C C DD C E D D	Tutorial and enrichment programme, work experience, careers education, sports activities and others
Gemma *Female*	Vocational A-level Health and Social Care (12 units) AS-level Psychology Key Skills Qualification	English English Literature Mathematics Double Science Geography French Spanish Food Technology	C B D CC C C C C	Tutorial and enrichment programme, work experience, careers education, hygiene certificate, sports activities and others
Terence *Male*	Vocational A-level IT (12 units) Vocational A-level Business (6 units over 2 years) Key Skills Qualification	English Mathematics Double Science RE PE ICT	G B CC D B C	Tutorial and enrichment programme, work experience, careers education, sports activities and others

John Leggott
Sixth Form College

John Leggott Sixth Form College offers the following
advanced-level general and vocational qualifications:

- A/AS-levels
- vocational A-levels
- GNVQ Intermediate
- GNVQ Foundation
- Key Skills Qualification
- BTEC First and National Diplomas.

Advanced-level students can choose from a range of approximately
35 AS-level subjects (nearly all with a guarantee of continuing into A2).
Six vocational A-levels are offered: three can be taken as six-unit courses,
and the other three are 12-unit courses only.

Having received guidance and counselling, students choose any
combinations they wish from the advanced-level programme
(see Figure 4).

Figure 4   John Leggott Sixth Form College advanced-level programme, 2000/01

Advanced courses	Entry requirements
Four AS- or A-levels	Mainly grades B and A, perhaps reducing to three A-levels in the second year
GNVQ + two AS-levels	Mainly grades B and A
Three AS- or A-levels	Minimum of five GCSEs at grades A* to C
GNVQ Advanced + one A- or AS-level	GNVQ Intermediate or minimum of five GCSEs at grades A* to C
Two AS- or A-levels + two GCSEs	Minimum of four GCSEs at grades A* to C
GNVQ Advanced + two GCSEs	Minimum of four GCSEs at grades A* to C

Students in the second year of the course take general studies with other parts of their programmes.

Intermediate courses	Entry requirements
Four or five GCSE courses	GCSE grades at D, E or above in a number of subjects
Or GNVQ Intermediate	*Or* GNVQ Foundation

Vocational access course	Entry requirements
GNVQ Foundation	Mainly GCSEs at grades E and F
Skill Power	A favourable school report

Figure 4 continued

GCE Advanced-level

The following courses can be taken as AS-levels over one year, or full A-levels over two years:

Art and Design	English Language and Literature	Music
Biology	French	Music Technology
Business Studies	Further Mathematics	Philosophy
Chemistry	Geography	Physical Education
Computing	Geology	Physics
Design	General Studies (year 2 only)	Politics
Drama and Theatre Studies	German	Psychology
Economics	History	Religious Studies
Electronics	Law	Sociology
English Language	Mathematics	Spanish
English Literature	Media Studies	Textiles

The following courses can only be taken to AS-level (one-year courses):

Dance   Photography

GNVQ Advanced/vocational A-level (12 units)   Equivalent to two A-levels

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The following can only be taken as 12-unit courses over two years:

Business   Media   Performing Arts

GNVQ Advanced/vocational A-level

The following can only be taken as six-unit courses over two years (equivalent to one A-level over one year), or full GNVQ 12-unit courses (equivalent to two A-levels) over two years:

Health and Social Care   Leisure and Recreation   Travel and Tourism

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GNVQ Advanced/vocational A-level (6 units)   Equivalent to one A-level

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A two-year course covering three units per year:

Science

Subjects are placed in a six-block timetable (A–F) where
each block consists of 5 × 55-minute periods (see Figure 5).

Figure 5 Curriculum diagram and timetable bank

Year 1					
A	**B**	**C**	**D**	**E**	**F**
AS					
Art	Business Studies	Art	Art	Art	Art
Biology 1	Chemistry	Biology	Biology 1	Biology 1	Biology
Biology 2	Computing 1	Business Studies 1	Biology 2	Biology 2	Business Studies
Business Studies 1	Computing 2	Business Studies 2	Business Studies 1	Business Studies 1	Chemistry
Business Studies 2	Drama	Chemistry	Business Studies 2	Business Studies 2	Computing
Chemistry 1	Economics	Computing	Chemistry	Chemistry	Design
Chemistry 2	Electronics	Drama	Computing	Computing	English Joint
Computing	English Joint	English Joint	Design	Design	English Literature
Dance	English Language	English Language	English Joint 1	Electronics	French
English Joint 1	English Literature	French	English Joint 2	English Joint	Geography
English Joint 2	Geography	Geography	English Literature	English Language	History
English Language	Geology	German 1	French	English Literature	Law
Geography 1	Law	German 2	Geography	French	Maths 1
Geography 2	Maths 1	History	Geology	Geography	Maths 2
History 1	Maths 2	Law	History	Geology	Media
History 2	Maths 3	Maths 1	Law	History	Physics
Law	Media	Maths 2	Maths 1	Maths 1	Psychology
Maths 1	Philosophy	Physics	Maths 2	Maths 2	Sociology
Maths 2	Photography	Politics	Media	Maths Further	
Maths Further	Physical	Psychology 1	Music	Media	
Media 1	Education 1	Psychology 2	Photography	Music Technology	
Media 2	Physical	Sociology	Physical	Philosophy	
Music Technology	Education 2		Education 1	Photography	
Physics	Physics		Physical	Physical	
Psychology	Psychology 1		Education 2	Education 1	
Religious Studies	Psychology 2		Physics	Physical	
Sociology	Spanish		Politics	Education 2	
Biology	Textiles		Psychology 1	Physics	
			Psychology 2	Psychology 1	
			Sociology	Psychology 2	
				Sociology	

An AS-level is taught in 12 × 55-minutes. Vocational A-levels are taught in 12 × 55-minute periods across three blocks.

All advanced-level students have the opportunity to achieve all three key skills, mainly through subjects. There is an extra IT-based mop-up period for all except AS-level Computing. In addition, all students have a 20-minute tutorial period per day, which provides guidance and support and gives access to a PSE programme.

All advanced-level students are required to take at least one enrichment course (see figures 6 and 7).

Figure 6 Minimum student contact 2000/01

Advanced level	
Main programme	**Additional requirements**
Five AS-levels or equivalent	One key skills period Daily tutorial
Four AS-levels or equivalent	One IT Key Skills period One enrichment period Daily tutorial
Three AS-levels or equivalent	One IT Key Skills period Two enrichment periods Daily tutorial
Two AS-levels or equivalent	One IT Key Skills period One GCSE or equivalent, at least Two enrichment periods Daily tutorial

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Figure 7 Enrichment brochure

Introduction

This booklet describes the courses on offer in the enrichment programme this year.

You will find courses listed alphabetically. As well as descriptions of what the courses contain, there is information about their length, how many periods they count for on your timetable and whether it is possible to gain a certificate recognising your achievement.

If you are studying three AS-levels, you will need to find at least two periods of enrichment.

If you are studying four AS-levels, you will need to find at least two periods of enrichment.

Year 2 and year 3 students may opt for courses, but are not obliged to do so.

Most courses will last for a term; some will last for two terms. If you are in any doubts about how long courses last or how many periods they count as, ask either your personal tutor, or come to the enrichment office during tutorial on any day.

You will select the courses at the enrichment fair, which will be held on the first teaching day of the new term. If you cannot get onto the course(s) of your first choice, remember that there is a reserve list for the following term. Either give your name to the tutor registering the course, or call in at the enrichment office in the week following the fair.

You need to bear in mind travel arrangements if courses are off-site or if they occur in 'twilight' sessions after college. It is your responsibility to make these arrangements. If there are any problems about this, consult your personal tutor.

If you have any questions about the courses on offer, or about extension studies generally, please consult Andy Evans in the enrichment office.

When choosing enrichment courses, it is important to remember that they can be used to support your career choices.

Most careers demand people who are flexible and broadly educated, not just specialists in one narrow area. A good 'all rounder' should:

- have practical and creative skills
- be proficient in English and be able to communicate in a modern foreign language
- be able to use a computer and different sorts of programs.

Figure 7 continued

Alphabetical guide to all activities (extract)

Option	Number of periods	Number of terms
Advanced Internet training	3	1
Aerobics	1	1
Badminton	1	1
Basic electronics	1	1
Basketball	1	1
Bridge club	1	1
Chamber choir	1	1
Chess club	1	1
Child development	1	1
Community art	2	1
Community placement	2 or more	1
Counselling	1	1 or 2
CSLA (Community Sports Leaders' Award)	2	2
Dance	1	1
Debating	1	1
Dungeons and Dragons Society	2	1
European awareness	1	1
European newspaper	1	1
Film appreciation	1	1
First aid	1 or 2	1
Fitness instructor aware	1	1
Football (MUGA)	1	1
Football team, female	See team sports	
Football team, male	See team sports	
Football, 5-a-side (indoor)	1	1
German literature	1	2
Girls' choir	1	1
Golf	2	1
Guitar club	1	1
Hockey team, female	See team sports	
Hockey team, male	See team sports	
Holiday Italian	1	2
Holiday Spanish	1	2
Improvers' Italian	1	2
Indoor hockey	1	1
Introduction to psychology	1	1

In year 2, all students are expected to attend general studies classes and, on that basis, will be entered for the examination.

As previously stated, virtually all AS courses will offer continuity into A2. Our current expectation is that most students taking four AS-levels will drop down to three A2s plus general studies, and that a significant number of students will drop a subject after the AS-level examinations and pick up a new AS-level subject in year 2. However, we cannot be certain what choices students will make at this stage.

We currently expect to timetable year 2 classes onto a blank sheet of paper, i.e. carry out a complete re-grouping exercise.

Key issues for 2000/01

Issue 1 Further development of model for delivery of key skills

- General staff training and awareness raising
- Training of internal verifiers
- Setting up systems to determine which students enter external assessments and when
- Giving students an overview of the process
- Offering specific support for students re-taking external assessment
- Offering specific support for students who fail the external assessments
- Assessing commercial software
- Plugging portfolio gaps.

Issue 2 Use of post-AS examinations

- Students start holidays after completing AS-level examinations – rejected
- Eight-day intensive teaching period – accepted
- To give a taster of A2 courses, to develop skills relevant to A2, to cover elements of A2, to pull together key skills, to start process of counselling and guidance for year 2 programmes
- To restructure timetable and groupings to maximise student contact time and work in half-day blocks
- To follow intensive teaching period with a two-week period of trips and visits related to subject, careers and higher education.

  These proposals are currently going through a consultation period with staff.

Issue 3 Preparation for 2001/02

- Review and modify AS-level programmes in light of:
  - generally very good match between curriculum model and student choices this year
  - little interest in the six-unit vocational A-level
  - a desire to extend choice but to keep staffing and rooming tight
- Build new classroom block to accommodate extra demand with AS and A2 years in operation
- Identify areas requiring extra staffing and recruit such staff
- Modify enrolment process to give appropriate time for year 2 students' post-AS-level results to confirm year 2 programme
- Build more flexibility into the timetable for 2001/02 to accommodate above
- Modify systems such as guidelines for subject area reviews, student course questionnaires and individual student target-setting processes
- Review systems for applications to higher education
- Continued monitoring of likely demand for A2 courses
- Provision of preparation time for teams planning A2 schemes of work.

Issue 4 Refining and monitoring AS schemes of work

- All subjects have produced schemes of work for AS courses
- Such schemes of work are inevitably broad-brush and speculative
- Schemes of work will need to be modified and firmed up in the light of experience
- Need to focus on timetable for internal assessments, extension of detail on activities, learning methods with particular relation to inclusive learning and integration of ILT into learning, both through in-house and commercial packages
- The main mechanisms for this process will be:
  - ongoing student evaluations of the delivery methods employed on a unit-by-unit basis. Team leaders have been asked to use imaginative methods to sample student opinion, e.g. focus groups, student representatives and/or highly focused questionnaires
  - Regular team meetings
  - Regular meetings with curriculum managers to review progress and staff and student perceptions
  - Sharing, dissemination events across subject and curriculum areas
  - Time provided in early July to produce revised schemes of work for 2001/02.

John Leggott Sixth Form College   Example student profiles

Student	Programme	Entry qualifications		Enrichment
1	Vocational A-level Health and Social Care AS-level Biology GCSE Maths (Nov retake) Key Skills Qualification	English English Literature Mathematics Double Science Business Studies Geography German RS Food Technology Oral Communication	C B D CC D C E B D B	Tutorial and enrichment programme, first aid
2	Vocational A-level Performing Arts (12 units) AS-level English Language and Literature AS-level Geography Key Skills Qualification	English English Literature Mathematics Double Science French Geography D&T Food Music Drama	C C B CC A C B A	Tutorial and enrichment programme, holiday Spanish

3	Vocational A-level
	   Leisure and Tourism (12 units)
	AS-level Business Studies
	GCSE Maths
	Key Skills Qualification
		English
		English Literature
		Mathematics
		Double Science
		Business
		IT
		French
		Geography
		D&T
		CLAIT 1
		CLAIT 2
		English Syllabus A
		Maths Syllabus B
		GNVQ Intermediate
		   Leisure and
		   Tourism
			D
			D
			E
			DD
			D
			D
			E
			D
			E
			Pass
			Result awaited
			C
			D
			Merit
				Tutorial and
				enrichment
				programme,
				advanced Internet

Rivington and Blackrod High School

Curriculum offer

We aim to provide 24 subjects, derived from our former A-level provision. We shall also provide vocational A-levels in Art, Business Studies and Health and Social Care, in addition to GNVQ Intermediate Art. NVQ2 in Administration is new, with up to ten students spending three days per week in school, and two students on placement.

Around 135 students will choose from eight packages. Three packages allow a combination of academic and vocational subjects. For the first time we shall be offering Single Awards in GNVQ3. In addition, other students taking English/ Maths/Science GCSE retakes alongside vocational work will also follow mixed programmes.

Figure 8 Learning packages available at Rivington and Blackrod High School

		Minimum entrance requirement
Package A 24 units	4 × AS-levels 4 × A2	8 GCSEs grade C with Bs in the subjects to be taken to A2
Package B 21 units	4 × AS-levels 3 × A2	6 GCSEs grade C with Bs in the subjects to be taken to A2
Package C 18 units	3 × AS-levels 3 × A2	6 GCSEs grade C with Bs in the subjects to be taken to A2
Package D 18 units	GNVQ Full Award 1 × AS-level 1 × A2	6 GCSEs grade C with a B in the subject to be taken to A2
Package E 18 units	GNVQ Single Award 2 × AS-levels 2 × A2	6 GCSEs grade C with Bs in the subjects to be taken to A2
Package F 15 units	GNVQ Full Award 1 × AS-level	5 GCSEs grade C
Package G 12 units	GNVQ Full Award	4 GCSEs grade C with good communication and number skills
Intermediate package	Intermediate GNVQ or NVQ2	4 GCSEs grade D/E with good communication and number skills
Complementary key skills learning package	All post-16 students will be able to take advantage of this package	The award will allow students to gain skills that will be allocated a tariff for entry to higher education and are also valued by employers

Note: Part Awards should be considered as interchangeable with AS-levels in the above learning packages

All timetable blocks are five hours long (four hours with teacher contact and one hour for directed self-study). Therefore, a student doing Package A or B would have:

- sixteen hours' teaching for their four choices
- two hours for keytime
- one hour for form period
- an extra one or two hours on Wednesday afternoon for sport or other PASS activities.

Students taking Full Award GNVQ3 will study Art in all timetabled blocks and Business or Health and Social Care in two of the blocks, with a drop-in facility in another block.

In year 2, most students will study three A2s, with five hours in each timetable block.

Individual learning packages

Students will have the opportunity to choose the learning package that best suits their progression needs and reflects their abilities.

The minimum entrance requirements to advanced-level courses (two-year courses) will be four GCSEs at grade C plus good communication and number skills. However, entrance requirements will vary depending on the post-16 learning package chosen.

Students who do not meet the entrance requirements for advanced courses will be able to apply for an intermediate-level learning package. This is a one-year learning package that has the same progression value as four GCSEs at grade C.

All students will be in one of eight tutor groups, with a tutor closely monitoring progress. All students will do key skills in sets identical to other tutor groups. Form period time will offer careers and community work (see Figure 9). The PASS scheme includes work experience, Understanding Industry, sport and community service.

Figure 9 Sixth form period 2000/01 (as at 24/8/00)

	Year 1	Year 2
Sept 6	Careers (*E.Finn 9.30+)	Induction assembly (*WW 8.55)
Sept 13	PASS (*WM 9.15+)	Old students; targets
Sept 20	Barnardo's (*CS 9.15+)	Barnardo's (*CS 9.40+)
Sept 27	How to succeed in 6th (6FC)	Careers (*E.Finn 9.10); UCAS checks
Oct 4	Form discussions	Form discussions
Oct 11	Class debate	Class debate
Oct 18	Class debate	—
Nov 1	Pre-driving(A,B)/Health(G,H)	Interviews (*WW)
Nov 8	Pre-driving(C,D)/Health(E,F)	Remembrance (*WW)
Nov 15	Pre-driving(E,F)/Health(C,D)	Form debate
Nov 22	Pre-driving(G,H)/Health(A,B)	Year debate
Nov 29	Year debate (6FC)	Parents' evening preparation
Dec 6	—	—
Dec 13	—	Quiz (*PW)
Dec 20	Quiz (*PW)	Christmas (*WW)
Jan 10	Exams (mod/mock/GNVQ)	Exams (mod/mock/GNVQ)
Jan 17	Exams (mod/mock)	Exams (mod/mock)
Jan 24	Exams (mod/mock); profile	—
Jan 31	Review (6FC)	Review
Feb 7	Review	Review
Feb 14	—	Reports
Feb 28	RoA updates (*GPB)	Student money (*)
Mar 7	UI introduction	Personal safety
Mar 14	UI day	Personal safety
Mar 21	HE introduction (6FC)	—
Mar 28	HE preparation/mentoring	—
Apr 4	UI presentations	—
Apr 25	GAP year	—
May 2	HE funding (*)	—
May 9	Founders' day	Founders' day
May 16	Revision	RoAs
May 23	Transition	—
June 6	Exams (6FC)	—
June 13	Exams	—
June 20	Exams	—
June 27	Exams/reports	—
July 4	Transition/mentoring	—
July 11	HE – the form	—
July 18	UCAS materials; prize-giving	—

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Personal achievement and service scheme (PASS)

Through our personal achievement and service scheme (PASS),
we will ensure that students are credited for involvement in areas
beyond the narrow scope of their studies. We will encourage students
to become involved in at least three extra areas where their interests,
skills, personal achievements and service to the school or
wider community will be recognised.

Scheme requirements

Students will complete at least three modules:

- at least one hour of sport per week
- at least one week of work experience
  and an Understanding Industry course
- an open choice, involving at least one hour's commitment a week,
  in something of a voluntary nature.

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Figure 10   Examples of enrichment activities offered by the PASS system

School service	▣ Working as a teacher assistant ▣ Running extra-curricular activities ▣ Running clubs
Community service	▣ Working in local primary schools in lessons or clubs ▣ Helping at Brownies/Cubs, etc. ▣ Visiting elderly friends in the community ▣ Helping at a charity shop
Open choice of activity	▣ Young Enterprise ▣ Duke of Edinburgh Award ▣ Learning a new skill
Through the scheme you will:	▣ learn about yourself ▣ develop leadership, organisational, teamwork and communication skills ▣ help to strengthen our school community ▣ have some fun ▣ receive a certificate that will enhance your future applications for jobs and university places.

Young Enterprise

You will be joining a sixth form with an impressive record of successful participation in the Young Enterprise Scheme. In May, our school's company won the Bolton Area Shield and its Managing Director was awarded a special trophy recognising her management and leadership skills. Managing Director Stella Selva says, 'I gained so many valuable skills from being involved in Young Enterprise but, more than that, I loved it so much that this year I am acting as an adviser to the school's new company!'

Understanding Industry

You will complete a one-day course that aims to unlock the mysteries of business for you and tell you more about the types of career you could have. You will learn about marketing, finance, management, design and innovation, and prepare a presentation on one aspect of the course. Last year's year 12 produced such an impressive presentation that they progressed through several rounds of the Understanding Industry competition. We were delighted for them when they finally won the National Final and earned a trip to New York for themselves. Janet Severn, a member of the winning team, paused from packing her suitcase to say, 'It was a fantastic experience, if nerve-wracking. I have now found out about aspects of business that I had never considered before and I've certainly learnt the qualities of a good presentation! But best of all, I'm off to New York next week!'

Key issues for 2000/01

Issue 1 Can we successfully extend key skills for everyone?

This issue arises because, traditionally, we have followed general studies for the academic cohort and key skills within chosen subjects for the small vocational cohort. Now convinced of the validity of key skills, we have made it the fifth subject for everyone. This is something of a quantum leap and we may stumble due to our relative lack of experience or a tendency for staff or students to prioritise their familiar academic work.

The next six months will provide a fair indicator of initial success. We have tried to ensure a successful launch by:

- planning our approach over the last year
- involving all students in the scheme
- training academic leaders, (keytime tutors and form tutors over the last three months)
- instituting an induction course (including diagnostic testing)
- aiming to provide certification for everyone at whatever level they reach, allowing many in year 2 to also pick up general studies accreditation.

Issue 2 How do we fit everything in?

A frequent concern for staff is that the new AS-level specifications are broad and will take more time to cover, even though the AS examinations will not be delayed beyond June 2001. Completing the demanding A2 is the next worry. How do we include our great enrichment activities, such as work experience, Understanding Industry, and sport, in such a demanding year?

Our initial answer is to take most AS-level exams at the end of the first year. The subject staff have developed schemes of work accordingly. Science and maths students, who traditionally took modular exams twice a year, will continue to do so in January, with the rest of the students taking mocks at that time. Work experience has been moved to the first week in year 2 (with the option to use a holiday week as well). A2s will begin once the June examination period is over. Team or recreational sport is an expected requirement for the PASS scheme, but it may be taken on Wednesday afternoons or other free times. Within six months we shall have some feeling as to whether the pace of the new curriculum has diminished our enrichment.

Issue 3 Academic and vocational co-habitation

Our experience of vocational courses is comparatively recent and limited. However, we have noticed that students following a particular path towards a GNVQ Full Award in Art or Business have tended to become captivated by their main subject. While this can be welcomed, it may lead to negative performance in any extra academic subject, be it an A-level or GCSE retake.

This year may see an exacerbation of this tendency because more students will be following mixed timetables, some with quite demanding Single Awards and two AS-levels. To avoid the bias towards the sequenced coursework-based vocational work, we have avoided last year's situation where people following GNVQ had to miss some lessons in order to attend their preferred academic subject – at the expense of the students not having a totally free choice. To prevent a bias the other way, we have not encouraged three-unit GNVQ packages and no student has asked for such. Hopefully, teaching, learning and assessment styles in all subjects will become more uniform and student-centred and our local issue will disappear. (Possibly our biggest issue concerns the low numbers of students mixing general and vocational courses!)

Issue 4 Planning for progression

Theoretically, our year 1 timetable should continue into next year's year 2. There is a clear progression from AS to A2 throughout GNVQ Full and Single Awards and from NVQ2 to GNVQ3. All students are then in line to move to higher education or take up employment.

However, in academic packages it would be unreasonable to expect most students to move to four A2s. We have an indication now of which AS-level they will not continue with, but this could well change. With a cohort of our size in a school trying to provide the curriculum range we do, a number of sets may be not be viable next year. Staffing, budget and timetable decisions usually have to be made before the AS-level results become available in June. Can we guess correctly? How tough can we be with students in sets that are not viable? What is the impact upon their progression and our retention rate?

Rivington and Blackrod High School   Example learner profiles

Student	Programme	Entry qualifications		Enrichment
1 Male	Vocational A-level Business (12 units) GCSE English GCSE IT NVQ Administration	English English Literature Mathematics Double Science Modern Languages IT Geography Technology	D E C DD D D E E	Tutorial and PASS programme
2 Female	Vocational A-level Health and Social Care (6 units) AS-level History AS-level English Key skills	English English Literature Mathematics Science History Childcare Sociology Modern Languages Technology	B A C B A A B B B	Core programme
3 Male	Vocational A-level Business (12 units) AS-level History Key skills English	English Literature Mathematics Double Science History Modern Languages Business Graphics Geography	C E CC A B C C D	Tutorial, enrichment and key skills programme

Tameside College

Tameside College offers the following qualifications to over 750 students:

- GCE A-level
- vocational A-level
- BTEC National Diploma
- NVQ3
- Key Skills levels 1, 2 and 3 in Communication,
  Application of Number and Information Technology.

Curriculum 2000 offer

It is the college's policy to extend the Curriculum 2000 entitlement to all full-time students under 19 in the first year of a level 3 programme, whether or not they fall within the funding definition. There are also areas of provision where part-time students are receiving the benefits of Curriculum 2000. Students over the age of 19 may choose to take part in the provision.

The curriculum offer is diverse across the college's nine schools. Although GCE A-level falls within a single school and offers a uniform solution within the sixth form college, other schools may give a different emphasis and interpretation to the common elements of Curriculum 2000, in accordance with students' needs.

A key aim has been to establish common areas of the timetable that will allow a combination of academic and vocational A-levels. However, it is anticipated that initially most student choices will fall within the separate strands. There are many reasons for this, including 'safety' and the uncertainty about the stance taken by university admissions tutors, even with the extended UCAS points system.

It is policy for year 1 GCE A-level students to follow four AS-levels, reducing in most cases to three A2s in year 2. This represents a broadening of study when compared to previous practice.

The common elements of Curriculum 2000 are:

- level 3 programmes of study
- key skills
- tutorial
- enrichment.

Combination

The college adopted a common cross-college timetable to enable combination. Monday and Wednesday mornings and Wednesday afternoons are common times during which enrichment or course combination may occur.

Although there are a number of interesting examples of combinations of vocational and academic subjects, some of which feature in the learner profiles, crossing the 'boundaries' is the exception rather than the norm. This appears to be what the market currently wants. However, broadening of the curriculum has occurred at GCE A-level, with the adoption of the model of four AS-levels in year 1, to be followed by three A2s in year 2.

There are also instances of Full and Part Award combinations, as well as combinations of GNVQ level 3 with NVQ level 2 or with GCSE.

Timetable

The college operates a devolved timetabling structure across its nine schools, but has established common timetable windows each week to enable enrichment activities, key skills and combinations of study across vocational and academic areas.

The college is in the process of establishing an online timetabling system, which will allow more efficient use of resources and a wide range of monitoring information on a devolved model.

GCE A-level students are located mainly in the sixth form college section.

Hours of study

Hours of study vary depending on the precise subject combinations. A typical allocation would be:

GCE A-level (per AS subject)	4hr 35min + 30min clinic per AS subject
GNVQ Full Award	5 hr
Key skills	1 hour per key skill, within a variety of timetabling approaches
Tutorial	Minimum 1 hour (2 hours in many areas)
Enrichment	1–3 hours depending on activity and school organisation

Tutoring

Every student has a tutorial and a personal tutor. The tutorial follows a common framework. Tutorials are the vehicle for supporting and tracking a student's participation in the Curriculum 2000 programme.

Key skills

The college has a high commitment to key skills, built upon a well-established approach that precedes Curriculum 2000. Key skills have been mapped across provision in all areas. Key skills programmes are available to many part-time students, as well as to Curriculum 2000 students.
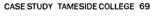
Student tracking is currently at course level with strong student ownership of tracking documents within the tutorial system. A strong system of internal verification has been established to enable cross-college moderation of key skills. Key skills co-ordinators have been identified in each school and key skills verifiers have been appointed in each key skill area.

In order to address differing programme needs flexibly, schools either take part in the key skills curriculum support workshops (leading to AQA accreditation), or provide their own programmes (leading to Edexcel accreditation). Curriculum support workshops are mainly used by those areas offering NVQ, whereas the school-based provision is in areas offering GCSE or A-level.

Rather than imposing uniformity, the college is working with two different models and different examining boards in order to enable comparison of the emerging merits of the qualifications. Additional learning support officers have been appointed specifically to deliver the key skills programmes within the schools. The sixth form college is delivering key skills through the Edexcel General Studies programme, which will provide portfolio evidence for Communication and Application of Number. Portfolio materials will also be drawn from students' main curriculum. IT is being delivered in a separate programme.

The provision of key skills to part-time students, not strictly covered by the Curriculum 2000 definition, is exemplified in Applied Technology. Here, the majority of students are part-time (75 students on level 3 National Certificate in Engineering or City and Guilds Vocational Craft programme, contrasting with 14 full-time students studying vocational A-level Engineering).

There is some concern that the generic nature of key skills tests will disadvantage some students who handle the same concepts and processes confidently in their vocational contexts, but are de-motivated or 'thrown' by an unfamiliar application.

Progression

The main issue here is to do with the level of key skills. While the college aims to enhance and build upon existing levels of key skills, it is currently uncertain as to what the spread of level 3 attainment will be, or how frequently students with a level 2 attainment will pursue level 3 in their areas of non-specialism. We believe that the imperative for students may well be linked to how universities treat UCAS points for key skills in the setting of targets, and to the perceived success rates at level 3.

The sixth form college intends to enter all students with a B or above in GCSE Maths and English for level 3 in Communications and Application of Number. Students with grade C will be assessed for suitability. All students follow an IT key skills programme for one term, during which they will be assessed for level. They will be taught in mixed-ability groups for the first five weeks, then split into level 2 and 3 groups.

Curriculum model

The curriculum model allows students to specialise and home in on strengths, to pursue breadth and/or to combine vocational and academic elements. The flexibility of choice available in the model is initially likely to be exploited by a minority of students who have specific (often vocational) reasons for following this route. Crossing the academic/vocational boundary is likely to be for reasons of coherence rather than breadth.

Key issues for 2000/01

Issue 1

Provision of a broader range of diagnostic tests,
including self-marking assessments.

Issue 2

Investigation and implementation of a system for tracking
student progress with collation of information at college level.

Issue 3

Extension of base of key skills practitioner qualifications in the college.

Issue 4

In-house key skills training based on emerging best practice
within the college.

Tameside College   Example learner profiles

Student	Programme	Entry qualifications		Enrichment
1	Vocational A-level IT (12 units) AS-level Media Studies	English English Literature Mathematics Double Science Geography French Design and Technology	C C E CC D D D	Following sixth form college tutor programme
2	Vocational A-level Health and Social Care (12 units) AS-level Spanish	English English Literature Mathematics Double Science French Spanish Geography IT Food Technology RE	B B B BB A A A A A A	Following sixth form college tutor programme supported by course-based enrichment
3	Vocational A-level Art and Design (12 units) AS-level Painting and Drawing	2 GCSEs GNVQ Intermediate Art and Design	CC Pass	Following art and design programme

Thurston Community College

Curriculum offer

Vocational A-levels and AS-levels are offered in the same option blocks so are timetabled together. Each block is allocated 6 × 50-minute periods per week. Students had a free choice of subjects and then the option blocks were constructed to allow as many students as possible to follow their initial choice of programmes (see Figure 11).

Figure 11 Application form for programmes offered at Thurston Community College

Application form

Tutor Group

Name

If you are currently at another school then please could you also fill in the name of the school and your home address.

School

Home address

We offer the following courses:

GNVQ Intermediate
One-year course

Elements of:

☐ Health and Social Care
☐ Business

You will need pass grades at GCSE plus Es in English and Maths, and a good school record.

Vocational A-level (AVCE)
Two-year course

You choose one main subject area from:

☐ Leisure and Recreation
☐ Health and Social Care
☐ Business
☐ Science
☐ Art and Design

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AS and A-level courses

These courses are arranged into option blocks and we envisage that most students will take four subjects in the first year, dropping to three in the second year. You will need to pick one subject from each individual block.

Block A	Block B
Biology	Business Studies
Chemistry	Chemistry
Communication Studies	Drama
English Literature	English Language
Geography	History
Maths	Maths
Music	German

Block C	Block D
Art	Art
Biology	Biology
Design	Chemistry
English Language	English Literature
French	General Studies (AS-level only)
History	Maths
Physics	Physical Education
Textiles	Politics (AS-level only)
	Sociology
	Business Studies

Please indicate your subject choices by circling or underlining the appropriate subject(s) above. If you wish to combine GNVQ Advanced with AS-levels, then please be aware that the following subjects are timetabled in these AS option blocks.

Blocks A and B   Art and Design
Blocks A and B   Leisure and Recreation
Blocks A and C   Health and Social Care
Blocks B and C   Science
Blocks C and D   Business

So, if you choose to take GNVQ Advanced Health and Social Care and AS-level Biology, the Biology must be in Block D only.

Either hand this form into reception or post to:
Thurston Community College, Norton Road,
Bury St Edmunds, Suffolk IP31 2PB.
If there any queries regarding this, then please contact
Helen Neal at Thurston Community College on 01359 230885.

From initial applications, we had 210 students who expressed an interest in joining our sixth form from our school and other local schools (both maintained and private sector schools). Of these:

- 140 students wished to take AS-levels only (usually four subjects)
- 40 students chose a mixed programme of AS- and vocational A-levels
- 20 students wished to take vocational A-levels only
- 10 students wished to take a one-year Part 1 GNVQ mixed programme of preparation for further study.

When students came to register in September, having achieved the school's best-ever GCSE results (67% achieving five A–Cs), the pattern of applications was very different. We now have 186 students in year 1, 113 of who are studying AS-levels only. Fifty students are studying a mixed programme and 11 students are studying vocational A-levels only. We are encouraging these students to take part in work experience if they are only following a 12-unit programme. Some students are taking one 12-unit programme and one six-unit programme in another subject area. Out of 13 intermediate GNVQ students, three are also taking one AS-level and intend to stay in the sixth form for three years.

Student choices have changed so greatly compared to initial applications that constructing a workable curriculum has been very difficult. We have not had the resources to increase our numbers of groups by one-third, even though most of our students are taking four rather than three subjects in year 1. Consequently, group sizes over the whole school have risen (on average from 14 to 22). We have seen some very large swings in demand for different subjects, and this is certainly the most marked example of these swings in recent years. For example, we had 13 students wanting to take Communication Studies at AS-level, but 32 registered for the course. We have had to remove students with less than a B in English to try to reduce the group size, but it is still running presently with 26 students. Six students had registered for Sociology, but 29 registered – at present we have 24 left on that course after some initial course changes.

There has been a large swing away from 12-unit vocational courses. We have always run two advanced GNVQ groups and 24 students wished to do the equivalent course in July. However, only ten students registered for this. Most students seem to prefer the six-unit option (numbers on this course have increased greatly) to give breadth to their individual programmes. Teacher shortages in Communication Studies have made it impossible for us to split the group, and we are very concerned about what the students we have had to ask to leave the course will do instead. One student has already left school for the local FE college.

All students have been allocated one lesson per week (50 mins) as an academic tutor period. They will be in a tutor group of 20 students and will cover issues such as study skills, key skills, UCAS, employment, how they learn, etc. This will also be where our individual monitoring happens. Some weeks the group will meet as a whole to discuss an issue, other weeks will be spent doing one-to-one interviews. A team of nine experienced sixth form tutors are working together on this and meet for half a day each half-term to plan the next half-term's agenda for tutor periods. This group of tutors includes the GNVQ and key skills co-ordinators.

Key skills

Key skills will be covered in subject areas, but we will use academic tutor periods for logging and monitoring the coverage of key skills. We hope to give students a level 2 diagnostic test in the three hard key skills and then use the results of these to devise individual pro-grammes of extra IT/numeracy lessons as necessary. The key skills co-ordinator is currently putting together an audit showing which of the key skills each department will be covering during the course of their teaching so that students will know where they will be exposed to key skills during their lessons. We hope to spend this term familiarising our students with the type of skills and portfolio work they will need and then to start building the portfolio over the following two terms. Most students will take the examinations in June or July.

Progression

In the past, students have progressed to the following areas:

University   130 students
Gap year   10–15 students
Employment   25–30 students per year.

We expect most year 1 students to take three A2 courses in year 2, but we are already getting a number of students only wishing to take three AS-levels in year 1 as they are finding it hard to choose a fourth subject they are interested in. We are trying to discourage this, but a programme of four AS-levels is not right for all our students. We are especially worried about students who may wish to leave us at the end of year 1 with three or four AS-levels. Where will they go next? Universities clearly want at least two A2 qualifications. Will employers have the same expectations, or will they value AS-levels in their own right?

We have planned for all AS-level students to take three module examinations in June 2001. No exams will be taken in the January sitting. We have tried this previously with modular chemistry and found it to have very detrimental effects on a student's self-confidence if the result was not good. The maths department feels that their AS course only lends itself to have two modules tested in June of year 1 with the third being sat in January of year 2.

Most vocational A-level programmes have been planned so that it is possible to gain a six-unit award, either by taking six units in one year (by using two option blocks) or by taking three units in both years 1 and 2. For example, science in Block C is the Single Award block, however no students have yet taken us up on that option. It does allow students on the 12-unit programme an escape route after one year in the sixth form if necessary.

New qualification and specifications

When AS- and vocational A-level specifications were published last year, our business studies department decided that the vocational A-level specifications were more challenging, interesting and relevant to our students than the AS-level specifications. Consequently the department decided to offer only vocational A-level Business Studies in school at either three, six, or 12-unit awards, depending on how much time the students are willing to dedicate to study.

This has had two main effects. It has obviously increased the number of students we have following joint AS- and vocational A-level programmes, but it has also tackled head on the issue of equivalence between AS-levels and vocational A-levels. All students know that it is the same standard (the department actually think vocational A-level is more intellectually demanding than AS-level) and so many more have opted for the six-unit programme rather than 12-unit to give their overall programme more breadth. We have had to talk to many worried parents of students (especially the very bright) taking six-unit vocational A-level Business courses to assure them that their child will not be disadvantaged if they take a 'GNVQ' when they apply for university. So, the message of the completely new system is also getting home to parents. It will be interesting to see how many of these students take the six-unit award and how many stop after year 1 and only take the three-unit award.

Key issues for 2000/01

Issue 1 Tutor periods

The ongoing writing and review of tutor periods will happen throughout this year. Ways to cover key skills, monitoring and study skills in one lesson a week, and techniques that work with individuals and whole groups, need to be discovered. This is very new to all of us.

Issue 2 Advice about the new courses to year 11 students

This year it has been very difficult to advise year 1 students about which courses they should be doing. In the past, students with B grades or better at GCSE have taken A-levels and those with C grades or better have taken GNVQ Advanced courses. This year though, exam boards are publishing entry requirements of GCSE grade C for AS-level courses and many of our staff wish to raise the entry requirements of vocational A-levels to B grades. What courses should we advise students with a long string of grade Cs at GCSE to take? Many staff feel they would be better suited to the AS courses as these allow a longer period of time before the A2 work is expected from the students. But will they cope with A2 at all and where will they go with only AS-levels if they cannot cope with A2?

We need to get the information to students earlier to enable them to make more informed and firmer choices of courses. This will give us the basis for a curriculum plan that hopefully will not change as much as it has done this year. Collapsing and creating groups is very difficult in September and does not give the students a good start to their sixth form career. We are also planning to introduce a 'clearing' system, similar to UCAS, for students who wish to change their courses. When they register in September they will be granted an automatic place if they originally chose that course, but if they did not they would be put on to a reserve list and allowed in if they met the entry grades and there were spaces on that course.

Issue 3 Report writing

How to monitor students' progress and then inform parents within union guidelines of only one report per year is an issue we need to address. Regular and frequent reporting seems to work best, but we need to devise a simple way of doing this without increasing staff workload. It also needs to include student target setting and we would like to use it to encourage academic review by subject staff with their students on a more regular basis. Incorporating UCAS references into this progress without extra work and deciding when to place these reports throughout the academic year need to be addressed.

Issue 4 Target grades

We had begun to use ALIS target grades with students to review their progress whenever internal examination results were received. We hoped to raise achievement through this and while some departments have been very successful with this, they have not been used widely across all departments. We need to spread the use of these grades to all departments and look at how we communicate this information to parents, students and teaching staff, and how teaching staff use it with their students.
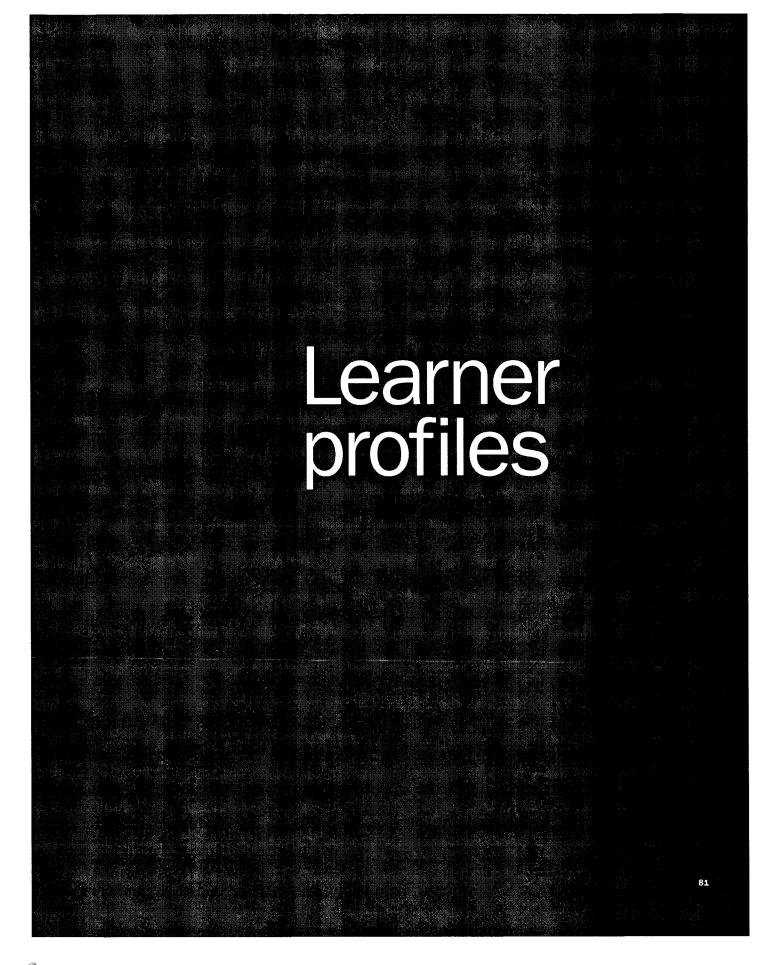
Thurston Community College   Example learner profiles

Student	Programme	Entry qualifications		Enrichment
1	AS-level Government and Politics	English	A*	Tutor programme to
	AS-level History	English Literature	A*	achieve key skills.
	AS-level English Literature	Mathematics	B	Main school
	Vocational A-level Business Studies (6 units)	Double Science	AA	responsibility =
		History	A	tutor group helper.
		PE	A*	Selected for
		French	A	under-18
		Art	B	netball trials,
		Graphics	C	school netball team
2	Vocational A-level Leisure and Tourism (12 units)	English	C	Tutor programme to
	AS-level PE	English Literature	C	achieve key skills.
		Mathematics	C	Main school
		Double Science	CC	responsibility =
		History (short)	B	running the
		PE	A	sixth form
		French	D	hot drinks machine.
		Drama	B	In many school
				sports teams,
				especially talented
				at athletics
3	AS-level Government and Politics	English	A*	Tutor programme to
	AS-level History	English Literature	A*	achieve key skills.
	AS-level English Literature	Mathematics	B	Main school
	Vocational A-level Business (6 units)	Double Science	AA	responsibility =
		History	A	community service.
		PE	A*	Has been a
		French	A	very responsible
		Art	B	main school prefect
		Graphics	C	

80 CURRICULUM 2000+1

Learner
profiles

The majority of schools and colleges that took part in the project produced learner profiles. These reflect what *actual* students are studying in 2000/01 – the first year of Curriculum 2000.

The learner profiles that feature in this chapter show that institutions are rising to the challenges of Curriculum 2000, by providing young people with:

- the opportunity to undertake broader curricula
- the opportunity to mix and match advanced and intermediate qualifications
- the opportunity to mix and match general and vocational qualifications
- enhanced tutorial provision and extra-curricular activities and support.

Students are adding breadth to their studies with fuller timetables often associated with key skills development.

It is also clear that:

- students in FE and sixth form colleges are more likely to take a mix of general and vocational qualifications – occurring most frequently in FE colleges

- students in schools and sixth form colleges are more likely to study for more than three advanced-level qualifications and, of these two institutions, it is more likely to occur in a school.

Further learner profiles can also be found within the case studies in Chapter 3 and on the Learning and Skills Development Agency website (www.LSagency.org.uk). The Agency hopes to track the progress of the 80+ learners during their two years of study.

Schools

Ponteland High School

Student	Programme	Entry qualifications		Enrichment
1	Vocational A-level Business (12 units) AS-level Geography AS-level Sports Studies	English English Literature Mathematics Physics Biology Chemistry Geography German Art Systems	C C C C C C C D D F	A structured programme of PSE activities
2	Vocational A-level Business (12 units) AS-level History AS-level Maths	English English Literature Mathematics Double Science Business History Graphics French Media	C D C CC C B E D D	A structured programme of PSE activities
3	Vocational A-level Performing Arts (12 units) AS-level English Language AS-level Media Studies	English English Literature Mathematics Double Science French History Drama	B C C DD C B B	A structured programme of PSE activities

The Castle School

Student	Programme	Entry qualifications		Enrichment

1	Vocational A-level
	  Travel and Tourism (12 units)
	AS-level PE
	Key Skills Communication
		English
		Mathematics
		Double Science
		German
		RE
		Media Studies
		PE
		Art
		Design and
		  Technology
			C
			B
			CC
			C
			C
			C
			B
			D
			E
				Tutorial and
				enrichment
				programme

2	Vocational A-level
	  Health and Social Care (6 units)
	AS-level English
	AS-level History
	GCSE Maths
	Key Skills Communication
		English
		English Literature
		Mathematics
		Double Science
		German
		RE
		IT
		History
		French
		GNVQ Intermediate
		  Health and
		  Social Care
			A
			A
			D
			BB
			B
			B
			D
			B
			B
			Merit
				Tutorial and
				enrichment
				programme

3	Vocational A-level
	  Travel and Tourism (12 units)
	AS-level Geography
	GCSE Spanish
	Key Skills Communication
		English
		Maths
		Double Science
		German
		RE
		PE
		Geography
		Design and
		  Technology
			C
			C
			BB
			B
			A*
			C
			B
			A
				Tutorial and
				enrichment
				programme

Sixth form colleges

Huddersfield New College

Student	Programme	Entry qualifications		Enrichment
1	AS-level English Literature AS-level History AS-level Media Studies AS-level Psychology Key Skills Qualification	English English Literature Mathematics Double Science Art Design French RS (Short)	A B B BB C B B C	Tutorial and enrichment programme, journalism, netball
2	Vocational A-level Health and Social Care (12 units) AS-level Art AS-level English Literature Key Skills Qualification	English English Literature Mathematics Double Science Art Design French Geography IT	C A C CC C C C B C	Tutorial and enrichment programme, community service
3	Vocational A-level Engineering (6 units) Vocational A-level Business (6 units) AS-level Physics AS-level Chemistry Key Skills Qualification	English English Literature Mathematics Double Science Art Design French Geography IT	C C C CC C C C B C	Tutorial and enrichment programme, Maths for Scientists and Young Enterprise

Loreto Sixth Form College

Student	Programme	Entry qualifications		Enrichment
1	AS-level Physics AS-level Chemistry AS-level Geography AS-level Sociology Key Skills Qualification	English English Literature Mathematics Physics Chemistry German Geography Electronics Religion Biology Environmental Science Statistics	B B B A A A B B B B C B	Tutorial and enrichment programme, including sports, RE and Extra Maths for Scientists
2	Vocational A-level Art and Design (12 units) AS-level English Literature Key Skills Qualification	English English Literature Mathematics Science Religion Art Design and Technology French	B A F E D A D D	Tutorial and enrichment programme, including sports, RE
3	GNVQ Intermediate Health and Social Care GCSE English Key Skills Qualification	English Mathematics Double Science Business Studies French RE Drama	E D DD E F E D	Tutorial and enrichment programme, including sports, RE and study skills

FE colleges

Exeter College

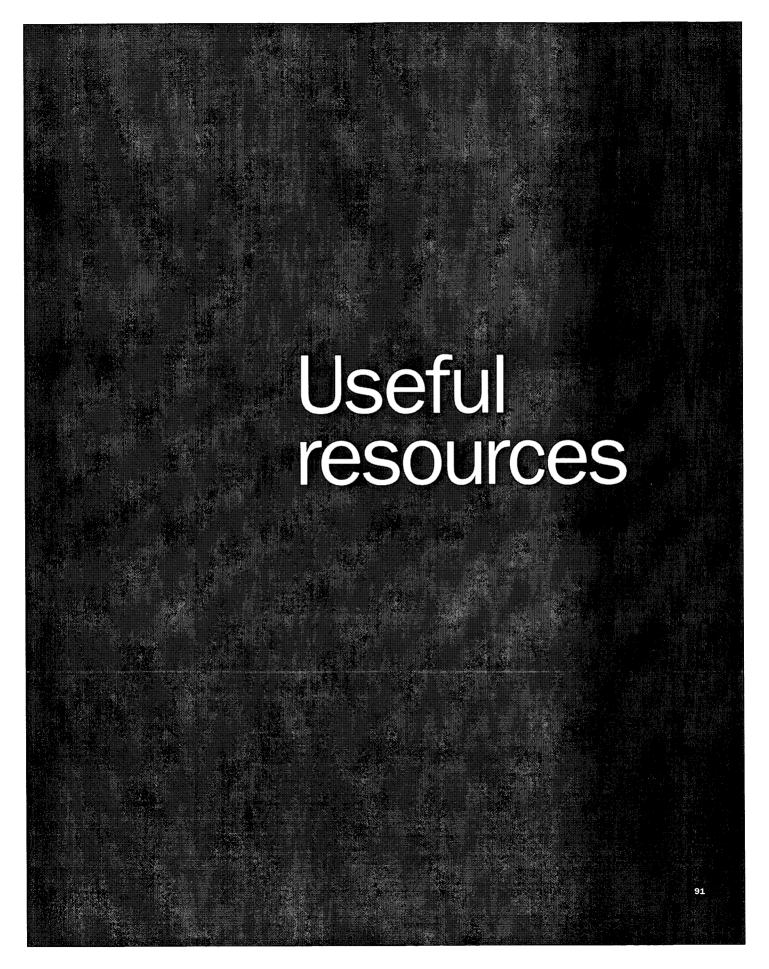| Student	Programme	Entry qualifications		Enrichment
1	Vocational A-level Business (12 units) AS-level Mathematics AS-level Accountancy Key Skills Qualification	English English Literature Mathematics Double Science Geography German Technology History	C A B CC C C D E	Key skills and tutorial programme
2	Vocational A-level Art and Design (12 units) GCSE English GCSE Mathematics Key Skills Qualification	English Mathematics Science History Geography IT Art GNVQ Intermediate Art and Design	D U E E E F A Merit	Key skills and tutorial programme
3	Vocational A-level Health and Social Care (12 units) AS-level Human Biology Key Skills Qualification	English English Literature Mathematics Double Science History French	C B C CC C C	Key skills and tutorial programme

Peterborough Regional College

Student	Programme	Entry qualifications		Enrichment
1	Vocational A-level Leisure and Tourism (12 units) AS-level Sports Studies Key Skills Qualification	English English Literature Mathematics Double Science PE French Geography Information Studies Design and Technology	D C C CC C D D D F	Tutorial and enrichment programme, three weeks' work experience
2	BTEC National Diploma Media Studies GNVQ Intermediate Part 1 IT City & Guilds 779 Media Techniques (Journalism) Key Skills Qualification	English English Literature Mathematics Science French RE German Art	C B C D B B C C	Key skills and tutorial programme
3	AS-level Music AS-level Sociology AS-level English AS-level Art Key Skills Qualification	English English Literature Maths Double Science Music Textiles German History	A A C CC A A C C	Key skills and tutorial programme

Useful
resources

Below is a list of materials that some of the schools and colleges involved in the Learning and Skills Development Agency's project have produced for use within their own institutions. All relate to various aspects of Curriculum 2000, and are being made available to other schools and colleges. To obtain a copy of any item, simply telephone the relevant institution direct. Please note that copies cannot be obtained from the Agency.

The fact that the Agency is advertising these materials does not confer any form of endorsement or recommendation.

Abingdon College	**Key skills policy** **Enrichment policy** Contact Dr Batchelor, tel 01235 216221
Ashton-under-Lyne Sixth Form College	**Enrolment manual** Contact Mr Lucas, tel 0161 330 2330
Bradford College	**Enrichment programme prospectus** Contact Cath Oldale, tel 01274 753100
Bridgwater College	**Curriculum 2000 marketing leaflets/prospectus** Contact Pat Denham, tel 01278 455464
Canterbury College	**Curriculum 2000 marketing leaflet** Contact Sue Lakeman, tel 01227 811111
Christ the King Sixth Form College	**Key skills policy** **Examination policy** Contact Callen Charter, tel 020 8297 9433
Cricklade College	**Leaflet providing student guidance on choosing a course** Contact Sandy Craig, tel 01264 363311
Exeter College	**Student/parent guide to post-16 changes** **Staff circulars, updates on changes and college procedures** Contact Pam Barnard, tel 01392 205517
Huddersfield New College	**Curriculum plan outlining key skills,** **entitlement and enrichment activities** Contact Phil Forest, tel 01484 652341
John Leggott Sixth Form College	**Enrichment guide** **Guide for students** Contact Ian Sharp, tel 01724 281998
Peterborough Regional College	**Pathways to success — a student guide to choosing the correct course** Contact Jean Robertson, tel 01733 767366

Richmond upon Thames College	**Staff guide to interviewing students information leaflets:**
	    Qualifications
	    Key skills
	    Enrichment in Curriculum 2000
	Contact Dennis Sargent, tel 020 8607 8241

Rivington and Blackrod High School	**Student newsletter containing information on Curriculum 2000** Contact Mr Walker, tel 01204 692511

Solihull Sixth Form College	**Example programmes and pathways guide –** **includes required entry profiles** Contact Dr J Longhurst, tel 0121 704 2581
Sutton Coldfield College	**Curriculum 2000 guide – leaflet on courses available** Contact Jane Mulleady, tel 0121 621 1114
Tameside College	**Student induction pack** **Careers education entitlement statement** **Example scheme of work for tutorial programme** Contact Andrew Quarmby, tel 0161 908 6670
Telford College of Arts and Technology	**Entitlement policy and associated staff development OHTs** **Curriculum 2000 guide** Contact Janet Ellis, tel 01952 642281
Thomas Alleyne's High School	**Sixth form course choice guide for students** Contact Mr Morley, tel 01889 561821

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