

# **Curriculum 2000: Implementation Progress Report**

**July 2000**

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## Introduction

1 Curriculum 2000 is a major educational reform which will be introduced in September 2000. It follows the recommendations that were included in the Dearing *Review of Qualifications for 16-19 Year Olds* and the subsequent consultation *Qualifying for Success*. The key requirements of "Qualifying for Success" were to make post-16 study broader and more flexible and to encourage young people to study more subjects over two years. In order to accommodate these requirements there have been a number of reforms to the structure of qualifications.

The reforms include:

- the restructuring of GCE A levels into the new GCE Advanced Subsidiary (AS) and revised GCE Advanced level qualifications. The AS qualification consists of three teaching and learning modules, and the GCE Advanced level can then be gained through the achievement of a further three modules (A2) usually in the second year. Some students may take the AS qualification over two years
- the revision of GNVQ at foundation and intermediate levels. These include a revised unit structure and the uncoupling of key skills
- the revision and renaming of GNVQ at Advanced level. From September the Advanced Vocational Certificate of Education (VCE) will replace the existing GNVQ at Advanced level. The Advanced VCE (single Award) will consist of six units; the Advanced VCE (Double Award) will consist of 12 units
- the revision of key skills. The specifications and external assessment requirements have been revised. Key skills are no longer a compulsory requirement of GNVQs. They will, however, be taken by a large number of students studying for a range of qualifications including AS, GNVQ, Advanced VCE, GCSEs, BTEC qualifications and NVQS
- the proposed development of vocational GCSEs announced in July 2000.

The delivery of the curriculum 2000 has also been influenced by the revised FEFC funding methodology set out in Circular 99/54. This funding methodology is designed to support the above curriculum reforms and also encourages colleges to offer each student an entitlement to enrichment activities, key skills and tutorial.

2 This report was compiled in July 2000 and is a review of how colleges are preparing themselves for the introduction of this curriculum reform. The report draws on three main sources of evidence. First, college inspectors monitored college preparations

for curriculum 2000 during their termly visits to colleges in 1999-2000. Secondly, they reported specifically on college expenditure of allocations from strand three of the government's standards fund, in order to help colleges prepare for the reforms. An analysis of these reports is given in annex A. Thirdly, in May 2000, colleges prepared brief reports on the expenditure of their allocation, as requested in Circular 99/44. Evidence from 269 colleges was analysed for the purposes of this report. The sample comprised 135 general further-education colleges, 40 tertiary colleges, 76 sixth form colleges and 18 specialist colleges. This represents 65% of the FE sector, other than designated adult education colleges, for whom curriculum 2000 does not apply.

## **Models of Curriculum Delivery**

3 The majority of colleges welcome the radical changes associated with curriculum 2000. It is perceived by many colleges as a major opportunity to review and revise their curriculum offer. In most colleges a whole-college approach to curriculum 2000 is being developed. Senior management has been involved in the development of a cross-college curriculum 2000 strategy. Curriculum 2000 policies have been drafted and working groups to cover all aspects of delivery have been established.

4 Colleges are at different stages of development in the planning process. Some colleges have been piloting key skills and new models of GNVQ for up to two years. Less than 10% of colleges had not finalised their plans in June 2000. A small number of colleges are being more cautious in their approach. They plan to introduce some changes in September 2000 and to develop these further in 2001.

5 There is evidence to suggest that most colleges are planning to broaden their curriculum offer. The majority of colleges have reviewed their timetable structure to enable students to study a wider choice of subjects. Most sixth form and tertiary colleges have modified existing cross-college timetabling systems to enable a 'mix and match' approach. Many have added a sixth block to the timetable grid in order to create further options. In general, for further-education colleges and specialist colleges this is more complex as each curriculum area has traditionally been responsible for timetabling its own classes. Those which have moved to a more cross-college approach will enable students on vocational programmes to access a wider range of optional qualifications, and facilitate studies that combine the academic and the vocational.

6 Colleges are widening their offer of subjects. Many are offering new titles of GCE Advanced Subsidiary (AS) such as critical thinking. A wide range of additional qualifications is being added to the portfolio. A number of colleges are extending a student's timetable to five days, including Wednesday afternoon enrichment activities such as sport. However, one college is reducing the curriculum offer and delivering a learning package in only three days (West Cheshire). The amount of time allocated to curriculum components varies between colleges but most are aiming to deliver each component in four to four and a half hours. The tutorial, key skills and enrichment components are generally being timetabled for a similar amount of time. Colleges are concentrating their thoughts on the timetables for 2000-2001 and have yet to carry out

detailed planning of the delivery of the second year of a two-year programme. They have the difficulty of maintaining the existing timetabling system for students in their current second year.

A tertiary college in the Southeast is intending to modify its existing timetable structure to accommodate the requirements of curriculum 2000. The college has a six-block timetable system. Each block consists of three one and a half-hour lessons. An AS or A2 would be delivered in one block. An Advanced VCE double award would be delivered in two blocks in the first year and a third block would be used for the delivery of key skills, tutorial and enrichment.

A typical year-one timetable could consist of:

Year one

4 AS levels 4 x 4.5 hours

Tutorial, enrichment and key skills 4.5 hours

Total: 22.5 hours

Advanced VCE (double award) 3 x 4.5 hours

Plus an additional Advanced VCE (single award) or an AS 1 x 4.5 hours

Total: 18 hours

Curriculum areas have modelled appropriate combinations of Advanced VCE areas and AS or Advanced VCE subjects. The timetable grids have been constructed to enable students to make appropriate choices of subjects.

7 There are significant differences in modes of delivery in sixth form colleges and general further-education and specialist colleges. Most sixth form colleges expect students in the first year to study four AS subjects and to complete three A2s in the second year. More able students will take five AS levels in the first year. Sixth form colleges are extending their offer of Advanced VCEs. Some are introducing new subjects and others are extending their offer to include the advanced VCE (single awards). There is very little interest in the three unit qualifications, with the exception of IT which is seen as an alternative to CLAIT. An increased number of students are planning to combine vocational qualifications with Advanced GCEs. There is some evidence to suggest that where colleges have planned to deliver the Advanced VCE (single award) over two years there is a greater mixing of AS levels and Advanced VCEs. This is because it will only occupy one timetable block and so does not narrow the students' choices of AS subjects.

8 General further-education colleges vary in their approach to timetabling. Some colleges which have a substantial AS/A2 programme are able to timetable in a similar mode to the sixth form colleges. Others with limited AS provision are offering relevant AS subjects alongside vocational qualifications such as Advanced VCE health and social

care with AS human biology. Small colleges have had some difficulty in broadening their offer of subjects. Colleges with many sites have experienced difficulties in timetabling due to the time required to travel between different sites. There is still a great deal of support for BTEC National Diploma courses within general further-education colleges because of their specific vocational focus. The BTEC National Diplomas have been revised this year, and common skills have been replaced by key skills. Key skills can be assessed as an additional qualification in exactly the same way as the Advanced VCE. However, there are concerns about their structure, which consists of 16 units. The Advanced VCE (double Award) attracts the same funding even though it is four units smaller.

A general further-education college in the Northwest has produced a cross-college timetable that has split programmes into ‘ curriculum units’.

	curriculum units
Advanced VCE (double award)	12
BTEC National	12
Advanced VCE (single award)	6
GNVQ Intermediate/Foundation	6
Key skills	6
AS	3
AS+A2	6

Each full-time student is entitled to a maximum of 30 curriculum units over two Years. The college has produced a college-wide timetable which includes tutorials and enrichment activities such as, the Duke of Edinburgh Award and sports on Wednesday afternoons. The students’ main programme is blocked to ensure that they can access qualifications such as GCSEs, AS levels, languages and other enrichment activities.

9 Agricultural colleges are revising their curriculum offer due to a major revision of BTEC first and National qualifications in the land-based sector. Many land-based colleges are combining this revision with the curriculum 2000 reforms and are offering keys skills and a revised enrichment component to all students. Some agricultural colleges are introducing a small number of science related AS qualifications which students can take alongside their primary learning goal.

10 Although colleges are offering more options and there is the capacity for students to mix vocational and AS qualifications, it is not known for certain how many students will take advantage of this provision until after enrolment in September. Early signs show that there are some more common combinations such as, Advanced VCE health and social care and AS biology, and Advanced VCE business and AS IT. Some colleges have opted to provide career pathways to encourage students to make coherent choices. There is some evidence to suggest that students are choosing a fourth AS from a different discipline to their three other choices. Art, modern foreign languages and general studies are popular choices, leading to a welcome uptake in modern foreign language courses.

General studies is being offered as a fifth AS in some colleges. In some colleges the Advanced VCE (single award) science is being introduced to provide students with the opportunity to study a generic science course alongside three humanities AS subjects.

11 The major focus of curriculum 2000 developments in colleges has been programmes at Advanced level. There has been limited development at levels one and two. Colleges are offering entitlements to intermediate and foundation students in the form of tutorials, key skills and enrichments. Many colleges offer a narrow range of GCSE subjects. They do not have the smaller building blocks of qualifications that exist at level three. Recent information emerging from QCA indicates that revisions to level two qualifications will be implemented in September 2002 with the introduction of the proposed 'vocational GCSEs'.

In one college in the East Midlands students on intermediate programmes will be able to access AS subjects where their performance was good at GCSE. There will also be additional awards available that will be funded through the main programme. The college has a 'stratified' guidance process with more resources concentrated on level one and two students. There is a whole-college timetable matrix that will ensure that intermediate students have access to the cross-college enrichment activities. The college recognises the need for specific enrichments for students at this level.

12 College plans do not include reference to the advanced extension awards or world-class tests. They are awaiting the outcomes of the proposed pilots. A few colleges are identifying the advanced extension award as an opportunity for improving access to Oxford and Cambridge Universities from the FE sector.

## **Marketing and Publicity**

13 Most colleges have publicised their proposals for the implementation of curriculum 2000 in their local areas. They have held briefings for careers advisers, headteachers, governors, higher education tutors and staff in local secondary schools. One open meeting on curriculum 2000 was attended by 600 people. Increasingly, colleges are using the Internet to publish and update their marketing information. In some areas, notably those served by sixth form and tertiary colleges, college staff have briefed teachers in 11-16 schools. The following examples show some of the ways in which colleges have publicised their intentions, both separately and jointly with other institutions.

A general further-education college in the Northwest held an information and advice day, distributed an information pack to local shops and libraries, held advice sessions in the early evenings and gave briefings to local careers services.

Seven colleges in the Northern region sponsored a television advertisement for curriculum 2000. Viewers were given a helpline number, and were referred to an appropriate college according to their post code.

In a London borough, a general further-education college and two sixth form colleges issued a joint statement regarding their plans for curriculum 2000. Together, they staged a two-day event which was attended by representatives from schools, the local education authority and the careers service.

14 Colleges have sought to liaise with higher education providers, particularly in their local areas, both to brief them about their plans for curriculum 2000 and to establish their approach to applicants with a broader range of subjects, including key skills qualifications. For example, one college has given a briefing on advanced vocational qualifications to a group of admissions tutors from its local university. Many colleges are concerned that admissions tutors will continue to make offers on the same basis as at present, and that this will make it harder for colleges to encourage students to study a broader programme. Some colleges have also held discussions with major employers in their area to raise their awareness of the new 16-19 curriculum.

15 A few colleges have reported that public awareness of curriculum 2000 in their area is low. Governors and employers have a poor understanding of the reforms. Some colleges have yet to produce specific publicity for curriculum 2000, and to disseminate it to appropriate bodies.

### **Pre-enrolment Guidance and Induction**

16 Most colleges have issued detailed information and guidance to prospective students and their parents. Typically, they have done so by means of the college prospectus, careers information events, open days, taster days and parents' evenings. College staff with responsibility for liaison with schools have received additional training, often provided through strand three of the government's standards fund. Some colleges report difficulties gaining access to schools with sixth forms, with the result that pupils have not been able to receive information about all the options available to them. Because the detailed specifications for subjects were not available at the times when colleges normally produce their prospectuses and course leaflets, colleges gave what early information they could and issued supplementary information as it became available during the year. However, some colleges chose to postpone curriculum decisions, or failed to communicate them effectively, with the result that at an advanced stage of the year some prospective students and their teachers still had little knowledge of the opportunities available at college.

17 The best guidance materials include clear diagrams showing combinations of academic and vocational subjects, including the options over the two years of an advanced course. Many include case studies and career implications. One student leaflet identifies 17 possible study routes to cater for student requirements. Many colleges have consulted with the careers service to provide information for students, and have conducted joint training and briefing sessions with careers advisers who work in local schools.

One general further-education college has developed a number of 'career pathways' in conjunction with the local careers service. Combinations of AS subjects and advanced vocational qualifications prepare students for specific careers such as nursing, paramedical careers or leisure management.

18 The increased breadth and flexibility of student programmes under curriculum 2000 has prompted widespread review of college processes for interviewing students and drawing up their programmes of study. Previous departmentally-based arrangements are proving inadequate to cope with the greater range of options, which cross departmental boundaries. Colleges without centralised admissions arrangements have had to develop a common approach to interviewing to ensure that students receive consistent guidance. The inclusive learning initiative has also highlighted the need to match programmes carefully to individual student requirements. Many colleges have used resources from the standards fund to give interviewers specific training for curriculum 2000. Seventy-three per cent of colleges reviewed had involved their guidance staff in updating and training to ensure that they were offering appropriate initial guidance to students. Colleges have yet to plan how this guidance is provided for transition to the second year of advanced programmes.

19 Colleges differ in the extent to which they have redefined their entry requirements for an advanced qualification under curriculum 2000. In the past, it has been usual for colleges to require a minimum of four or five GCSE passes at grades C or above, or an intermediate GNVQ, before embarking on an advanced programme, although some sixth form colleges have required more. A large number of colleges have retained these entry requirements even though they expect students to study four AS subjects, or their vocational equivalents, in year one of their programmes. Others are concerned that students with the minimum entry requirements may not be able to cope with the increased demands of four AS subjects, and are planning to use GCSE grades more diagnostically, as in the following example.

A general further-education college has attached a points score to each GCSE grade achieved by prospective students. Grade C earns one point, grade B three points and grades A and A\* are worth five points. In order to embark on four AS subjects, a student must have achieved 20 points.



20 Other examples of minimum entry requirements for a four AS course include five grade Bs; six grade Cs; and seven grade Cs including four grade Bs. Many colleges have stated that they will determine the size of student programmes according to their GCSE achievements, without specifying a precise points score.

21 Most colleges are putting extra resources into pre-enrolment guidance and induction. A tertiary college intends to start the term two days earlier than usual, in order to provide extra time to establish individual learning programmes. Other examples include a pre-enrolment programme, a summer school, and a taster week in August. Many colleges are reviewing their policies on initial diagnostic assessment. Screening tests for basic skills are being supplemented in many cases by diagnostic tests to establish the appropriate level of key-skills teaching. One college is planning to defer students' final choice of programme until after diagnostic tests have been conducted, and the results discussed with personal tutors, in the week following enrolment.

## **Staff Development**

22 Most colleges have been engaged in extensive staff development activity in preparation for September. There are three distinct strands to the staff development undertaken by colleges:

- whole-college staff development which reviews the management and delivery of curriculum 2000 for the college as a whole
- specialist training and updating in relationship to subject specifications
- delivery and assessment of key skills.

The lateness of the production of specifications and key skills assessment materials has meant that colleges have not had as much time as they required to carry out the planning.

A sixth form college in the Southeast carried out a range of staff development activities. The college held a number of whole-college training events. These included a whole-day event held with a local partner sixth form college and sixth form school where there were key note speakers from QCA, awarding bodies and local universities. This was followed by an in-house training event lead by a facilitator from FEDA.

23 An analysis of the college inspector's reports on the use of the standards fund for staff development can be found in Annex B. There has been a balance between internal and external staff development activities. The main sources of external support have been the awarding bodies (particularly Edexcel) and FEDA. Eighty-nine per cent of colleges felt that they had received substantial support and guidance on planning the curriculum. Eighty-six per cent of colleges had released staff to attend external dissemination events to prepare them for changes to advanced VCEs, advanced GCE and AS courses and key

skills. Seventy-three per cent of colleges had involved their admissions and guidance staff in staff development. Many colleges had briefed governors on the implications to the college of the changes.

24 The majority of colleges are monitoring and evaluating professional development for curriculum 2000. Thirty-two per cent have made special arrangements for curriculum 2000, and 58% are monitoring professional development through normal staff development evaluation procedures and 10% are making no arrangements for evaluating activities at all.

## **Partnerships**

25 Thirty-six per cent of colleges have worked in collaboration with other organisations in planning for curriculum 2000. Much joint planning and sharing of ideas about the new curriculum has taken place through local or national networks. Some local authorities have formed area post-16 groups for joint planning, which bring together schools, colleges, LEA officers and the careers service. Other local networks consist of schools and colleges working together to plan joint provision. On a wider scale, FEDA, the AoC and regional sixth form college networks have played an important role in joint planning and training.

26 Many colleges report that they are sharing planning and information with other colleges in the FE sector. Most commonly, this planning is related to the development of key skills programmes. Planning for joint provision is less common, but does occur in some instances where a sixth form college and a general further-education college serve the same community.

A general further-education college and a nearby sixth form college have, in the past, agreed to focus on vocational and academic courses respectively. From September 2000, the timetable has been designed to enable students of each college to attend the other college for two half days a week, so that they have access to a broad range of academic and vocational options. In September 2001, A2 courses for students of both colleges will be provided at the sixth form college only.

27 Other pairs of sixth form colleges and general further-education colleges are working together, some of them for the first time, to harmonise their entry requirements or rationalise their provision. However, there remain many instances where the potential for collaboration is not being exploited.

28 Approximately 10% of colleges have partnership arrangements with school sixth forms, which result in some form of joint planning. In some cases, the curriculum offered by the college and the schools is being rationalised to provide coherence, and greater choice. One college already has a common timetabling grid with four local schools, and the college and schools have agreed on common examination board specifications to

facilitate transfer from one institution to another. There are numerous examples, both current and planned, of school sixth formers attending college for parts of their course. College plans for curriculum 2000 also include some cases where college students will attend school for some of their AS subjects, or be taught by school teachers in the college.

29 The need to provide all full-time 16-18 year-old students with a broad range of options, including key skills and enrichment, has encouraged the growth of fully-developed partnerships between schools and colleges. While these are still relatively rare, the following cases exemplify some of the possibilities.

A partnership in the Northern region is an extension of an existing consortium of a college, two 11-18 schools and the local library, covering all post-16 providers in the borough. About 500 students are involved, including 100 from the college. Students apply to the partnership and are enrolled at the institution where most of their programme is taught. Co-ordination of the partnership revolves, and is currently undertaken by the head of one of the sixth form schools. Provision includes a joint timetable, free transport between sites and videoconferencing.

A city in the Midlands has two consortia, each of four 11-18 schools and the local general further-education college, which provide students with access to subjects not available in school. The timetable is designed to allow students to move easily between institutions. The college also has arrangements with two other local high schools for joint provision, enabling students to spend two days a week in college, two days at school and one day on work placement.

A college in the East Midlands plans to work with two 11-18 schools to provide a joint programme of key skills and enrichment, and joint teaching of small A level groups.

30 There are many more examples, however, of a lack of collaboration between schools and colleges. In some areas, a climate of competition exists, particularly in the Southeast, and schools have not responded to college invitations to work together. In a few cases, colleges regard curriculum 2000 as an opportunity to compete more aggressively with schools than they have in the past.

## **Key Skills**

31 Most colleges are offering the three mandatory key skills, communication, information technology and application of number, to all full-time students. Many colleges are offering the wider key skills as part of the enrichment package. There are three different models of delivery and assessment of key skills emerging:

- integration with primary learning goal
- delivery and assessment by key skills experts in stand-alone key skills lessons
- a combination of the two with integrated delivery of key skills and top-up workshops for any skills gaps identified by tutors.

32 Delivery of key skills is planned to be through workshops, tutorials and direct teaching. Schemes of work and lesson plans are being revised to incorporate key skills assessment opportunities. In some colleges, AS general studies is being used as the vehicle for the delivery of key skills. Resources have been developed to support the delivery of key skills; these include books, CD-ROMs, learning packages and tracking software.

33 Many colleges have established a key skills steering group. Some colleges have created a new key skills department and have appointed key skills co-ordinators who liaise with departments about the delivery, mapping and assessment of key skills. In many colleges there is a key skills representative in each of the departments or schools. Colleges are beginning to establish formal systems of communication between subject teachers and key skills specialists. Many colleges are aiming to achieve the key skills awards in the first year of an advanced programme. Colleges welcome the exemption by QCA from key skills at level two for those students who acquire GCSE English or mathematics at grade C.

In a college in London there is a cross-college manager for key skills. Each department has two key skills co-ordinators who are responsible for the mapping of key skills with the student's main programme. They will liaise with teachers and will be responsible for delivering any 'gaps' through the Learning Resource Centre. A policy group for key skills has been developed to look at the practicalities of delivery. A framework has been established and there are clear details of how people will work within it.

34 The amount of experience colleges have of the delivery of key skills varies widely. Those colleges involved in key skills pilots have had time to think through all eventualities and are well-prepared. General further-education colleges are reasonably confident due to their experience of delivering existing qualifications. For some sixth form colleges, this September will be their first opportunity to deliver key skills, and this is causing them some difficulty. There is evidence to suggest that there is sharing of experience between GNVQ teachers and A level teachers. In some colleges teachers are studying for key skills qualifications themselves. At one college, this includes the whole senior management team. Many colleges are encouraging teachers to undertake the BTEC key skills professional practice certificate to ensure a consistency in standards across the organisation. This certificate includes accreditation for all key skills.

A college in Yorkshire and Humberside has been cited as a centre of excellence for key skills by QCA. The college has successfully piloted key skills to 100 GNVQ students and modern apprentices. The key skills have been taught as stand-alone units by a team of key skills specialists. The college now intends to extend the model to 750 students per year.

35 There is a need to match the level of key skills studied to the prior experience and capability of students. Some colleges are devising strategies to offer key skills to students at an appropriate level based on their skills level. Others are not aware that students can be assessed for key skills at levels above or below that of the primary learning goal. Many colleges are aiming to deliver the key skills component of a student's programme in the first year of a two-year programme. They are not aiming to offer the students key skills at a higher level in the second year. Colleges are establishing screening and initial assessment tools to help them identify the appropriate level of key skills. Some colleges are purchasing initial tools using information resulting from a survey commissioned by FEDA. Others are devising their own or modifying those already in use.

36 Colleges are aware of the need to give clear messages to students about the relevance and value of key skills. The allocation of UCAS points to key skills at all levels is seen to be a motivator to students undertaking advanced level programmes. However, as yet there is no indication that universities will endorse key skills. Colleges are anxious that with the decoupling of key skills from GNVQ there is no such motivation for students studying key skills alongside courses at levels one and two.

37 Some colleges have established 'IT champions' to enable them to implement IT key skills as part of their ILT strategy. 'IT champions' work with teachers to assist them to building IT skills into their courses and identify IT key skill assessment opportunities. The need for teacher IT skills to be updated has been identified as a key priority for staff development. There is a move away from using teaching assistants for IT due to the assessment requirements of the revised key skills specifications.

38 Colleges have a choice of 20 awarding bodies offering key skills. Each awarding body offers different levels of support and has different key skill assessment fees. Colleges are having some difficulty in ensuring that assessment and examination cycles are manageable for both students and staff. Colleges have not yet received a timetable of key skills external tests. The added cost of external assessments is also a cause for concern to colleges. There are doubts about whether awarding bodies or colleges would be ready for testing in the first half of the 2000-2001 academic year.

39 The moderation of key skills is causing a problem to colleges. There is a difficulty in applying common standards across the range of staff involved, especially if some staff have not assessed key skills before. Internal verification systems are being set up. In colleges where subject specialist teachers are assessing key skills, a cross-college team of key skills specialists carries out internal verification.

## Tutorial

40 The role of tutor is seen as essential for the co-ordination of the new system. Many colleges are modifying their tutorial systems to incorporate the requirements of the new curriculum. The time allocated to tutorial is being increased. In sixth form colleges there is a movement away from short daily tutorials to one or two long tutorials per week. Tutorial sessions include group and individual tutorials. The individual tutorial is seen as essential to track student progress in primary learning goals and key skills. Regular reviews are being built into schemes of work to ensure subject teachers also carry out tracking.

A general further-education college in the West Midlands has allocated each student a course tutor. Students receive a weekly tutorial of 1.5 hours. Every six weeks students meet with their tutor individually to complete a self-assessment of achievement during an individual tutorial which links to their progress file. Mid-year reviews are carried out in January and June.

41 A substantial number of colleges are moving to the use of professional tutors or tutor support assistants whose primary function is to support students. In some colleges course tutors take on the role of reviewing student progress on primary learning goals and action planning. Student advisors provide pastoral support and are responsible for mapping enrichment. Others have plans for 'progress tutors' to be in place who will track progress of key skills. One college intends to remove the administration burden of tracking key skills by appointing clerical staff to carry out this function.

A college in Yorkshire and Humberside has appointed seven student advisors who will be responsible for enrichment recording and pastoral support. Course tutors take on the responsibility for the student primary learning goal, review of progress and action planning. Two timetabled hours have been allocated to do this work..

42 Tutors are being well supported by staff development. Tutor handbooks are being revised to include the curriculum 2000 requirements of a tutor, including how to enable students to make the transition from AS to A2. Many colleges are making use of the college Intranet to provide and disseminate support materials for tutors.

43 The individualised learning packages for each individual student will have major implications for college MIS systems. There will be an increased burden on MIS and tracking systems. There are issues around capturing information on individual students due to the movement away from whole course registers. There are likely to be more transfers, amendments to learning agreements and a need to track individuals, especially for elements such as the enrichment package. Some colleges intend to move to individual session registers.

## Enrichment

44 The requirement, for funding purposes, for colleges to include a programme of key skills, tutorial and enrichment of approximately four to five hours a week, has caused many colleges to review their arrangements for the enrichment of the curriculum. For some, this entails a definition, for the first time, of the purpose and scope of an enrichment programme, and the establishment of a college policy for enrichment. Colleges are also giving consideration to quality assurance for enrichment, conscious of the requirement in Circular 99/54 that 'information about participation, retention and achievements in the various components of the programme will need to be available in order to support quality assessments, as well as to justify funding claims' (annex C Q29). Some colleges are having to modify their student databases so that participation in enrichment activities can be recorded.

45 Many colleges, particularly sixth form colleges, already have an established enrichment programme. One sixth form college reported that students are already required to attend lessons, including enrichment, for 25 hours a week. Others are identifying existing enrichment activity and formalising it into a coherent programme.

46 Most colleges have some voluntary enrichment activity, which may not be formally recorded, and are planning to expand this to create a programme which will be accessible to all full-time students. Some colleges have created a new post of enrichment co-ordinator to oversee the programme. Wednesday afternoon is viewed by many colleges as the main opportunity for participation in enrichment.

47 Colleges have built on the examples of enrichment activity listed in Circular 99/33. Plans include the following: work experience; community service; sport; first aid; music; drama; youth worker activities; study skills; Duke of Edinburgh Award; health education; European travel; art exhibitions; careers; visiting speakers; Young Enterprise; involvement in voluntary organisations; driving test theory. One college has listed 52 enrichment options.

48 Colleges vary in the extent to which enrichment will be a bolt-on cross-college programme, or integrated with the main programme, or delivered in other ways. The following are examples of differing approaches to the delivery of enrichment activities.

In a general further-education college, managers have asked course leaders to build a course-based enrichment component, including careers education, into all courses. This is to be separately identified. Students will also have access to an optional cross-college enrichment programme.

In another general further-education college, tutorial time will be increased to include a programme of group tutorials covering topics such as careers, health education and personal and social education. Work experience will also be credited as enrichment.

Enrichment will be offered in one general further-education college in five six-hour modules, spread over the year. These will be monitored by personal tutors, with a view to accrediting student development of wider key skills.

49 Collaboration can enhance the range of activity and help create viable groups for enrichment. Where colleges have collaborative arrangements with schools, joint use of sporting and other facilities is planned. In Birmingham, two colleges have created a joint timetable for enrichment. One college is liaising with its local community education service over the provision of enrichment activities.

50 Many colleges have reported uncertainty about the funding of enrichment, in particular about what type of activity is included in the key skills, tutorial and enrichment package and what qualifies for separate funding. Some colleges are intending to accredit enrichment activity through the open college network, or use AS and Advanced VCE awards as the basis for enrichment, in the belief that this will earn them more funding units. Some colleges are also unclear about how enrichment is to be audited and inspected. A few colleges with established enrichment programmes are concerned that the increased demands on students, as a result of curriculum 2000, will actually reduce the amount of enrichment activity they have time for, or which the college can afford to provide.

51 Colleges plans for enrichment are less well developed than their plans for other aspects of curriculum 2000. Few colleges have specified the minimum amount of time which students will be expected to spend on enrichment activities. Enrichment receives less attention in publicity documents, policy statements and action plans than other aspects. Some colleges have deferred their planning of enrichment until late in the year, and some still have no plans in place. Colleges are concerned that students may not see the relevance of enrichment activity, and that attendance will be low. Few colleges have sought to overcome this by linking enrichment to students' main programmes or by matching enrichment activities to students' individual needs. There is also concern that some students may be overburdened by the requirement to add enrichment to their main programme of study.

## **Resources**

52 Colleges differ widely in the extent to which they have carried out detailed financial modelling in preparation for curriculum 2000. Some have outlined best and worst case scenarios, and conducted detailed questionnaires with current students to



establish the likely demand for courses. In some colleges, the financial modelling extends to faculty and course level. Curriculum managers have had briefings on the new funding arrangements, and modelled the impact they will have on their curriculum area. Other colleges have yet to calculate the financial implications of the new curriculum, or have made only crude or inconclusive costings. Many colleges have reported uncertainty about the funding arrangements, and consider that the circulars issued by the FEFC contain insufficient detail.

53 College confidence in their ability to deliver curriculum 2000 with the resources allocated to them varies considerably. Some report that they will receive sufficient funding to enable them to carry out their plans, and a few will be slightly better off than at present. Many have made a successful case for additional funding after receiving their provisional funding allocation for 2000-01. Others report that they will not receive sufficient funding to carry out their proposed programme, and will either seek alternative sources of funding or curtail aspects of the programme. (Many of the reports were received before additional units were allocated in May, so this reflects the changing picture over the year). Aspects of funding which particularly concern colleges are the reduction of funding for BTEC National Diplomas, the loss of units previously generated by accredited key skills programmes, the lack of funding for key skills, tutorial and enrichment for students aged over 19, and reductions relating to the loss of cost-weighting factors. Their most common fear, however, is that they will not receive sufficient funding units to deliver curriculum 2000 to all the 16-18 full-time students who enrol in September 2000. Colleges are unsure of the full extent of resource requirements for staffing or accommodation until they know the extent of the curriculum uptake in September 2000.

54 Good use was made of strand three of the government's standards fund in preparing colleges for curriculum 2000, but most colleges reported that their expenditure greatly exceeded the sum allocated.

55 The introduction of curriculum 2000 is placing major staffing demands on colleges. Where current GCE A level provision is small, the effects on staffing are relatively minor. However, sixth form colleges have reported that they will need up to 20 additional teachers. One tertiary college estimates that the total staffing increase will be 20%. Colleges have appointed additional subject teachers to cater for the expected broadening of student programmes, despite the uncertainty of knowing which subjects they will choose. Colleges have found it difficult to recruit staff in some key areas such as IT. Some intend to spend the 'new blood' standards fund allocation on new IT teaching posts. Increased tutorial staffing is required for pre-course guidance, interviewing, tutoring, and advising students on their progression to year two. The increased emphasis on key skills has necessitated new appointments of key skills co-ordinators and teachers. The extension of the tutor's role to encompass key skills monitoring has also resulted in increased staffing needs. The extent of the estimated need varies widely, however. Some colleges report that key skills can be covered with a modest increase in staffing, whereas one medium-sized general further-education college estimates that it will require six additional full-time equivalent teachers. Sixth form colleges appear to have more

flexibility over teacher contracts than general further-education colleges, and can accommodate some increase in demand by increasing teaching hours.

56 Many colleges are having to build new classrooms and learning centres to accommodate the demands of curriculum 2000. Although some college accommodation is currently under-used, most colleges report an additional requirement of between three and 30 classrooms. Accommodation for the increased amount of external assessment, particularly the sitting of modular examinations in January, places increased pressure on accommodation. Major building or relocation programmes are under way. Some colleges operating on more than one site have decided to relocate all their curriculum 2000 provision on to one site, and provide free transport to other sites when required.

Two years ago a large general further-education college concentrated its provision for 16-18 year-old- students on to dedicated sites, since then enrolments of 16-18 year olds have quadrupled.

57 The amount of IT equipment, and student access to it, will need to be improved in order to cater for increased demand. Colleges are also planning to upgrade their management information systems so that they can better record student progress. The budget for textbooks and reprographics will also increase. Many colleges are concerned about the increased costs of assessment, and in some cases are expecting to double their expenditure on examination fees.

58 Colleges have commented on the likely effects of curriculum 2000 on the organisation of teaching and learning. Most colleges expect group sizes to rise. For colleges with small groups of GCE advanced level students this will represent an efficiency gain. It will mean that some colleges will no longer need to teach first-year and second-year students together in order to maintain viable groups. Student contact hours will also rise. Some colleges are concerned that less time for private study will adversely affect student achievements, and that less time for part-time jobs will cause some students to leave or to drop subjects, with the consequent implications for retention rates. The encroachment on teaching time of assessment demands, for example four weeks of assessment in June of year one, is also a matter of concern.

## **Conclusions and Issues**

59 The main strengths in college preparation for curriculum 2000 are:

- readiness to broaden their curriculum
- cross-college timetabling to increase student choice and enable combinations of academic and vocational subject
- extensive staff development

- good external support for staff development
- some productive partnerships with schools and other colleges
- commitment to providing key skills, tutorials and enrichment
- extensive preparation for the delivery of key skills
- planned increases in resources for student support
- college efforts to publicise curriculum 2000 locally
- detailed plans for pre-enrolment guidance and induction.

60 Weaker features of college preparation include:

- the lateness of some college preparation
- insufficiently detailed matching of programmes to student needs, leading to excessive demands on some students (ie 4AS for those with 4/5 Cs at GCSE)
- underdeveloped plans for intermediate and foundation level
- lack of planning time for some aspects, as a result of delays in specifications and key skills materials
- missed opportunities for collaboration with other institutions
- insufficient liaison with higher education providers to ensure progression
- little planning for transition to year two
- insufficient planning for enrichment in some colleges
- poor financial modelling in some colleges.

61 All colleges are faced with the following issues:

- Uncertainty of student uptake of a broader range of subjects until enrolment in September 2000
- difficulty identifying staffing needs

- motivation of level two students to develop key skills
- lack of awareness of curriculum reforms in the general population
- unclear messages from higher education providers
- need for increased resources: IT, staffing, accommodation
- the increased financial burden of examination fees
- increased burden on MIS
- the tension between full-time study and part-time employment
- clarification of funding issues around key skills, enrichment and tutorial (funding of accredited wider key skills which are delivered through the tutorial package)
- the funding of provision for students who are over 18
- details about what is funded under the entitlement package (for instance if a student studies enrichment activities which go beyond that funded within the key skills, tutorial and enrichment package, will that be funded?)
- The inspection of key skills and enrichment.

## Annex A

From the college inspector visit notes and the standards fund strand three visit notes, the sample is made up as follows. The numbers are of colleges, not notes on the database. For instance, even if a college has both types of note, or has more than one of either, it has been counted only once. These figures represent the responses received by 10 July 2000.

Region	GFE	TC	SFC	Spec	Total
EM	12	2	3	1	18
ER	11	2	3	0	16
GL	18	4	7	0	29
NW	18	10	20	2	50
NR	9	5	6	1	21
SE	22	6	19	4	51
SW	1	3	1	1	6
WM	22	3	8	5	38
YH	22	5	9	4	40
Total	135	40	76	18	269

## **Annex B**

### **Standards Fund Strand Three C2K Visit Notes (#SFS3C2K)**

Visit notes were received on 174 colleges. (Not all notes contained direct answers to all questions).

1: Have staff been released to prepare for curriculum changes? (127 responses)

Yes: 86%

Insufficient: 3%

None: 11%

2: Is the college involved in any 16-19 partnerships? (117 responses)

Yes, with other colleges: 17%

Yes, with school sixth forms: 10%

Limited collaboration: 9%

No, but discussing possibilities: 8%

No: 56%

In addition, 18% were part of a local or regional network in which joint planning and sharing of ideas re C2K took place.

3: What is the nature of support and guidance for those planning the curriculum? (133 responses)

Substantial: 89%

Insufficient: 11%

The main sources of support were FEDA and the awarding bodies.

4: Have staff involved in guidance been involved in updating and training? (133 responses)

Yes: 73%

Limited: 17%

No: 10%

5: How is the college monitoring and evaluating professional development for C2K? (107 responses)

Specific arrangements for C2K: 32%

Through normal SD evaluation procedures: 58%

No arrangements: 10%