

# B&FC 16-19 Strategy

2020-23

‘Inspirational  
learning, creating  
outstanding  
futures’

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# Introduction

The Blackpool and The Fylde College (B&FC) 16-19 strategy provides an overarching central framework of key areas that will enrich and enhance the experience for students aged 16-19 on full time study programmes. Our continuing aim is to support our students to develop outstanding futures through vibrant, industry focussed and high quality learning opportunities. To this end every student will develop the life skills, career specific competencies and digital proficiencies to succeed in an increasingly demanding job market and be fully prepared for jobs that may not currently exist. The strategy will focus on the full student journey from their initial interactions with B&FC through to positive progression.

We ensure that every 16-19 student will successfully develop the knowledge, skills, attitudes and behaviours that will enable them to secure meaningful, sustainable employment and lifelong career opportunities. We know that 'education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens'. B&FC ensures that every 16-19 student is provided with opportunities to develop into rounded, active and positive citizens who possess the essential employability and life skills to progress in a highly rewarding career in a global labour market. We view curriculum in its widest sense, seeking to develop the whole person alongside the successful achievement of a qualification. Three interactive areas make up this cohesive student experience. These can be broadly defined as:

- *Curricular*: study programme content, progress meetings, engagement with industry, teaching, learning and assessment.
- *Co – curricular*: Engagement with a range of services (for example LRC, Student Support, Digital, Careers), career planning, digital fluency programmes, student voice activities, community engagement, competitions, external speakers, student union
- *Extra-Curricular*: Team events, clubs and societies, volunteering and employment, wellbeing and resilience



The mapping of these interrelated activities throughout the student journey ensures that all students at B&FC are equipped with skills and experiences that reach far beyond the qualification.

These key behaviours and attributes are mapped throughout the student journey ensuring all students have the enhanced capabilities required for a competitive labour market.

All B&FC students will be supported in achieving our high expectations, this includes outstanding attendance, continually demonstrating positive behaviours and attitudes to learning and contributing positively to the region's economy and cultural capital. Industry placements are opportunities provided to all students and engagement with industry is at the heart of our learning community.

Our aim is for students to broaden their horizons, to have an awareness of a multi-cultural inclusive society and to show respect and tolerance for others, regardless of faith, gender, ethnicity, sexual orientation, race or disability. B&FC fully promotes the fundamental British Values and provides opportunities for students to explore their future prospects by embracing differences and cultivating mutual respect. This overarching strategy aligns to other key B&FC strategies, frameworks and policies, these include but are not restricted to:

- Student Engagement Strategy
- Learning, Teaching and Assessment Strategy
- Partners for Success Frameworks
- Employability and Careers Strategy
- Positive Student Behaviour Policy
- Digital Strategy

# About the college

## Mission, Values and Commitment

### Our mission

#### Inspirational learning creating outstanding futures.

B&FC serves individuals, communities and employers by providing outstanding learning opportunities that enhance social mobility and contribute to economic success. Our college transforms lives by inspiring learners to achieve their potential in a supportive learning environment.



### Our values

1. Placing the students at the heart of all we do
2. Showing fairness, courtesy and mutual respect
3. Learning, teaching and assessment as the key to our success
4. Empowering others to achieve their full potential
5. Working collaboratively to achieve excellence and growth

This strategy aligns to each college value by placing the student at the center with a clear focus on the quality of their experience and journey through high quality learning, teaching and assessment and a collaborative approach involving all key stakeholders providing the very best opportunities and support for each student.



### Our commitment is:

That every student, irrespective of background or starting point, who chooses to study at B&FC, at whatever level, successfully develops the knowledge, skills and behaviours which will enable them to secure meaningful, sustainable employment, self-employment and lifelong career opportunities.

# The 16-19 B&FC Curriculum

The B&FC Curriculum 'develops the knowledge, skills and behaviours that students will need to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment'

The approach to curriculum design ensures that frameworks are in place that develop knowledge, skills and enhances employability, these are created in collaboration with industry partners that reflect the needs of the local and regional context and include activities that promote engagement, enrichment, careers and lifelong learning.

At B&FC, all 16-19 students have the opportunity to study across a broad range of technical and professional subject areas from Entry level to Level 3 including Extended Diplomas, T Levels, Traineeships and Apprenticeships. B&FC prepares students to be able to secure sustainable employment and successful careers, by working closely with employers and occupational sectors both regionally and nationally.

16-19 Students can choose across a broad and diverse provision that covers all sector areas (with the exception of land based). B&FC's curriculum portfolio is strongly STEM based, which provides a sound platform for work in the specialist areas such as maritime and energy. The learning infrastructure at B&FC is aligned to economic priorities and labour market demands. It enhances employability and enterprising skills, attitudes and behaviours throughout the education journey .

All study programmes at B&FC include:

- Initial assessment against the knowledge, skills and behaviours for students' intended career
- Target setting against broad outcomes
- Skill development
- Substantial industry placement
- Knowledge development
- English, maths and digital skills development.

- Personal development aligned to the requirements of their chosen occupational career pathway
- Behaviour development
- Substantial qualification aim
- Enterprise and innovation
- Employer endorsement
- Preparation for competitions, events and awards.

It is B&FC's intention that all students aged 16-19 progress as quickly as possible towards their intended positive destination of employment or higher education. For those students that do not achieve the required attainment level at school, B&FC also offers Study Programmes at level 2 in order to develop the skills, knowledge and behaviours required to progress to the next stage of their career. This would normally be to either an apprenticeship or a level 3 study programme.

B&FC offers a Study Programme at level 1. This is specifically for students normally within our Gateway campus for foundation learning. The focus for these students is to develop their individual needs but particularly their independence, resilience, living and working skills and to be fully prepared for the next level of study.

Apprenticeships at B&FC are intended to provide a skill shortage solution for employers and to provide apprentices with a solid career pathway. Apprenticeships at B&FC cover all age groups and levels, with a particular focus upon Higher and Degree Apprenticeships.

B&FC provides an apprenticeship service for local and national employers and national employers, normally Levy employers.

# Employability and Sector Skills

The strategic aim is to ensure that all students develop and enhance the vital skills and attitudes needed for an enriched and successful career. Key components of the student journey will provide all B&FC students with clear opportunities to develop these skills through curricular, co-curricular and extra curricula activities. These are the vital skills that all 16-19 students will focus on as part of their B&FC experience. 'Students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and meta-cognitive skills (e.g. critical thinking, creative thinking, learning to learn and self-regulation); social and emotional skills (e.g. empathy, self-efficacy and collaboration); and practical and physical skills (e.g. using new information and communication technology devices)'.

Aligned to the Career and Employability Strategy, all B&FC 16-19 students will develop and possess the essential career based skills:

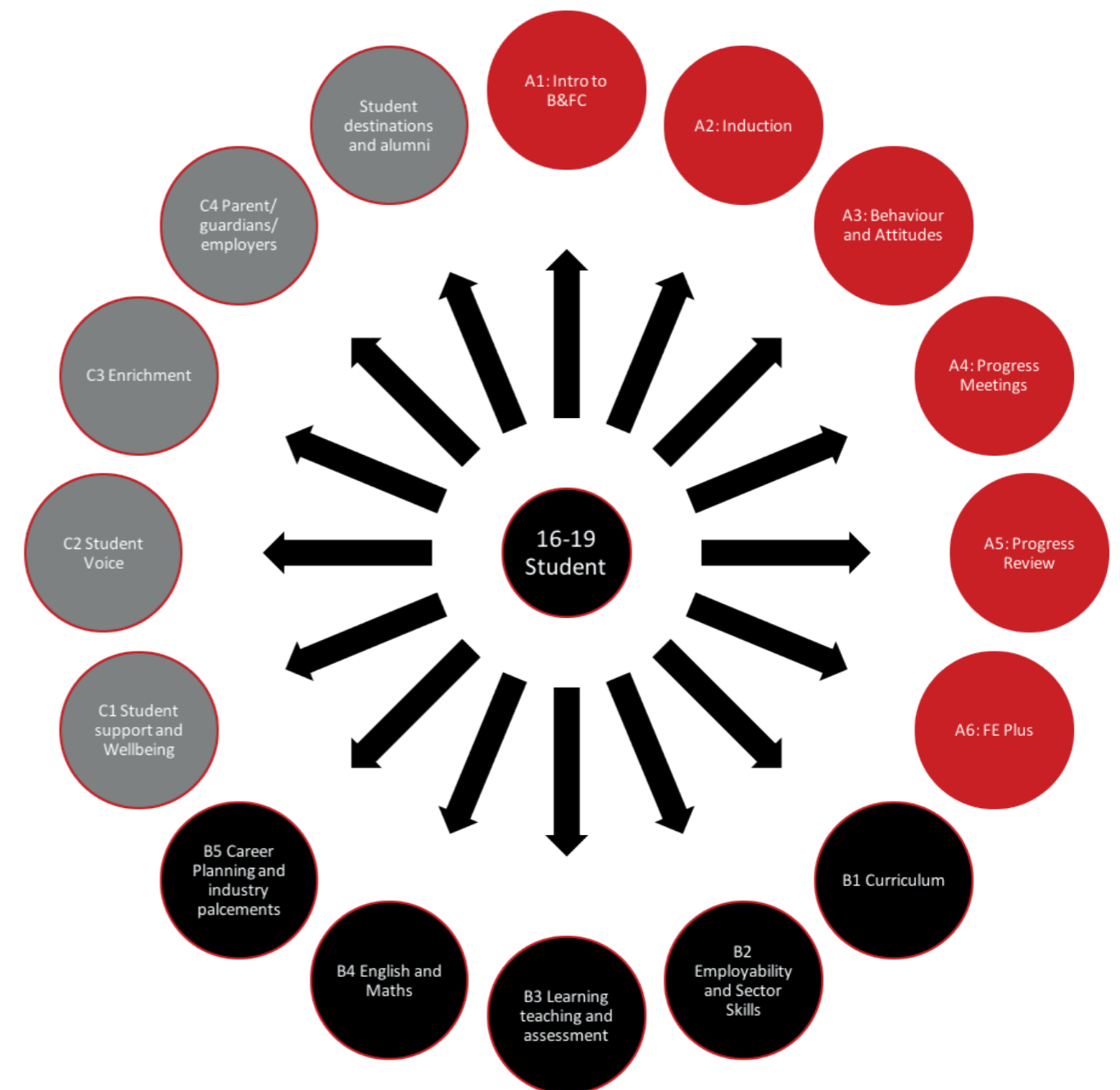
- A commitment to lifelong learning and a positive 'can-do' attitude (readiness to take part, openness to new ideas and activities, desire to achieve)
- Collaborative teamwork (respecting others, cooperating, negotiating/persuading, contributing to discussions)
- Self-management (readiness to accept responsibility, flexibility, time management, readiness to improve own performance)
- Ethical, social and professional understanding (equality and diversity awareness, application in the workplace, professional standards of behaviour)
- Communication and literacy (application of literacy including digital literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning)
- Application of numeracy (manipulation of numbers, general mathematical awareness and its application in practical contexts)

- Problem-solving (analysing facts and circumstances and applying creative thinking to develop appropriate solutions)
- Business and customer awareness and capabilities (basic understanding of the key drivers for business success and the need to provide customer satisfaction)
- Creative thinking and problem solving

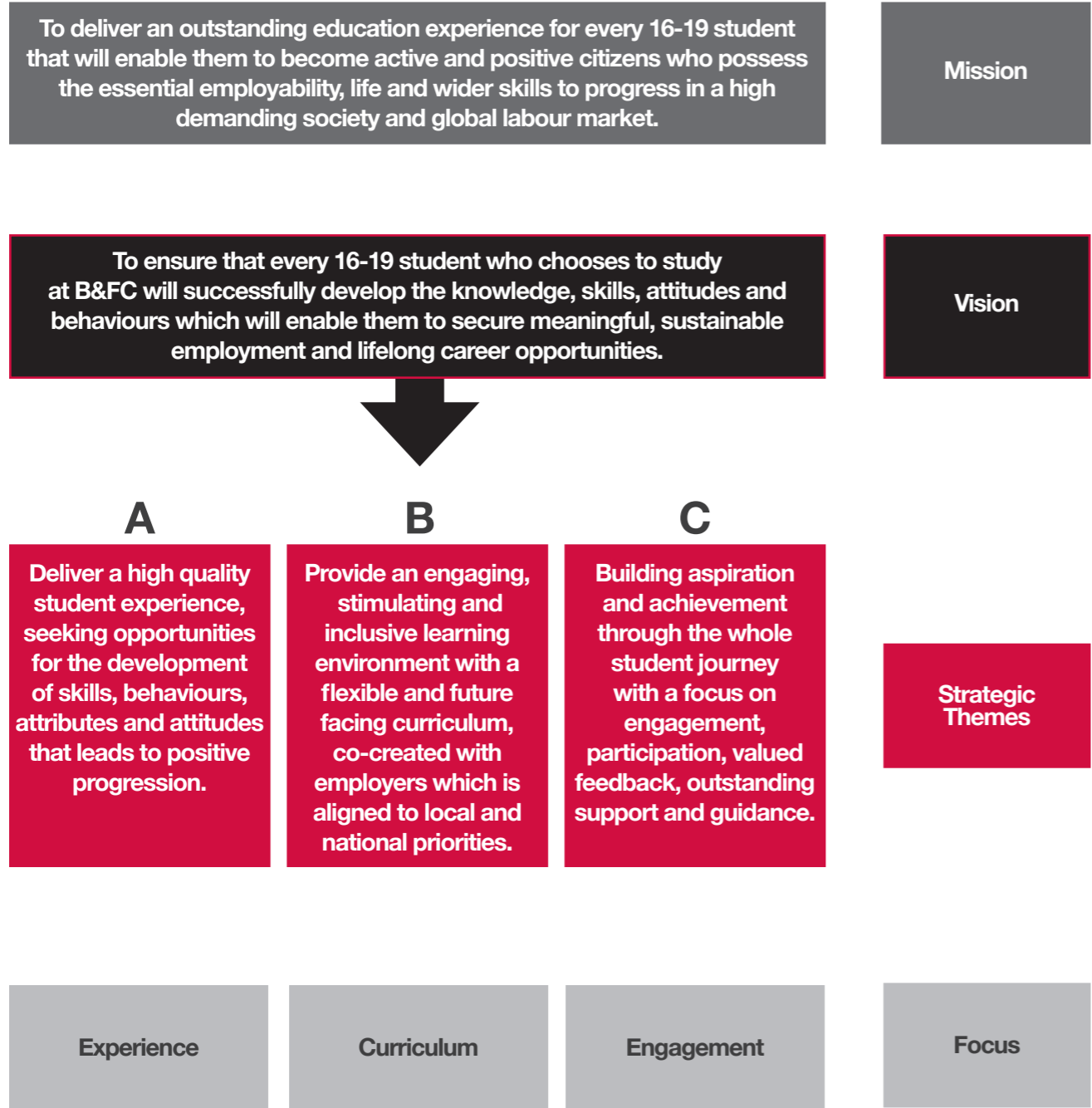


# The Student Journey and Experience

The components below provide the map for the student experience. These elements will be measured at key points throughout the student journey through partnership activities primarily driven through the Directorate for Students and Quality and Standards.



# B&FC 16-19 strategy



## FOCUS - EXPERIENCE

### **A** Deliver a high quality 16-19 student experience, seeking opportunities for the development of skills, behaviours, attributes and attitudes that lead to positive progression

#### A.1 Introducing B&FC

B&FC recognises the importance of informed career and course advice to pre-16 students as they embark on their next steps towards further education and then higher education or professional employment. Encounters with further and higher education providers, personal guidance and a stable career programme are examples of good career guidance as structured through the Gatsby Benchmarks .

The student journey and experience will begin prior to the start of any programme of study, traineeship or apprenticeship. Through the School Liaison Team, B&FC will continue to create and form strong partnerships with schools and pre-16 providers to fully promote the positive progress of students into post 16 education. The collaborative approach between B&FC and schools in providing career guidance and information will play a major part in shaping the future of local young people. School Liaison activities and programmed events will engage school students, teachers, parents/guardians and other stakeholders to ensure positive progression into B&FC for all pre-16 students aligned to their career plans.

Students at schools and other pre-16 providers will have access to high quality information, advice and guidance (IAG), a broad programme of bespoke and aspirational sessions and events and individualised support which aims to inform and excite them about their career possibilities, the college offer and community and their future steps. B&FC recognises and fully supports the promotion of all career pathways and how they play an important part in future success for school leavers.

The B&FC School Liaison team will co-ordinate a refreshed full programme of activities to ensure school students are given the highest quality of course and career advice to enable them to make the right choice when deciding on their next steps.



There will be a collaborative approach between each school, the School Liaison team, Marketing and Curriculum areas when planning and delivering aspirational and informative taster events and activities both in college and within schools.

All students signing up to a B&FC programme of study will receive the highest level of support and guidance to ensure a smooth and efficient transition. Dedicated teams within the Directorate of Students will work in collaboration with a range of support groups, schools, public and voluntary organisations, government departments and other key stakeholders to obtain and disseminate key information on any student in scope to allow their journey to begin effectively. The areas of focus may include Education and Health Care Plans, Looked after Children, Young Carers and students at high risk of becoming NEET through a range of partnerships and projects with external organisations.

The B&FC Partners for Success framework will support all 16-19 students in achieving positive outcomes through a fully integrated and collaborative approach. The framework ensures that all students are provided with the best possible opportunities to engage fully, not only with all learning activities, but with wider College life. The key partners in this journey will provide a supportive enabling culture that promotes a community of enquiry, excitement and engagement. Whether it is support with learning and assessment, developing digital literacies, finance and emotional needs, or accessing sports and leisure activities, B&FC has a partnership framework that will ensure students reach their full potential.

The B&FC student for the future will be digitally fluent and possess the key competencies and knowledge expected in a range of industries. According to JISC, it is vital that we prepare learners for the world of work locally, regionally, nationally and globally and, in doing so, equipped them with ‘the digital skills, knowledge and behaviours they require to live, work and play, safely and securely, in an ever-changing digitally focused world’ . All 16-19 students will therefore follow a digital framework as part of their programme of study in order to develop key IT and digital skills needed to succeed in employment or the next steps in education or training. The introduction of the Digital Functional Skill in 2020 will be embedded across 16-19 programmes and where there are exemptions then an internal digital programme that measures key competencies will be created and implemented as an alternative ensuring all students study a digital pathway.

From 2019/20, all B&FC 16-19 students will complete an interactive online programme that aims to support their development into fully competent digital citizens in order to stand out in a competitive employment environment. At B&FC, Digital will become the third core skill in line with literacy and numeracy. Aligned to the B&FC Digital Strategy, the aims of the digital course are to:

- Gain knowledge, understanding and skills specific to the digital and IT needs within their chosen industry sector
- Develop digital fluency that will facilitate employment in a continually changing labour market
- Allow students to function within an employment setting where digital skills are essential requirements.
- Learn and demonstrate new digital skills that will prepare students for further study or employment
- Be able to leverage technology in seeking employment.

B&FC will continue to explore and invest in digital resources inside and outside of the workspaces that inspire and engage students as well as building and developing the skills needed for a changing labour market. B&FC will be at the forefront of equipping students for their digital futures, not least because ‘work is changing. As robotics, AI, the gig economy and crowds grow, jobs are being reinvented, creating the “augmented workforce.” We must reconsider how jobs are designed and work to adapt and learn for future growth’ .

Curriculum areas will have the digital infrastructure to ensure all 16-19 students at B&FC have access to the latest in digital technology both inside and outside of the workroom to ensure they develop and enhance the skills for the jobs of the future.

‘By 2022, national education technology strategies for post-16 education will be in place in England and Wales, with Northern Ireland probably following suit. As a result of these strategies, learners throughout the UK are likely to be supported by a myriad of technological tools, apps, simulations and virtual reality platforms’ .

B&FC acknowledges that the learning environment is evolving and while there is still a need for traditional leaning spaces, social leaning and “sticky spaces” are now critical elements of the wider learning experience. All 16-19 B&FC students will have access to social spaces where they can relax, reflect, socialise and feel part of the overall College community. Social learning spaces are vital for students’ wellbeing and personal and social development as they allow for reflection and self-directed study. The creation of innovative and digitally focussed spaces will provide students with areas which promote learning, innovation and collaboration outside of workrooms and workshops. The “sticky” campus is somewhere students can feel they belong. It’s a connection of learning and social spaces which engenders a more meaningful learning experience, ultimately promoting better academic outcomes and stronger relationships with fellow students and educators’ .

Social spaces will continue to be developed to provide students with an area to use as a breakout venue where they can be creative, receive information on current issues, meet with mentors and peers and also recharge. ‘Formal, informal, social and individual educational spaces account for differing learning styles and moods, while flexible social spaces with charging points and a choice of ‘short stay’ and ‘long stay’ seating allow students to chat, study and relax as they require’.

B&FC will continue to invest in and develop these spaces to facilitate the sense of belonging and connection that impacts positively on productivity and independent

## A.2 Induction

B&FC recognises that initial induction is part of a longer process of transition and extends beyond the first weeks of a student’s programme of study, it is a crucial first step in ensuring that all students are supported throughout their time at college. Induction will cover the breadth of the student experience, including college induction for specialist services, academic induction, where new styles of teaching and learning will be introduced, and induction into the wider college community for sport, enrichment and community programmes. The digital offer at B&FC includes a bespoke digital upskilling programme where students have access to a wide range of resources so they are fully equipped to enter a digitally buoyant labour market. All students who complete a programme of study at B&FC will be digitally enabled to live in a fast paced global economy. This will start through the first weeks of college life.

Induction will introduce students to their new academic community of practice and identify the levels of commitment, behaviour and standards expected of them. Activities promoting the VLE, and active student participation with the LRC are critical components of this initial induction period.

The B&FC Student Code of Conduct is the template for outstanding industry focussed behaviours. The Progress Tutor is a key partner in securing positive student outcomes and initial 1:1 meetings establishes this essential relationship where ambitious targets are set and achievements carefully monitored. Meetings with parents, guardians and carers are an important component.

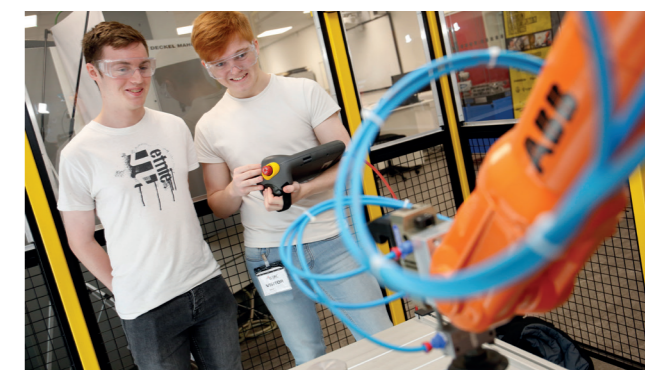
Cross college events and activities that provide students with opportunities to interact with each other, students from other curriculum areas and employees from all areas of the college are crucial in creating a wide community of learning. These are promoted widely and offers of transportation between sites is open to all.

College induction will address the diverse needs of all student groups and key safety messages, including B&FC’s “Staying Safe” Campaign are covered through a range of activities.

## A.3 Student Attendance, Behaviours and Attitudes

All 16-19 students at B&FC will experience a safe, disciplined and positive environment that will lead to outstanding behaviour and attitudes. Positive behaviours and attitudes to learning for all students are essential in readiness for positive progression into higher education or employment. All curriculum and service areas at B&FC will continue to have high expectations for students’ behaviour and conduct, and will apply these expectations consistently and fairly. The B&FC Code of Conduct and Student Charter outlines the high levels of professionalism expected by all those who choose to study at B&FC. The Student Code of Conduct and Student Charter are made visible across B&FC campuses in order to create a culture and ethos of respect and high levels of conduct.

All 16-19 students will self-assess and take ownership of their own behaviours and attitudes towards learning and their college experience by completing regular diagnostics devised in line with Behaviour and Attitudes and Personal Development within the Education Inspection Framework. The ‘One College’ initiative will continue to be implemented and followed to ensure there is a full joined up approach to promoting positive behaviour.





## A.4 Progress Meetings

Progress meetings are an essential component to the student journey and focus on building fundamental employment skills such as self-management, resilience, problem solving, self-reflection and target setting. All 16-19 students at Blackpool and The Fylde College will have weekly progress meeting sessions with a named progress tutor. Weekly progress meetings will include a full schedule for the year that provides a rich catalogue of activities spanning a variety of topics, including resilience, health and wellbeing, careers guidance, confidence building, online safety, British Values, sustainability and social responsibility. All 16-19 students will have regular scheduled individual progress meetings (6 for full-time students) with their progress tutor to review academic progress and set personal targets to support success and positive outcomes.

## A.5 Progress Review

Performance reviews and performance management are commonplace in employment. To mirror this every 16-19 student at B&FC will receive a full annual Progress Review. The review is vital to the student journey as it will provide a full overview of progress and performance for each student and will build on the progress meetings and target setting sessions that have taken place up to that point. The review will also involve parents, guardians or employers to enable them to be kept up to date with the progress of the student to ensure there is a collaborative approach. The Progress Review will involve all subject tutors completing an academic review of all modules that the student is studying including the setting of improvement targets. This will be followed by an overall evaluation by the Progress Tutor. Progress Review meetings will be scheduled with the student along with a parent/ guardian/ employer.

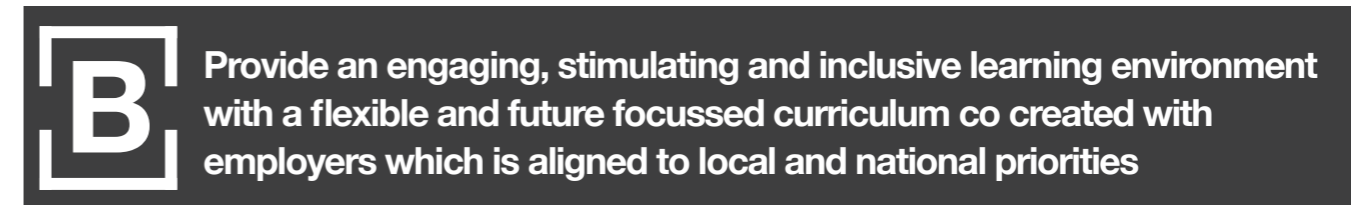


## A.6 FE Plus

To enhance successful progression into further study or skilled employment, all 16-19 students will work towards the FE Plus award. This will prove to an employer or university that a student has exceeded the expectations placed on them as a B&FC student outside of their core programme. The FE Plus award will focus on students demonstrating the positive behaviours and attitudes aligned to industry needs.

The FE Plus award also demonstrates that 16-19 students have added value to their overall B&FC experience by engaging in industry placements, volunteering events and cross college activities. The FE Plus award will be monitored through progress meetings where each student will self-assess and review their performance and progress in meeting the expected standards through the completion of a diagnostic at various points in the academic year. The areas included are closely aligned to the Behaviours and Attitudes and Personal Development sections of the Education Inspection Framework. Progress tutors will work with each student to set targets against the FE Plus framework to encourage development and improvement. Areas of focus include attendance, punctuality, respect, positive engagement and resilience.

The FE Plus programme ensures that 16-19 students develop essential attributes and skills that can be demonstrable for employers and will provide students with additional evidence vital to securing positive destinations.



## B.1 Curriculum

The B&FC Curriculum 'develops the knowledge, skills and behaviours that students will need to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment'. Our approach to curriculum design ensures that frameworks are in place that develop knowledge, skills and enhance employability skills, that are created in collaboration with industry partners that reflect the needs of the local and regional context and include activities that promote engagement, enrichment, careers and lifelong learning.

As jobs and industries are changing, B&FC 16-19 students will engage in a curriculum that will fully prepare them for their next steps and lifelong employment. All 16-19 students have the opportunity to study across a broad range of technical and professional subject areas from Entry Level to Level 3 including Extended Diplomas, T Levels, Traineeships and Apprenticeships. B&FC prepares students to be able to secure sustainable employment and successful careers, by working closely with employers and occupational sectors both regionally and nationally.

16-19 Students can choose across a broad and diverse provision that covers all sector areas (with the exception of land based). B&FC's curriculum portfolio is strongly STEM based, which provides a sound platform for work in specialist areas such as maritime and energy. The learning infrastructure at B&FC is aligned to economic priorities and labour market demands. It enhances employability and enterprising skills, attitudes and behaviours throughout the education journey. All study programmes at B&FC include:

- Initial assessment against the knowledge, skills and behaviours for students' intended career
- Target setting against broad outcomes
- Skill development
- Substantial industry placement
- Knowledge development
- English, maths and digital skills development.

- Personal development aligned to the requirements of their chosen occupational career pathway
- Behaviour development
- substantial qualification aim
- Enterprise and innovation awareness
- Employer endorsement
- Preparation for competitions, events and awards.

It is B&FC's intention that all students aged 16-19 progress as quickly as possible towards their intended positive destination of employment or higher education. B&FC offers a Study Programme at level 1. This is specifically for students normally within our Gateway campus for foundation learning. The focus upon these students is to develop their individual needs but particularly their independence, resilience, living and working skills and to be fully prepared for the next level of study.

For those students that do not achieve the required attainment level at school, B&FC also offers Study Programmes at level 2 in order to develop the skills, knowledge and behaviours required to progress to the next stage of their career. This would normally be to either an apprenticeship or a level 3 study programme. B&FC will continue to be at the forefront of T Level implementation and delivery from Sept 2020.

Apprenticeships at B&FC are intended to provide a skill shortage solution for employers and to provide apprentices with a solid career pathway. Apprenticeships at B&FC cover all age groups and levels, with a particular focus upon Higher and Degree Apprenticeships. B&FC provides an apprenticeship service for local and national employers and national employers, normally Levy employers. The curriculum offer will prepare students to be able to secure sustainable employment and successful careers, and be designed by working in partnership with employers and occupational sectors both regionally and nationally to ensure the key competencies, knowledge and expertise for a specific career are explicitly embedded and developed.

As jobs change, so will the curriculum offer and B&FC will continue to review and evaluate this in line with future career markets and LEP priorities. Education and training is to focus on the skills gaps in particular digital, management and STEM and curriculum opportunities will continue to be developed to address these shortfalls.

Impactful industry placements will continue to be integral across all curriculum as the focus shifts towards more hours being spent in industry as opposed to the traditional learning environments of workrooms and simulated workspaces. Employer endorsements will be in place for all curriculum programmes to show the need for clear progression routes into industry, where vital skills and competencies are embedded explicitly against industry needs and a student's own career plan.

## B.2 Employability and Sector Skills

Our strategic aim is to ensure that all students develop and enhance the vital skills and attitudes needed for an enriched and successful career. Key components of the student journey will provide all B&FC students with clear opportunities to develop these skills directly through their subject curriculum, but also through explicitly designed co-curricular and extra curricula activities such as enrichment activities, industry placements, volunteering, student support and career guidance amongst others. These are the vital skills that all 16-19 students will focus on as part of their B&FC experience. Central to this will be that 'students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and meta-cognitive skills (e.g. critical thinking, creative thinking, learning to learn and self-regulation); social and emotional skills (e.g. empathy, self-efficacy and collaboration); and practical and physical skills (e.g. using new information and communication technology devices)' .

Aligned to the B&FC Employability and Careers Strategy, all 16-19 students will develop and possess the following essential career based skills:

- A commitment to lifelong learning and a positive 'can-do' attitude (readiness to take part, openness to new ideas and activities, desire to achieve)
- Collaborative teamwork (respecting others, cooperating, negotiating/persuading, contributing to discussions)



- Self-management (readiness to accept responsibility, flexibility, time management, readiness to improve own performance)
- Ethical, social and professional understanding (equality and diversity awareness, application in the workplace, professional standards of behaviour)
- Communication and literacy (application of literacy including digital literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning)
- Application of numeracy (manipulation of numbers, general mathematical awareness and its application in practical contexts)
- Problem-solving (analysing facts and circumstances and applying creative thinking to develop appropriate solutions)
- Business and customer awareness and capabilities (basic understanding of the key drivers for business success and the need to provide customer satisfaction)
- Creative thinking and problem solving

## B.3 Learning, Teaching and Assessment

Blackpool and The Fylde College will provide all 16-19 students with the highest quality of Learning and Teaching that encourages high aspiration and achievement for all. Learning and teaching will develop sector specific skills and competencies in all students to enhance effective employability opportunities and positive destinations. Learning and teaching will enhance and develop personalised skills with students that will challenge, inspire and fully engage them and encourage them to be independent and take ownership of their own progress and development. Assessment techniques and methods will be varied and personalised and matched to individual career goals and aspirations and will recognise and promote challenge, and bring about successful achievement.

Learning, Teaching and Assessment will be fully aligned to each student's starting points, targets and career choices through the use of a progressive group profile that explicitly identifies the key areas needed to allow tutors to plan learning sessions, workshops and assessment accordingly. Each curriculum area will have a full comprehensive list of employability skills and sector based competencies that will align learning, teaching and assessment to relevant industry needs. Learning, teaching and assessment will be planned in line with group profiles that not only clearly highlights learning support needs, English and maths levels and starting points but specify the career skills that each student needs to develop and enhance to support progression into employment or further study.

Learning, teaching and assessment at B&FC will continue to evolve to align to the changes in jobs and industry, the role of the teacher will develop into a facilitating mentoring role as students become more confident and competent in self-directed learning and the use of digital resources as well as flip learning. Digital innovation will become commonplace in learning, teaching and assessment, students will use VR and AR in workrooms and workshops to experience different environments and to develop and practice skills. Workrooms will become teacher free and directed by AI enhancements.

*(This section of the 16-19 strategy is aligned to the Blackpool and the Fylde College Learning, Teaching and Learning Strategy).*

## B.4 English and maths

Promoting positive attitudes to learning and studying maths and English is essential for all students' progress into further/ higher education, training or employment. It is vital that a clear focus is placed on maths and English through high quality learning, teaching and assessment, target setting and support workshops. A review of developmental maths and English sessions and schemes will enable a more consistent approach across college to ensure those 16-19 students who have achieved a grade 4 or above are challenged and inspired to develop their skills further. There will be a greater focus on GCSE workshops and support sessions linked to exam habits and techniques during the weeks leading up to the summer exam to ensure all students have the best possible chances to achieve their target grades. As learning, teaching and assessment on the main qualifications component of the study programme begins to end then a revised timetable of exam revision will fully engage and support students to continue their GCSE English and maths studies in preparation for the final exams.

## B.5 Career Planning and Industry Placements

In line with the Careers Strategy, all 16-19 students at B&FC will have access to personalised, dynamic, dedicated and pro-active careers advice and guidance to fully support positive progression and destinations. This is integral within their curriculum, via independent research, supported by the dedicated Careers Team, as part of the Progress Meeting. Every student will have a clear career plan which outlines the skills and attributes needed for successful career progression.

All 16-19 students will complete challenging, aspirational and well-planned industrial placements that are fully aligned to their careers goals and choices. Where there are exemptions then appropriate workplace learning opportunities will be available to enable students to develop and demonstrate the skills and attributes that they will need to be successful in employment or their next steps. B&FC will prepare students for future success in education, employment or training by providing: 'unbiased information to all about potential next steps; high quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work' .





Provide an engaging, stimulating and inclusive learning environment with a flexible and future focussed curriculum co created with employers which is aligned to local and national priorities

## C.1 Student Support and Wellbeing

Every 16-19 student at B&FC will receive the most appropriate level of learning support specific to their needs, abilities, goals and aspirations to ensure progression onto their next steps. This may be linked to specific learning support needs and requirements, to the development of life skills, financial assistance, or to health and wellbeing. B&FC offers an outstanding, dynamic, supportive, caring, responsive, nurturing environment where positive wellbeing is the expectation for all, resulting in students being and feeling confident, healthy, valued, safe, emotionally resilient and happy. The College is committed to the continuous improvement in health and wellbeing and providing excellent support through dedicated cross-College teams and an integrated framework of activities through the Directorate of Students and other college partners in line with the AOC Mental Health and Wellbeing Charter.

Through the Directorate of Students, additional support is implemented through The Employability Coach Team (ECs) who provide a range of help and support, including interactive workshops, student-focused events, referral to external support agencies and one-to-one support to help all 16-19 students this also includes tracking attendance and providing strategies to improve. The ECs work closely with curriculum areas by providing attendance call centres, outreach activities, bespoke workshops and sessions and meeting with key stakeholders and support agencies related to an identified student.



## C.2 Student Voice

All 16-19 B&FC students will have the opportunity to develop, enhance and improve their own student experience, further developing problem solving, creative thinking, communication and collaborative teamwork skills. Students are empowered to share views and to be involved in decisions that will shape their journey and future, enabling the development of responsible, respectful and active citizens who are able to play their part and know how to become involved in public life. Additionally this engagement will develop and deepen students' understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

In addition to the engagement with student surveys and participation in deliberative committees (Programme Quality Meetings, Quality Assurance Meetings) and the regular Big Student Meetings which are formalised in the Student Engagement Strategy, there will be a monthly student forum within each curriculum area. Led by Head of 16-19 and with different students each time, these will enable the capture of further feedback on the student experience, from a greater sample of students to identify potential enhancements for curriculum and service areas.



## C.3 Enrichment

Student engagement and enrichment is crucial as it can help build on knowledge and skills through a wide range of activities that complement the core programmes of study. In line with the Student Engagement Strategy, all 16-19 students have the opportunity to participate in a full range of enrichment activities offered across B&FC. Whether these are linked to social aspects, volunteering, community engagements, participation in competitions, careers, employability, health and wellbeing, sports, or specific themes/ subjects, a full programme is devised and made available either across college or within a particular curriculum area.

Enrichment activities enhance the student experience and the aim to offer additional cross college opportunities will further develop the college community feel and provide a greater sense of belonging. Enrichment within B&FC is essential to the student experience as the curriculum need to extend beyond academic/ technical/ vocational and provides for students' broader development, enabling them to develop and discover interests and talents.

*(Further information on student enrichment opportunities can be found in the Student Engagement Strategy and the Employability and Careers Strategy).*

## C.4 Parents/Guardians/ Employers

The relationship between the key College partners in a student's journey and their parents/guardians or employers is vital to their overall experience and successes.

Parents/guardians and employers will have full access to a portal where they can keep up to date on student progress and performance in order to create a collaborative approach to improvements, enhancements and achievement.

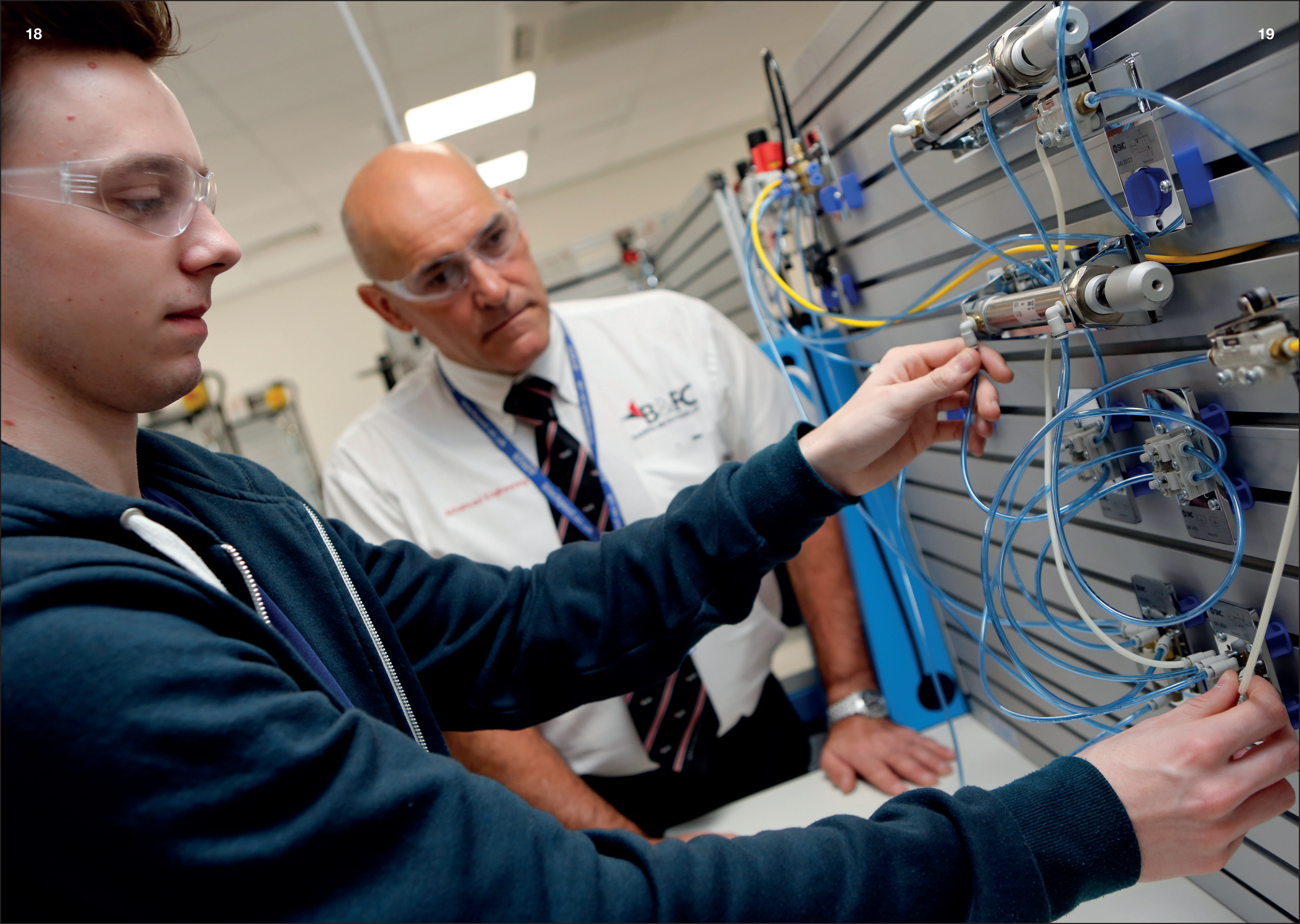
Engagement with parents/guardians and employers will directly influence the progress and success of a 16-19 student. These key stakeholders will have the opportunity and be encouraged to attend planned Progress Review events towards the beginning of the course and at a midway point and also have the opportunity to complete a parent/ guardian survey.

## C.5 Student Destinations and Alumni

The strategy is focused on the success and progression into positive destinations of every student who chooses to study at B&FC. The strategy will ensure that every B&FC 16-19 student is provided with opportunities to develop into active and positive citizens who possess the essential employability, life and wider skills to progress in a high demanding society and global labour market. A greater focus on the destination of students once they complete their journey with B&FC is needed to fully establish how effective the strategy has been implemented.

The celebration of student achievements and their destinations will be captured through the collection of alumni information through the completion of a destinations project within each curriculum area. This activity will further inspire current students who can be influenced and motivated by the successes of peers, this will be done through guest speaking slots, case studies, video diaries and pen portraits.





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