

University Technical Colleges

Pearson Curriculum and Projects

Strategic Partnership Manager
Dianne Gomery

Pearson and University Technical Colleges

Broadening and strengthening our relationship

1. THE EDUCATION BRIEF
2. CURRICULUM
3. PROJECTS
4. PEARSON SUPPORT

University Technical Colleges

The Education Brief

1

Pearson and University Technical Colleges

Broadening and strengthening our relationship

Offline



Online

Teacher-centric



Learner-centric

Closed



Open

Individual



Social

**Content Contained
by Platform**



**Content Free of
Platform**

Pearson and University Technical Colleges

Broadening and strengthening our relationship

Summary of a typical UTC Education Brief

1 Vision and Ethos

Promote 'world class' standards and the pursuit of academic and technical excellence

'Stage not age' approach to Personalised Learning to inspire and equip young people

An innovative vision for ICT

2 Curriculum and Curriculum Specialisms and Learning Pathways

Innovative Curriculum-real and virtual workplace teaching and learning

Extending and Enriching the curriculum

Employability Skills-problem solving and Teamwork

Enterprise Education-research, enterprise and marketing

Induction, Progression and Entry Pathways, Literacy and Numeracy, ICT and Functional Skills

Pearson and University Technical Colleges

Broadening and strengthening our relationship

3 Learning and Teaching

Learning Pathways: Mentoring, Student Champions, course materials, teacher placements and CPD

Assessment Reporting and Monitoring

Staff Development, Mentoring and Coaching and Distributional Leadership

4 Work related Learning

Projects responsive to Industry, Employers (large and SMEs) and Universities

An awareness and understanding of the Regional, National and International market place

5 Working with Schools and the wider Community

University Technical Colleges

Curriculum

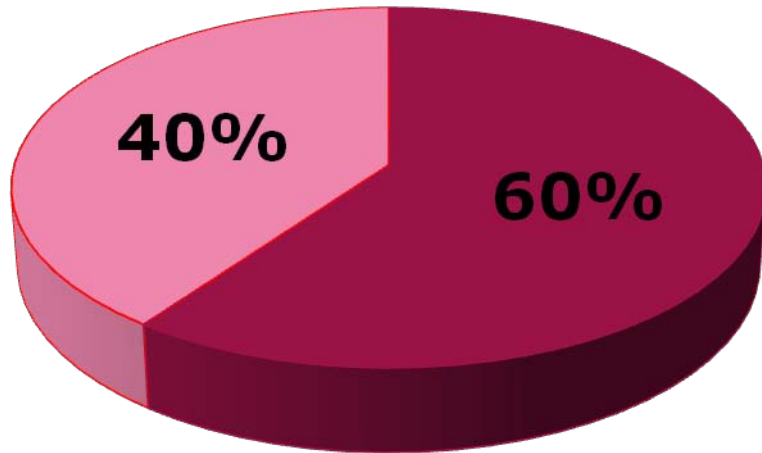
2

The UTC Curriculum KS4

- **Meaningful engagement** with employers, industry and universities
- **Holistic Curriculum aligned** to meet the varied needs of employers, industry and universities
- The **teaching and learning experience** and the 'sum' of this in a UTC context
- **Student progression** – the experiences and qualifications gained in relation to the opportunities for progression

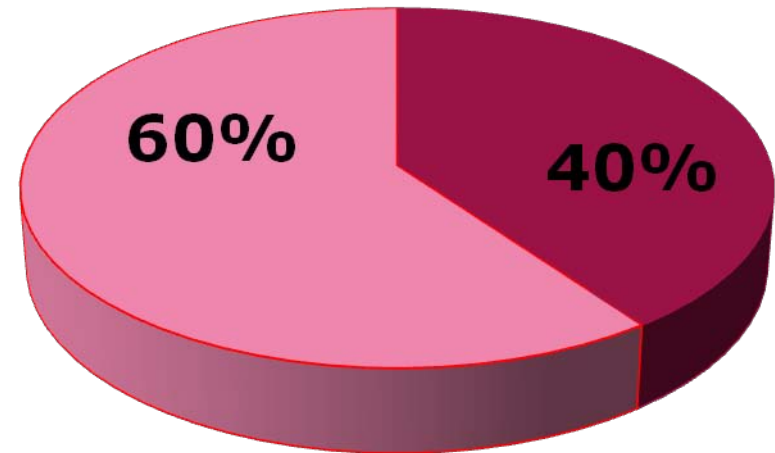
UTCs KS4 Y10 and Y11

40% Project based integrated curriculum
60% Broad Curriculum



UTCs KS5 Y12 and Y13

60% Project based integrated curriculum
40% Broad Curriculum



The UTC Curriculum KS4

Measurements and Frameworks

EBacc Measure	Headline Performance Measures 2014 5 GCSEs A*-C
English*	English*
Maths	Maths
Science	?
Science	?
MFL	?
Humanities	?

Broad Curriculum	
CORE: ENGLISH* and MATHS	HUMANITIES
SCIENCE	LANGUAGES
SPECIALIST SUBJECT/S	ICT
ADDITIONAL OPTIONS/SUBJECTS	LIFE SKILLS / WORK OR VOCATIONALLY RELATED PROJECTS/SOCIAL ACTIVITY IN THE COMMUNITY

*To meet the performance measure either GCSE English must be taken or English Language with a matching English Literature. Where the English Language and English Literature option is taken exams in both must be entered and taken and a C grade or above achieved in English Language.

The UTC Curriculum KS4 Y10 and Y11

Broad Curriculum – irrespective of Subject Specialism	
<p>ENGLISH* and MATHS Core Subjects linked to and reinforced in Projects</p>	<p>HUMANITIES GCSE for EBacc students or a short course NVQ to support the specialism/s</p>
<p>SCIENCE Choices – GCSE – 2 or 3 Sciences or BTEC Applied and Principles of Science</p>	<p>LANGUAGES GCSE for EBacc students or a short course NVQ to support the specialism/s</p>
<p>SPECIALIST SUBJECT/S 1 or more BTECs and/or GCSEs in the specialist subjects</p>	<p>ICT To underpin the curriculum and/or the specialism/s</p>
<p>ADDITIONAL OPTIONS/ SUBJECTS Study which compliments the specialist study and draws together the curriculum e.g. The Level 2 Higher Project</p>	<p>LIFE SKILLS / WORK OR VOCATIONALLY RELATED PROJECTS/SOCIAL ACTIVITY IN THE COMMUNITY Develops students wider engagement with the community and/or employers and employment Develops a greater sense of the student’s self awareness and their role in the community</p>

The UTC Curriculum KS4 - example

Measurements and Frameworks

EBacc Measure	Headline Measures 5 GCSEs A* -C
English*	English*
Maths	Maths
Science	Science
Science	Business -BTEC Award or QCF or GCSE
MFL	IT /I&CT /Computing BTEC Award I&CT or QCF or GCSE
Humanities	

Example: Common Subjects across the Curriculum *irrespective of Specialism*

5 A* -C Headline Performance Measures Common Subjects across Curriculum irrespective of UTC specialisms
English* GCSE
Maths GCSE
Science GCSE and BTEC (2 or 3 GCSEs for EBacc)
Business - BTEC Award or BTEC QCF or GCSE
ICT – BTEC Award I&CT or GCSE ICT

*To meet the performance measure either GCSE English must be taken or English Language with a matching English Literature. Where the English Language and English Literature option is taken exams in both must be entered and taken and a C grade or above achieved in English Language.

The UTC Curriculum KS4 – example

Engineering and Events Management

Measurements and Frameworks

EBacc Measure	Headline Performance Measures
English*	5 GCSEs A* -C
Maths	English*
Science	Maths
Science	Science
MFL	Business -BTEC Award or QCF or GCSE
Humanities	IT /I&CT /Computing BTEC Award I&CT or QCF or GCSE

Common Subjects across Curriculum meets 5 A* -C Headline Measures
English*
Maths
Science
Business
I&CT



Specialist, Additional and/or Option Subjects
ENGINEERING SPECIALIST SUBJECTS
ENGINEERING BTEC (QCF and NOF)
ENGINEERING GCSE DOUBLE AWARD
PERFORMING ENGINEERING OPERATIONS NVQ
EVENTS MANAGEMENT SPECIALIST SUBJECTS
HOSPITALITY (BTEC QCF)
TRAVEL AND TOURISM (BTEC QCF)
PERFORMING ARTS BTEC
SPORT BTEC OR GCSE
OPTIONS
STATISTICS GCSE
LEVEL 2 HIGHER PROJECT
LANGUAGE GCSE or NVQs
PRODUCT DESIGN GCSE
WIDER SKILLS AND THE COMMUNITY
Life Skills / Work Skills
Vocationally related projects
Social Activity / Support for local or Wider Community

The UTC Curriculum KS4 Engineering Sept 2012

*ENGINEERING Level 2 QUALIFICATIONS Sept 2012	Accredited	QCF/ NOF	HPM 2014	HPM 2015
14-19 DIPLOMA in ENGINEERING	NO		NO	No
14-19 DIPLOMA in MANUFACTURING AND PRODUCT DESIGN	NO		YES	No
PRINCIPLE LEARNING in ENGINEERING	YES		YES	TBC ¹
BTEC in ENGINEERING	YES	QCF	YES	NO
NG BTEC in ENGINEERING – utilises and adapts PL content / NG BTEC mapped to Principle Learning	YES	NOF	NO	TBC ²
GCSE in ENGINEERING (DOUBLE AWARD) Linear specification from Sept 2012	YES		YES	YES
GCSE in MANUFACTURING (DOUBLE AWARD) Linear specification from Sept 2012	YES		YES	YES

Discussions taking place between RAE and Pearson regarding RAE's '*ENGINEERING PRINCIPLES LEVEL 2*' (working title)

1 Depending on decisions to extend the current qualifications

2 Pending Nov 2012 HPM list for Y11s completing 2015

*Full Level 2 qualifications listed – see Engineering NVQs Level 2, Level 3 and HN Engineering qualifications

The UTC Curriculum KS4 Engineering Sept 2012

BTEC First Certificate (180 glh) Level 2 QCF

- All Projects, created in partnership with Employers and Industry, are mapped to current 2012 academic and BTEC qualifications
- Mapping documents aligning BTEC QCF and BTEC NQF qualifications in Engineering are on our website
- Access the mapping documents via the following link under 'Teacher Support Materials':

<http://www.edexcel.com/quals/firsts2012/engineering/Pages/Specification-Delivery-Packs.aspx>

The UTC Curriculum KS4 Engineering Sept 2013

Next Generation BTEC First Award in Engineering (120 glh) Level 2 NQF

- DfE has begun the process of producing the list of non-GCSE qualifications to count in 2015 Headline Performance Measures
- As soon as the DfE is ready to receive qualifications for consideration for the 2015 list, we intend to re-submit the NG BTEC First Award in Engineering NQF (120 glh)
- We also intend to submit the larger sizes (240 glh and 360 glh) of these Next Generation BTEC qualifications for DfE consideration
- All Projects, created in partnership with Employers and Industry, will also be mapped to 2013 qualifications

*Consult with your Examination Officer regarding the transfer of students from BTEC QCF to NG BTEC NQF

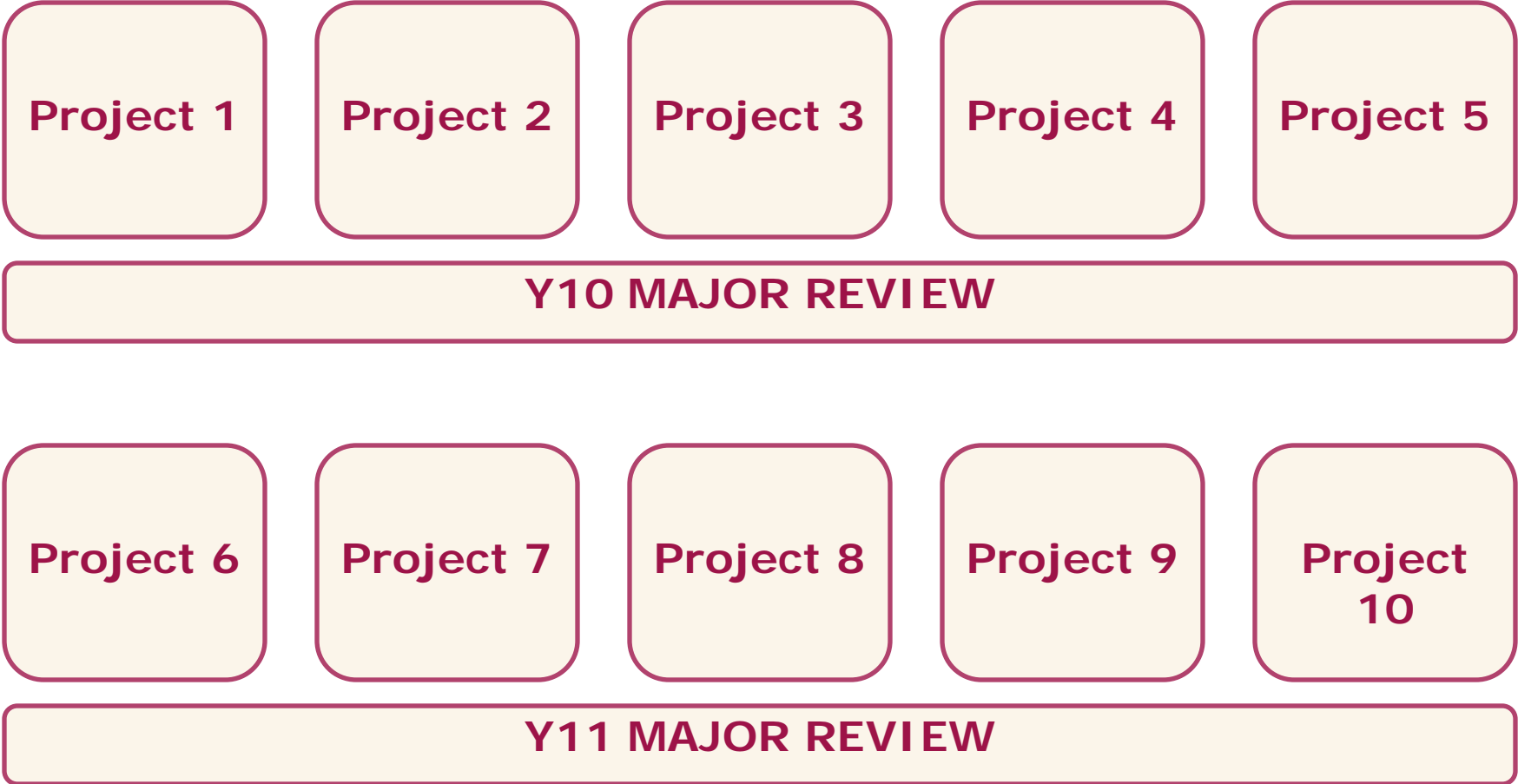
University Technical Colleges Projects

3

UTC Scenario /Project driven curriculum

- Reinforcement of **work ethos**
- Understanding and practice of appropriate **behaviours** in the workplace
- Team building and **team skills**
- A '**knowing**' and '**understanding**' of what they will '**become**'
- **Confidence** in their abilities to meet the demands of the UTC
- Clarity of **future aspirations** in relation to their performance and capabilities

Y10 and Y11 10 Projects each 6-8 weeks



UTCs 5 Project driven exciting scenarios in Y10

Project 1

- **A challenge and question to solve with specific tasks over 6 weeks / a focus on team work and collective problem solving**
- English -a few elements, maths examples and substantial Science

Project 2

- **Industry led challenge requiring presentation/ working in small groups over 6 weeks**
- Elements of English, including presentation and communication skills, substantial maths and some Science

Project 3

- **University driven project supported by MA students over 6 weeks**
- English - Report Writing and presentation skills, substantial maths and Science – building on research and questioning skills and team work

UTCs 5 Project driven exciting scenarios in Y10

Project 4

- **Group work and Industry challenges requiring collective problem solving and completed work within a given time frame for presentation to University staff**
- English – significantly important, maths examples checked and with some Science

Project 5

- **Industry and University led challenge requiring presentation/ working in groups of 2 or 3 with focus on research and ideas to solve challenge**
- Elements of English including enhanced presentation and communication skills, increased competence and challenge in maths and Science

Major Review

- **Review of Project completion over two years and participation as both a team member and as an individual.**
- **Careers Advice and options explored as student moves into Y11**

Discrete Subject Delivery separate from Projects

Discrete delivery to cover full Programme of Study

English, maths, Sciences

Other subjects where the PoS is not fully covered by the Projects

Multiple opportunities to learn and practice skills – either via a VLE or Active Learn where students may work independently -online, anytime, anywhere

Collaboration mechanisms – between staff and students

Peer to Peer and informal learning

Excellent Careers and Education Advice

University Technical Colleges

Pearson Support

4

Pearson and University Technical Colleges

Drivers aligned with Pearson Capability

1 Vision and Ethos

Pearson works in partnership with you to take forward your vision throughout the preparatory period leading to 'open doors' to manage change and to meet emerging needs

UTC Strategic Partnership Manager supports your strategic plans, helps develop the Curriculum and connects your range of needs to the wider Pearson business

Pearson's regionally placed Curriculum Development Managers and Curriculum Support Consultants (for both Further Education and Schools) provide ongoing support for teachers and the new teaching and learning environment

We work with you to provide an innovative use of ICT for all – anytime and anywhere

Paid-for resources may also be available from other publishers, including those endorsed by Edexcel. For further information see www.edexcel.com/iwantto/Pages/pub-resources.aspx

Pearson and University Technical Colleges

Drivers aligned with Pearson Capability

2 Curriculum and Curriculum Specialisms and Learning Pathways

Dedicated Subject Specialists across both Vocational and Academic qualifications will support the mapping of your Projects across our academic and Vocational qualifications including:

- Academic KS4 and BTEC L1/L2
- Academic KS5 and BTEC L3

- L4 and L5 HNs (HNC and HND Diploma)
- Edexcel BTEC Level 6 Diplomas in Engineering: Mechanical, Electrical /Electronic and Manufacturing (L6 Subsidiary Diploma @ 60 Credits and L6 Diploma @ 90 Credits)
- Apprenticeships and Higher Apprenticeships

Pearson and University Technical Colleges

Drivers aligned with Pearson Capability

3 Learning and Teaching

Continuing Professional Development Programmes for professional learning throughout the careers of NQT, experienced teachers and members of the Senior Leadership Team – including Mentoring, Coaching and Leadership programmes with options for higher level accreditation (Sept 2012)

Support for Assessment, Reporting and Monitoring –the effective use of EBacc Tracker, ResultsPlus, e1 MIS, Active Teach and Active Learn

Dedicated and personalised teacher support for ResultsPlus training and Digital technology resource training for GCSE subjects

Active Learn 24/7 Access to learning resources outside of the classroom

Paid-for resources may also be available from other publishers, including those endorsed by Edexcel. For further information see www.edexcel.com/iwantto/Pages/pub-resources.aspx

Pearson and University Technical Colleges

Working together -
to implement your Education Brief

Contact details: dianne.gomery@pearson.com

ALWAYS
LEARNING