



# City & Guilds





Achieving curriculum coherence: project and problem  
based learning and assessment  
Finding the right balance

Geoff Holden May 28 2012



- Overview
- Flexibility vs coherence
- Assessment & qualifications
- A curriculum as a whole



- To support the University Technical Colleges
- To support wider technical & vocational learning 14-19
- To provide a complete ladder of progression
- To promote lifelong learning





- ✓ A 'significant' qualification or qualifications should be at the heart of any programme
- ✓ Covering at least half the curriculum time
- ✓ Same principles 14-16 and 16-19
- ✓ Room for local flexibility
- ✓ What learning strategies help those over 16 to develop skills they need for employability and for continuing development?



Curriculum content- broad and comprehensive with a mixture of:

- ✓ Working towards qualifications
- ✓ Developing practical skills
- ✓ Developing wider knowledge
- ✓ Engaging with employers
- ✓ Developing employability skills
- ✓ Enrichment



What are the 'givens'?

- ✓ Some GCSEs and A levels
- ✓ UTC 'focus' qualifications
- ✓ Maths & English
- ✓ Local employer project work
- ✓ Practical activities
- ✓ Wider skills work



# Possible components-outlines

GCSEs/A Levels

ICT, employability, teamwork, presentation, enterprise, leadership & management

practical options-  
milling/turning, maintenance, electrical, manufacturing, fabrication & welding

UTC 'focus' qualifications-Principal Learning/VQs

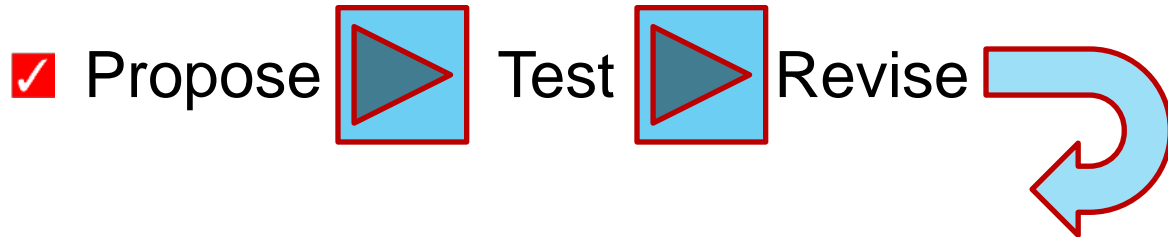
Projects and world of work

English & maths



# Next steps: The challenges

✓ Filling in the details



✓ Sustaining the model over time

✓ Assessment- How much? What types?

✓ .....



- ✓ Accreditation of our Principal Learning Qualifications
- ✓ Meetings with UTC curriculum leads
- ✓ Supporting greater use of practical assignments
- ✓ Post-16 Maths & English
- ✓ Development plans for 2013 and beyond
- ✓ Building the progression ladder
- ✓ ?.....

