



How Funding Supports Curriculum

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Meeting the needs of individuals, employers and the community we serve

The role of an FE College is huge:

- ✓ Entry level to level 7 courses
- ✓ Further Education
- ✓ Higher Education
- ✓ Work based Learning
- ✓ Adult learning
- ✓ Schools Provision
- ✓ Community Learning
- ✓ International Learning
- ✓ Commercial Training
- ✓ Full Time, Part Time and Distance Learning
- ✓ Technology Enhanced Learning (TEL)
- ✓ ESOL and ABE

Developing a Skilled Workforce

Funding can transform lives and increase opportunities

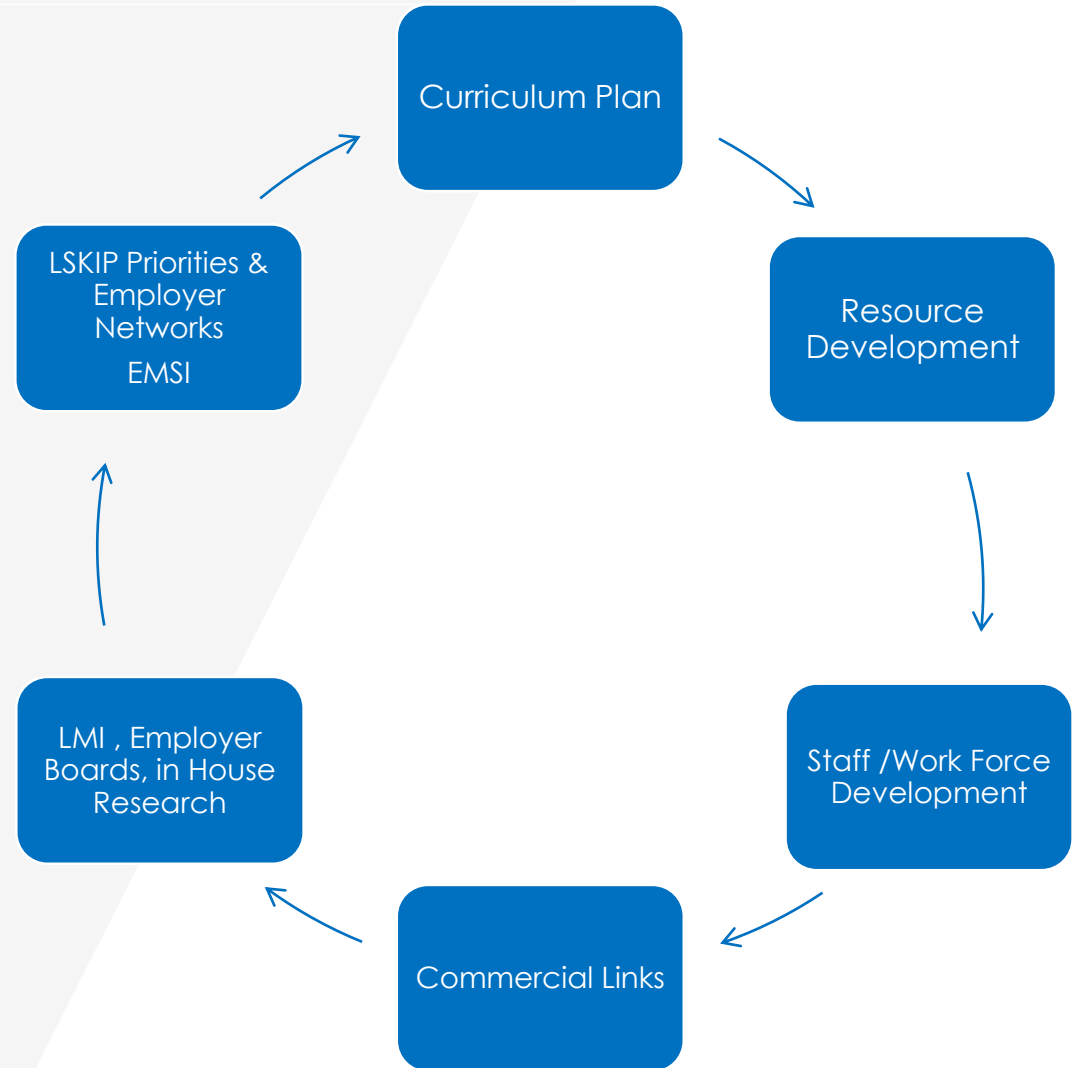
FE is responding well and is proactive in relation to the following :

- Reliance on Core Funding
- Regional Skills Priorities
- Progression – outcomes/outputs
- Skills Development Fund
- Commercialising the curriculum
- Higher level skills
- Welsh language development
- Working with employers
- Increasing apprenticeship offer
- Efficiency/Value for Money

- Responsive
- Adaptable
- Resilient
- Collaborative



Creating a curriculum for the future



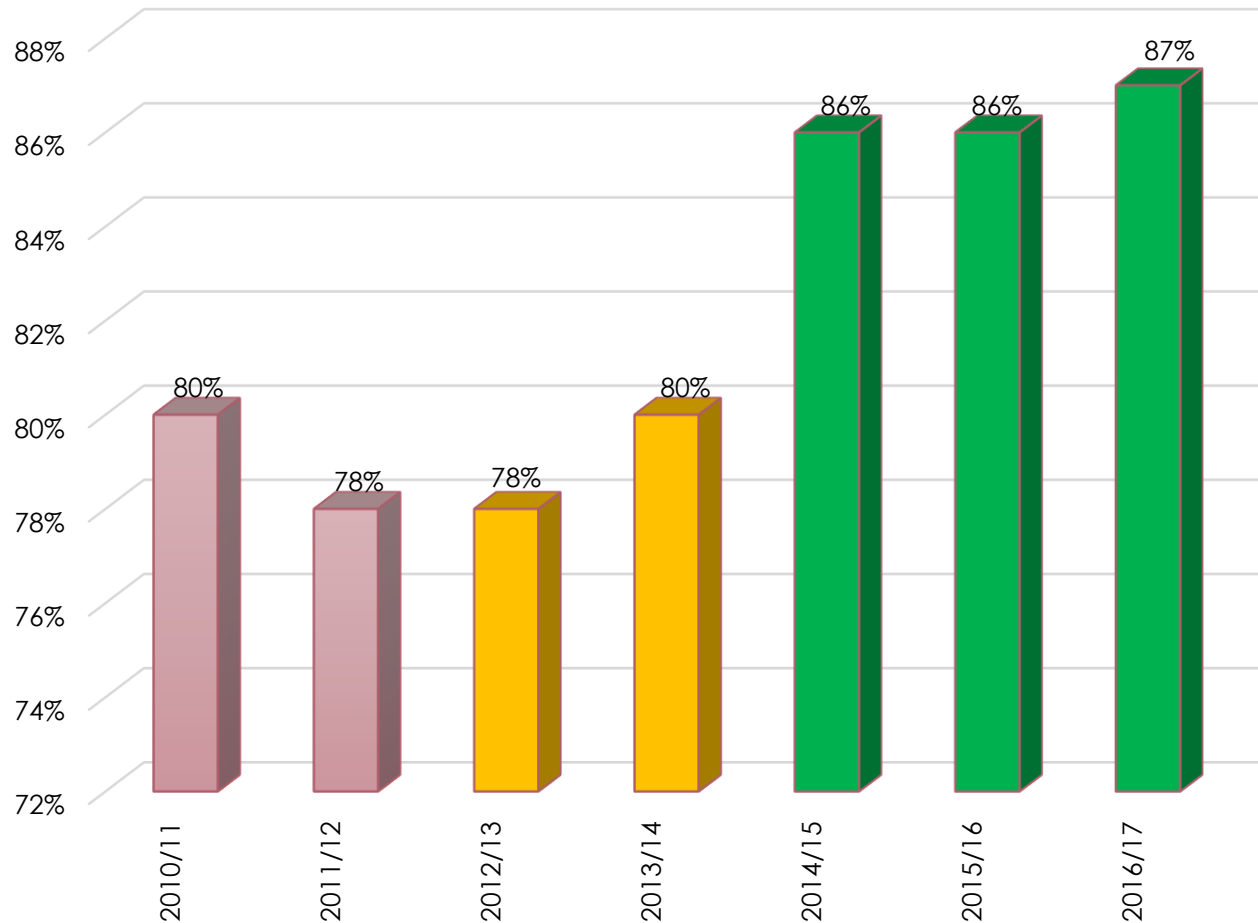
Funding Priorities



Quality
Efficiency
Growth

National Comparator Data of FE Institutions

Data Cymharydd Cenedlaethol Sefydliadau AB



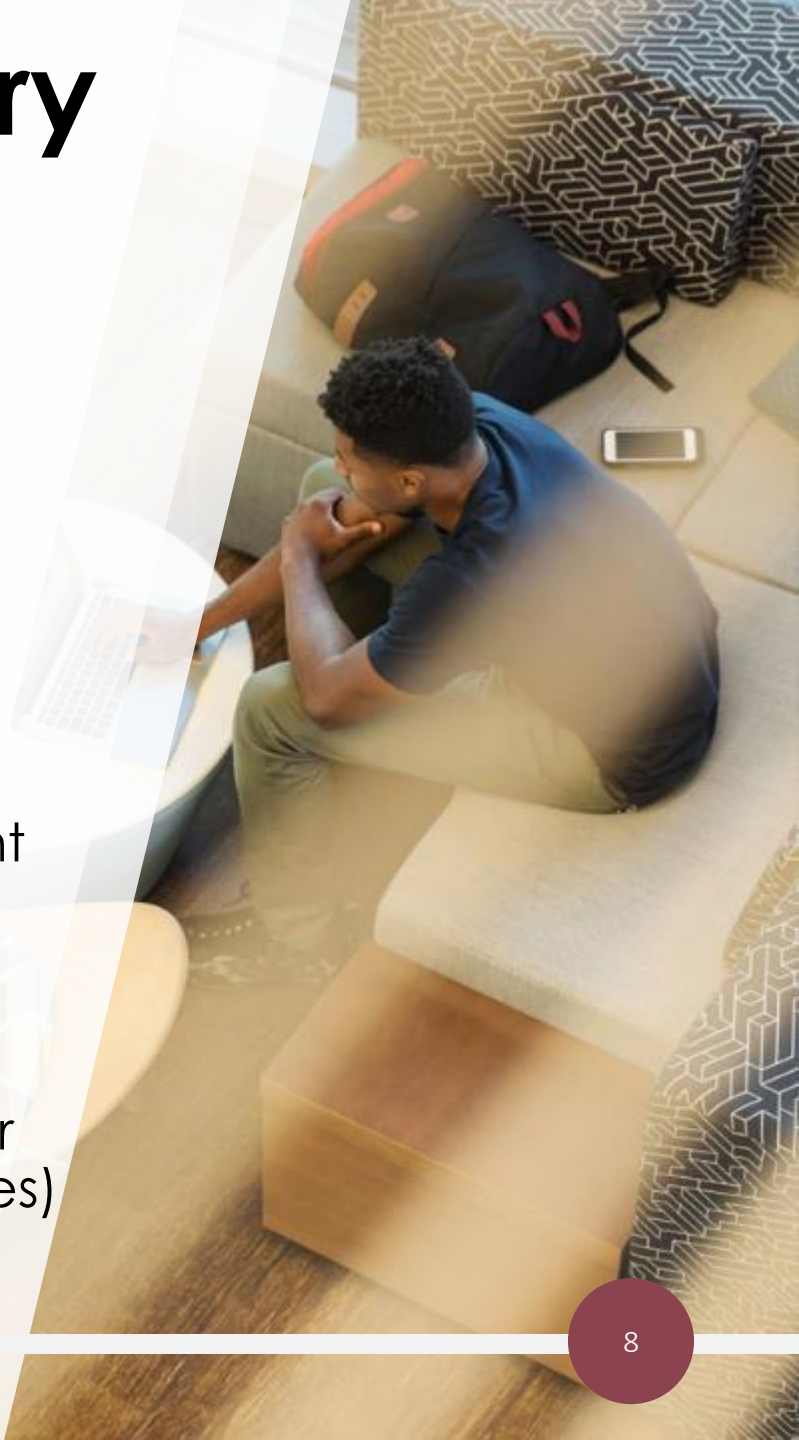
The skills gap at age 16 (if we really are going to move to delivering higher level qualifications)

- Too much of FE funding is being spent on “remedial” tuition – with students (even those with Grade C in English and Maths) not being “academically able/capable” of following a Level 3 or in some cases even a Level 2 qualification
- This is not just about GCSE resits – there will always be a requirement for those
- One secondary school with 125 year 11 pupils – produced only 2 with a Grade B in science – and STEM is a national priority
- Level 1 threshold – 5 G grades at GCSE
- 70% of learners do not have GCSE maths and English
- Perception of vocational education
- Impartial and effective careers advice and guidance – Learner entitlement.



Challenges - Industry

- The Curriculum **must / needs** to change to deliver more higher level skills / qualifications;
- Level 4/5 rapid prototyping, composites, advanced manufacturing, integrated design
- This “change” will have funding implications
- The investment in industry standard equipment
- This equipment will become out of date and need replacement far quicker than “traditional” engineering equipment
- Staffing contracts , Resources and Skills
- The sector **WILL NOT** be able to recruit engineers (or IT coding or cyber security experts, or leadership and management coaches) from industry with these skills at the current salary levels that are based on teachers / lecturers of Level 2/3 qualifications





Challenges

Employers ARE willing to pay for up-skilling of their workforce.

However, they are unwilling to send staff on 34 week courses starting in September – have no training provision offered in July and August and have only limited provision in evenings and weekends.

They WILL pay for bespoke courses – put on at times and locations that fit around their business

The FE common contract with lecturers is based on a “traditional” FE offer – of full time courses, mainly 9 to 4 – Monday to Friday, on a three term model with long summer holidays.



As noted above, the FE pay scale is also based on a “traditional” FE offer of delivering Level 2/3 courses
These contractual and pay matters restrict College’s ability to be as flexible as employers require.

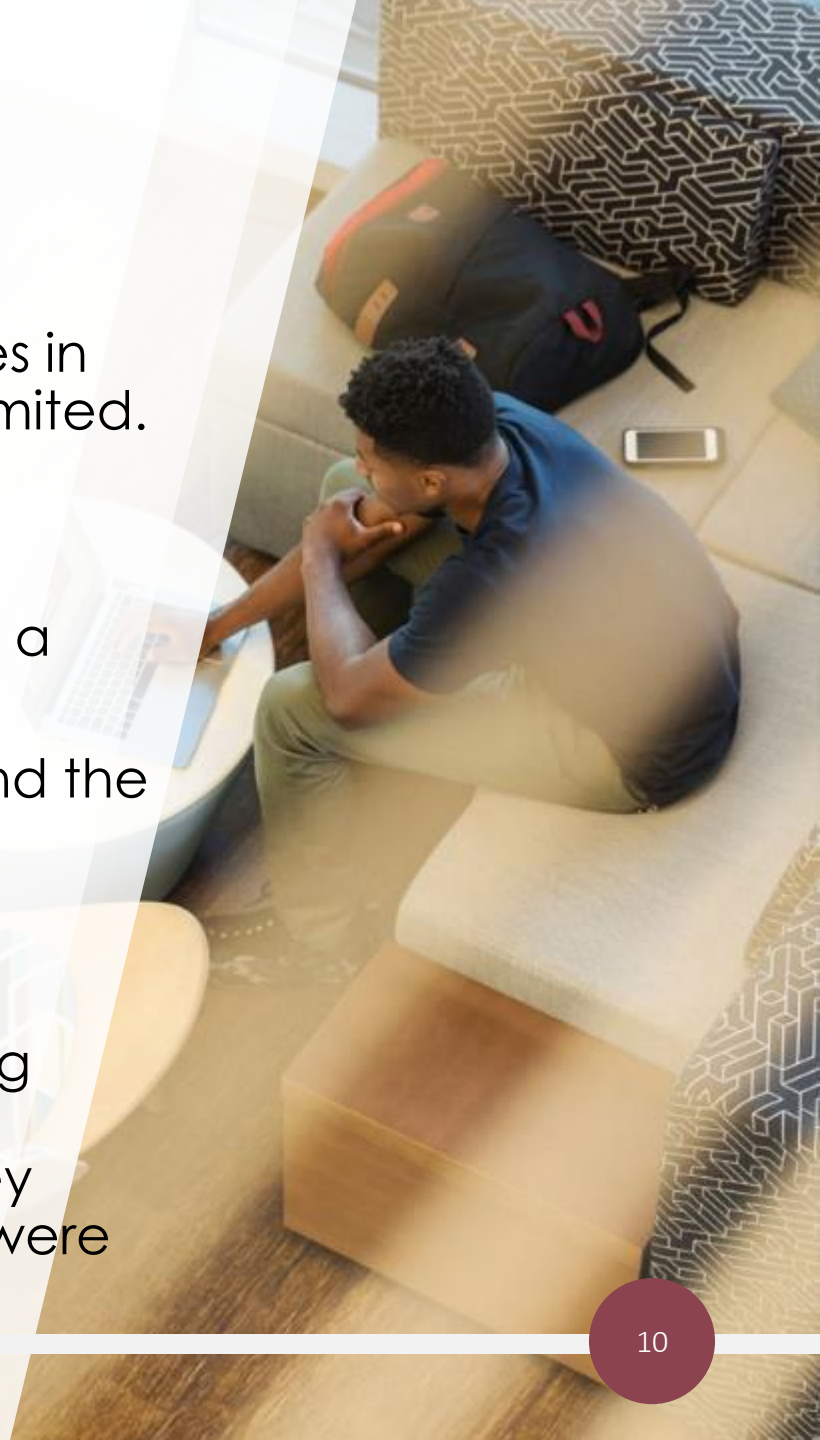
Technology Enhanced learning

The opportunities for more “exciting”, “immersive”, “engaging” learning experiences for our students provided by the advances in technology from coding, virtual reality, robotics are almost unlimited.

Our students increasingly live their lives “on-line” and the most effective form of learning is when a learner “learns” – not when a teacher “teaches” or a lecturer “lectures”

The “challenge” is the up-front investment in the technology and the training for staff (or recruitment of new staff with new skills.)

The “opportunity” may not be in the context of savings that an accountant can count – but in a better, more effective learning experience and more “valuable” learning outcome – that will deliver students who understand and can apply “skills” that they have learnt – not just “know facts” that they read in a book or were told in a lecture.....



Additional Learning Needs (ALN)



A photograph of four students sitting around a table in a library, engaged in a collaborative study session. A young man in a grey t-shirt is smiling and looking towards a young woman with glasses who is holding a document. Another young woman is looking at a laptop, and a fourth student is partially visible in the foreground. The background is filled with bookshelves.

Creative Solutions

Equipment Aligned to Regional Skills Priorities

PAL's – Programmes of Accelerated Learning Enhanced Programmes

Junior Apprentices

In house college “employment bureau”

Opportunities

Meeting the needs of employers

- Engineering and construction employers are increasingly asking to take on Level 3 apprentices – to develop their Level 3 skills “on the job” – rather than to recruit a student who has completed a Level 3 full time qualification in college
 - This could lead to a “cheaper” delivery model at Level 3 – with less college based delivery
- There can also be some “reluctance” from employers to take on a 16/17 year old to do a Level 2 apprenticeship – in part because of their lack of vocational skills, but often poor numeracy, literacy and perhaps not “ready for work”
- The WG’s “extended” courses in engineering, construction and IT at Level 2 could be rebadged as a “pre-apprenticeship” programme and possibly copied in other sectors / subject areas

What can we do?

- Working closely with RSPs and SMEs
- Challenge and support schools – Level 1 threshold
- Impartial comprehensive advice and guidance
- FE Brand
- Focus on progression
- Continue commercialisation of CP
- Promoting skills and apprenticeships
- WBQ – that is recognised and valuable
- Funding wellbeing and links to Health Care
- Responding to ALN Bill
- Institutional funding- WBL/FE/HE/ACL

- Solution Focussed
- Skills, Skills, Skills
- Collaboration and Partnership
- Honest Dialogue





Any
Questions?