

The Write Time curriculum is founded on the Glasser approach to Quality Schools as expounded by Dr William Glasser. Key to the Glasser approach is the principles of Choice Theory and Reality Therapy. This successful approach has been used to support real change in the lives and behaviours of young people, as well as creating more effective schools, for over 20 years.

All of the young people who are referred to The Write Time have had previous experiences which make them vulnerable to underachievement and failure, and therefore undertaking education in a context based on the Quality School system will give them the opportunity to experience success and self-realisation. Because of this, each young person will begin his or her time at The Write Time by completing baseline assessments in all subjects before moving onto the full curriculum offer set out below.

1. Principles

- a. Promote equality and diversity, and be consistent with and complementary to all other The Write Time Independent School policies.
- b. Meet the individual development needs and aspirations of learners according to the inclusive learning strategy of the The Write Time Independent School.
 - i. There is a match between individual learners' needs and aspirations/wants and the programmes of study and support offered.
 - ii. All teaching teams will ensure a differentiated and fluid delivery of learning programmes.
 - iii. All learners will have a Personal Academic Plan which is supported through mentoring.
- c. Address national and local targets for education and training
 - i. The curriculum offered at The Write Time Independent School will extend participation in education, learning and training.
 - ii. The The Write Time Independent School curriculum offer will be responsive to national initiatives as the engagement of those not in education, employment or training (NEETs), and workplace learning.
 - iii. The Write Time Independent School will provide a curriculum to raise achievement of young people.
 - iv. The Write Time Independent School curriculum will take account of the development of language, literacy, numeracy and functional skills.
 - v. The Write Time Independent School curriculum will provide learners with a general understanding of the public institutions and public services that currently exist in England.
- d. Provide learners with a full range of programmes of study and opportunities for progression.
 - i. Programmes of study will incorporate broad, fluid progression guidance (taken and applied directly from the assessment & marking policy) to allow learners' to move between Functional Skills and GCSE.
- e. Provide learners with an entitlement curriculum.

- i. All learners will be entitled to high quality teaching and learning which will encourage the development of skills required to become independent learners.
 - ii. All learners will be entitled to a coherent and soundly based curriculum that is responsive to the changing demands of the school and outside community
 - iii. All learners will be entitled to individual advice and guidance every day through a dedicated mentor. This is MATRIX accredited.
- f. Ensure that the curriculum offered is supported by appropriate plans and schemes of work for all the subjects taught, and that it is implemented effectively.
- i. All staff will ensure that appropriate schemes of work are developed and adhered to along with appropriate assessment (i.e. AFL), behaviour management (BFL) and verification strategies, in line with The Write Time Independent School procedures.
- g. Ensure that partisan political views are not promoted in the teaching of any subject, whilst in attendance at The Write Time Independent School, or whilst taking part in extra-curricular activities which are provided or organised by The Write Time Independent School. This includes through the promotion of the school, and the distribution of promotional material.
- h. Promote British Values (democracy, the rule of law, individual liberty, mutual respect, and tolerance) as part of The Write Time curriculum and support the development of learners understanding of what it is to live and work in modern Britain today.
- i. Promote equality and diversity and be consistent with and complementary to all other policies.

The Write Time Quality Assurance Team will review The Write Time School Curriculum policy (which feeds into the TWT self-assessment document) regularly and update it in line with new developments, and/or changes in awarding body specifications.

2. Theoretical Framework

The Write Time has three key philosophies that underpin the above, as well as our values of promoting education, high quality, supporting one another, and providing a safe environment. The three key philosophies are Choice Theory, Kolb's Learning Cycle, and The Learning Zone Model.

Choice Theory is based on the principle that all we can give someone else is information, and everyone always has a choice to try and fulfil one of the five basic needs: love and belonging, power, fun, survival, and freedom. Kolb's Learning Cycle is a form of experiential learning and learning by stealth, which focuses on students planning, doing, reviewing, and then applying what they've learnt to a similar situation. The Learning Zone model shows us how we can create learning situations, by moving students out of their comfort zone, i.e. things they already know, but not too far so as to take them into their panic zone. An example of this is students and their parents have to 'buy-in' and choose to use our services at induction, and this choice is assessed to ensure it's a fully informed one and genuine one; the mentor uses choice-theory-designed activities in mentoring to develop the student's soft skills; engaging activities involve the full range of key philosophies that stretch their comfort zones

through learning by stealth and learner-led activities that involve choice; students are given the choice as to what qualification to choose but need to show commitment to that programme to be entered for it (the idea of choice with consequences); and then, using their personal development plan where students choose their path, the students work towards their positive destination.

3. Roles and Responsibilities

Managing Director & Governors

The Board of Governors is made up of Paul Keenleyside (Quality Assurance), Moira Oliver (WGI UK) and Chris Murray (Chair of Governors, Managing Director of The Write Time).

The Board of Governors will have responsibility for the following areas:

- Formal governance procedures of the school
- Ensuring safeguarding of students
- Adherence to the Independent School Standards
- Compliance with regulatory requirements
- The overall vision & long-term direction of the school
- Medium and Long-term funding of the school

Headteacher

The Headteacher of The Write Time Independent School is Samantha Hoyer. The Deputy Headteacher is Jack Sims.

The Headteacher will have responsibility for the following areas:

- Overseeing general development of The Write Time Alternative Provision
- Responsibility for improving teaching & learning, partly through lesson observations and lesson walks
- Ensuring attendance of pupils meets the required internal and external standards
- Ensuring behaviour of pupils meets the required internal and external standards
- Ensuring that the safeguarding of students is always the top priority, especially on off-site visits (in line with the NPC procedure)
- Adhering to and monitoring of the School's Budget
- Inducting students and parents into the values, ethos, and approach of The Write Time Independent School
- Ensuring the school has a plentiful supply of referrals, with the aim of having a 'waiting list'
- Ensuring that pastoral and referral files of each pupil that joins The Write Time, for however long, are accurate and up-to-date
- Being part of the teaching staff of the school, taking first-hand responsibility for teaching in the classroom
- Overall responsibility for pupil outcomes who join The Write Time
- Ensuring that every young person (who stays with The Write Time until the end of Year 11) has a post-16 positive destination
- Acting as, and having overall responsibility for the position of key parent liaison alongside the mentor, and form tutors
- Ensuring that all staff have a continuous programme of CPD throughout the academic year, that matches the needs and challenges of the school
- Promoting the school through a variety of marketing mechanisms to boost referral rates

- Managing academic interventions of students on-roll at The Write Time, including chairing teaching & learning meetings
- Ensuring that academic files of each pupil that joins The Write Time, for however long, are accurate and up-to-date
- Ensuring that all staff understand, and adhere to all aspects of the assessment & marking and curriculum policies
- Working with the mentor and teachers to develop the AP student overview for each student
- Adhering to and monitoring of the School's Budget
- Monitoring, managing, and developing use of technology in the classroom
- Proposing exam entries to head of quality
- Monitoring, managing, the development of the school curriculum.
- Being part of the teaching staff of the school, taking first-hand responsibility for all- teaching in the classrooms

Head of Quality

The current Head of Quality of The Write Time Independent School is Sam Murray.

The Head of Quality will have the following responsibilities:

- Ensuring that the agreed academic calendar is adhered to
- Chairing attendance meetings and working with the headteacher and mentors to develop attendance strategies
- Monitor holistic progress of the school against the TWT PIAP, and support the headteacher and deputy headteacher in fulfilling this
- Support the operational school staff with implementation of school-wide procedures that exist on SchoolPod, as well as accessing data from SchoolPod that includes attendance, academic progress etc.
- Making formal exam entries and organising, in their entirety, exam windows for the school across both Functional Skills and GCSE

Form Tutors & Teachers

When a young person is inducted onto The Write Time's Independent School, they are allocated a form tutor. This form tutor will be a teacher, and they will have the following responsibilities:

- Ensuring that there are demonstrable pupil outcomes for the classes that they teach
- Providing day-to-day updates (positively and negatively) to parents/carers on the general progress, pastorally and academically, of their tutees
- Strictly adhering to curriculum, assessment & marking, behaviour, safeguarding, health & safety and all other core and non-core policies, including academic files and resource files
- Supporting other staff wherever needed to ensure the smooth running of the school, and overall development of it

Outreach Development Tutors (ODT)

When a young person is inducted onto The Write Time's Independent School, they are allocated a mentor (Outreach Development Tutor). This ODT will have the following responsibilities:

- Ensuring that there are demonstrable pupil outcomes for the classes that they teach

- Providing day-to-day updates (positively and negatively) to parents/carers on the general progress, pastorally and academically, of their tutees
- Strictly adhering to curriculum, assessment & marking, behaviour, safeguarding, health & safety and all other core and non-core policies, including pastoral and referral files
- Supporting other staff wherever needed to ensure the smooth running of the school, and overall development of it
- Supporting the headteacher by reinforcing attendance and behaviour policies on a day-to-day basis

3. Curriculum Overview – Examined (including Controlled Assessments)

There are five subjects that are accredited through examination: Mathematics; English Language; English Literature (GCSE only); Science (Double Award)

For Mathematics:

Edexcel & OCR Entry Level 1, Entry Level 2, Entry Level 3, Level 1, and Level 2 Functional Skills (examinations up to Entry Level 3 are externally set, internally-assessed, externally moderated controlled assessment based – please refer to the controlled assessment policy for more details).
Edexcel GCSE Maths Foundation Tier, or GCSE Maths Higher Tier.

For English Language:

Edexcel & OCR Entry Level 1, Entry Level 2, Entry Level 3, Level 1, and Level 2 Functional Skills (examinations up to Entry Level 3 are externally set, internally-assessed, externally moderated controlled assessment based – please refer to the controlled assessment policy for more details).
Edexcel GCSE English (please note that there is a speaking and listening non-examined component of this that is treated as an internally assessed, externally moderated controlled assessment)

For English Literature (no functional skills or entry level certificate available):

Edexcel GCSE English Literature

For Science:

Edexcel Entry Level Certificate in Science – Single or Double Award Entry Level 1, Entry Level 2, Entry Level 3 (all examinations are externally set, internally-assessed, externally moderated controlled assessment based).
Edexcel GCSE Combined Science Trilogy Foundation Tier, or Edexcel GCSE Combined Science Trilogy Higher Tier

4. Curriculum Overview – Vocational Qualifications

There are also a number of Vocational Qualifications delivered through AIM (AIMVOCS) at E3/Level 1/2 Certificate and Diploma level. These are:

- Skills for Working in the Health, Lifestyle and Science Industries (Health and Social Care and Sport, Leisure and Recreation)
- Skills for Working in Construction
- Skills for Working in Catering and Hospitality
- Skills for working in the Creative and Design Industries

5. Curriculum Overview – flexible education packages

Young People at the Write Time may sometimes require a more personalised education package, often made up of sessions both in school and in the community. These packages may be required because of their individual needs, previous experiences, the fact that they find a school environment very challenging, experience high levels of anxiety, or because they have a clear sense of the vocational direction they want to go in and want to engage more fully in the workplace.

In each case The Write Time will work with parents/carers and the commissioner to ensure that an appropriate highly bespoke package that meets needs and addresses barriers to learning for each individual young person is put in place. This package must have reference to any EHCP

All flexible education packages include mentoring support delivered by experienced ODTs at the family home or in the community. Staff take a flexible and creative approach and can often address learning targets via ‘under the radar’ learning, framing a particular curriculum around individual interests and motivations of each student. The packages may include:

- College placements
- Online learning with a Quality Assured specialist provider
- Extended vocational placement
- Extended community placements

The ODT/mentors focus is on preparing young people for their next steps, which might be working towards full time attendance at The Write Time or another educational provision, or transition into vocational training or employment.

6. Soft Skills Matrix & PSD

The Soft Skills Matrix and measurement of soft abilities are linked to the PSD rationale and scheme of work. Soft skills will be developed in all areas of the curriculum but particularly in PSD. Students are measured every two weeks through agreement with their mentor in one-to-one mentoring sessions. The weekly measurements will be in the areas of:

Positive Behaviour, Time management, Critical Thinking, Effort, Participation and Teamwork, Communication, Leadership, Negotiation and Conflict

Students will be able to judge themselves, with support of the mentor, based on recent events and discursive evidence to be clear about where they are on the scale of meeting expectations in each field. This will also be recorded in their weekly report as a percentage.

7. Curriculum Overview – The Hidden Curriculum

Our hidden curriculum offer to students who join The Write Time is predominantly based around educational trips. However, part of our ethos also involves experiential learning which is derived from Kolb’s Learning Cycle, and this can be seen threaded throughout lessons, lesson observations, and through schemes of work. For more details of Kolb’s Learning Cycle, please refer to the section on our approaches.

8. Curriculum Overview – ICT

Our ICT offering to students comes through the medium of iMacs, laptops, and iPads. Students have the opportunity to create word documents, PowerPoints, and excel spreadsheets through our iMac suite, but also have the opportunity to be creative through the use of iPads. This involves using Maths-based apps to develop students' knowledge of times tables, making videos for Arts Award, developing research skills, and beginning to develop their own computer code through intuitive apps. For more details, please refer to our specific schemes of work on how ICT is threaded throughout each and every subject, and simply on a day-to-day basis, students can be regularly seen using iPads and laptops productively, including even for Music production. Students will have the opportunity to gain Entry Level and Functional Skills Level 1 and 2 qualifications in ICT.

9. Timetable

Our timetable is split up into three parts, Key Stage 3, a functional skills group (KS4), and a GCSE group (KS4). We are seeking to implement a Key Stage 5 group from 2021 onwards. When KS4 students join us, and after having completed their baseline assessments, they are placed into one of these two groups, after consulting all evidence and speaking to all interested parties. For more information on this, please refer to the assessment and marking policy. Below is a table showing which subjects each group have including the number of lessons of each. It is important to note that due to the complex needs of a number of our learners some of them will be following highly individualised programmes and/or working towards integrating into the full timetable.

Key Stage 3 2021/22

Subject/other activity	Lessons per week	Comments
English	4	
Maths	4	
Science	4	
IT/Computing	2	
PSHE	2	PSHE/British Values/CIAG with learner specific SEN approach
Humanities	4	Project based humanities in Year 7/8 inclusive of history, geography, languages and the creative arts
PE	4	
Design and Technology	6	Healthy eating/cooking – 'Food a fact of life' programme Textiles (Year 7) Resistant Materials (Years 8 and 9)
Tutorial and therapies	5	Daily guided reflection/Glasser work and therapies as required by the learner EHCP

Key Stage 4 2021/22

Subject/other activity	Lessons per week	Comments
English	4	GCSE or Functional Skills
Maths	4	GCSE or Functional Skills
Science	6	GCSE Double Award or Functional Skills
ICT	2	GCSE or Functional Skills
PSHE	2	PSHE/British Values/CIAG
PE	2	Leading to external recognition (i.e. Palace for Life) and/or Sport and Fitness Vocational accreditation
Key Stage 4 * pathway options	6	Two qualification routes (E3/L1) from: <ul style="list-style-type: none"> • Skills for Working in the Health, Lifestyle and Science Industries (Health and Social Care and Sport, Leisure and Recreation) • Skills for Working in Construction • Skills for Working in Catering and Hospitality • Skills for working in the Creative and Design Industries
Employability/ Enrichment*	4	Supported work experience - employability accreditation – Level 1
Tutorial and therapies	5	Daily guided reflection/Glasser work and therapies as required by the learner EHCP
<p>Note: where appropriate, and as part of their individualised programmes Key Stage 4 learners may follow off-site vocational courses and extended work experience placements.</p>		

Study Programme

Subject/other activity	Lessons per week 40 minutes)	Comments
English	4 (GLH)	Level L1/L2 GCSE
Mathematics	4 (GLH)	Level L1/L2 GCSE
Personal Social Development	2	Includes Skills for Independent Living
Supported Work Experience	4	Community Based Work Placement
Duke of Edinburgh Award	4 (GLH)	Developing community engagement and resilience This Includes National Citizenship Service programme for the residential experience and an expedition
Vocational Qualifications	12(GLH)	Two qualifications (L1/2)from: <ul style="list-style-type: none"> • Skills for Working in the Health, Lifestyle and Science Industries (Health and Social Care and Sport, Leisure and Recreation) • Skills for Working in Construction • Skills for Working in Catering and Hospitality • Skills for working in the Creative and Design Industries Where Level 3 qualification is appropriate then a local College Placement will be made available as part of the personalised offer.
Structured pastoral support and job coaching	5	
16 guided learning hours per week 640 guided learning hours per year		
25 planned hours per week 800 planned hours per year		

Appendix A – Curriculum Map

The Write Time Independent School is registered as an independent school and conforms to the standards of provision set out in the DfE Information Pack for the Registration of Independent Schools.

The following table sets out how The Write Time Independent School provides pupils with a broad and balanced curriculum. Where pupils are not registered with The Write Time for full-time provision, we work closely with their full-time educational provider (school/local authority) to ensure that the following provisions are in place.

Key Stage 3 & 4

<u>Required Provision</u>	<u>Description</u>	<u>How This Is Provided</u>
Linguistic	This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, there must be lessons in written and spoken English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction.	Key Stage 3 English Functional Skills English; GCSE English Language; GCSE English Literature; all subjects are in the medium of English.
Mathematical	This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics should be developed in a variety of ways, including practical activity, exploration, and discussion.	Key Stage 3 Maths, Functional Skills Maths; GCSE Maths; Employability; Science;
Scientific	This area is concerned with increasing pupils' knowledge and understanding of nature, materials, and forces and with developing the skills associated with Science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.	Key Stage 3 Science, Functional Skills Science; GCSE Science; PSHE
Technological	Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.	Key Stage 3 ICT, Cookery and Textiles, Use of BKSb in Maths and English Functional Skills and GCSE; ICT embedded throughout every subject through laptops and iPads
Human & Social	This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and	Key Stage 3 Humanities/Arts curriculum, Functional Skills Humanities, GCSE English

	conditions. In most schools, the subjects of history and geography make a strong contribution to this area.	Literature, PSHE, Employability, PSD
Physical	This area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.	PE for all Key Stages, Functional Skills and GCSE Class
Aesthetic & Creative	This area is concerned with the processes of making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution including Art, Music, Dance, Drama and the study of Literature because they call for personal, imaginative, and often practical responses.	Key Stage 3 Humanities and Creative Arts project curriculum, Cookery and Textiles, Arts Award for both Functional Skills and GCSE Class
Spiritual, Moral, Social, and Cultural Development	Pupils should be led towards: distinguishing right from wrong; respecting civil and criminal law; acting consistently with their beliefs; acting with a view to consequences of their own and others' actions; becoming confident and positive contributors to their local communities and society; becoming effective users of public services and facilities (according to their maturity); gaining insights into the origins and practices of their own cultures, and into those of society more widely; respecting the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; appreciating racial and cultural diversity; avoiding and resisting racism; and developing a balanced perspective of opposing views.	PSHE at Key Stage 3, Functional Skills and GCSE Class

Subject	Study Programme Curriculum Map							
	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
English	✓	✓			✓		✓	✓
Mathematics	✓	✓	✓	✓				✓
Skills for Working in Catering and Hospitality	✓	✓	✓	✓	✓		✓	✓
Skills for Working in Construction	✓	✓	✓	✓	✓			✓
Skills for working in the Creative & Design Industries	✓	✓	✓	✓	✓		✓	✓
Skills for Working in Health, Lifestyle and Science	✓		✓	✓	✓	✓		✓
PSD	✓	✓	✓		✓	✓		✓
Duke of Edinburgh Award	✓	✓	✓		✓	✓		✓
Work Experience	✓	✓			✓	✓	✓	✓



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Appendix B – Courses Offered

Key Stage 4

<u>Course Title</u>	<u>Awarding Body</u>	<u>Grading</u>	<u>Components</u>	<u>Tiers</u>
<u>Entry Level 1 Award in Mathematics</u>	<u>OCR</u>	<u>PASS/FAIL</u>	<u>1 written exam</u>	<u>N/A</u>
<u>Entry Level 2 Award in Mathematics</u>	<u>OCR</u>	<u>PASS/FAIL</u>	<u>1 written exam</u>	<u>N/A</u>
<u>Entry Level 3 Award in Mathematics</u>	<u>OCR</u>	<u>PASS/FAIL</u>	<u>1 written exam</u>	<u>N/A</u>
<u>Entry Level 1 Award in English</u>	<u>OCR</u>	<u>PASS/FAIL</u>	<u>1 reading exam</u> <u>1 writing exam</u> <u>1 speaking & listening</u>	<u>N/A</u>
<u>Entry Level 2 Award in English</u>	<u>OCR</u>	<u>PASS/FAIL</u>	<u>1 reading exam</u> <u>1 writing exam</u> <u>1 speaking & listening</u>	<u>N/A</u>
<u>Entry Level 3 Award in English</u>	<u>OCR</u>	<u>PASS/FAIL</u>	<u>1 reading exam</u> <u>1 writing exam</u> <u>1 speaking & listening</u>	<u>N/A</u>
<u>Level 1 Award in Mathematics</u>	<u>Edexcel</u>	<u>PASS/FAIL</u>	<u>1 written exam</u>	<u>N/A</u>
<u>Level 2 Award in Mathematics</u>	<u>Edexcel</u>	<u>PASS/FAIL</u>	<u>1 written exam</u>	<u>N/A</u>
<u>Level 1 Award in English</u>	<u>Edexcel</u>	<u>PASS/FAIL</u>	<u>1 reading exam</u> <u>1 writing exam</u> <u>1 speaking & listening</u>	<u>N/A</u>
<u>Level 2 Award in Mathematics</u>	<u>Edexcel</u>	<u>PASS/FAIL</u>	<u>1 reading exam</u> <u>1 writing exam</u> <u>1 speaking & listening</u>	<u>N/A</u>
<u>Pearson Edexcel Level 1/Level 2 (9-1) GCSE English Language 1EN0</u>	<u>Edexcel</u>	<u>Grades 1-9</u>	<u>2 written exams</u> <u>1 speaking & listening non-examined component</u>	<u>None</u>
<u>Pearson Edexcel Level 1/Level 2 (9-1) GCSE English Literature 1ET0</u>	<u>Edexcel</u>	<u>Grades 1-9</u>	<u>2 written exams</u>	<u>None</u>

<u>Pearson Edexcel Level 1/Level 2 (9-1) GCSE Mathematics 1MA1</u>	<u>Edexcel</u>	<u>Grades 1-9</u>	<u>3 written exams</u>	<u>Foundation Tier (Grades 1-5)</u> <u>Higher Tier (Grades 4-9)</u>
<u>Pearson Edexcel Level 1/Level 2 (9-1) GCSE Combined Science Trilogy 1SC0</u>	<u>Edexcel</u>	<u>Grades 1-9</u>	<u>6 written exams</u>	<u>Foundation Tier (Grades 1-5)</u> <u>Higher Tier (Grades 4-9)</u>
<u>Pearson Edexcel Entry Level Certificate in Science (NSCO)</u>	<u>Edexcel</u>	<u>Entry Level 1 Certificate</u> <u>Entry Level 2 Certificate</u> <u>Entry Level 3 Certificate</u> <u>(Mark/grade dependent)</u>	<u>6 written exams</u>	<u>None</u>
<u>Pearson Edexcel Entry Level Certificate in Further Science (NSFO)</u>	<u>Edexcel</u>	<u>Entry Level 1 Certificate</u> <u>Entry Level 2 Certificate</u> <u>Entry Level 3 Certificate</u> <u>(Mark/grade dependent)</u>	<u>6 written exams</u>	<u>None</u>
<u>Arts Award Explore: Entry Level Award in the Arts (Entry 3)</u>	<u>Trinity College London</u>	<u>PASS/FAIL</u>	<u>Portfolio based</u>	<u>None</u>
<u>Bronze Arts Award: Level 1 Award in the Arts</u>	<u>Trinity College London</u>	<u>PASS/FAIL</u>	<u>Portfolio based</u>	<u>None</u>
<u>Silver Arts Award: Level 2 Award in the Arts</u>	<u>Trinity College London</u>	<u>PASS/FAIL</u>	<u>Portfolio based</u>	<u>None</u>
<u>NCFE Entry Level Award in Employability Skills (Entry 3)</u>	<u>NCFE</u>	<u>PASS/FAIL</u>	<u>Portfolio based</u>	<u>None</u>

Study programme – Vocational Qualifications
 (See Key Stage 4 for Mathematics and English GCSE)

AIM Vocational Qualifications				
Qualification Name	Qualification Number	Learning Aim Reference	Guided Learning Hours (2 years)	Total credits value
Skills for Working in the Health, Lifestyle and Science Industries Level 1 Diploma	603/1835/1	60318351	321	36
Skills for Working in the Health, Lifestyle and Science Industries Level 2 Diploma	603/1840/5	60318405	293	48
Skills for Working in Construction Level 1 Diploma	603/1695/0	60316950	321	36
Skills for Working in Construction Level 2 Diploma	603/1703/6	60317036	293	48
Skills for Working in Catering and Hospitality Level 1 Diploma	60316421	603/1642/1	321	36
Skills for Working in Catering and Hospitality Level 2 Diploma	603/1647/0	60316470	293	48
Skills for working in the Creative and Design Industries Level 1 Diploma	603/1728/0	60317280	321	48
Skills for working in the Creative and Design Industries Level 1 Diploma	603/1733/4	60317334	293	48



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