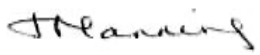




Curriculum Policy

Policy Ref: TMP30v8

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		July 2026
	Colin Foster	Assistant Principal		July 2026
Approved by	Martin Heaton	CEO		July 2026

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**

Curriculum Policy

Policy Ref: TMP30v8

Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue.	JM/CF
v2	July 2020	General procedural review, references updated, formatting changes.	JM/CF
v3	July 2021	General procedural review, references updated, formatting changes, curriculum offer updated, adding FBV and E&D.	JM/CF
v4	July 2022	Added EEP, removed travel training, updated job roles.	JM/CF
v5	July 2023	Largely re-written policy, much expanded	JM/CF
v6	July 2024	Annual review, references checked and updated	JM/CF
v7	July 2025	Annual review, references checked and updated	JM/CF
v8	July 2026	Annual review, references checked and updated	JM/AD

Board of Governors Approval History

Version	Approved by	Signature	Date
v5	Claire Bolt, Board of Governors		Oct 2023
v7	Peter D. Liptrot, Board of Governor		Feb 2026

Date of Next Policy Review: July 2027

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Introduction and Aims

This curriculum policy should be read in conjunction with the Course Rationales and Scheme of Work for each course, which set out in detail what learners will be taught. This policy should also be read in conjunction with the Curriculum Intent Document, Appendix 1.

The curriculum is a framework which gives learners opportunities to develop their awareness, understanding, knowledge and skills that promote independence and prepare them for transition to adult life and to their chosen career path.

This policy covers the entire curriculum that learners are exposed to and which will enable them to make progress to their next best steps. This includes:

- Taught sessions (creative and digital and maths and English)
- Personal and social development
- Careers education and employability
- Enrichment activities
- Work experience and work-related opportunities

This is enhanced with learner welfare services.

The vocational unit delivery changes from year to year to reflect the needs and prior experience of the learners and to remain current and relevant in preparation for seeking employment or Higher Education opportunities. This is planned and agreed via the course rationale process where tutors prepare the rationale which undergoes a moderation process before it is agreed by the management team.

The curriculum is designed to reflect the learning experiences that a young professional in the creative industries would face. Courses are offered within specialist vocational disciplines and focus is placed on the development of high-level practical as well as academic skills.

The curriculum is designed to:

- Support learners to make an effective transition to Further Education and where relevant, prepare them for Higher Education
- Be inclusive, providing all learners with an equal opportunity to achieve and positively value diversity
- Increase access to learning for all learners and engage learners in meaningful activities
- Be learner-centred, enabling active learning engagement by all learners
- Ensure that the needs of all learners are effectively met by providing a differentiated and personalised approach to teaching and learning
- Remove barriers to learning
- Provide appropriate support, tailored to each individual learner

- Increase learners' confidence, self-esteem and independence to maximise participation
- Clearly demonstrates progress and achievement
- Provide opportunities for accreditation and for non-accredited pathways where identified for individual learners
- Reflect the creative and digital sector with relevant discipline-based knowledge, understanding, and skills, including transferable skills
- Enable and empower learners to participate
- Enable and empower learners to express themselves, their views and opinions

For all learners, there are opportunities to have their learning and achievements recognised. For most learners this is through accredited qualifications by OCR, UAL and NCFE. For some learners their achievements will be recognised through the Recognition and Recording of Progress and Achievement (RARPA) model.

Classes are delivered in a multi-level style where learners are supportive of each other's learning. Course content is dynamic, stimulating and current and is delivered by tutors who are inspirational professionals with industrial and academic credibility.

The environment is integral to the level of learner engagement in their learning experience and to their success on the programme. Learners will spend their time at TMP College as 'people working within the creative industries' and if guided well and make the right choices, they have every chance of entering the industry when they complete their studies.

TMP College aim to support learners in in developing the skills they need to achieve their career aims and ambitions and to help learners meet the outcomes of the Preparation for Adulthood curriculum:

- Good Health
- Employment
- Independent Living
- Community Inclusion

TMP College aims to achieve this by:

- Recognising past achievement at all levels and building on them via relevant forms of accreditation
- Consolidating existing skills and introducing new ones
- Encouraging learners to work independently and co-operatively
- Working in partnership with family, social, health, education and transition services
- Supporting learners to develop skills for employment, further study or independent living
- Encouraging learners to develop their resilience and independence skills
- Involving learners in evaluating and reviewing their own learning and setting future targets
- Supporting learners to manage their own emotional and mental health and wellbeing

Learner entitlement

All learners are entitled to:

- A safe and welcoming environment
- A comprehensive and detailed initial assessment and baseline assessment
- Appropriate and effective specialist assessments to identify support for learning and interventions
- Appropriate personal success targets to help them make progress and prepare for their next best steps
- An Individual Learning Plan
- Appropriate support for learning
- Regular reviews
- Opportunities to improve communication, literacy and numeracy
- Well planned and structured lessons with relevant practical learning activities that further equip learners for life college
- Access to a stimulating and appropriate curriculum that meets the needs of individual learners
- Pastoral/tutorial curriculum, including consent and sex education
- Effective use of appropriate and relevant technology, resources and aids for learning
- Use of assistive technology where appropriate
- Opportunities to develop greater independence
- Opportunities to improve their health and wellbeing and learn about healthy lifestyles
- Opportunities to develop social, communication and interaction skills
- Regular access to the community
- Access to learner welfare services, including Safeguarding, internally and signposted externally
- Enrichment activities
- Learning opportunities that promote equality, diversity, inclusion, Fundamental British Values, Safeguarding, Prevent and online safety
- Resources and accommodation to replicate those of industry and which meet individual learners needs
- Effective support and services that are tailored to meet learners' individual needs
- Work experience – internal and external opportunities that meet learners' needs
- Support for transition to TMP College and for their onward transition post college
- Opportunities to access Higher Education advice and guidance
- Professional standards of teaching and support
- Staff who are knowledgeable, trained and have specialist skills. 
- Have the opportunity to be equipped with the resources, confidence, skills and resilience to contribute to society either through gaining meaningful employment or being supported to participate in their local community.

Learners are expected to:

- Respect staff and other learners
- Follow the learner code of conduct
- Attend college for a minimum of 92% of timetabled sessions
- Engage with learning

Pastoral Support

Every learner is allocated a course tutor who will be the learners' first point of contact, will do 1:1 reviews and will be able to direct to relevant members of the Learner Welfare Team if required. The 1:1 reviews include sessions to review progress, set new targets and access interventions if appropriate. The sessions focus on: learning goals and targets, progress and achievement, any worries or problems, wellbeing, independence and planning ahead for the next review, event or transition onwards.

A full group tutorial programme is delivered, including access to careers education, information, advice and guidance, employability, health and wellbeing, community inclusion. External speakers are invited in for sessions such as consent and sex education, domestic violence, hate crime, LGBTQIA+ and mental health professionals.

Enrichment Activities

Enrichment activities broaden the experience of all learners and add variety, challenge and fun to the curriculum. A range of activities, workshops and events are offered throughout the year which are appropriate to individual and groups. Sessions are led by college staff with input from a range of external professionals. Learner Council can put forward suggestions for enrichment activities.

Learner Support

The college has good access to support with welfare, mental health, behaviour and excellent support for learners with Special Educational Needs and Disabilities.

The amount and nature of support allocated to each learner is based on initial examination of the young person's EHCP and any other supporting documentation or reports as well as meeting with the young person, their parents/carers and, in some cases, visits or conversations with existing schools to meet current SENCO or support teams take place for some learners. Staff will use this information to plan learning so that it is appropriate to the individual and that learning resources are differentiated to support individual needs. Where learners have physical disabilities, the college will strive to enable ease of access to their learning environment and overcome the restraints and restrictions imposed on them by their physical disability and promote a positive and inclusive environment.

The college promotes and encourages positive behaviour from all learners through consistent implementation of the Code of Conduct for Learners. The college facilitates the most effective learning environment for learners and, where behavioural concerns have been identified, will assess individual learners based on their initial assessment and ongoing observation of their behaviour and triggers to devise Individual Behaviour Support Plans as appropriate which will be monitored and reviewed based on feedback from the team working with the individual.

Transition

Learners are supported in making effective transitions to TMP College and this is tailored to individual's needs to best support them in settling into college life. Effective transitions allow learners to develop and to achieve their personal objectives which are appropriate and challenging for them and support them in attaining the qualifications and skills needed for their next steps in education or employment. Young people are offered multiple open days and taster sessions throughout the year before enrolment, and some SEND schools organise group taster sessions for their learners. TMP College staff visit SEND schools as part of their Open Days or Careers Days to interact with potential learners. Visits to schools to meet SEND teams and discuss support for learners who are transitioning to TMP College. Some learners attend through alternate provision in Year 11, leading to full time study with TMP the following year. Once at college, learners are supported to make smooth transitions between courses or levels or to transition onwards to their next chosen path.

Assessment

The recording of assessment and reporting of unit grades is completed for individual learners and is recorded centrally for the class by the class tutor on the shared drive and updated as each unit is completed.

Personalised learning

Learners are assessed as part of their initial interview meeting and this assessment continues through transition events to understand what the learner can do and what the learner is not able to do or to cope with at the current time. Views of parents and of the current setting are sought as part of the assessment. A personalised timetable is then constructed for the learner. For most learners this is based on attending whole class sessions with add-ons including maths, English, tutorial and weekly sessions with one of the learner welfare team, including behavioural specialists. For a small number of learners, where they are not yet ready to attend whole classes, an individual 1:1 timetable is agreed which will meet their needs and personal goals in a way which delivers success.

EHCP Outcomes and goals

- *Destination or Long Term Goals:* These are identified through the learner's EHCP. These are discussed with the learner at the beginning of their placement and reviewed annually as part of the Annual Review process. We listen to what the learner wants to achieve or aspires for the future and use the Baseline assessment to inform these also.
- *Medium Term Goals:* These are closely linked to the long-term goals and state what the learner needs to achieve over an academic year in order to support their long-term goals in an accessible form. Progress towards these goals is reviewed on a regular basis with the learner and the learning support team and is recorded on Databridge. The medium-term goal breaks down how the long-term goals will be addressed.
- *Short-term goals:* These are the 'stepping stones' or the SMART targets that support the learner in working towards and achieving the long- and medium-term goals. These encourage the development of skills that can be demonstrated in a range of settings, including learning, social, communication and independence targets and achieved over a half term or term. These are reviewed regularly.

Targets are set in conjunction with learners, tutors and the learning support team and achievement is tracked and recorded in Databridge. As a learner completes short term goals throughout the year, new ones are agreed with the learner and added to Databridge.

Baseline Assessment

Baseline assessments are used to identify the learners' current abilities, understanding, knowledge and skills across a range of contexts including communication, literacy, numeracy, independence and engagement. Where learners' assessments are showing low chronological age range scores then intervention plans are put in place.

Maths and English

Following initial assessments and diagnostics in maths and English and consideration of their current qualifications and grades in maths and English.

In relation to studying and resitting maths and English GCSE's where learners already have a grade 3, learners with EHCPs who are receiving high needs support may be exempted if this is the best decision for an individual based on baseline assessments, initial assessments, diagnostics and factors outlined in their EHCPs. Where this is the case then a learner can be transferred to a Functional Skills qualification as this form of assessment may be more appropriate for their needs and still gives learners the opportunity to achieve their maths and English qualifications without continuing through the GCSE route.

For learners who do not have a Grade 3 in English they will be placed on the most appropriate level of functional skills in English and/or maths.

Programmes of Study for 16–18-year-olds, including 19-24 with EHCPs and for Adult Learners

The curriculum for each programme aims to secure the engagement of learners through offering a relevant, exciting and stimulating curriculum leading to achievable and relevant individual outcomes. Courses for the academic year 2025/2026 are listed below:

UAL Level 1 Award & Diploma in Music, Performing and Production Arts
UAL Level 2 Award & Diploma in Music Performance and Production
UAL Level 3 Diploma in Music Performance and Production
UAL Level 3 Extended Diploma in Music Performance & Production

UAL Level 1 Award & Diploma in Art, Design and Media (Film and Media/Game Development pathways)
UAL Level 2 Award & Diploma in Creative Media Production and Technology (Film and Media/Game Development pathways)
UAL Level 3 Diploma in Creative Practice: Art, Design & Communication (Film and Media/Game Development pathways)
UAL Level 3 Extended Diploma in Creative Practice: Art, Design & Communication (Film and Media/Game Development pathways)

UAL Level 1 Award & Diploma in Art, Design and Media
UAL Level 2 Award & Diploma in Art and Design
UAL Level 3 Diploma in Creative Practice: Art, Design & Communication
UAL Level 3 Extended Diploma in Creative Practice: Art, Design & Communication

UAL Level 2 Award & Diploma in Performing & Production Arts
UAL Level 3 Diploma in Performing & Production Arts
UAL Level 3 Extended Diploma in Performing & Production Arts

NCFE Level Entry 1, Entry 2, Entry 3, Level 1, Level 2 Certificate in Personal and Social Development
NCFE Level 2 Certificate in Understanding Safeguarding and Prevent

OCR GCSE English
OCR GCSE Maths (foundation)
NCFE Level Entry 1, Entry 2, Entry 3, Level 1, Level 2 Functional Skills Award in English
NCFE Level Entry 1, Entry 2, Entry 3, Level 1, Level 2 Functional Skills Award in Maths

Non-accredited
Nonregulated provision, Entry Level, Foundations for Learning and Life, Preparation for Working Life.
(For learners may benefit from a non-accredited pathway where they work towards objectives set out in their EHCP, together with personal targets using the RARPA model).

Employability, Enrichment and Pastoral

All vocational sessions incorporate elements of employability and links to industry. Links with local entertainment venues and with media and graphics employers further support the delivery of employability and enrichment skills.

Appendix 1 – Curriculum Intent (taken from Self-Assessment Report)

The curriculum is career-focused and is designed to provide learners with the knowledge and skills they need to make good progress on the journey towards reaching their personal goals. Planning for each course demonstrates how teaching, learning and assessment is carefully planned and logically sequenced, designed to deliver high quality technical skills and creative talents, whilst offering flexibility and differentiation to adapt to individuals' needs. This helps learners to build on what they already know and can do and ensures they acquire the intended knowledge, skills, and behaviours to support academic achievement, independent living, active citizenship, future learning, volunteering, supported internship. The move to using University Arts London (UAL) as its main awarding body will continue, as this is a holistic and non-prescriptive approach to curriculum structure which suits learner's needs.

The curriculum is delivered by industry professionals and dedicated support tutors who work together effectively to maximise the learning experience and to inspire learners to shape their future career aspirations through exposure to new and unique opportunities to start their journey towards fulfilling careers. Careers education is seamlessly integrated into vocational curriculum; careers is also addressed directly through the tutorial curriculum to give all learners the knowledge and cultural capital for future success in their chosen creative and digital career with transferable skills to other employment options.

Increased focus is given to the importance of real-life experience and skills required outside of a unit specification, e.g. problem solving, coping with pressure, transferable skills, time management, communication and work ethic. These are further supported through working off-site in high quality venues, allowing learners to be competitive and to succeed in the job market.

Subject Specific Research

As an independent specialist college specialising in creative and digital provision, TMP College plans its curriculum around the needs of the learners that are attracted to TMP and in line with local and sector skills priorities. The programmes delivered are aligned with some of the priority skill development areas identified by the Government and by GMCA and are in line with growth areas in the UK.

At present there is a drive to expand GM's cultural offer and as highlighted in GM's Strategy for Culture and Creativity, the Creative Arts generates more than £4.4bn for the GM region. It also states that there has been £26.6m spent in Arts Council investments, which has helped fund artists and events in the GM area alone.

- Information below taken from Government announcements (June 2023) [Ambitious plans to grow the economy and boost creative industries - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/announcements/ambitious-plans-to-grow-the-economy-and-boost-creative-industries) with their ambitious plans to grow the economy and boost UK creative industries by £50 billion and from the UK Creative Industries Council on their research [Creative industries employment 14% above pre-pandemic level - The Creative Industries](https://www.creativeindustriescouncil.org/research/creative-industries-employment-14%-%20above-pre-pandemic-level)
- Despite the significant impact that COVID-19 had on the arts and entertainment sector, the sector has not only bounced back but is soaring. Around 1 million jobs in this industry were

lost as a result of the pandemic however the industry is now above its pre-pandemic levels by 14.1%, covering 7.1% of the UK's employment.

- Government's plan to grow the creative industries by £50bn and support a million more jobs by 2030, with £77m of new funding for the sector announced June 2023.
- £50m to support more regional creative clusters, plus extra cash for music venues, video games studios, London Fashion Week and the next generation of British music talent
- Plans to build a pipeline of skills and talent through new creative careers promise.
- There were 2.4m filled jobs in the UK creative industries in 2022, a 14.1 per cent rise since 2019 which is well ahead of the average 0.6 per cent increase across all UK jobs. The figures were compiled as part of the Economic Estimates published for the industries covered by the UK government's Department for Culture, Media & Sport (DCMS).
- Despite the negative impact of COVID and other factors on employment in the music and performing arts, fashion and crafts, overall job creation in the creative industries was more than 20 times faster than the UK average across the whole three-year period.
- IBIS have conducted intense research into the 10 fastest growing industries in the UK. UK Festivals are the number 1 fastest growing industry according to the study, contributing not only to the creative industries but also to hospitality and retail and making a positive impact on the green agenda with a big focus on renewable energy, environmentally friendly and sustainable products.
- The video game sector is in a period of significant growth and is predicted to keep on growing in the coming years. The expansion is expected to make the global gaming industry worth £262 billion by 2026, according to PwC's Global Entertainment and Media Outlook 2022-26. With over 2,500 games companies, the UK has the largest video game sector in Europe and sixth largest globally. During the pandemic gaming became one of the most common activities in daily lives and this trend has continued to grow.

TMP shares the positive future outlook for the creative industries which is a testament to the resilience and innovation of people working within this sector and preparing people to work in the sector through focusing on:

- Rise of self-employment
- Maintenance/resurrection of the UK as a global hub for tourists
- Public sector funding for the creative industries
- Drive towards a digital future
- Automation of jobs and resilience of the creative industries
- Rise of the collaborative economy
- Increasing prevalence of digital platforms to access music, including streaming sites and video based social media
- Opportunities arising through the development and integration of Artificial Intelligence capabilities throughout the creative sector

Greater Manchester's digital economy is the largest outside London, generating £4.1bn per annum in GVA and employing 82,000 people and so TMP aim to equip learners with the skills needed to meet the needs of potential employers. The curriculum is constructed around industry skills and

include live briefs, guest lectures and trips out to industry at every opportunity. As part of Greater Manchester and other surrounding boroughs, including Merseyside and Lancashire, there are remarkable opportunities and developments in the creative industries with a thriving city centre music and performing arts scene. What is not evident is the ease of access and equal opportunities for new developments in local towns and this leaves many employable, talented and skilled people from Wigan and surrounding areas unable to access roles in the creative sectors locally.

To meet local demand, TMP offer courses covering most areas of creative skills and talents, providing over 2000 creative qualifications to learners who would have likely not achieved or engaged. Courses include Music Performance, Music Technology, Art and Design, Film and Photography, Creative and Digital Media, Games Design and Development, Performing Arts, SFX Make-up. Governors and senior managers remain focused on this area which attracts learners to TMP. Learners who quite often would leave the education system would, without local provision at TMP College, be at risk of becoming NEET or not transferring their skills or talents into employment. TMP works with Wigan Council's Arts, Culture and Heritage Team, and regularly hold conversations regarding collaboration, on current and future priorities for the borough which leads to live performance work and networking opportunities for learners across all courses, although the emphasis being on music performance and sound engineering. Through developing a pipeline of talent to become the next generation of performers, artists and musicians this in turn creates the need for jobs in other industries such as logistics, travel and hospitality.

Artificial Intelligence - knowledge and skills for the future

Staff at TMP college are increasing utilising Artificial Intelligence as a tool for teaching and learning and are equipping young people with the skills to be able to use Artificial Intelligence in their learning and to prepare them for utilising these skills in their future employment. This is being tested rigorously for efficacy, prioritising learner experience over staff time.

As AI is transforming the creative industries, staff are investigating the use of AI on all courses so that learners are equipped with the knowledge and experience needed by industry, using AI as a collaborative tool rather than as a substitute for creativity.

To help harness the potential of generative AI, learners will benefit from a knowledge-rich curriculum which allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge ensures learners are developing the right skills to make best use of generative AI.

The education sector needs to:

- prepare learners for changing workplaces
- teach learners how to use emerging technologies, such as generative AI, safely and appropriately
- Explore how generative AI can assist them in the wider community or by improving general quality of life, with assistance in tasks such as time management, nutrition plans etc.

At different stages of education, this teaching may include:

- the limitations, reliability, and potential bias of generative AI
- how information on the internet is organised and ranked
- online safety to protect against harmful or misleading content
- understanding and protecting IP rights
- creating and using digital content safely and responsibly
- the impact of technology, including disruptive and enabling technologies
- foundational knowledge about how computers work, connect with each other, follow rules and process data

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education> DfE policy paper 'Generative artificial intelligence (AI) in education' (26 October 2023)