

Curriculum for Wales case studies

Learner profile

Name: Nessa Jenkins

Age: 16

Background: Nessa has just completed Year 11 under the new **Curriculum for Wales**. She attended a comprehensive school in Barry and is now enrolling in a **Further Education (FE) college** to study a **Level 3 vocational qualification in Creative Media Production**.

Educational Experience Under the Curriculum for Wales

Nessa's education under the **Curriculum for Wales** emphasised:

- **Interdisciplinary learning:** She worked on project-based assignments combining English, ICT, and Art.
- **Digital Competence:** She became proficient in using digital tools, video editing software, and online research.
- **Independent and Collaborative Learning:** She was encouraged to **think critically, solve problems, and work in teams** on creative projects.
- **Personalised Learning Pathways:** She explored different aspects of media, focusing on storytelling and animation.
- **Well-being and Resilience:** The curriculum prioritised emotional intelligence and well-being, helping Nessa manage stress and set learning goals.

Challenges in Transitioning to Post-Compulsory Education

- **Assessment Structure:** The college follows a more structured assessment model with formal deadlines, unlike the flexible and project-based approach she was used to.
- **Specialist Knowledge:** Nessa thrived in interdisciplinary learning, but now she must **focus more deeply on industry-specific technical skills**.
- **Independent Study Expectations:** While she worked independently in school, the FE course requires **more self-discipline** to meet the workload.
- **Workplace Readiness:** The Curriculum for Wales emphasised creativity and critical thinking, but Nessa now needs to develop a **stronger understanding of workplace professionalism, deadlines, and employer expectations**.

Learner profile

Name: Dave Coaches

Age: 17

Background: Dave has completed his post-16 education under the **Curriculum for Wales** and is now starting an **apprenticeship in Health and Social Care** at a care home. He studied **Health & Well-being** as an Area of Learning and Experience (AoLE) and completed a mix of vocational and academic coursework.

Educational Experience Under the Curriculum for Wales

- **Emphasis on Well-being & Emotional Intelligence:** Dave learned about **mental health, personal resilience, and caring for others**.
- **Project-Based Learning:** He took part in **work-related simulations** and **case studies** on ethical dilemmas in healthcare.
- **Cross-Curricular Links:** He integrated **Science (biology, human development)**, **Mathematics (drug calculations)**, and **Communication Skills** into his studies.

Challenges in Transitioning to an Apprenticeship

- **Applying Theoretical Knowledge in a Real-World Setting** – Moving from **simulated scenarios** to **real patients with complex needs**.
- **Time Management & Workplace Expectations** – Juggling **work shifts, coursework, and personal commitments**.
- **Professional Boundaries & Ethics** – Navigating **ethical dilemmas in patient care** while maintaining professional conduct.
- **Confidence in a Workplace Environment** – Adapting to a **fast-paced, responsibility-heavy setting**.