



**Working Together**

# **Curriculum Planning and Review Process**

**July 2018**

## Curriculum Planning and Review Process

The Curriculum Planning and Review Process supports the Curriculum Strategy (2018-23) and to enable us to meet our Curriculum Strategy Vision:

**“We will provide a curriculum that maximises the potential of every individual. We will do this by being agile and innovative in our delivery models and ensure our knowledge and skills reflect current and future industry practice.”**

This guidance document sets out the design structure and principles and the planning and review process. It also provides the stages of transforming our delivery to a more flexible, digital curriculum offer.

The documentation relating to three year trends and learning and teaching approaches will be included as evidence within the faculty self-evaluation reports.

Please note this process replaces the previous Programme Review Procedure.

## Design Structure

The Scottish Funding Council (SFC) produces Credit Guidance annually which details the activity eligible for funding. Any changes to the criteria must be considered annually and may impact on the curriculum design structure.

The current college target for Further Education full time courses (FEFT) is 16–18 credits (although specialist courses can be higher with SFC approval) and for Higher Education (HEFT) it is 13–16 credits. When a programme contains locally devised elements, the minimum target in terms of credits and input hours is 720 for FEFT and for HEFT it is 520 hours. Course Structure credit claims must be confirmed by Head of MIS prior to delivery.

### FE full time

Type	Credit Range	Comment
Main	4–12	This is the <b>main aim</b> qualification – NPA, PDA, NCQ, VQ
Core Skills: IT Numeracy Communications	2–3	Core Skills Policy must be followed. Some courses have core skills embedded, therefore not all 3 credits are allocated
Work Experience: Unit Simulation Placement	1–3	Work Experience Policy must be followed. Type of Work Experience will range from an SQA Unit with associate placement, Realistic work environment and/or a placement usually 1 day per week
Course Tutor/ Achievement Coach	1	To provide guidance and pastoral support to students
Other	2	This may include Study period, Virtual Learning, Project work and specialist delivery (Title must reflect subject matter)
<b>TOTAL TARGET</b>	<b>16–18</b>	

### HE full time

Type	Credit Range	Comment
Main	12–15	The main qualification is 12 but for progression and/or employability this can be extended to 15
Course Tutor/ Achievement Coach	1	To provide guidance and pastoral support to students
Other	2	This may include Study period, Virtual Learning, Project work and specialist delivery (Title must reflect subject matter)
<b>TOTAL TARGET</b>	<b>13–16</b>	

## Design Principles

Every full time programme should be designed on the basis of the following principles **RACE**:

- Relevance It must be relevant to employers and for future pathways
- Achievable It must have a qualification aim
- Challenge It must provide opportunities to extend learning
- Enjoyable It must be interesting, varied and motivating for learners

Every full time programme should be designed to develop Skills for learning, life and for work:

### Core Skills

- Personal Learning Planning
- Career Management Skills
- Work Experience

Opportunities to develop the following cross college themes should be included within each full time programme:

- Digital and Meta-cognitive skills
- Sustainability
- Enterprise
- Equality and Diversity

## Curriculum Planning and Review Process

This process is relevant to current curriculum being reviewed and for future new curriculum programmes.

During the academic year, curriculum teams may make minor changes to the curriculum following learner feedback (e.g. assessment schedules, project topics) but for more substantial change e.g. units within a programme, the planning and review process must be followed.

### SECTION 1 Three Year Trend and Sector Comparison

This must be completed for existing programmes and will be used as evidence for the subject area Self-evaluation report.

### SECTION 2 Relevance and Coherence

This must be completed for all new full time programmes and current programmes requiring a substantial change.

### SECTION 3 Design Structure and Principles

This must be completed for all new full time programmes and current programmes requiring a substantial change. The Course Costing spreadsheet must be used to ensure the course is providing a contribution to college overheads.

### SECTION 4 Learning and Teaching Approaches

Part A To be completed for current programmes and can be used as evidence for the subject area Self-evaluation report.

Part B To be completed for new programmes.

## Planning and Review Process Timeline

### 1. For Curriculum Review – Self-Evaluation and Minor Adjustments

TASK	OWNER	COMPLETION DATE
Section 1 Three year trend and Sector comparison	Submit to Block Team Meeting	End of June
Section 4 Part A	Submit to Block Team Meeting	End of June

### 2. For Curriculum Review – Major Adjustments

TASK	COMMITTEE	COMPLETION DATE
Section 1 Three year trend and Sector comparison	Submit to Block Team Meeting	End of June
Section 2 Relevance and Coherence	Submit to Quality Team Meeting	End of June
Section 3 Design Structure and Principles	Submit to Quality Team Meeting	End of June
Section 4 Part A	Submit to Block Team Meeting	End of June

### 3. For Curriculum Planning – New Programme

TASK	COMMITTEE	COMPLETION DATE
Section 2 Relevance and Coherence	Submit to Approvals Committee together with Approvals documentation	End of March
Approvals Procedure for new programmes	Submit to Approvals documentation to Approvals Committee	End of June
Section 3 Design Structure and Principles	Submit at Approvals Panel	End of May (following Academic Year)
Section 4 Part B	Submit at Approvals Panel	End of May (following Academic Year)

## Programme Review/Planning Template

### SECTION 1 Three Year Trend and Sector Comparison (for Curriculum Review Only)

Course Title:

CRITERIA	Sector Average	Year 1	Year 2	Year 3	Current Year	COMMENTS/ACTIONS	AP APPROVED
<b>LEARNER SUCCESS</b>							
Total Withdrawal (Early & Further)							
Learner Success							
<b>DEMAND</b>							
Ratio: Male/Female	No more than 25% imbalance						
Enrolled							
<b>PROGRESSION</b>							
To next level							
To employment							
To University							
<b>FINANCIAL</b>							
Credits achieved							
Income generated							

## SECTION 2 Relevance and Coherence (for Curriculum Review and Future Curriculum)

Course Title:

CRITERIA	COMMENT ON RELEVANCE TO COURSE	EVIDENCE e.g. LMI, Skills Investment Plans
Demographic Factors		
Employment Factors		
Government Priority		
Curriculum Strategy Priority		
<b>SUMMARY OF RATIONALE</b> What you want to achieve and why		<b>APPROVED BY AP</b>



## SECTION 3 Design Structure and Principles (for Curriculum Review and Future Curriculum)

Course Title:

FRAMEWORK	DETAIL	YES/NO	FRAMEWORK	DETAIL	YES/NO
<b>Design Structure</b>	Timetable enables Credit Target		<b>Skills for learning, life and Work</b>	Opportunity to develop Core Skills	
	Course Costing Completed and Positive Contribution to College			Personal Learning Planning available	
	Flexible/Online study available			Opportunity to develop Career Management Skills	
	Target set and achievable towards 30% online delivery by 2023			Work Experience included: Unit, Realistic Work Environment, Placement	
<b>Design Principles</b>			<b>Cross-College Themes</b>	Development of Digital and Meta-cognitive skills included	
Relevance	Employer support/evidence available			Opportunities to develop Sustainability skills available	
	Clear entry criteria			Opportunities to develop Enterprise skills available	
	Opportunity to progress established: Employment, college or University			Promotion of Equality and Diversity included	
Achievable	Main qualification with relevant Awarding Body				
	Proportionate balance of learning against assessment workload				
	Opportunities for integration, project-based learning included				
Challenge	Extension activity available				
	Course builds on and does not repeat previous knowledge or skills				
Enjoyable	Timetable reflects variation in staff and facilities				
	Fun activities are planned throughout				

## SECTION 4 Part A Learning and Teaching Approaches – Current Programme

Course Title:

Criteria	Judgement	Evidence	Proposed change to approach	Staffing and/or CPD requirements
Student Satisfaction of Learning and Teaching				
Progress towards Digital Delivery (State Stage 1, 2, 3, 4 or 5 of online delivery)				

Approaches used	Rarely	Weekly	Monthly	Proposed change to approach	Staffing and/or CPD requirements
Digital Tools					
Project Based					
Interdisciplinary					
Context based					
Collaborative					
Active					
Other: please state					

## SECTION 4 Part B Learning and Teaching Approaches – New Programme

Course Title:

Approaches to be used	Weekly	Monthly	Comment	Staffing and/or CPD requirements
Digital Tools				
Project Based				
Interdisciplinary				
Context based				
Collaborative				
Active				
Other: please state				

Stage	1	2	3	4	5
<b>Content</b>	Offline Structure provided by guidance from lecturer	Online but unstructured	Online and structure into a learning path	Online and structure into a learning path with learning objectives	Online and structure into a learning path with learning objectives
<b>Assessment</b>	Offline assessment (worksheets etc)	Offline assessment (worksheet etc)	Offline assessment (worksheet etc)	Simple online assessment (quizzing, simple worksheets)	Simple online assessment (open ended quizzing, more complex online assignments, project work)
<b>Activities</b>	Offline activities/group work	Offline activities/group work	Offline activities/group work	Offline activities/group work	Online collaborative activities (OneNote collaboration, Teams class chat, Moodle forums etc)
<b>Feedback</b>	All feedback offline	All feedback offline	All feedback offline	Feedback can be provided offline. Simple feedback also available online	Feedback can be provided offline. More complex and insightful feedback possible online
<b>Example resources/ platforms</b>		Moodle/OneDrive	Moodle/OneDrive OneNote	Moodle OneNote worksheets Kahoot! Quiz MS Forms Quiz	Moodle OneNote collaborative projects Kahoot! Quiz MS Forms Quiz MS Teams Turnitin Assignments
<b>Notes</b>		Content available to students from any location at any time	Students able to make self-measurable progress through content	Students able to progress through content at their own pace against learning objectives. Lecturer able to answer simple questions on student progress based on online assessment that show engagement with content	Students able to progress through content at their own pace against learning objectives. Students show true evidence of understanding content by using it to complete more complex online assessment and activities involving collaboration with other students

