

ABERDEEN COLLEGE

CURRICULUM DEVELOPMENT STRATEGY

Revision Date: 23 January 2012

CURRICULUM DEVELOPMENT STRATEGY

1.0 Introduction

- 1.1 The College is committed to implementing the Government's policy objectives relevant to further education, including those of
- (i) Increased participation in education and training, particularly for 16 – 19 and 19 – 24 year olds
 - (ii) Wider access to education and training
 - (iii) Lifelong learning
 - (iv) Digital inclusiveness
 - (v) Inclusive approaches to meeting the needs of those with additional learning requirements
 - (vi) Upskilling the workforce
 - (vii) Promoting excellence.
 - (viii) Promoting essential skills for life and work, including Core Skills, employability skills, entrepreneurship and citizenship, and environmental awareness
 - (ix) Promoting equality of opportunity
 - (x) Development of the four capacities of Curriculum for Excellence in learners
 - (xi) Providing articulation and progression opportunities for learners to progress to degree link programmes or to employment
 - (xii) Providing positive destinations for school leavers, in liaison with key partners.
- 1.2 The College recognises the financial imperative that courses must be developed and delivered within the context of the funding regime, and must reflect the absolute constraints on funding for the College and the differential funding for various types of provision.
- 1.3 The range of curriculum offer and range of modes of delivery will be reviewed in light of any reduction in funding during the planning period, taking into account policy priorities as identified by the Scottish Government.
- 1.4 These policy priorities and financial realities are the basis for the College's strategy of curriculum development.

2.0 Strategy

- 2.1 The College's broad strategy is to:
- (i) Maintain an appropriate range of choice of subjects within the College's service area, by developing new subject offerings where there is identified, or clearly perceived, demand, and by removing programmes as they reach the end of their period of currency
 - (ii) Base curriculum development where relevant on systematic analysis of market intelligence, whether derived directly from client groups or by researching the provision in other comparable institutions, in order to ensure that resources committed to development are optimised.
 - (iii) Undertake a costing exercise as part of the planning process wherever necessary in order to ensure that new or planned provision will be financially viable and that existing provision continues to be delivered in the most cost-effective way
 - (iv) Ensure that there are entry-level courses in each area of provision wherever possible, and a clear and coherent progression pathway into more advanced programmes and articulation into relevant Higher Education provision wherever possible
 - (v) Develop new courses in, and convert existing courses into, formats that promote flexible access to learning in order to increase participation and reduce costs
 - (vi) Integrate new technology, and teaching approaches including those based on new technology, into programmes wherever possible to increase access and fully engage learners in their learning
 - (vii) Make appropriate use of electronic delivery methods, including the VLE, where appropriate

- (viii) Use nationally-developed and recognised group awards for full-time courses wherever possible, but develop locally-devised programmes to meet client need where there is no nationally-developed award or where the nationally-developed award is unsuitable
- (ix) Select the most appropriate form of certification to meet the needs of learners and employers
- (x) Use the College's credit rating powers to develop certification where no suitable external certification is available
- (xi) Ensure that issues of equality of opportunity and environmental awareness are reflected and included within the teaching programme wherever necessary and appropriate
- (xii) Ensure that relevant essential skills including core skills, citizenship skills, employability skills, and entrepreneurial skills and attitudes are promoted in programmes as relevant
- (xiii) Ensure that teaching approaches and materials do not create unnecessary barriers to learning, and wherever possible recognise the variety of learning styles, and anticipate the range of common learning difficulties
- (xiv) Provide practical entry-level courses in each vocational area suited to the abilities and aspirations of those with additional learning requirements wherever possible
- (xv) Ensure that chosen delivery methods are sensitive to the needs of those with additional learning requirements and facilitate the provision of extended learning support where required
- (xvi) Ensure that reasonable adjustments are made where appropriate to anticipate the needs of those with additional requirements
- (xvii) Ensure the curriculum is developed in line with key Government policy initiatives, such as Curriculum for Excellence.

2.2 New development will reflect the terms of the College's Policy on Course Provision.

2.3 Wherever necessary, new provision will be subject to the College's systematic processes of validation and/or approval, and to systematic review and scheduled re-approval.

3.0 Responsibilities

3.1 The *Curriculum Advisory Panel (CAP)* will be responsible for the supervision of processes relating to the development of new awards

3.2 The *Director (Curriculum and Learning)* will be responsible for the monitoring of the implementation of new awards as part of the overall planning and review process.

3.3 Each *Team/Sector* will be responsible for a specified agenda of course development, reflecting the College's overall aims and strategy.