



## **CURRICULUM POLICY AND PROCEDURES FRAMEWORK**

### **Core Skills Policy and Procedures**

#### **1.0 Purpose**

These policies and procedures detail the College approach to the teaching and learning of Core Skills and emphasise the student entitlement to Core Skills training.

#### **2.0 Policy Statement**

Jewel & Esk College is committed to providing opportunities for all students to develop core and essential skills that increase potential for participating in lifelong learning, enhance employability and career prospects and promote participation in active citizenship.

#### **3.0 Scope**

- 3.1 This policy applies to all students on vocational courses and aims to represent and promote industry interests.
- 3.2 This policy should be read in conjunction with the College Equality Diversity & Inclusion Policy and its separate Disability, Race and Gender Equality Schemes.

#### **4.0 Responsibilities**

- 4.1 The Depute Principal is responsible for the implementation and development of this policy.
- 4.2 The Head of Faculty of Integrated Curriculum Services is responsible for implementing the policy and in setting Core Skills objectives.
- 4.3 The Core Skills delivery team are responsible for reporting on progress and developments to all appropriate College Management Teams.
- 4.4 The Learning Manager for Core Skills manages the detailed day-to-day implementation of all procedures associated with this policy.
- 4.5 The Core Skills Team are responsible for the development and delivery of a range of core and essential skills, using a variety of learning and teaching approaches.

- 4.6 It is the responsibility of all course teams to design and deliver courses to meet College Core Skills objectives (in consultation with the Core Skills Team). To discharge this responsibility consideration must be given to accredited Core Skills and the need to provide opportunities for students to progress beyond the exit profile of their course.
- 4.7 It is the responsibility of all staff to promote Core Skills as underpinning and transferable skills for lifelong learning, employability and citizenship.
- 4.8 It is the responsibility of all students to participate fully in the development of their Core Skills.
- 4.9 It is the responsibility of the Learning Support Team to support the delivery of core skills by providing individual or class support as appropriate

## **5.0 Procedure**

- 5.1 Initial Assessment – Screening, undertaken by Learning Support and Core Skills Teams.

5.1.1 As part of the Induction Process:

- full-time students will undertake Core Skills screening; a blend of online and paper-based assessments in Communication, Numeracy and ICT;
- part-time students will similarly be encouraged to participate in screening.

- 5.1.2 These results will be taken into consideration by the Core Skills Team in establishing an appropriate level of study. Such judgements will also be informed by profiling students according to data available from awarding bodies and through direct observation.

5.2 Delivery and Assessment

- 5.2.1 Depending on the mode of attendance of individual classes, the level of attainment required, the vocational area of study and screening results, the Core Skills team will design their programme from a range of options.

5.2.2 These options include:

- Integrated delivery incorporating all 5 core skills, i.e. a themed project;
- Contextualised, integrated delivery of all 5 core skills i.e. a vocationally flavoured project;
- Partial direct delivery, reinforced through portfolio building i.e. assessment evidence from other areas of the curriculum;
- Partial direct delivery, and assessment evidence collected in a portfolio of project work and other curriculum activities;
- Free-standing discrete delivery of individual core skills, supplemented by self and/or directed study;

- Partial delivery of particular elements of core skills, not otherwise covered within their own personal profile or embedded in their course of study, but demanded in the exit profile.

### 5.3 The learning environment

- 5.3.1 The timetable for non-advanced core skills delivery will be centrally managed by the Core Skills Learning Manager and will evenly span the academic year.
- 5.3.2 Classes will be timetabled in the Learning Centres on both main campuses. Other classrooms and facilities may also be used to create an appropriate learning environment.
- 5.3.3 Classes operating at broadly similar levels and using the same delivery approach will be integrated to encourage appropriate interaction.
- 5.3.4 Learning Assistants will work in collaboration with lecturing staff in the Learning Centres to support the range of learning and teaching activities.
- 5.3.5 The Core Skills Team will make available selected on-line as well as paper-based resources and will maximize the use of ICT and the College Virtual Learning Environment (DISCOVER).

## 6.0 Glossary of terms

6.1 Core Skills – at Jewel & Esk College are defined as:

- Communication
- Numeracy
- Using ICT
- Problem Solving
- Working with Others

6.2 Blended approach

Combining different learning and teaching styles including direct teaching; individual and group work; vocationally based projects; online, practical and paper-based activities.

6.3 Embedding

Embedding is defined as when a whole Core Skill (or whole sub skill) is automatically accredited on successful completion of a recognised carrier unit. A list of carrier units is available from the library. Without such accreditation embedding is not valid.

## 7.0 Endorsement

These policy and procedures are endorsed by the Confederation of British Industries Scotland (CBI) and the Institute of Directors Scotland (IOD).

## **8.0 Monitoring and Review**

- 8.1 The Core Skills Team will contribute towards a Core Skills self-evaluation process in line with college policy for course review.
- 8.2 An overall review of the effectiveness of this policy will be undertaken by the Depute Principal, reporting to the Academic and Planning Committee on an annual basis.
- 8.3 These policy and procedures will be reviewed in June each year.