



CURRICULUM POLICY & PROCEDURES FRAMEWORK

Curriculum Delivery Plan Policy and Procedures

1.0 Purpose

These policy and procedures provide a planning framework that enables the curriculum to be designed, monitored, reviewed and developed, to reflect the needs of learners, businesses and communities that the College serves.

2.0 Policy Statement

Jewel & Esk College will deliver a curriculum portfolio that effectively and efficiently reflects the needs of learners, businesses and communities that the College serves.

3.0 Scope

This policy addresses the following procedures:

- 3.1 Assessing and acting on the profile of students attending the College
- 3.2 Assessing and acting on the profile of courses offered by the College
- 3.3 Selecting, monitoring and interpreting performance indicators and measurements
- 3.4 Assessing and acting on reviews of performance and achievement
- 3.5 Assessing and acting on the curriculum provision of academic Faculties and Teams
- 3.6 Approving the introduction, alteration and withdrawal of courses
- 3.7 Prioritising developments
- 3.8 Allocating resources, facilities and investment
- 3.9 Assuring appropriate documentation, reporting and action planning.
- 3.10 Determining the location of delivery of a course
- 3.11 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 Quality & Qualifications Manager is responsible for the implementation of rigorous quality control procedures.
- 4.3 Heads of Faculty are responsible for curriculum planning, delivery, evaluation and development procedures.
- 4.4 Learning Managers are responsible for course management, delivery, evaluation and development procedures.
- 4.5 Course Teams are responsible for action planning, delivery of improvements and implementation of developments.

5.0 Procedures

5.1 Student Profiles

- 5.1.1 Statistical information on the profiles of students will be evaluated by the Learning Management Team to ensure equality of opportunity of access to provision. This will include profiles of age, gender, ethnicity, disability and the range of provision undertaken, by vocational area, subject area and level.
- 5.1.2 The Quality & Qualifications Manager and Heads of Faculty will agree indicators of inclusion and diversity and will identify priorities for action.
- 5.1.3 The Learning Managers will prepare an action plan to address key issues of inclusion.
- 5.1.4 A summary of these analyses and actions will be included in a draft Curriculum Delivery Plan.

5.2 Course Profile

- 5.2.1 Statistical information on the profiles of courses will be evaluated by the Learning Management Team to ensure an adequate range of provision and modes of delivery. This will include measurement of responsiveness, flexibility, innovation and impact on skills, society and the economy.
- 5.2.2 The Quality & Qualifications Manager and Heads of Faculty will agree indicators of curriculum responsiveness and effectiveness and will identify priorities for action.
- 5.2.3 The Learning Managers will prepare an action plan to address key issues of responsiveness and effectiveness.
- 5.2.4 A summary of these analyses and actions will be included in a draft Curriculum Delivery Plan.

5.3 Performance Indicators

- 5.3.1 The Academic and Planning Committee will select appropriate performance indicators and measurements.
- 5.3.2 The Quality & Qualifications Manager will ensure and review the operation of detailed procedures of monitoring and controlling quality against the indicator and measurement parameters.

5.3.3 The Quality & Qualifications Manager will provide Learning Managers and Course Teams with sufficient information and guidance on performance indicators and measurements to allow rigorous review of performance and achievement.

5.4 Review of Performance

5.4.1 The Course Teams will review the progress and achievement of all courses and submit their analyses and recommendations for improvement and development to the Quality & Qualifications Manager and Learning Managers.

5.4.2 Learning Managers will prioritise and assess recommendations for improvement and development.

5.4.3 Heads of Faculty will present an analysis of self-evaluation reviews and make proposals for development action priorities to the Learning Management Team for discussion.

5.4.4 Managers from the Communities, Learning Resources, Marketing & Communications, Network Services, Student Services and Quality Sections will present an analysis of self-evaluation reviews and make proposals for development action priorities to the Learning Management Team for discussion.

5.4.5 A summary of these reviews of performance and action plans will be included in a draft Curriculum Delivery Plan.

5.4.6. The Equality Diversity & Inclusion Group will review progress and achievement on all courses to ensure equality of opportunity by vocational area, subject area and level. This will include profiles of age, gender, ethnicity, and disability.

5.5 Profile of Faculties and Teams

5.5.1 Heads of Faculty will review and evaluate the activities of their Faculties and Teams in terms of scale, scope, effectiveness, efficiency demand and impact.

5.5.2 The Senior Executive Team and the Quality & Qualifications Manager will agree indicators and measurements of performance within a business context and against the aims of continuously improving the student experience and learning environment.

5.5.3 The Depute Principal and the Heads of Faculty will assess trends in demand and performance to provide a strategic framework for change.

5.5.4 Heads of Faculty will set their development action plans within a strategic framework and present them to the Learning Management Team for approval and inclusion in a draft Curriculum Delivery Plan.

5.5.5 Managers from the Communities, Learning Resources, Marketing & Communications, Network Services, Student Services and Quality Sections will set their development action plans within a strategic framework and

present them to the Learning Management Team for approval and inclusion in a draft Curriculum Delivery Plan.

5.6 Course Approvals

- 5.6.1 The Learning Management Team will consider applications from Heads of Faculty to introduce, alter or withdraw courses.
- 5.6.2 Changes to the portfolio of courses, approved by the Learning Management Team will be reported in the draft Curriculum Delivery Plan.

5.7 Prioritising Developments

- 5.7.1 Heads of Faculty will cost and prioritise developments over short and medium timeframes.
- 5.7.2 The Senior Executive Team will evaluate and prepare a framework for development within the scope of the Operational and Strategic Plans

5.8 Allocating Development Resources

- 5.8.1 The Senior Executive Team will consider applications for resources to support curriculum change providing that it has Learning Management Team approval and is supported by a costed development plan from the appropriate Faculty.
- 5.8.2 The Director of Finance and the appropriate Head of Faculty will agree a funding schedule and monitoring and reporting requirements for all approved curriculum changes.
- 5.8.3 The Learning Resources Manager will report on the acquisition and deployment of resources and facilities and will include this in a draft Curriculum Delivery Plan.

5.9 Supporting Documentation

- 5.9.1 Following the submission of the College's Strategic Plan, the Depute Principal will submit a draft Curriculum Delivery plan to the Academic and Planning Committee.
- 5.9.2 The direction supplied by the Strategic Plan and the priorities set out in the draft Curriculum Delivery Plan allow the preparation of the College's Operational Plan which is prepared by the College Management Team.
- 5.9.3 The draft Curriculum Delivery Plan informs and is guided by the marketing function. However, the draft plan is reconsidered after the Grant-in Aid Settlement details are known and the final plan agreed by the Board of Governors.

6.0 Review of Policy

- 6.1 This policy will be reviewed in June each year.