Curriculum Strategy 2017-2021

Also available in large print (16pt) and electronic format.

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University of the Highlands and Islands
Perth College

Version Control History

Version Number	Date of Change	Summary of Revisions Made
3	September 2017	Rewritten based on drivers from College Strategy and Government Policy
3.1	December 2018	Change of role to Quality Manager and other job titles to adhere to the new structure.

Perth College UHI

Curriculum Strategy 2017 – 2021

Context
This Strategy is developed in the context of the Perth College Vision 2021: Strategic Plan 2016-21.

Vision:
To be an inspirational partner in economic and social transformation.

Mission:
To change lives through excellence in education, research and innovation, developing knowledge and skills and the experience to succeed.

Values:
Ambition, Integrity and Respect

Curriculum Strategy
The curriculum strategy supports the following aims and principles of the overall Vision 2021: Strategic Plan 2016-2021. The college curriculum strategy operates in conjunction with the wider curriculum strategies, mapping and funding for the Highlands and Islands Region.

Key Principles

1   To maintain and where necessary improve upon access to our courses and support individuals to make informed choices which enhance transitions to positive destinations.
2   To ensure that our courses underpin the development of a skilled and highly qualified workforce with opportunities for up-skilling and re-skilling as informed by economic need.
3   To utilise and enhance our engagement with businesses for the benefit of students through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.
4   To provide a high quality, relevant curriculum which promotes and embeds skills for life, learning and work for a proficient and adaptable workforce in regional, general and niche specialisms.
5   To ensure that students gain career management and employability skills that are sought after by employers and have the skills to be successful in their career choices.
6   To enhance the process of curriculum design through innovation and increased stakeholder co-creation.
7   To work effectively and efficiently to ensure the College and University thrives and prospers in environmentally, socially and financially sustainable ways.
8   To use our resources effectively when planning the curriculum to balance niche, specialist and regional provision.

External Drivers

This strategy is developed within the context of the following main drivers. These are not exhaustive and the curriculum offer will adapt and reflect emerging developments.

1   **Government Priorities**

The Scottish Government has identified five Strategic Objectives that underpin their Purpose and outline their vision for a Scotland we want to live in – a Scotland that is Wealthier and Fairer, Smarter, Healthier, Safer and Stronger and Greener.

The Scottish Government's Economic Strategy sets out a framework for a competitive and fairer Scotland. The economic regeneration of Scotland is the top priority of the Scottish Government who expects the college and university sectors to be key contributors in this. It recognises that Scotland's economic prosperity depends upon the strengths and talents of its people.

The refreshed Skills Strategy: Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth (October 2010) focuses on four priority theme of empowering people, supporting employers, simplifying the skills system and strengthening partnerships.

2   **Developing the Young Workforce**

- Scotland's Youth Employment Strategy and Implementation Plan

3   **Demographics, Local and Regional Priorities**

- The Perth City Plan 2015-2035
- The Perth and Kinross Community Plan and Locality Action Plans
- Tay Cities Deal. Creating a Smarter and Fairer Region
- Skills Investment Plans (SIPs) and Regional Skills Assessments

4   **The Highlands and Islands Regional Tertiary Outcome Agreement 2017 – 2020**

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Lead Author: Sector Development Director – Business, Management, Computing and Leisure
Review Timing/Date: 3 Years/2020/21

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Main Aims

1   **To maintain and where necessary improve upon access to our courses and support individuals to make informed choices which enhance transitions to positive destinations.**

We will do this through:

- Offering a curriculum that is both accessible and inclusive.
- Adopting an approach where we provide Pathways into Careers with efficient learner journeys and articulation into and out of College courses and putting the student at the heart of everything we do.
- Providing access to delivery curriculum in ways and locations that suit our students and partners (a range of both physical learning locations and pedagogical styles).
- Working closely with external partners on Career Information, Advice and Guidance to enable students to make the most appropriate carrers choices.
- Ensuring that students develop career management skills for progression.

2   **To ensure that our courses underpin the development of a skilled and highly qualified workforce with opportunities for up-skilling and re-skilling as informed by economic need.**

We will do this through:

- Working with employers to determine their skills and training needs and using this information in curriculum design and delivery.
- Performing extensive analysis of external policy drivers, policy/legislation, economic factors, local market information and the skills landscape and using the results of this to inform curriculum design.
- Develop new innovative courses and Pathways into Careers where there is identified, or clearly perceived, demand, and remove courses as they reach the end of their period of currency.
- Perform systematic annual reviews of courses.

3   **To utilise and enhance our engagement with businesses for the benefit of students through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.**

We will do this through:

- Continue to increase our engagement with local and national businesses to inform curriculum design in order to produce work ready successful college leavers.
- Growing our external engagement for research and knowledge transfer and establishing new strategic partnerships.
- Offering effective and efficient apprenticeships (SDS – and commercially-funded) which meet employer needs at all levels.
- Working with employers to develop specifically tailored courses to upskill and reskill existing employees.

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4   **To provide a high quality, relevant curriculum which promotes skills for life, learning and work for a proficient and adaptable workforce in regional general and niche specialisms.**

We will do this through:

- The use of Business Intelligence in order to undertake a more proactive approach to curriculum design, to timely identify emerging opportunities and to meet future skills needs.
- By having a dynamic curriculum that is under regular review with regard to recruitment, attainment and employer demand for skills.
- Applying a systematic approach to reviewing curriculum to ensure relevance and coherence in our portfolio and to achieve the correct balance of niche specialist courses together with a broad based provision.

5   **To ensure our students gain career management and employability skills that are sought after by employers and that they have the skills to be successful in their career choices.**

We will do this through:

- Working with key strategic partners externally and developing a holistic internal approach to develop and enhance student career management skills and behaviours.
- Developing valued approaches to recognising and rewarding wider achievement.
- Working with employers to identify the skills, attributes and behaviours they are looking for in new employees and include their development in our course design at all levels.
- Working with a range of qualification awarding bodies and professional bodies to ensure that students are working towards industry-recognised awards.

6   **To enhance the process of curriculum design through innovation and increased stakeholder co-creation.**

We will do this through:

- Working closely with employers to design, develop and deliver high quality learning products both to up-skill employees and to make sure a strong talent pipeline is in place for their businesses and sector.
- Develop innovative new courses and Pathways into Careers that have their own unique selling points and standout from courses offered by other providers.

7   **To work effectively and efficiently to ensure the College and University thrives and prospers in environmentally, socially and financially sustainable ways.**

We will do this through:

- Developing and strengthening strategic alliances to ensure that national, regional and local employer and stakeholder needs are identified and acted upon timeously and purposively and to help create sustained social, economic and cultural growth.
- Encouraging a culture of innovation and enterprise within our staff.
- Performing comprehensive curriculum reviews that includes analysis of performance indicators, recruitment, delivery costs and present and future employer demand for skills.

8   **To use our resources effectively when planning the curriculum to balance niche, specialist and regional provision.**

We will do this through:

- Tertiary regional planning to identify and implement appropriate funding sources.
- Ensuring effective estate and equipment utilisation.
- Ensuring that we have a staff skills profile which aligns with our curriculum need.
- Ensuring effective skills utilisation of our staff.
- Developing efficient and effective curriculum delivery approaches.

How will we know that we are achieving our goals?

We will know how well we are delivering on our principles, achieving our aims and mission and working towards our vision through:

- The College's Quality Assurance Processes
- Operational Planning
- Curriculum Review and Implementation
- Review of Key Performance Indicators (KPIs)
- The Regional Outcome Agreement
- Destination Surveys
- Stakeholder engagement
- Progression Statistics