

UHI | PERTH



Curriculum Strategy 2023-2026

Contents

Curriculum Strategy 2023-26	Page 3
Coherent and Current Tertiary Curriculum	Page 4
Curriculum Review	Page 4
Main Drivers	Page 5
1. National Strategy for Economic Transformation	Page 5
2. Future Skills Action Plan	Page 6
3. Structural shifts in the labour market	Page 7
4. Tayside/ Perth and Kinross Priorities	Page 8
5. Regional Skills Assessment Plan Tayside	Page 9
6. Scottish Government 's Key Sectors	Page 10
7. STEM Strategy for Scotland	Page 10
References	Page 11

Curriculum Strategy 2023-2026

Our main objective is to provide access to a coherent industry focussed tertiary curriculum that will:

- ensure our learners are fully supported as they strive to achieve their potential
- develop the regional and national workforce
- support our industry and stakeholder partners
- positively influence the competitiveness and productivity of our local, regional and national economy.

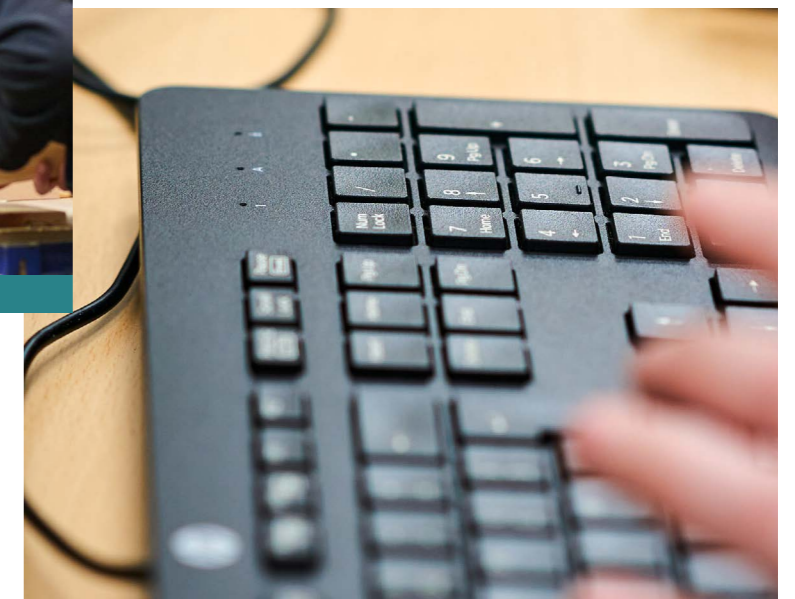


We will aim to ensure:

- Our curriculum will be of a high quality, aligned to our stakeholder and employer's needs (both regional and national) which is progressive in its content, context, and provide accessible modes of learning.
- Our curriculum will provide an integrated tertiary structure that will help create seamless pathways for learners and support more students to achieve positive outcomes.
- Through our curriculum, learners can develop into high-calibre workforce, trained to current industry standard, equipped with a range of meta skills, entrepreneurial skills and future ready knowledge.
- Our curriculum is accessible and appropriate for all and there will be a focus on those learners who face barriers to learning and are furthest away from education and the labour market.
- Our curriculum strategy will direct our actions which in turn meet the aims of the following UHI Perth Strategy 2022-2027 Link and the UHI Strategic Plan 2021-2025 Link and the UHI Learning and Teaching Enhancement Strategy Link

Purpose

This strategy will provide clear direction for our academic sectors to ensure our curriculum meets the needs of local, regional and national priorities. It will ensure that the curriculum is sustainable, accessible and provides pathways and transition opportunities for all our learners.



Coherent and Current Tertiary Curriculum

Our objective is to deliver a tertiary curriculum that:

- addresses skills gaps and shortages,
- meets the needs of employers and all our stakeholders
- contribute to having a positive impact on our economy by anticipating future changes to the labour market and maximise opportunities to equip our students to capitalise on recovery and fluctuations.
- we prepare our learners for both current and future employment locally, regionally, and nationally.
- focuses on contributing to a more sustainable future for our college and community.

Curriculum Review

Curriculum reviews will be implemented on an annual basis through our self-evaluation and quality enhancement process.

We will carry out a comprehensive review on at least a 3 yearly basis, the most recent being 2022/23. This full examination of our curriculum offer has been prompted by, the national and international changes and shifts, which include the impact of Brexit, the pandemic, the energy crisis, increasing rates of inflation and the predicted recession.

The curriculum review will examine and analyse key data evidence:

- Key performance indicators trends over a 5 year period, including recruitment, attrition and attainment

- Learner Voice information
- Efficiency including resources, staffing and appropriate forms of delivery
- Meeting the demands of the skills gaps and shortages identified by employers both region and nationally
- Meeting the demands of all learners, schools and other key stakeholders in the region
- Progression Pathways:

clearer progression pathways within college and across the network to grow the number of students progressing within UHI and other HE partners.

ensure that awarding bodies are streamlined and appropriate across the curriculum portfolio to enable easier progression

improve access and progression to mainstream provision from the difficult to reach learners.

ensure that provision is linked to employability via the skills pipeline providing suitable progression routes and study/delivery options

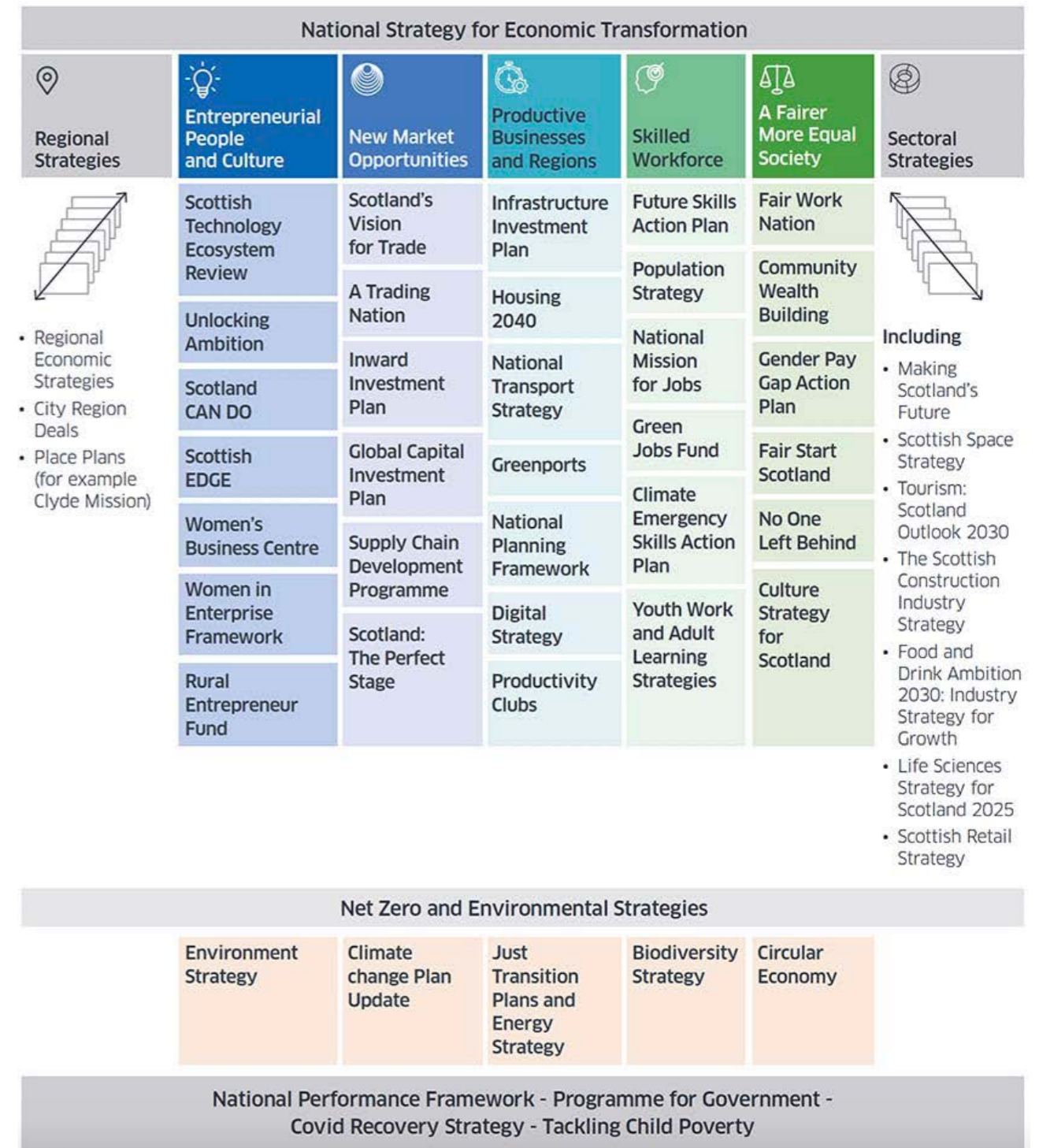
- Key information from self-evaluation documentation produced by curriculum teams over the last 3-5 years
- Information from schools regarding senior phase curriculum and data from Service Design Event June 2022 and subsequent events
- Changing population demographics in Perth and Kinross and Tayside
- Consultation with our stakeholders, including – community partners, Industry, Employers' Associations, Professional Bodies, Managing Agents, Awarding Bodies, Internal Committees, DYW, Local Authority, Learner voice groups, Further Education Institute for Scotland.

Main Drivers

This strategy recognises the current drivers of education policy, economic initiatives, Scottish Government priorities, local, regional and national strategies:

1. National Strategy for Economic Transformation (March 2022)*

The following table outlines the key Scottish Government priorities that our curriculum design will strive to influence.



*<https://www.gov.scot/publications/scotlands-national-strategy-economic-transformation/pages/3/>

Our curriculum strategy will focus on:

- Entrepreneurial learning across all our programmes
- The ambitions of future renewable energy developments..
- Working with local and regional businesses and industries to implement programmes that will help meet the skills gap, boost productivity and provide lifelong training.
- The requirements of the national digital academy around the provision of SCQF level 6 qualifications.
- Implementing the Green Jobs Work force and a focus on the provision of new skills.
- Upskilling and retraining that is more straightforward for people and business to access and benefit from.
- Targeting more skills investment and support to working age people furthest away from education and work.
- Ensure that our education offer provides pathways to sustainable work opportunities.
- Take further steps to remove barriers to employment and career advancement for disabled people, women, those with care experience and people from minority ethnic groups.
- Build on the principles of the Young Person's Guarantee, developing an all age guarantee of support for those most disadvantaged in the labour market.

[*https://www.gov.scot/publications/scotlands-future-skills-action-plan/pages/5/](https://www.gov.scot/publications/scotlands-future-skills-action-plan/pages/5/)

2. Future Skills Action Plan - 22 March 2021*

The purpose of the Scottish Government's FSAP is to ensure people are equipped to enter the world of work, progress and enjoy a fulfilling career. And that no one is left behind by the changing nature of our society and our economy.

We will implement the themes that the Plan highlights as vital to the role the skills system will play in helping Scotland to respond to future socio-economic challenges, including demographic changes and the climate emergency by:

- Increasing skills and a focus on agility
- Enhancing access to upskilling and retraining opportunities
- Ensuring a focus on sustainability in skill development
- Working with our stakeholders to design an efficient and effective approach to the learner journey.
- Adult learning opportunities will be strengthened and adapted to provide all workers with adequate opportunities for retraining throughout their careers
- Addressing education equalities.

3. Structural shifts in the labour market*

We must understand the nature of Scotland's labour market as employment in traditional industries such as manufacturing, agriculture and mining has been replaced by increased employment in the service sectors.

Annual Participation Measures 2022

This Scottish Government report provides an overview of the annual participation measure, at a national and local authority level. The Scottish Government's Opportunities for All commitment offers a place in learning or training to every 16-

19 year old who is not in employment, education or training. For each of the 209,984 individuals included within the 2022 cohort (covering 1st April 2021 – 31st March 2022)¹, the headline participation classification (participating, not participating and unconfirmed) is based on the classification within which an individual spent the greatest number of days within the year.

We will work with our partners including our Learner Journey Group including SDS, DYW, PKC Education and Children's Services to ensure that our curriculum provides appropriate entry points for learners, provide transitions to further and higher education, skills based learning and work opportunities.

Chart 7 shows the percentage point change in participation between 2021 and 2022 by local authority.

In summary, the results show that between 2021 and 2022 the participation rate had:

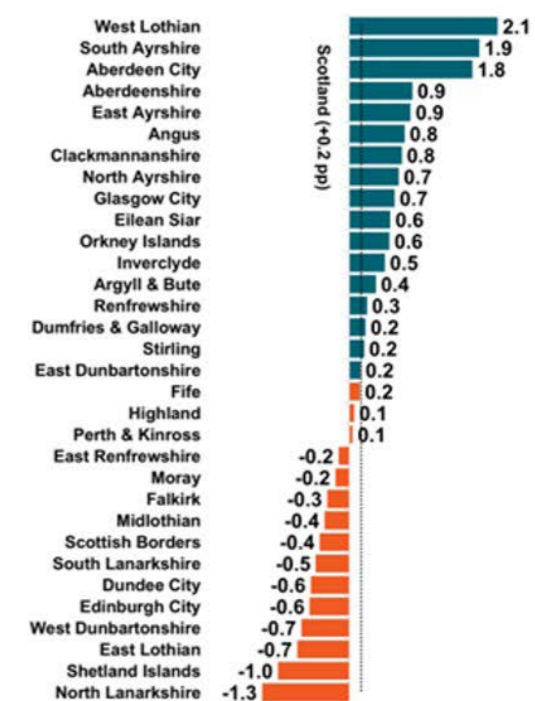
- increased in 20 of the 32 Local Authorities: and
- decreased in 12 of the 32 Local Authorities.

The greatest increase in participation between 2021 and 2022 was in West Lothian (+2.1 pp) and the greatest decrease was in North Lanarkshire (-1.3 pp).

The [supplementary tables](#) provide Local Authority information for participation, non-participation, and unconfirmed statuses for all APM publications. In comparison to 2021:

- Most local authorities had an increase in non-participation compared to 2021. The increases can be explained by the introduction of Universal Credit data which led to improvements in data quality.
 - Eilean Siar had the largest decrease in non-participation of -0.7 pp, decreasing from 2.3% in 2021 to 1.6% in 2022.
 - East Ayrshire had the largest increase in non-participation of 1.9 pp, increasing from 3.2% in 2021 to 5.1% in 2022.
- There were reductions in the unconfirmed rate in 26 local authorities and increases in 6.
 - South Ayrshire had the largest decrease in unconfirmed of 3.1 pp, decreasing from 6.5% in 2021 to 3.4% in 2022.
 - Shetland Islands had the largest increase in unconfirmed of 1.0 pp, increasing from 0.6% in 2021 to 1.6% in 2022.

Chart 7: Percentage point change in participation rate between 2021 and 2022, by Local Authority



2022 Annual Participation Measure for 16 – 19 year olds in Scotland

Page 9

[*https://www.skillsdevelopmentscotland.co.uk/media/49489/annual-participation-measure-2022-report.pdf](https://www.skillsdevelopmentscotland.co.uk/media/49489/annual-participation-measure-2022-report.pdf)

4. Tayside/ Perth and Kinross Priorities*

Perth and Kinross Participation data

The Scottish Government's Opportunities for All commitment offers a place in learning or training to every 16-19 year old who is not in employment, education or training.

We will work collaboratively with SDS to ensure our curriculum provides access to increase participation rates for the wider 16-19 cohort.

The data below was published August 2022 and shows the participation of 16-19 year olds in Perth and Kinross.

Perth and Kinross Learner Journey Strategy

We will work in partnership with our stakeholders to ensure that the Senior Phase learning offer across Perth and Kinross embeds a schools college partnership curriculum which maximises the chances of positive destinations for all young people.

Our curriculum will ensure that our young people:

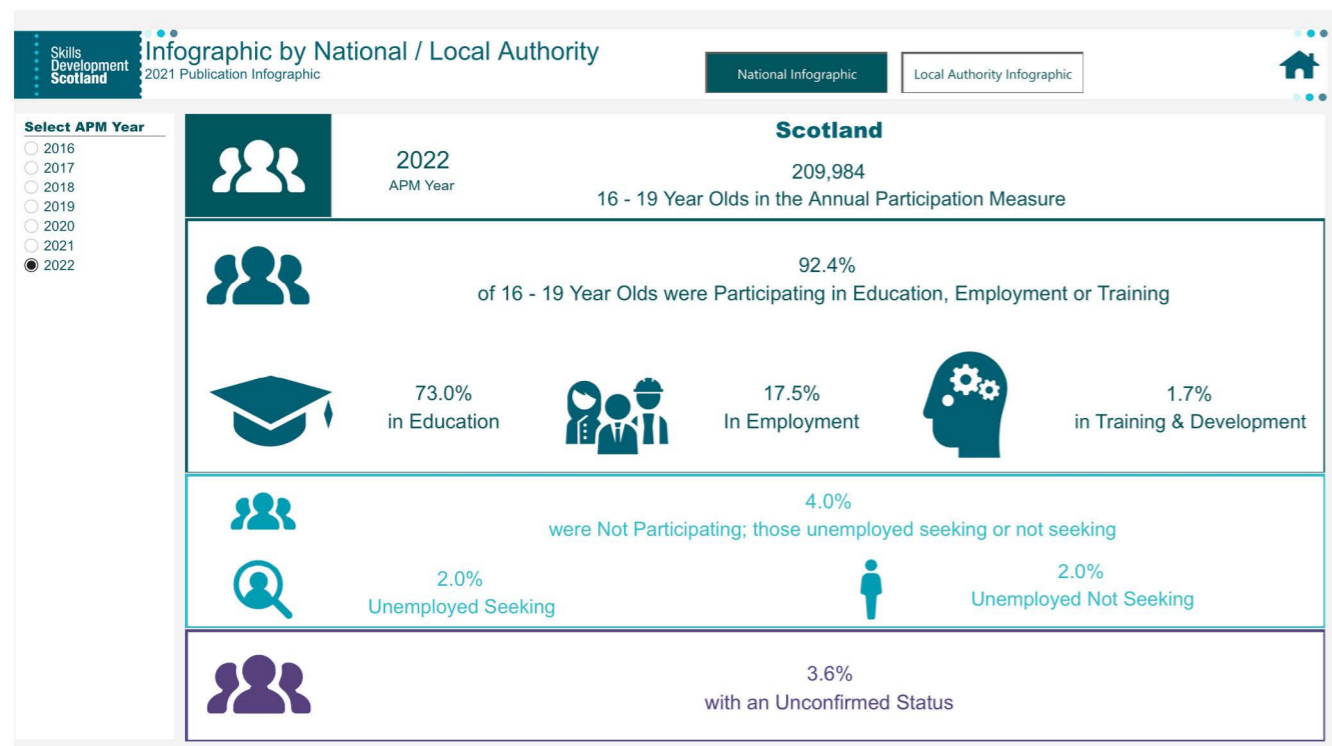
- receive information advice and support, making it easier for young people to understand their learning and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most.
- have a broad provision of education, we will continue to reframe our offer, doing more for those who get less out of the system and ensuring all young people have access of opportunity to develop the high-level work-based skills Scotland's economy needs.
- make the best use of our four-year degree to give greater learner flexibility and accelerated learning opportunities for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from the college experience.

5. Regional Skills Assessment Plan Tayside 2022*

Working with our stakeholders we will ensure our tertiary curriculum meets the needs identified in the regional skills assessment:

- building a larger supply of more appropriately skilled new entrants to the workforce and support increases in the productivity and competitiveness of key and growth sectors within the region.
- widening access to education and breaking barriers that confront disabled people, minority ethnic groups and care experienced people, and address gender inequality.

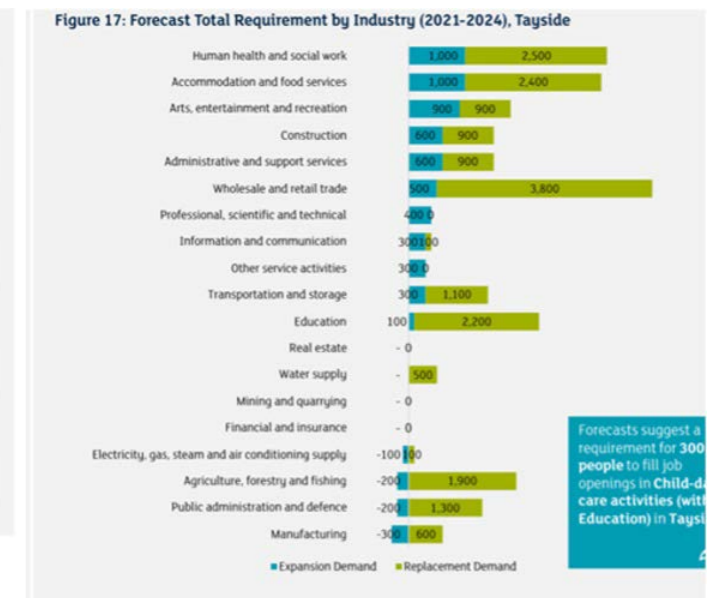
- building a curriculum that meets the needs of local sectoral plans that are being developed for the growth sectors in Tay Cities region
- develop a curriculum offer through the Flexible Workforce Development Fund to upskill current workforce.
- enhancing the skills of people already running or trying to establish their own business, including third sector organisations.
- Ensuring the curriculum delivers skills which is characterised by greater agility, inclusivity, and resilience.
- Ensure the curriculum meets the needs of the projected growths sectors across a range of occupations
- Provide transitions and learner journeys that meet the need for predicted shortfalls in occupations requiring SCQF 7-10 qualifications



[*https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/](https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/)

Figure 18: Forecast Employment Growth by Occupation (2021-2024), Tayside

Occupation	Expansion Demand	Greatest Qualification Required
Elementary Occupations: Clerical and Services Related	800 People	SCQF 5
Caring Personal Service	600 People	SCQF 7-10
Culture, Media and Sports	500 People	SCQF 7-10
Managers and Proprietors in Agriculture and Services	400 People	SCQF 7-10
Business and Public Service Professionals	400 People	SCQF 7-10
Corporate Managers	300 People	SCQF 7-10
Health Professionals	300 People	SCQF 7-10



[*https://www.skillsdevelopmentscotland.co.uk/media/49111/rsa-tayside.pdf](https://www.skillsdevelopmentscotland.co.uk/media/49111/rsa-tayside.pdf)

6. Scottish Government's key sectors

Our tertiary curriculum will be structured to meet the current needs of the Scottish Government key sector priorities by analysing the Scottish Government data that provides information regarding current information on:

Areas with the greatest total requirements for new recruits:

- tourism: 10,900 job openings
- health & social care: 10,400 job openings
- food & drink: 8,800 job openings
- construction: 5,500 job openings

Occupational demand

- total high demand areas for new employees by occupation over the decade to 2028:
- elementary occupations: clerical and services: 11,100 job openings
- sales occupations: 8,700 job openings
- teaching and research professionals: 7,200 job openings
- skilled trades: 6,700 job openings.

Education and skills

- qualifications - the expectation is that by 2027 there will be a slightly higher proportion of jobs requiring qualifications at high levels, and a corresponding fall in jobs requiring only low or no qualifications.
- over the period 2017 to 2027, the total requirements in terms of job openings will be greatest for people with qualifications at SCQF 7 to 10 (55,900), SCQF 6 (12,000) and SCQF 5 (17,900).

Climate Emergency

Our curriculum will contribute to a Stronger and More Resilient Scotland – Programme for Government 22/23

<https://www.gov.scot/publications/stronger-more-resilient-scotland-programme-government-2022-23/>

7. STEM Strategy for Scotland May 2022*

Our curriculum will develop a well-informed STEM education which will:

- meet the implications of rapid technological change and better prepared to participate in civic society and input to issues that may affect them and their families such as nuclear power, climate change etc.
- providing the education and training system with the right number and diversity of educators with the necessary STEM capabilities.
- deliver responsive skills that employers are seeking and which meet our ambitions for our future economy and respond to rapidly changing labour market conditions,
- close equity gaps in participation and attainment in STEM

[*https://www.gov.scot/publications/stem-education-training-strategy-refresh/](https://www.gov.scot/publications/stem-education-training-strategy-refresh/)

References

UHI Perth Strategy 2022-2027

UHI Strategic Plan 2021-2025

<https://www.uhi.ac.uk/en/about-uhi/facts-and-figures/publications/strategic-plan/>

UHI Learning and Teaching Enhancement Strategy

<https://www.uhi.ac.uk/en/learning-and-teaching-academy/innovation/ites/>

National Strategy for Economic Transformation March 2022

<https://www.gov.scot/publications/scotlands-national-strategy-economic-transformation/pages/3/>

Future Skills Action Plan - 22 March 2021

<https://www.gov.scot/publications/scotlands-future-skills-action-plan/pages/5/>

Annual Participation Measures 2022

<https://www.skillsdevelopmentscotland.co.uk/media/49489/annual-participation-measure-2022-report.pdf>

Perth and Kinross Participation data 2022

<https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/>

Regional Skills Assessment Plan Tayside 2022

<https://www.skillsdevelopmentscotland.co.uk/media/49111/rsa-regional-report-tayside.pdf>

Stronger and More Resilient Scotland – Programme for Government 22/23

<https://www.gov.scot/publications/stronger-more-resilient-scotland-programme-government-2022-23/>

STEM Strategy for Scotland May 2022

<https://www.gov.scot/publications/stem-education-training-strategy-refresh/>

Skills for a changing world

<https://www.skillsdevelopmentscotland.co.uk/news-events/2022/november/skills-for-a-changing-world/>

Scottish Funding Council – Strategic plan 2022-27

<https://www.sfc.ac.uk/about-sfc/strategic-plan/strategic-plan.aspx>

Skills Development Scotland Careers by Design February 2022

https://www.skillsdevelopmentscotland.co.uk/media/48884/career_review_main_report.pdf

Scottish Funding Council Outcome Agreement Guidance AY 2022-23

<https://www.sfc.ac.uk/publications-statistics/guidance/2022/SFCGD232022.aspx#:~:text=Summary%3A,funding%20in%20AY%202022%2D23.>

CHI | PERTH