

CURRICULUM POLICY

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CURRICULUM POLICY

A. OVERVIEW AND PHILOSOPHY

1. College Curriculum Principles

The College Curriculum is defined as all aspects of student experience resulting from participation in planned College activities.

The Curriculum Policy will be underpinned by the principles of comprehensive education. This means meeting the needs of the entire local community, from special needs students to high achievers. Comprehensive education therefore means catering for the range of local needs with a range of appropriate provision. Comprehensive education means to be socially inclusive.

With respect to equity it means equality of opportunity where all students are seen to be of equal worth.

With respect to effectiveness it means that there should be high retention, achievement and progression across the ability range.

With respect to efficiency it means harnessing resources to promote high standards in all provision.

Further the College Curriculum will be

- provided on the basis of clearly identified need and responsive to changing needs
- designed to develop students as individuals and as members of society, with opportunities for the acquisition of key skills and personal enrichment together with the main programmes of study
- designed to equip students to be effective independent learners
- delivered through varied teaching and learning methodologies
- subject to continuous review and refinement

2. Responsibilities

The Learning and Skills Council is responsible for ensuring adequacy and sufficiency of provision at both the regional and the local levels.

Under the Articles of Government:

- The Corporation of the College is responsible for determining the educational character and mission of the College and for oversight of its activities. It is also responsible for the effective and efficient use of resources, the solvency of the College and the safeguarding of assets.
- The Principal is responsible for making proposals to the Corporation about the

educational character and mission of the College, and for implementing the decisions of the Corporation

- The Principal is also responsible for the determination of the College's academic activities, and for the determination of its other activities.
- The Curriculum Management Team advises the Principal on curriculum issues and in turn is advised by the Curriculum Advisory Team.

3. Parity of Esteem

In its curriculum, the College attaches equal importance and worth to all students and all forms of provision:

- All enrolled students are equal members of the College community irrespective of their time or mode of attendance.
- Every effort will be made to ensure that the range of opportunities available to students will be as broad as possible.
- The College attaches equal value to course provision at all levels.
- The College attaches importance to the range of opportunities for personal development and enrichment that it supplies beyond the taught curriculum.
- Students may be released from timetabled classes to enable them to access other opportunities such as expressive arts events, sports competitions, fieldwork, educational projects and visits.

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B. ACCESS

1. Clients

As a comprehensive college, the Corporation will endeavour to cater for the range of needs in the local community with a range of appropriate provision. The geographical specification of the community will differ for the Sixth Formers and Adults. Social inclusion will reflect the cultural diversity in the community, with respect to ethnicity, social class and special needs. Widening participation will be an important goal.

The chief client groups are defined as the 16-19 market, adults and voluntary organisations, and the local business community.

2. Entry Requirements

a. Entry Requirements (Stanmore College Sixth Form)

General entry requirements and Notes for Interviewers for the Sixth Form are as set out in [Annexe 1](#). In addition to this, each course will set out its own recommended entry requirements in course description leaflets that will be included in the Sixth Form Course Directory.

b. Entry Requirements (Stanmore College Adults)

Many courses have no formal entry requirements. However, some courses, particularly higher level courses, do have entry requirements and may require students to attend for an interview and/or undertake an initial assessment. The College offers information,

advice and guidance (IAG) to all enquirers and holds special sessions at which advice is available from specialist lecturers prior to enrolment. Further information will be published in the Adult Course Guide.

c. Access to Business Development Provision

Training and consultancy for businesses is arranged following appropriate needs analysis with the business/es concerned.

d. Exceptions

Exceptions to the entry requirements may be made at the discretion of the Vice Principal (Curriculum) in consultation with the relevant curriculum manager. A record of any special conditions of any enrolment should be attached to the Learning Agreement of the student concerned.

3. Information, Advice and Guidance (IAG)

The Corporation will provide IAG for all clients and maintain a professionally recognised IAG service

- publications and guidance to applicants will be designed to help potential students to find the appropriate courses
- published information and the curriculum offer will be updated at least annually and students will be provided with the most up-to-date information on entry, on-programme content and progression
- students should expect that advice will be tailored to individual needs and promote retention, achievement and progression
- details of the applicable range of fees and remission, and any other significant course related costs (e.g. for resources not supplied as part of the course nor otherwise by the College) will be made available to all students
- students will be advised of any financial, learning or other support to which they may be entitled
- students will be advised of their rights and responsibilities under the College Charter (see [Annexe 2](#)).

4. Entry, Induction and Progression Arrangements

a. Entry arrangements

Entry to the Sixth Form will normally be organised each late August and September for full time students, although late admission may be possible on the advice of appropriate staff and at the discretion of the Director of the Sixth Form.

Entry to Adult courses will normally be before or at the commencement of the course although late admission may be possible on the advice of appropriate staff and at the discretion of the Director of the relevant faculty.

All students will be entitled to a 'Learning Agreement' at enrolment.

b. Induction arrangements

Stanmore Sixth Form will organise a special induction period in September each year

for all new students admitted.

All courses will normally have an Induction phase which will:

- Tell students about the services provided by the College
- Tell students about how the course will be run and what is expected of a student
- Where appropriate contain a diagnostic element

All Curriculum Managers will ensure that students are provided with course information which sets out:

- A summary scheme of work, including patterns of assessment and coursework deadlines
- The development of key skills or basic skills
- health & safety regulations, where applicable
- estimates of costs likely to be incurred by students during the courses eg. trips, special clothing, materials
- details of the range of relevant resources held within the curriculum area and also centrally (Library, Learning Resources Centre and Intranet)

c. Progression

Progression opportunities will be offered wherever possible for all courses

5. Changes of Course

All course changes must be subject to IAG discussions with the appropriate staff. In the case of the Adults, course changes approved by the relevant Director in consultation with the relevant lecturer will not be subject to a further registration fee. In the case of the Sixth Form, in consultation with the relevant lecturers, its Director must approve course changes. The procedure for a change of course within the Sixth Form is attached in [Annexe 3](#).

6. Learning Support, Disability and Special Needs

The Corporation will endeavour to provide appropriate support for any student with special needs to participate fully within the curriculum offer.

The College Policy on Learning Support is set out in [Annexe 4](#)

The College Disability Statement is attached as [Annexe 5](#)

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C. PROVISION

The Corporation's curriculum provision is underpinned by the Strategic Plan and the principles set out in section A of this document.

1. Range

The Corporation will maintain and develop a comprehensive curriculum offer within the current resource envelope to meet the needs of the local community.

- The curriculum offer will facilitate progression from pre-Foundation level through to Level 3.
- The College will also offer some Level 4 or higher provision to meet local needs.
- Targets for enrolment, completion and achievement will be established for all courses prior to the establishment of each academic year.
- Course provision will be subject to the decisions on class sizes/viability considered by the Planning and Monitoring Team.
- Sixth Form curriculum offer will be revised annually and published by February at the latest to facilitate IAG and entry procedures.
- The Adult curriculum offer will be revised annually and published by June.

2. Responsiveness

The College seeks to play a full role in promoting curriculum innovation in pursuit of national, regional and local priorities. The College will maintain market research to identify trends, needs and potential new markets.

This will be conducted through:

- undertaking questionnaires and surveys of current and potential customers
- analysis of enquiry, application and recruitment patterns
- feedback from liaison with local high schools and the Harrow Collegiate
- evaluation of labour market information and other market intelligence

3. Submissions for new courses or syllabuses

Proposals for courses lasting one year or more must be submitted for consideration to the Planning and Monitoring Team.

Proposers must follow the guidance attached as [Annexe 6](#).

In general courses must:

- be provided and maintained on the basis of identified need
- complement rather than duplicate existing or planned provision within the College
- be based on a risk analysis of impact on overall College provision and staffing
- open up opportunities for access, successful achievement and progression via the acquisition of nationally recognised qualifications
- be in line with College Equal Opportunities Policy and ensure that students have access to relevant learning support
- maximise opportunities for differentiation in delivery
- be described operationally in a scheme of work
- show clear capability of ensuring the development of key/basic skills and

independent learning

- be deliverable to College quality standards
- be planned to run with an appropriate surplus of short run marginal revenue over short run marginal cost in order to contribute to the overheads of the Corporation

It is therefore expected that proposed courses will identify projected income streams and be costed for staffing and other additional resources. The evaluation of course proposals will weigh both educational and financial criteria. Courses offered will always be subject to the guidelines on class sizes and viability as determined by the Planning and Monitoring Team.

4. Exam/Assessment Entry

The normal expectation is that all students engaged on any course leading to an external qualification will be entered for assessment leading to the award of that qualification.

The Examination Section of the Corporation will manage all examination entries in consultation with the relevant staff.

Full-time students aged 16-19 in the Sixth Form will not normally be required to pay examination fees for a first entry at the College. Adults will normally be charged for all their exam entries.

In certain circumstances, students may not be entered or may be asked to pay the fees for their entry.

The policy on Exam Entry is determined by the Corporation, and is attached in [Annexe 7](#).

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D. DELIVERY

1. Management of Learning

High standards do not come about by chance. The management of learning requires careful planning and preparation in both classroom and tutorial activities:

- students will be prepared to awarding body standards and for national qualifications
- lessons and the resources available will be appropriately planned, prepared and delivered to high standards
- students' work will be marked and returned according to the requirements of the College Charter and relevant awarding bodies
- appropriate feedback will given to students on their work and progress
- lecturers will keep and contribute to effective monitoring systems of student progress
- lecturers will expect high standards of punctuality and attendance from their students

- lecturers will expect high standards of achievement from students
- the Corporation will endeavour to provide appropriate and attractive learning environments
- staff are expected to attend punctually and in the event of absence, work will normally be set and cover arranged

2. Teaching and Learning Strategies

Courses will employ a variety of teaching and learning methodologies in on-programme delivery in order:

- To be inclusive
- To differentiate between the learning needs of individuals in a group
- To promote student participation and active learning in lessons
- To be effective

The following strategies, amongst others, will all have a role in teaching and learning in the College:

- Whole class teaching
- Coaching
- Demonstration
- Group work
- Programmed Instruction
- Lectures and Presentations
- Discussion
- Role Play
- Gaming and quizzing
- Simulation
- Practicals
- Laboratory work
- Workshops
- Seminars
- Visits
- Field trips
- Skills training and practice
- Tutorials

All of these, and more, may be enhanced by the use of modern Information and Learning Technologies (ILT). As part of the Corporation's ILT Strategy, all lecturers are expected to develop the use of ILT in teaching and learning and all other aspects of the business of the Corporation.

3. Outcomes

Teaching and learning is intended to produce the following added-value outcomes:

- students will have benefited to enable them to achieve their goals, including the achievement of the qualifications envisaged in their programme of study
- students can function as independent learners
- students are capable of planning and undertaking research tasks
- students can use appropriate I.T. systems in both learning and presentation
- students can interact as members of groups and teams
- students can evaluate and reflect on their own performance, and set and achieve appropriate targets
- students can plan, monitor and evaluate the execution of given assignments
- students will have had opportunities and encouragement to extend and enhance their study of a topic/course area
- students will have had opportunities and encouragement to participate in local, regional or national projects or competitions
- students will have had appropriate feedback on their work and performance
- students acquire appropriate levels of key or basic skills

The delivery of the outcomes listed above will contribute to course reviews and annual self-assessment. Supporting evidence will derive from lesson observations, student questionnaires and external reports such as those from inspectors, moderators and verifiers.

4. Quality Assurance and Continuous Improvement

Quality systems are based on the College's commitment to provide a continuously improving service to students.

The lecturer in the classroom is responsible for the quality assurance of high standards.

Quality control is the responsibility of the relevant line manager, who will review evidence of class observation, the performance of students and courses (particularly with respect to punctuality, attendance, retention and achievement), and intervene as necessary. Further evidence will derive from the activities and reports of External Verifiers, Moderators, Examiners and Ofsted Inspectors and the audit process

Self -assessment will be central to quality systems

5. Monitoring and Review

This will take place at several levels:

- Between lecturer/tutor and student in lessons, tutorials and special Tutorial Days
- At regular staff 'Shouts' and team meetings
- With parents through reports, meetings and Parent's' Evenings
- Through the self assessment of curriculum areas
- Through the Annual College Self-Assessment Report and Development Plan
- Through Target and Performance Review meetings with Senior Management
- Through reports to the Curriculum Management Team, Senior Management Team and Governors

Evidence will derive from

- lesson observation
- student questionnaires and other feedback
- data on targets, attendance and punctuality, retention, achievement and relevant benchmark data
- internal audit, external inspection, verifiers' reports and other external reports

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E. RESOURCES

The appropriate level of resources will facilitate the delivery of the College curriculum. Resources, like all other aspects of the Corporation's operations, are subject to continuous review and development in order to ensure that the quality of delivery is maintained; that advances in learning are underpinned by enhanced facilities; and that continuous improvement is secured through appropriate recruitment, training and staff development.

1. Accommodation

- Curriculum accommodation will be developed in line with the College Accommodation Strategy, the Strategic Plan, and the Planned Maintenance Programme
- Rooms are expected to reflect and enhance course delivery in the relevant curriculum area by promoting varied teaching and learning strategies and providing an attractive learning environment
- Developments in accommodation and the timetable should aim to optimise space utilisation

2. Equipment & Supporting Resources

- Funding is through the Corporation's Capital Equipment budget and the budgets allocated to Curriculum Areas and other sections of the Corporation

- Learning resources should comply with relevant legislation and policy such as Health & Safety, licensing regulations and maintenance policy
- Funding for maintenance and repairs will be approved by the Deputy Principal

3. Funding of Curriculum Areas

Allowances will be made to each department on the basis of Corporation priorities

4. Human Resources

A well qualified, trained and experienced staff is the key to implementing this Curriculum Policy. Therefore:

- The College will maintain a policy on recruitment and retention of staff to deliver the curriculum with appropriately qualified and trained staff.
- The deployment of non Silver Book lecturers will be subject to the current Management Guidelines and all deployments will be monitored and reviewed regularly through the Planning and Monitoring Team.
- The Corporation will provide appropriate Learning Support staff to assist in the delivery of the curriculum
- All staff will be able to participate in staff development. The Corporation Policy is attached in [Annex 8](#).
- The training needs of individual staff will be discussed as part of the College appraisal system
- Staff development priorities will be set out in an annual staff development plan and informed by the advice of the Staff Development Team.

5. ILT and other cross College Resources

Facilities for network learning and access to other learning resources will be provided for all students. These will comprise book, journal etc stocks in the Library, facilities in the Learning Centre, software and assets held on the Corporation networks and Intranet, access to the Internet, and other ILT resources throughout the College.

The Corporation ILT Strategy sets out the priorities for development in these areas.

The Corporation will also provide IAG and counselling through the Client Services Directorate.

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F. REVIEW

This policy will be reviewed annually by the Curriculum Management Team.

Archie Foulds

Vice Principal (Curriculum)