



**Education  
Scotland**  
Foghlam Alba

## Workshop 1

**Our Best Future: Curriculum, learning and teaching,  
and assessment**



For Scotland's learners, with Scotland's educators

# Our Best Future 1: Benchmarking

How well do we collaborate with external partners to meet the needs of all learners?

How well do we adjust the curriculum to take account of changes to the learning landscape emerging from COVID-19

How well do we deliver assessment to take account of changes to the learning environment emerging from COVID-19

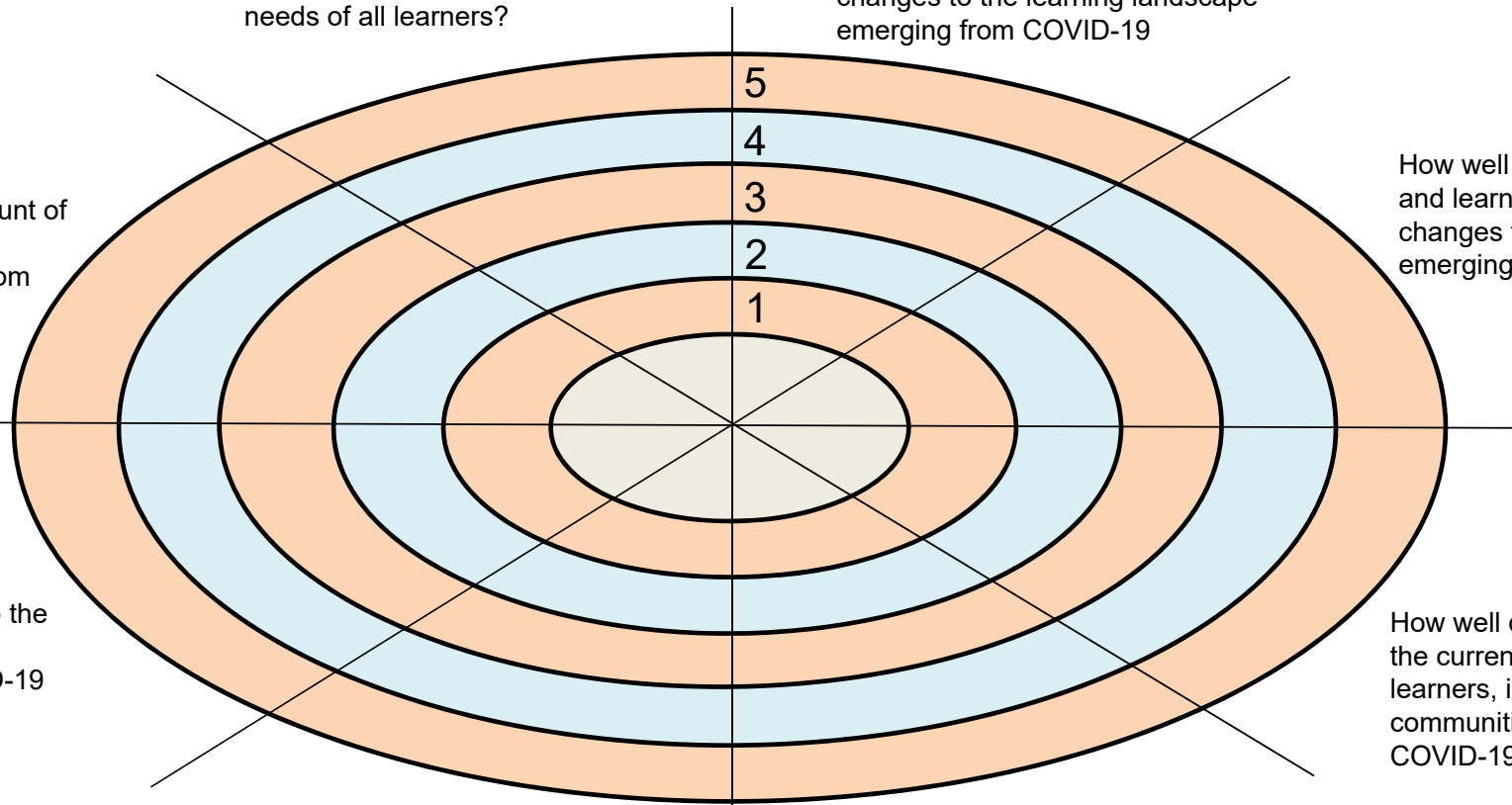
How well do we support staff and learners to engage in changes to the curriculum emerging from COVID-19

How well do we plan assessment to take account of changes to the learning environment emerging from COVID-19

How well do we take account of the current and future needs of learners, industry and communities emerging from COVID-19.

How well do we plan learning and teaching to take account of changes to the learning environment emerging from COVID-19

How well do our plans address equalities issues?



5 for confident, 1 for less confident

# **Our Best Future: Curriculum, learning and teaching, and assessment**

**This workshop provides questions for managers, practitioners and partners to consider in relation to planning and delivery of the curriculum, learning and teaching, and assessment.**

**The workshop is based around the following expectations and actions:**

**Adjust the curriculum to take account of changes to the learning landscape emerging from COVID-19**

**Support staff and learners to engage in changes to the curriculum emerging from COVID-19**

**Take account of the current and future needs of learners, industry and communities emerging from COVID-19.**

**Plan learning and teaching to take account of changes to the learning environment emerging from COVID-19**

**Learning and teaching to take account of changes emerging from COVID-19**

**Plan assessment to take account of changes to the learning environment emerging from COVID-19**

**Deliver assessment to take account of changes to the learning environment emerging from COVID-19**

## Adjust the curriculum to take account of changes to the learning landscape emerging from COVID-19 (1)

What arrangements are in place to ensure that revisions and adjustments to the curriculum take realistic account of the time and resources required to plan provision effectively?

How will we identify the needs and priorities of the area/region and impact of COVID-19?

How can we ensure that planning of the curriculum takes realistic account of the digital infrastructure and resources required?



## Adjust the curriculum to take account of changes to the learning landscape emerging from COVID-19 (2)

How will we ensure that planning for delivery of the curriculum takes account of staff and learners' access to digital resources, on and off campus?

What arrangements are in place to ensure planning, scheduling and duration of programmes takes account of the needs of stakeholders?

What arrangements are in place to ensure planning of access to college facilities takes account of transport arrangements and limitations on, and coordination of, learner presence on college estates?

How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?



# Support staff and learners to engage in changes to the curriculum emerging from COVID-19 (1)

How can we work together to ensure that curriculum planning takes account of the emotional wellbeing of learners and staff?

How will we ensure that planning for delivery of the curriculum takes account of variations in the levels of access to digital resources for staff and learners?

How will we ensure that planning for delivery of the curriculum takes account of variations in the levels of digital skills of staff and learners?



## Support staff and learners to engage in changes to the curriculum emerging from COVID-19 (2)

How can we support the development and use of high quality digital resources?

How will we enable learners to access learning in ways which meet their needs, circumstances and aspirations including fast-tracking?

How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?

How can we support staff and learners to improve and enhance their digital skills?



## Take account of the current and future needs of learners, industry and communities emerging from COVID-19 (1)

How will we take account of gaps in learners' skills and knowledge, stemming from COVID-19?

How will we take account of current and emerging needs of employers, stemming from COVID-19?

How will we take account of current and emerging needs of schools, stemming from COVID-19?





## Take account of the current and future needs of learners, industry and communities emerging from COVID-19 (2)

How will we take account of current and emerging needs of communities, stemming from COVID-19?

How will we take account of skills required for working in a post-COVID-19 environment, including metaskills?

How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?



## Plan learning and teaching to take account of changes to the learning environment emerging from COVID-19 (Part 1)

How will we ensure arrangements for revising and adjusting learning and teaching approaches take realistic account of the time, skills and resources required?

How will we ensure arrangements for planning and scheduling learning and teaching take account of learners' circumstances and preferences?

How will we ensure learners receive comprehensive information about their course prior to entry?

How will we plan learning and teaching to take account of the impact of different modes of learning and teaching on learners and staff?

How will we plan learning and teaching to ensure an appropriate balance of activities?



# Plan learning and teaching to take account of changes to the learning environment emerging from COVID-19 (Part 2)

How will we plan learning and teaching to ensure learners are not overburdened or required to duplicate course work?

How will we ensure appropriate digital resources are accessible and of an appropriate standard to support effective learning and teaching?

How will we monitor and track learner engagement across subjects and programmes?

How will we provide learners with opportunities to reflect on, and discuss their progress and performance with staff?

How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?



# Learning and teaching to take account of changes emerging from COVID-19 (1)

How can we ensure delivery of learning and teaching takes account of learners' individual learning preferences and circumstances?

How can we provide opportunities for learners to engage in individual and group enquiry?

How will we ensure learning and teaching incorporates ongoing communication and interaction between staff and learners, and between learners?



## Learning and teaching to take account of changes emerging from COVID-19 (2)

What arrangements are in place to ensure digital and physical resources are used safely and proficiently by staff and learners during learning and teaching engagements?

How will we engage learners productively in influencing and shaping learning and teaching approaches?

How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?



# Plan assessment to take account of changes to the learning environment emerging from COVID-19

How can we ensure assessment arrangements take account of assessment and evidence criteria determined by awarding bodies?

How will we ensure assessment schedules are planned, communicated and agreed with learners at the start of programmes?

How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?



## Deliver assessment to take account of changes to the learning environment emerging from COVID-19

How will we support learners to become familiar with different types and modes of assessment?

What arrangements are in place to provide learners with timely and productive feedback on coursework and assessments?

How can we draw on feedback from our learners and stakeholders to influence and improve arrangements?



# Our Best Future 1: Benchmarking Exercise

