

Workshop Notes

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

1 Background

The workshop focuses on **seven sub-headings** which relate to meeting the needs of all learners:

- 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.

2 Potential ways to utilise the workshop questions

The workshop questions are designed to be used by college staff, learners and external partners to respond to the current and emerging impact of COVID-19.

The seven sub-headings are underpinned by a series challenge questions intended to:

- Stimulate and direct discussion to inform future planning;
- Build the capacity of participants in forming a shared understanding and vision for the future; and
- Provide a basis for joint ownership and planning of services and resources.

The sub-headings could be used separately as standalone discussion items, or as part of a series. Involvement of participants could be adjusted and varied to reflect local and regional contexts. Where possible, arrangements should be made to enable learners input to workshops.

3 Workshop questions

Curriculum: Infrastructure and programme planning

Slide 1 : Adjust the curriculum to take account of changes to the learning landscape emerging from COVID-19

- 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?
- 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?

Slide 2: Support staff and learners to engage in changes to the curriculum emerging from COVID-19.

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

Slide 3: Take account of the current and future needs of learners, industry and communities emerging from COVID-19.

- 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?
- 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?

Learning and Teaching: Planning and Delivery

Slide 4 and 5: Plan learning and teaching to take account of changes to the learning environment emerging from COVID

- 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?
- 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?

Slide 6: Learning and teaching to take account of changes emerging from COVID-19

- 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?
- 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?

Assessment

Slide 7: 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?

Slide 8: 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?

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gov.scot

www.education.gov.scot

