

Our Best Future: Briefing Sheet

Curriculum, learning and teaching, and assessment

Our Best Future: Supporting colleges in recovery from the impact of COVID-19 pandemic

1 Introduction

The resource packages have been produced by Education Scotland to assist colleges to plan adjustments to provision and services in light of COVID-19. They have been designed to be used creatively and flexibly by college staff, learners and external partners to explore and harness ideas and approaches.

The resource packages are based on the following **four themes**:

Resource package 1: Curriculum, learning and teaching, and assessment

Resource package 2: Services to support learning

Resource package 3: Transitions

Resource package 4: Evaluation to facilitate improvement

2 The content of the resource packages

Each resource package comprises the following materials:

- Briefing sheet explaining the content and potential ways of using the resource packages.
- PowerPoint presentation for use in a workshop setting. (A benchmarking slide is incorporated at the beginning and at the end of the presentation, to help capture progress towards achieving expectations.)
- Workshop notes to support the use of the PowerPoint presentation.
- List of resources.

3 Format of resources

In each resource package, the **theme** is divided into a number of **sub-headings**. Under each sub-heading is a list of '**expectations**'. Alongside each 'expectation' are suggested roles of staff (and external partners) who could contribute towards achieving that specific 'expectation'. The list of expectations and roles of staff are not intended to be prescriptive or exhaustive and colleges may choose to create additional 'expectations' and further define staff roles to take account of their individual contexts and priorities.

The role of external partners is included to support colleges to engage partners that could contribute to specific 'expectations'. For example, employers, schools, college HMI, CDN, local authority, DWP etc.

Under each sub-heading, a box is included to capture effective practice that is worthy of wider dissemination, internally or externally.

4 Using the resources

The materials are intended to be used flexibly and creatively in ways which meet the specific needs and priorities of individual colleges.

For example, the materials could be used:

- **Horizontally**, to engage managers and practitioners across a range of staff roles in contributing to meeting 'expectation/s';
Or
- **Vertically**, to engage staff in a similar role in contributing to meeting 'expectation/s'.

In light of current restrictions on face-to-face engagement, it is anticipated that the materials will be used electronically with participants. Although this may present some constraints, it also presents opportunities for engaging staff, learners and external partners across different sites and organisations. In addition, it offers the facility to record and share discussions and workshop sessions with others.

The benchmarking tool can be adapted to reflect specific needs and priorities.

5 Specific information about this Resource Package

The following provides some details about the content of the resource package in relation to this theme.

5.1 Curriculum, learning and teaching, and assessment

The resource package relating to this theme comprises materials that relate to each of the following three headings:

- Curriculum
- Learning and teaching
- Assessment

The resources for each of the three headings could be used separately as stand-alone, or collectively as a suite of materials.

The resource package takes account of a range of staff roles and external partners.

These are:

- Senior managers
- Curriculum managers
- Teaching staff
- Services to support learning managers
- External partners

The resource package is organised under the three headings, each of which has a number of sub-headings which form the topics of workshops, as follows:

Curriculum: Sub-headings which form the topics for workshops.	
1	Arrangements to adjust the curriculum to take account of changes to the learning landscape emerging from COVID-19.
2	Arrangements to support staff and learners to engage in changes to the delivery of the curriculum emerging from COVID-19.
3	Arrangements to take account of the current and future needs of learners, industry and communities emerging from COVID-19.

Learning and teaching: Sub-headings which form the topics for workshops.	
1	Arrangements to plan learning and teaching to take account of changes to the learning environment emerging from COVID-19.
2	Arrangements to deliver learning and teaching to take account of changes emerging from COVID-19.

Assessment: Sub-headings which form the topics for workshops.	
1	Arrangements to plan assessments to take account of changes to the learning environment emerging from COVID-19.
2	Arrangements to deliver assessments to take account of changes to the learning environment emerging from COVID-19.

A box is included under each of the sub-headings to capture effective practice that is worthy of wider dissemination, internally or externally.

Expectations and actions

1.1 Curriculum: Infrastructure and programme planning					
Arrangements to adjust the curriculum to take account of changes to the learning landscape emerging from COVID-19					
Expectations	Senior managers	Curriculum managers	Teaching staff	Services to support learning managers	External partners
Arrangements for revising and adjusting the curriculum to take realistic account of the time and resources required to plan provision effectively.	Work collaboratively to ensure arrangements for revising and adjusting the curriculum take realistic account of the time and resources required to plan provision effectively.	Support curriculum teams to make informed and realistic decisions about changes to the curriculum.	Contribute ideas and suggestions to reshape the curriculum.	Work collaboratively to ensure arrangements are in place to respond to, and accommodate changes to the curriculum.	External partners support colleges to establish workable solutions to identified challenges.
The range of programmes offered takes account of the needs and priorities of the area/region and impact of COVID-19.	Work collaboratively to ensure the range of programmes offered takes account of the needs and priorities of the area/region and impact of COVID-19.	Support curriculum teams to take account of the needs and priorities of the area/region and impact of COVID-19.	Contribute ideas and suggestions to shape the range of programmes.	Work collaboratively to support staff to provide programmes that take account of the needs and priorities of the area/region and impact of COVID-19.	External partners support colleges to establish workable solutions to identified challenges.

<p>Planning of the curriculum takes realistic account of the digital infrastructure and resources required to deliver provision reliably and effectively across delivery points.</p>	<p>Work collaboratively to ensure the digital infrastructure and range and compatibility of resources enables provision to be delivered reliably and effectively across delivery points.</p>	<p>Support curriculum teams to take realistic account of the digital infrastructure and resources required to deliver provision reliably and effectively across delivery points.</p>	<p>Contribute ideas and suggestions to make best use of resources to deliver the curriculum.</p>	<p>Work collaboratively to ensure the digital infrastructure and range and compatibility of resources enables provision to be delivered reliably and effectively across delivery points.</p>	<p>External partners support colleges to establish workable solutions to identified challenges.</p>
<p>Planning for delivery of the curriculum takes account of staff and learners' access to digital resources, on and off campus. This includes in homes, schools, employer premises, universities and other delivery points.</p>	<p>Work collaboratively to ensure planning for delivery of the curriculum takes account of staff and learners' access to digital resources, on and off campus.</p>	<p>Support curriculum teams to plan activities which take account of access to digital resources on and off campus.</p>	<p>Take account of learners' access to digital resources on and off campus.</p>	<p>Work collaboratively to provide staff and learners' with access to digital resources, on and off campus.</p>	<p>External partners support colleges to establish workable solutions to identified challenges.</p>
<p>Planning, scheduling and duration of programmes takes account of the needs of stakeholders, including learners and receiving organisations and encourages and eases progression.</p>	<p>Work collaboratively to ensure that planning, scheduling and duration of programmes takes account of the needs of stakeholders, including learners and receiving organisations and encourages and eases progression.</p>	<p>Support curriculum teams to ensure that planning, scheduling and duration of programmes takes account of the needs of stakeholders, including learners and receiving organisations and encourages and eases progression.</p>	<p>Contribute ideas and suggestions to support and encourage learners to plan for progression.</p>	<p>Work collaboratively to ensure that planning, scheduling and duration of programmes takes account of the needs of stakeholders, including learners and receiving organisations and encourages and eases progression.</p>	<p>External partners support colleges to establish workable solutions to identified challenges.</p>

Planning of access to college facilities takes account of transport arrangements and limitations on, and coordination of, learner presence on college estates.	Work collaboratively to ensure arrangements for access to college facilities are workable and take account of safety, and health and wellbeing of learners and staff.	Support curriculum teams to ensure that access to college facilities are workable and take account of safety, and health and wellbeing of learners and staff.	Contribute ideas and suggestions for making access to college facilities workable, taking account of safety, health and wellbeing of learners and staff.	Work collaboratively to ensure arrangements for providing access to college facilities are workable and take account of safety, health and wellbeing of learners and staff.	External partners support colleges to establish workable solutions to identified challenges.
--	---	---	--	---	--

Effective practice that is worthy of wider dissemination, internally or externally

Workshop Questions

- 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?

Arrangements to support staff and learners to engage in changes to the curriculum emerging from COVID-19

Curriculum planning takes account of the emotional wellbeing of learners and staff.	Work collaboratively to ensure curriculum planning takes account of the emotional wellbeing of learners and staff.	Support curriculum teams to take account of the emotional wellbeing of learners and staff when planning programmes.	Take account of the emotional wellbeing of learners and staff.	Work collaboratively to support staff to take account of the emotional wellbeing of learners and staff.	External partners support colleges to establish workable solutions to identified challenges.
Planning for delivery of the curriculum takes account of variations in the levels of access to digital resources for staff and learners.	Work collaboratively to ensure planning for delivery of the curriculum takes account of variations in the levels of access to digital resources for staff and learners.	Support curriculum teams to take account of variations in the levels of access to digital resources for staff and learners when planning delivery.	Take account of access to digital resources of staff and learners.	Work collaboratively to ensure planning for delivery of the curriculum takes account of variations in the levels of access to digital resources for staff and learners.	External partners support colleges to establish workable solutions to identified challenges.
Planning for delivery of the curriculum takes account of variations in the levels of digital skills of staff and learners.	Work collaboratively to ensure that planning for delivery of the curriculum takes account of variations in the levels of digital skills of staff and learners.	Support curriculum teams to take account of variations in the levels of digital skills of staff and learners when planning delivery.	Take account of digital skills levels of staff and learners.	Work collaboratively to ensure that planning for delivery of the curriculum takes account of variations in the levels of digital skills of staff and learners.	External partners support colleges to establish workable solutions to identified challenges.

Staff and learners have access to support to improve and enhance their digital skills.	Work collaboratively to provide staff and learners with access to support to improve and enhance their digital skills.	Support curriculum teams to promote access to services to improve and enhance the digital skills of staff and learners.	Promote access to services to improve and enhance the digital skills of staff and learners.	Work collaboratively to provide staff and learners' with access to services to improve and enhance their digital skills.	External partners support colleges to establish workable solutions to identified challenges.
Arrangements are place to support the development and use of high quality digital resources.	Work collaboratively to support the development and use of high quality digital resources.	Support curriculum teams to contribute to the development and use of high quality digital resources.	Contribute to the development and use of high quality digital resources.	Work collaboratively to support the development and use of high quality digital resources.	External partners support colleges to establish workable solutions to identified challenges.
Planning of the curriculum enables learners to access learning in ways which meet their needs, circumstances and aspirations including fast-tracking.	Work collaboratively to ensure planning of the curriculum enables learners to access learning in ways which meet their needs, circumstances and aspirations.	Support curriculum teams to plan provision which offers options in terms levels, modes of engagement and pace of learning.	Contribute ideas/suggestions to plan provision which offers options in terms of levels, modes of engagement and pace of learning.	Work collaboratively to support learners to be able to access learning in ways which meet their needs, circumstances and aspirations.	External partners support colleges to establish workable solutions to identified challenges.

Effective practice that is worthy of wider dissemination, internally or externally.

Workshop Questions

- 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?

Arrangements to take account of the current and future needs of learners, industry and communities emerging from COVID-19.

Programme planning takes account of gaps in learners' skills and knowledge, stemming from COVID-19.	Work collaboratively to ensure learners have access to support to address gaps in skills and knowledge, stemming from COVID-19.	Support curriculum teams to identify and plan provision to address gaps in skills and knowledge, stemming from COVID-19.	Contribute ideas/suggestions to address gaps in skills and knowledge, stemming from COVID-19.	Work collaboratively to support learners to address gaps in skills and knowledge, stemming from COVID-19.	External partners support colleges to establish workable solutions to identified challenges.
Programme planning takes account of current and emerging needs of employers, stemming from COVID-19.	Work collaboratively to plan provision which takes account of current and emerging needs of employers, stemming from COVID-19.	Support curriculum teams to plan provision which takes account of current and emerging needs of employers, stemming from COVID-19.	Contribute ideas/suggestions to plan provision which takes account of current and emerging needs of employers, stemming from COVID-19.	Work collaboratively to support staff to plan provision which takes account of current and emerging needs of employers, stemming from COVID-19.	External partners support colleges to establish workable solutions to identified challenges.
Programme planning takes account of current and emerging needs of schools, stemming from COVID-19.	Work collaboratively to plan provision which takes account of current and emerging needs of schools, stemming from COVID-19.	Support curriculum teams to plan provision which takes account of current and emerging needs of schools, stemming from COVID-19.	Contribute ideas/suggestions to plan provision which takes account of current and emerging needs of schools, stemming from COVID-19.	Work collaboratively to support staff to plan provision which takes account of current and emerging needs of schools, stemming from COVID-19.	External partners support colleges to establish workable solutions to identified challenges.

Programme planning takes account of current and emerging needs of communities, stemming from COVID-19.	Work collaboratively to plan provision which takes account of current and emerging needs of communities, stemming from COVID-19.	Support curriculum teams to plan provision which takes account of current and emerging needs of communities, stemming from COVID-19.	Contribute ideas/suggestions to plan provision which takes account of current and emerging needs of communities, stemming from COVID-19.	Work collaboratively to support staff to plan provision which takes account of current and emerging needs of communities, stemming from COVID-19.	External partners support colleges to establish workable solutions to identified challenges.
Programme planning takes account of skills required for working in a post-COVID-19 environment, including metaskills.	Work collaboratively to ensure provision which takes account of skills required for working in a post-COVID-19 environment, including metaskills.	Support curriculum teams to plan provision which takes account of skills required for working in a post-COVID-19 environment, including metaskills.	Contribute ideas/suggestions to plan provision which takes account of skills required for working in a post-COVID-19 environment, including metaskills.	Work collaboratively to support staff to plan provision which takes account of skills required for working in a post-COVID-19 environment, including metaskills.	External partners support colleges to establish workable solutions to identified challenges.

Effective practice that is worthy of wider dissemination, internally or externally.

Workshop Questions

- 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?

1.2 Learning and Teaching: Planning and delivery

Arrangements to plan learning and teaching to take account of changes to the learning environment emerging from COVID-19.

Expectations	Senior managers	Curriculum managers	Teaching staff	Services to support learning managers	External partners
Arrangements for revising and adjusting learning and teaching approaches to take realistic account of the time, skills and resources required.	Work collaboratively to ensure arrangements for revising and adjusting learning and teaching approaches to take realistic account of the time, skills and resources required.	Support curriculum teams to ensure arrangements for revising and adjusting learning and teaching approaches to take realistic account of the time, skills and resources required.	Contribute ideas/suggestions for revising and adjusting learning and teaching approaches.	Work collaboratively to support staff to revise and adjust learning and teaching approaches.	External partners support colleges to establish workable solutions to identified challenges.
Arrangements for planning and scheduling learning and teaching to take account of learners' circumstances and preferences.	Work collaboratively to ensure arrangements for planning and scheduling learning and teaching to take account of learners' circumstances and preferences.	Support curriculum teams to take account of learners' circumstances and preferences when planning and scheduling learning and teaching.	Contribute ideas/suggestions to take account of learners' circumstances and preferences when planning and scheduling learning and teaching.	Work collaboratively to support staff to take account of learners' circumstances and preferences when planning and scheduling learning and teaching.	External partners support colleges to establish workable solutions to identified challenges.

<p>Arrangements for communicating programme content, modes of delivery, and assessment requirements, are comprehensive and conveyed to learners prior to the start of programmes.</p>	<p>Work collaboratively to ensure arrangements for communicating programme content, modes of delivery, and assessment requirements, are comprehensive and conveyed to learners prior to the start of programmes.</p>	<p>Support curriculum teams to communicate programme content, modes of delivery, and assessment requirements, comprehensively to learners prior to the start of programmes.</p>	<p>Communicate programme content, modes of delivery, and assessment requirements, clearly to learners prior to the start of programmes.</p>	<p>Work collaboratively to support staff to convey programme content, modes of delivery, and assessment requirements comprehensively to learners prior to the start of programmes.</p>	<p>External partners support colleges to establish workable solutions to identified challenges.</p>
<p>Arrangements for planning learning and teaching to take account of the impact of different modes of learning and teaching on learners and staff.</p>	<p>Work collaboratively to ensure arrangements for planning learning and teaching to take account of the impact of different modes of learning and teaching on learners and staff.</p>	<p>Support curriculum teams to take account of the impact of different modes of learning and teaching when planning programmes.</p>	<p>Contribute ideas/suggestions for balancing learning and teaching approaches.</p>	<p>Work collaboratively to support staff to take account of the impact of different modes of learning and teaching when planning programmes.</p>	<p>External partners support colleges to establish workable solutions to identified challenges.</p>
<p>Arrangements for planning learning and teaching to ensure an appropriate balance of activities.</p>	<p>Work collaboratively to ensure arrangements for planning learning and teaching to ensure an appropriate balance of activities.</p>	<p>Support curriculum teams to ensure an appropriate balance of activities.</p>	<p>Contribute ideas/suggestions to ensure an appropriate balance of activities.</p>	<p>Work collaboratively to support staff to ensure an appropriate balance of activities.</p>	<p>External partners support colleges to establish workable solutions to identified challenges.</p>

Arrangements for planning learning and teaching to ensure learners are not overburdened or required to duplicate course work.	Work collaboratively to ensure that arrangements for planning learning and teaching to avoid learners being overburdened or required to duplicate course work.	Support curriculum teams to ensure learners are not overburdened or required to duplicate course work.	Contribute ideas/suggestions to ensure learners are not overburdened or required to duplicate course work.	Work collaboratively to support staff to ensure learners are not overburdened or required to duplicate course work.	External partners support colleges to establish workable solutions to identified challenges.
Arrangements for planning learning and teaching to ensure appropriate digital resources are accessible and of an appropriate standard to support effective learning and teaching.	Work collaboratively to ensure appropriate digital resources are accessible and of an appropriate standard to support effective learning and teaching.	Support curriculum teams to ensure appropriate digital resources are accessible and of an appropriate standard to support effective learning and teaching.	Contribute ideas/suggestions to ensure appropriate digital resources are accessible and of an appropriate standard to support effective learning and teaching.	Work collaboratively to ensure appropriate digital resources are accessible and of an appropriate standard to support effective learning and teaching.	External partners support colleges to establish workable solutions to identified challenges.
Arrangements for planning learning and teaching incorporate actions for monitoring and tracking learner engagement across subjects and programmes.	Work collaboratively to ensure arrangements are in place for monitoring and tracking learner engagement across programmes.	Support curriculum teams to ensure arrangements are in place for monitoring and tracking learner engagement across programmes.	Contribute ideas/suggestions for monitoring and tracking learner engagement.	Work collaboratively to support staff to monitor and track learner engagement.	External partners support colleges to establish workable solutions to identified challenges.

Arrangements for planning learning and teaching incorporate actions for providing learners with opportunities to reflect on, and discuss their progress and performance with staff.	Work collaboratively to support staff to provide opportunities for learners to reflect on, and discuss their progress and performance with staff.	Support curriculum teams to provide opportunities for learners to reflect on, and discuss their progress and performance with staff.	Contribute ideas/suggestions for providing learners with opportunities to reflect on, and discuss their progress and performance with staff.	Work collaboratively to support staff to provide opportunities for learners to reflect on, and discuss their progress and performance with staff.	External partners support colleges to establish workable solutions to identified challenges.
---	---	--	--	---	--

Effective practice that is worthy of wider dissemination, internally or externally.

Workshop Questions.

- 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?

Arrangements to deliver learning and teaching to take account of changes emerging from COVID-19

Delivery of learning and teaching takes account of learners' individual learning preferences and circumstances.	Work collaboratively to support staff to take account of learners' individual learning preferences and circumstances.	Support teaching staff to take account of learners' individual learning preferences and circumstances.	Take account of learners' individual learning preferences and circumstances.	Work collaboratively to support staff to take account of learners' individual learning preferences and circumstances.	External partners support colleges to establish workable solutions to identified challenges.
Delivery of learning and teaching provides opportunities for learners to engage in individual and group enquiry.	Work collaboratively to support staff to provide opportunities for learners to engage in individual and group enquiry.	Support teaching staff to provide opportunities for learners to engage in individual and group enquiry.	Provide opportunities for learners to engage in individual and group enquiry.	Work collaboratively to support staff to provide opportunities for learners to engage in individual and group enquiry.	External partners support colleges to establish workable solutions to identified challenges.
Delivery of learning and teaching incorporates ongoing communication and interaction between staff and learners, and between learners.	Work collaboratively to support staff to incorporate ongoing communication and interaction between staff and learners, and between learners.	Support teaching staff to incorporate ongoing communication and interaction between staff and learners, and between learners.	Incorporate ongoing communication and interaction between staff and learners, and between learners.	Work collaboratively to support staff to incorporate ongoing communication and interaction between staff and learners, and between learners.	External partners support colleges to establish workable solutions to identified challenges.
Digital and physical resources are used safely and proficiently by staff and learners during learning and teaching engagements.	Work collaboratively to support staff and learners to use digital and physical resources safely and proficiently.	Support teaching staff to use digital and physical resources safely and proficiently.	Use digital and physical resources safely and proficiently.	Work collaboratively to support staff and learners to use digital and physical resources safely and proficiently.	External partners support colleges to establish workable solutions to identified challenges.

Teaching staff engage learners productively in influencing and shaping learning and teaching approaches.	Work collaboratively to support staff to engage learners productively in influencing and shaping learning and teaching approaches.	Support teaching staff to engage learners productively in influencing and shaping learning and teaching approaches.	Engage learners productively in influencing and shaping learning and teaching approaches.	Work collaboratively to support staff to engage learners productively in influencing and shaping learning and teaching approaches.	External partners support colleges to establish workable solutions to identified challenges.
--	--	---	---	--	--

Effective practice that is worthy of wider dissemination, internally or externally.

Workshop Questions.

- 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?

1.3 Assessment

Arrangements to plan assessment to take account of changes to the learning environment emerging form COVID-19

Expectations	Senior managers	Curriculum managers	Teaching staff	Services to support learning managers	External partners
Assessment arrangements take account of assessment and evidence criteria determined by awarding bodies.	Work collaboratively to ensure assessment arrangements take account of the criteria determined by awarding bodies.	Support curriculum teams to ensure assessment arrangements take account of the criteria determined by awarding bodies.	Ensure assessment arrangements take account of the criteria determined by awarding bodies.	Work collaboratively to ensure assessment arrangements take account of the criteria determined by awarding bodies.	External partners support colleges to establish workable solutions to identified challenges.
Appropriate processes are in place to validate the authenticity of assessment evidence.	Work collaboratively to ensure appropriate processes are in place to validate the authenticity of assessment evidence.	Support curriculum teams to ensure appropriate processes are in place to validate the authenticity of assessment evidence.	Ensure appropriate processes are in place to validate the authenticity of assessment evidence.	Work collaboratively to ensure appropriate processes are in place to validate the authenticity of assessment evidence.	External partners support colleges to establish workable solutions to identified challenges.
Assessment schedules are planned, communicated and agreed with learners at the start of programmes.	Work collaboratively to ensure assessment schedules are planned, communicated and agreed with learners at the start of programmes.	Support curriculum teams to ensure assessment schedules are planned, communicated and agreed with learners at the start of programmes.	Ensure assessment schedules are communicated clearly and timeously to learners, prior to or at the start of programmes.	Work collaboratively to ensure assessment schedules communicated clearly and timeously to learners, prior to or at the start of programmes.	External partners support colleges to establish workable solutions to identified challenges.

Effective practice that is worthy of wider dissemination, internally or externally.

Workshop Questions.

- 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?

Arrangements to deliver assessment to take account of changes to the learning environment emerging from COVID-19					
Staff support learners to become familiar with, prepare for, and engage in, different types and modes of assessment.	Work collaboratively to support staff to prepare learners for engaging in different types and modes of assessment.	Support curriculum teams to prepare learners for engaging in different types and modes of assessment.	Prepare learners for engaging in different types and modes of assessment.	Work collaboratively to support staff to prepare learners for engaging in different types and modes of assessment.	External partners support colleges to establish workable solutions to identified challenges.
Staff provide learners with timeous and productive feedback on coursework and assessments.	Work collaboratively to support staff to provide learners with timeous and productive feedback on coursework and assessments.	Support curriculum teams to provide learners with timeous and productive feedback on coursework and assessments.	Provide learners with timeous and productive feedback on coursework and assessments.	Work collaboratively to support staff to provide learners with timeous and productive feedback on coursework and assessments.	External partners support colleges to establish workable solutions to identified challenges.
Effective practice that is worthy of wider dissemination, internally or externally.					
Workshop Questions.					
<ul style="list-style-type: none"> • How will we support learners to become familiar with different types and modes of assessment? • What arrangements are in place to provide learners with timeous 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

