

## Higher National Unit specification

### General information for centres

**Unit title:** Managing Curriculum Processes

**Unit code:** F1HK 36

**Unit purpose:** This Unit is designed for the continuing professional development (CPD) of teachers employed in Scotland's Colleges who have responsibility for managing and leading a curriculum team but not necessarily in a formal line management capacity. It will enable candidates to develop the skills, knowledge and understanding to manage the processes involved in planning and delivering a curriculum programme effectively in a specific subject area.

This Unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

On completion of the Unit the candidate should be able to:

- 1 Manage and improve the delivery of a programme to ensure the quality of the learner experience.
- 2 Prepare, implement and monitor a development plan for a curriculum programme.
- 3 Identify and analyse the factors that influence curriculum change at subject area level.
- 4 Contribute to the identification of resource requirements and use resources effectively.

**Credit points and level:** 1 HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to hold a recognised teaching qualification and have experience of managing and leading a curriculum team.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving, Working with Others and Numeracy at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

## General information for centres (cont)

This is a mandatory Unit in the Professional Development Award in Managing and Leading a Curriculum Team at SCQF level 9 and it is recommended that it should be taught and assessed within this framework. Delivery of this Unit can be integrated with the Unit, Managing Curriculum Teams. The principal context will be the learning and teaching environment.

**Assessment:** This Unit will be assessed by written/oral evidence in the form of a report of about 1500 words, professional discussion or oral presentation. The candidate is required to provide performance evidence of preparing, implementing and monitoring a minimum of one development plan for a curriculum programme and managing its delivery to ensure the quality of the learner experience. There must be arrangements in place to ensure the authenticity of the work produced.

There may be opportunities for integrating the assessment of Outcomes 2 and 3 of the Unit, Managing Curriculum Teams with the assessment for this Unit. In the case of an integrated assessment for all five Outcomes the word count for the report should be  $\pm 10\%$  of 2,500 words.

## **Higher National Unit specification: statement of standards**

**Unit title:** Managing Curriculum Processes

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

The Unit will be assessed holistically by combining Outcomes 1, 2, 3 and 4 for assessment purposes. Evidence Requirements and Assessment Guidelines for the Unit appear after Outcome 4.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Manage and improve the delivery of a programme to ensure the quality of the learner experience

#### **Knowledge and/or Skills**

- ◆ College policies and procedures for quality assurance, improvement and enhancement
- ◆ Benchmarks and examples of best practice in learning and teaching
- ◆ Key elements of effective programme design
- ◆ Sources of evidence on which to draw to evaluate the quality of the learner experience
- ◆ Self-evaluation of processes, outcomes and impact of actions
- ◆ Analysing and evaluating evidence
- ◆ Communication skills
- ◆ Management skills — people/information

### **Outcome 2**

Prepare, implement and monitor a development plan for a curriculum programme

#### **Knowledge and/or Skills**

- ◆ College quality systems and procedures
- ◆ Organisational planning cycle
- ◆ Action planning skills
- ◆ Team roles and responsibilities
- ◆ Consultation skills
- ◆ Negotiation skills
- ◆ Delegation skills and techniques
- ◆ The processes of writing and thinking evaluatively

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Managing Curriculum Processes

### **Outcome 3**

Identify and analyse the factors that influence curriculum change at subject area level

#### **Knowledge and/or Skills**

- ◆ Internal and External sources of information
- ◆ Data collection methods
- ◆ Analytical techniques and skills

### **Outcome 4**

Contribute to the identification of resource requirements and use resources effectively

#### **Knowledge and/or skills**

- ◆ Curriculum resource implications
- ◆ Costing resources
- ◆ Funding methodology
- ◆ Resource allocation systems
- ◆ Ways in which curriculum activities are funded, measured, controlled and constrained
- ◆ Procurement policies and practices
- ◆ Ongoing use and control of resources
- ◆ Planning cycles

### **EVIDENCE REQUIREMENTS FOR THE UNIT**

Candidates will produce performance and written/oral evidence of their ability:

- ◆ to prepare a minimum of one development or quality improvement plan for a curriculum programme which meets their organisation's requirements and takes account of:
  - the potential impact on the quality of the learner experience
  - the potential impact on performance indicators
  - the factors that influence curriculum change
- ◆ to implement the plan and monitor the effectiveness of delivery in terms of:
  - the quality of the learner experience
  - use of resources

The written/oral evidence will be in the form of a report of about 1,500 words, excluding appendices, or the equivalent derived from a professional discussion or oral presentation. The written/oral evidence will show how the candidate has:

- ◆ planned the development, which may be the introduction of a new curriculum programme or change to an existing one, taking account of external and internal factors that influence the design of the curriculum programme
- ◆ implemented the plan using a team-based approach
- ◆ monitored and reviewed the plan including use of resources
- ◆ planned further change

## Higher National Unit specification: statement of standards (cont)

### Unit title: Managing Curriculum Processes

Performance evidence, which should be included as appendices, will take the form of:

- (a) a development plan for a curriculum programme, in which:
  - resources required to deliver the programme are identified
  - targets and objectives are clearly defined and can be measured
  - responsibilities for action are allocated appropriately to team members
  - the needs of learners/clients and other stakeholders are taken into account
  - decisions are based on facts, data and analysis
  - results are evidenced
  - improvements can be measured (qualitative and/or quantitative)
  - planned actions are evaluated and improved
- (b) records of monitoring and evaluating the quality of delivery and the learner experience.

A minimum of three sources of evidence should be used in evaluating the quality of delivery and learner experience, for example self-evaluation, staff perceptions, learner/stakeholder feedback, verification, performance indicators.

Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

Evidence must be generated in the workplace. Witness testimony will be required from the line manager to ensure the authenticity of the work produced.

### ASSESSMENT GUIDELINES FOR THE UNIT

The length of report should be within  $\pm 10\%$  of 1,500 words. Appendices to the report, for example college documentation, self-evaluation reports and action plans, moderation reports, learner and other stakeholder surveys, minutes of meetings will provide supporting evidence.

There may be opportunities for integrating the assessment of Outcomes 2 and 3 of the Unit, Managing Curriculum Teams, with the assessment for this Unit. In the case of an integrated assessment for all five Outcomes the word count for the report should be  $\pm 10\%$  of 2,500 words.

## Administrative Information

**Unit code:** F1HK 36  
**Unit title:** Managing Curriculum Processes  
**Superclass category:** GE  
**Original date of publication:** May 2007  
**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## Higher National Unit specification: support notes

### Unit title: Managing Curriculum Processes

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

The content of this Unit is based on the Standard for 'Managing and Leading a Curriculum Team' from 'The Professional Standards for Continuing Professional Development (CPD)', published by the Scottish Executive in June 2006, <http://www.fepdfscotland.co.uk/professionalstandards.htm>.

It is designed for the continuing professional development (CPD) of teachers employed in Scotland's Colleges who have responsibility for managing and leading a curriculum team but not necessarily in a formal line management capacity. It will enable candidates to develop the skills, knowledge and understanding to manage the processes involved in planning and delivering a curriculum programme effectively in a specific subject area.

The principal context will be the learning and teaching environment. The candidate should have access to a workplace where evidence to meet the Outcomes can be generated. Integration in the delivery and assessment of the Unit, Managing Curriculum Teams, is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

#### Outcome 1

- ◆ methods for self-evaluation of curriculum processes, outcomes and impact of actions
- ◆ internal audit
- ◆ sources of evidence relating to the quality of the learner experience:
  - information management systems
  - staff and learner perceptions
  - verification
  - performance indicators
  - observation of learning and teaching
- ◆ curriculum support service

## Higher National Unit specification: support notes (cont)

**Unit title:** Managing Curriculum Processes

### Outcome 2

- ◆ college planning cycles
- ◆ college quality systems and procedures
- ◆ principles of planning
- ◆ consultation skills
- ◆ negotiation skills
- ◆ sensitivity to culture
- ◆ values and operating environment
- ◆ setting aims and objectives
- ◆ target setting
- ◆ marketing skills
- ◆ Techniques to promote evaluative thinking and writing include:
  - making a judgement on the success or effectiveness of the activity described (include an evaluative word)
  - after a descriptive statement asking the questions ‘So what?’ or ‘Therefore?’
  - asking the question ‘How do we know?’ — what is the evidence?
  - using targets/PIs/benchmarks to measure achievement and performance
  - identifying strengths and areas for improvement
  - devising action/development plans
  - reviewing, modifying and evaluating these plans
  - measuring the impact of actions

### Outcome 3

- ◆ government policies and national priorities eg Workforce Plus — an Employability Framework for Scotland, June 2006
- ◆ data collection methods eg oral feedback, questionnaires, observations, surveys, discussion groups and interviews employment trends and employer feedback
- ◆ labour market intelligence
- ◆ learner feedback
- ◆ community needs
- ◆ access and inclusion
- ◆ awarding/validating body requirements
- ◆ funding environment
- ◆ social and cultural diversity
- ◆ curriculum structure and progression paths
- ◆ PEST/SWOT analysis



## Higher National Unit specification: support notes (cont)

**Unit title:** Managing Curriculum Processes

### Outcome 4

- ◆ costings
- ◆ budgets
- ◆ timetabling
- ◆ space allocation and utilisation
- ◆ deployment
- ◆ evaluation and adjustment
- ◆ alternative modes of delivery
- ◆ value for money
- ◆ unit costs
- ◆ wSUMs per FTE
- ◆ legislative requirements for health and safety

### Guidance on the delivery and assessment of this Unit

The achievement of the skills and underpinning knowledge required for this Unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the Outcomes. These discussions will also develop the skills required to reflect on own practice. It would be useful to have examples of well-written development plans and relevant documentation for quality monitoring and improvement for illustration.

As the quality improvement cycle<sup>1</sup> can typically be defined into the four steps of Plan, Do, Check and Act (also known as the PDCA cycle) candidates may use this framework for their development/quality improvement plan, for example:

Plan the change or new development to include:

- ◆ introduction of a new curriculum programme or identification of the need to implement change in an existing curriculum programme
- ◆ reflection on and interpretation of relevant information concerning the existing delivery of the curriculum programme — this should be drawn from as wide a range of sources as possible and include information from learners and stakeholders
- ◆ definition of the current curriculum programme and the opportunities for improvement
- ◆ planning of how the progress and the effectiveness of the change will be monitored
- ◆ documentation of your goals and objectives — what improvements/changes do you expect to see?

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<sup>1</sup> [www.rmit.edu.au/departments/qdu/quality\\_improvement\\_cycle.doc](http://www.rmit.edu.au/departments/qdu/quality_improvement_cycle.doc) (accessed on 18.02.07) adapted with reference to a curriculum team

## Higher National Unit specification: support notes (cont)

### Unit title: Managing Curriculum Processes

In addition, consider questions such as:

- ◆ what data indicates a change is required?
- ◆ what change is to be made?
- ◆ how do you know the planned change is appropriate?
- ◆ what other alternatives are there?
- ◆ what sequence of steps is needed to implement this change?
- ◆ who will be responsible for carrying out each step?
- ◆ who will need to be consulted?
- ◆ who will the change affect?
- ◆ how long will the change take?
- ◆ how long will each step take?
- ◆ how will you know you have completed each step?
- ◆ how will you monitor the change's effectiveness and the benefits of the change?
- ◆ how will you monitor and track the progress of the change?
- ◆ how will you collect, review and act on information?
- ◆ what will you do about unexpected problems?

Implement the plan:

- ◆ carry out the change or deliver the new programme
- ◆ document the activities of implementation

Monitor and review the plan including:

- ◆ monitoring the progress and effectiveness of the change/delivery according to your plan
- ◆ recording of observations and results (planned and unexpected) in comparison with the original data or the goals, measures and objectives
- ◆ studying the results — what did you achieve?/what did you learn?

Revise and plan how to use what you have learnt by asking questions such as:

- ◆ what did the information you collected tell you about the effectiveness of the change/delivery?
- ◆ what can be done to improve delivery further?
- ◆ how can the change/delivery be refined?
- ◆ what lessons have you learned that can be applied elsewhere? how can these lessons be communicated?

Candidates should generate evidence of achievement from the workplace and should have several opportunities to prepare for the summative assessment.

## Higher National Unit specification: support notes (cont)

**Unit title:** Managing Curriculum Processes

### *Opportunities for developing Core Skills*

All elements of the Core Skill of Problem Solving -critical thinking, planning and organising and reviewing and evaluating- will be developed and enhanced as candidates undertake the Unit. As they prepare to plan the improvement of a curriculum programme candidates will define measurable objectives which take account of both college policies and the requirements of external agencies. Identifying the needs of learners and designing an appropriate programme within available timescales and resources will involve considering strategic approaches to change. The plan must be implemented using a team-based approach and incorporate arrangements for monitoring and reviewing activities. Evaluation of achievement will involve a detailed analytical review where candidates justify and evaluate their approaches and outline plans for future change.

A team based approach to introducing and implementing curricular change provides many opportunities to enhance skills in communicating and working with others. Having analysed the component tasks and identified essential elements of change management candidates could use group discussion to clarify and support understanding of current best practice in pro-active learning methods and media. The nature of information under discussion would encompass issues of diversity and inclusion and allow practical opportunities for candidates to practise empathic, reflective listening techniques. The nature and scope of goals, roles and responsibilities could be examined taking account of all resources including strengths and needs of all involved individuals. There will be opportunities to demonstrate use of working methods consistent with available resources, to negotiate with, demonstrate and explain ideas to others. As candidates review and evaluate their own contribution to working with people at all levels they should support their conclusions on their own performance with evidence, and propose ways to further enhance their skills.

Efficient systems of recording, coding and storing outline information will support accuracy in analysing and communicating information on performance indicators. The ability to calculate, apply and convey complex qualitative and quantitative information on quality and financial issues will provide evidence that management decisions have been based on accurate measurement and analysis of data and that performance improvement has been achieved.

### **Open learning**

This Unit would be suited to open, distance and online learning if it was conducted in conditions where arrangements have been put in place to assure the authenticity of the candidate's work: assessments could, for example, be verified by a line manager who can confirm that the candidate's work practice is authentic. It is likely that open learning delivery will consist of some initial orientation and briefing sessions, after which candidates will manage their own learning. Despite this, candidates will require support throughout the time they are undertaking this Unit and suitable arrangements should be made to provide this. This could involve meetings with candidates both individually and as a group. For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Managing Curriculum Processes

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title: Managing Curriculum Processes**

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It is about the knowledge and skills you need to manage the processes involved in planning and delivering a curriculum programme effectively in a specific subject area but not necessarily in a formal line management capacity.

It will provide an opportunity for continuing professional development (CPD) of teachers employed in Scotland’s Colleges who have responsibility for managing and leading a curriculum team.

#### **On completion of the Unit you will be able to:**

- 1 Prepare, implement and monitor a development plan for a curriculum programme.
- 2 Identify and analyse the factors that influence curriculum change at subject area level.
- 3 Contribute to the identification of resource requirements and use resources effectively.
- 4 Manage and improve the delivery of a programme to ensure the quality of the learner experience.