



Scotland's Curriculum for Excellence: how can universities best prepare themselves for a new calibre of students?

Dr Karla H. Benske

A curriculum framework to meet the needs of all learners 3 – 18

A schematic guide for curriculum planners

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

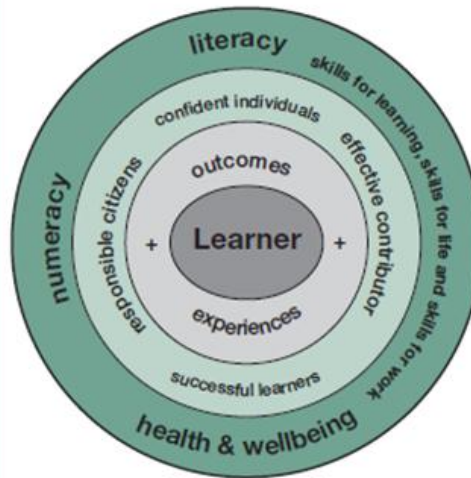
Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

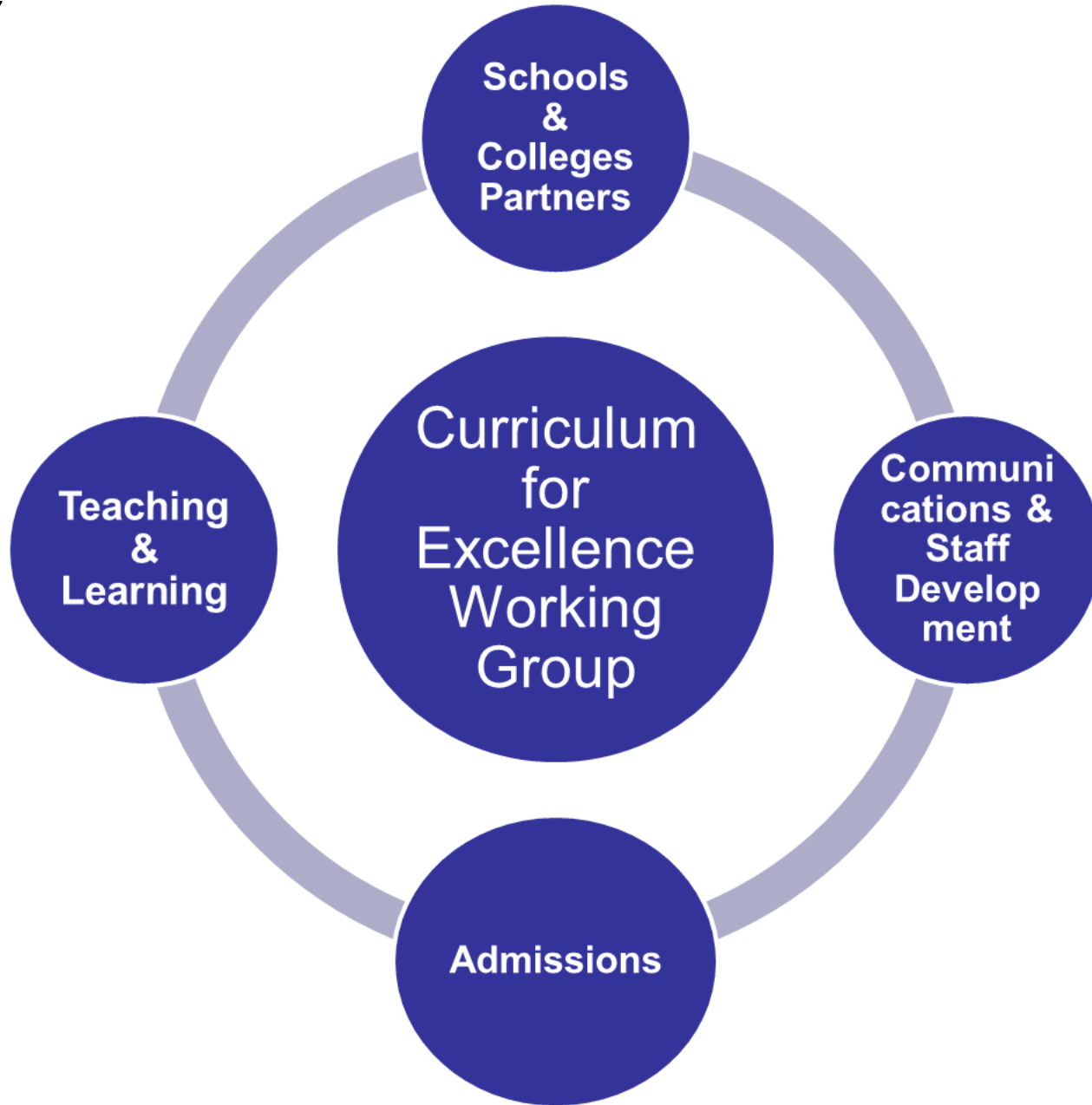
Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

to support the purposes of learning

Scottish Government (2008) *CfE. Building the Curriculum 3: a framework for learning and teaching*, Edinburgh: Scottish Government.

Glasgow Caledonian University's Preparation for the Curriculum for Excellence



Schools and Colleges Partners Sub-group



Work with Schools, Colleges and Local Authorities to ensure a smooth transition into university

Adjust recruitment activities, advice and guidance for prospective students

Establish the Advanced Higher Hub to support pupils in achieving their desired entry qualifications

Communications and Staff Development

External Communication

Updated information in prospectus and on general website
Dedicated webpage

Internal communication

Communication strategy/framework to raise awareness across the institution

Staff development

Event on Curriculum for Excellence sponsored by the QAA Scotland
Framework for staff development

Admissions

Admissions Policy

Develop a new Admissions Policy that reflects the new Curriculum for Excellence

Adjusting the entry requirements in partnership with the academic schools accordingly

Admissions

Put systems and processes in place that allow flexibility during the transition phase

Ensure that changes to the national qualifications are reflected in the admissions process

New Strategy for Learning

Familiarise all student-facing staff with the Curriculum for Excellence to allow space for adjustment where necessary

Ensure that Curriculum for Excellence is taken into account when implementing the new Strategy for Learning

Review and revise all existing programme and course information and guidance material

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