



Derbyshire Adult Community Education Service

# Curriculum Policy

Approved

Approved by Governance Board: 11 December 2018

Posted on Virtual Learning Environment: 18 December 2018

Posted on the website/online booking (if applicable):

To be reviewed by: November 2020

## 1. Purpose:

The purpose of the policy is to:

- state the principles which underpin the DACES curriculum offer
- define how the Service decides which courses and provision is to run and where
- Identify how the Service develops its curriculum offer to reflect local priorities.

## 2. Policy Statement:

The underpinning principles of the policy are that:

- access to lifelong learning is a **fundamental democratic right** which is reflected in our learner entitlement
- lifelong learning enables individuals, families, communities and employers **to fulfil their potential**
- each adult, or young person between the ages of 14 and 19, has their own reason for wanting to learn, and **all reasons are valid**
- everyone should have an equal opportunity to **access learning**
- learners and employers require a well-balanced and responsive curriculum, which **caters for their needs**
- learners **want to achieve**, and to know how to progress
- learners must be helped to **overcome barriers to learning** and employment, especially for **who have poor experiences** of education
- **higher level learning opportunities** will be available or signposted as a progression route in all parts of the curriculum.

This will be achieved by:

- ensuring curriculum and learner needs are at the **centre of strategic planning**
- ensuring **planning addresses local, regional and national policy initiatives**, offering learning that aims to improve a learner's life chances, keeps them safe and protects them from the risk of exploitation
- a wide range of well-publicised learning opportunities **tailored to local need**
- the availability of a range of information, advice and guidance opportunities, **ensuring that people are on a course that is right for them and able to progress**
- ensuring all learners are **entitled to initial assessment** and an individual learning plan
- offering a comprehensive range of curriculum choices, **ensuring those who can afford to pay do so**, and which reflect national standards and lead to recognised accreditation
- **ensuring learners can participate in a number of ways**<sup>1</sup>, delivering learning as near as possible to where people live and/or work
- prioritising first step courses to **encourage people back into learning**

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<sup>1</sup> classes, drop-in workshops, bite size tasters, e-learning and blended programmes

- offering learning which values the learner and the experience of life that they bring to their course, **promoting cultural understanding, celebrating difference and encourages tolerance**
- ensuring all **learners are able to influence the content** and pace of their learning
- ensuring all **learners are asked their views** on the running of their course
- effectively and publically **celebrating learners' achievement, including participation in national events (e.g. [Festival of Learning](https://www.festivaloflearning.org.uk/)<sup>2</sup>)**
- tailoring our provision to **combine learner satisfaction and value for money**, thus making best use of our resources
- **working with partner organisations** to ensure a coherent curriculum offer and to determine learners' progression routes.

### 3. Scope

This covers all the formal and informal learning experiences offered by the Service or via partner organisations.

### 4. Monitoring, Evaluation and Reporting

The DACES Governance Board is responsible for the establishment and review of the over-arching curriculum policy, as well as policies for the other sectors of the curriculum.

The Service Management Team chaired by the Head of Service will review the range, volume and quality of the Service's curriculum offer and will recommend developments in the curriculum.

A curriculum management framework which includes Learning and Skills Managers and local area, themed networks.

### 5. Equality, Diversity and Inclusion

This policy will be used to promote fairness in all aspects of practice within the Service and support the Service's commitment to be fully inclusive. The Service recognises that some groups of learners may be more vulnerable and is committed to planning and organising its curriculum offer to support successful outcomes for these learners.

All learners regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm, abuse and the risk of radicalisation. The Service is committed to planning and organising its curriculum offer to challenge these behaviours.

### 6. Associated Policies and Procedures

- Curriculum Strategy
- Traineeship Strategy
- 14-19 Strategy
- Apprenticeship Strategy
- Outcome-based Curriculum Steers
- Quality Improvement Policy
- Safe Learner Policy

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<sup>2</sup> <https://www.festivaloflearning.org.uk/>

- Learner Support Policy
- Information, Advice and Guidance (IAG) Policy
- Marketing and Communications Policy
- Equal, Diversity and Inclusion Policy

**7. Postholder to Contact:**

The Head of Service for Derbyshire Adult Community Education Service

**8. Review:**

The Policy will be review in November 2020.

## Appendix 1

### Roles and Responsibilities in relation to Curriculum Policy

- **The Senior Management Team lead is responsible for:**
  - Giving a consistent high profile lead on developing the curriculum, promoting the benefits both internally and externally
  - Ensuring that curriculum priorities are embedded in service planning
  - Ensuring that service roles and responsibilities are complied with.
- **SMT is responsible for:**
  - overseeing the continuing application and development of the policy in line with Service targets and Service strategic objectives
  - consideration of a termly report to ensure that the Curriculum policy is being followed
  - ensuring the Service's strategic plan includes a recognition of the importance of the curriculum and is reflected in the Service Self-Assessment Report (SAR) and Quality Improvement Plan (QIP)
  - ensuring that the curriculum offer is prominent within the Service's strategic plan
  - receiving and responding to monitoring information on the impact of curriculum offer on learner' enrolment, retention, achievement and success
  - ensuring appropriate training and development is provided for both staff and learners to respond effectively, and with agility, to meet the curriculum priorities of the Service.
- **Learning and Skills Managers are responsible for ensuring that:**
  - they take the lead in supporting development of the curriculum offer within the Area and Outcome Theme they are responsible for
  - they promote the link with other key policy areas such as Safe Learner, Equality and Diversity, and Health and Safety
  - recruitment and selection processes including curriculum expectations.
- **All staff are responsible for ensuring that they:**
  - embed the curriculum priorities within their planning and delivery
  - ensure that the learning environment reflects the curriculum priorities and that achievement is recognised and celebrated
  - use appropriate teaching and learning activities to engage learners and inspire them achieve their personal outcomes and to support them into positive destinations.

## Appendix 2:

### Definitions:

The Curriculum informs all the formal and informal learning content and experiences offered by the Service. In the context of DACES provision, and addressing the underpinning principles, the curriculum has three outcome-areas of work:

- Employability and Workplace
- Engagement and Inclusion
- Universal.

The curriculum groups are as follows:

- Get creative (e.g. Painting, drawing, recycled crafts, sugar craft, textiles, floristry, pottery, photography)
- Get hands on (e.g. Construction, DIY, upholstery, woodworking, woodland crafts, gardening, dry stone walling)
- Get learning as a family (e.g. play, parenting, crafts, outdoors, family cooking)
- Get active and healthy (e.g. Physical activities, Discover Derbyshire (PROW etc.), healthy eating, cooking, nature study)
- Get into technology (e.g. Computers, eBay, digital cameras, tablets, smartphones, internet-based activities)
- Get into languages (e.g. all languages excluding English)
- Get ahead in Life and Work (e.g. English and maths, personal development, ready for work, childcare. Get On, first aid, business, independent living)
- Get into work (e.g. employability, apprenticeship and traineeship programmes).

Programmes of learning are classified within one of the following Sector Subject Areas (SSAs):

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|-------------------------------|----------------------------|
| 1. Health & Care              | 2. Science & maths         |
| 3. Agriculture & horticulture | 4. Engineering             |
| 5. Construction               | 6. ICT                     |
| 7. Retail & Commerce          | 8. Leisure & travel        |
| 9. Arts & media               | 10. History & philosophy   |
| 11. Social sciences           | 12. Languages & literature |
| 13. Education & training      | 14. Life and social skills |
| 15. Business & administration |                            |

Programmes of learning are also defined and delivered within the following cross-curriculum or embedded themes:

- Functional Skills (to include English and maths)
- Family Learning
- Employability
- Education for Sustainable Development (ESD)
- Equality, Diversity and Inclusion.