**Knowsley FACE**

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| **Policy:** | Curriculum |
| **Date created:** | September 2020 |
| **Date to be renewed:** | September 2021 |

**Purpose**

The purpose of this policy is to communicate the growing policy and practice, which supports curriculum development and management across the Knowsley Family And Community Education Service. This includes all LA sponsored adult and family learning.

It seeks to put curriculum development within the overall council agenda for improving learning in the borough. The document sets out the mission statement for the service and the key principles, which underpin the curriculum. We are seeking a diverse and open service based around extending schools, which is responsive to learners and their needs and puts them at the centre of curriculum planning and development.

# Scope

The intended audience for the document are current and potential staff and potential and current students.

**Objectives**

The service has an inclusive mission statement that aligns with the Councils Vision and Priorities:

**Vision:** Learning for Life

**Mission:** FACE supports individuals to engage in the widest range of learning opportunities to improve confidence, raise self-esteem, enable personal, creative and social development, support with the challenges of modern life, reduce social isolation and improve employability, skills and health. FACE encourages individuals to be aware of and achieve their own potential in order to progress successfully in learning, work, health and life.

**Objectives:**

1. Strengthen communities in order to support groups or individuals who are in greatest need of learning
2. Enhance employability by developing specific skills required in the labour market, in particular English, Maths and Digital Skills (Modern Technologies)
3. Develop individuals through learning in order to improve health, resilience and well-being
4. Support families by promoting and developing family learning, positive parenting and increasing parental engagement

# Curriculum based on 6 key principles

* Learner centred
* Equality and diversity
* Extending and empowered schools
* Responsiveness
* Partnership
* Innovation and development

These key principles seek to support a learning programme that recognises learners’ different needs and seeks to respond to their wide variety of interest and aspirations. The service is driven by the wider aim of developing learning communities across Knowsley.

**Learner centred**

* The planning and delivery of the curriculum places the learner at the heart. Learning needs to be organised around the needs, interests and abilities of the learner. Effective learning occurs when learners are in control over their own learning. The service seeks to support different learning styles. We recognise the differing starting points of learners and their different aims and objectives of the learning. This principle is implemented through several aspects:
  + Developing courses in response to learner needs
  + Delivering learning that recognises different starting points and different approaches to learning from individual learners
  + Seeking learner feedback on courses
  + Encouraging learners to take autonomy in their own learning

# Equality and Diversity

* Equality and diversity is both a principle and a key challenge. Adult learning by its nature is supportive but demanding. We hope to ensure it promotes equality as well as practises diversity. There are several aspects to the principle of equality and diversity, which are supported through Knowsley Family And Community Education Service

## Equality

* + Seeking a service open to all regardless of gender, ethnicity, sexual orientation or ethnic background
  + Providing a service which supports staff and students and prevents discrimination or harassment
  + Promoting equal access to courses for all potential students or equal access to recruitment for all potential staff

## Diversity

* + Seeking to provide a service which recognises the difference between learners and where possible to accommodate individual learner needs
  + Actively encouraging learners from groups who are under-represented on the current learner profile
  + Aiming to reflect the breadth and diversity of the Knowsley adult population in the profile of learners
  + Aiming to develop provision in areas which traditionally have not supported adult learning
  + Targeting learners from areas were participation in adult learning is low
* The key to a successful implementation of this equality and diversity principle is planning, monitoring and review of adult learning. We will work with tutors to

embed equality and diversity within the planning of provision both at a borough level but also at a centre or provider level. This will be supported through training and awareness events for staff as well as seeking to ensure that equality and diversity underpins all our activity.

* Discrimination or harassment of any kind of staff or students will not be tolerated. Any such cases should be referred to Community Education Officers in accordance with our equal opportunities policy and code of conduct.
* We will also seek to increase the recognition of different learning styles and needs of learners and extend the effective response to this recognition.

**Managing the curriculum through a responsive approach**

## Curriculum planning takes place around the theme of responsiveness. This is in response to identified learner need. Schools and partners are encouraged to invest in seeking learners and potential learners’ views about learning.

* There is extensive understanding and intelligence in the service around the needs and interest of learners in each locality. Each centre learns from other centres and providers about what learners want in terms of programmes. Cost effectiveness requires courses reach minimum numbers for viability though centres will waive this with new provision to see if it can develop a reputation and wider support in the following year.
* Family Learning works with each participating school to review progress over each year and develop its programme in response to this review. Learner feedback is also being developed as a key planning tool for Family Learning.
* One of the service’s main tasks is to develop a more coherent approach to curriculum management and delivery across the self-managed centres. As part of the collective self-assessment of the service Community Education Officers will meet to discuss the totality of provision, identify gaps, agree costs and facilitate the sharing of good practice between tutors to improve the standards of teaching and learning across the curriculum.
* A key feature of managing the curriculum through being responsive is to encourage learner progression at the end of the course. This is to assist future learners in planning their own progression as well as assist our own planning of further courses. We will work with partners in other council agencies/departments as well as the College and other providers to improve understanding of progression for all learners.
* There is a need to ensure that the curriculum is fit for purpose and we will implement a process of formal review of usefulness and applicability of curriculum offer for adults as part of the self assessment process.

# Partnership

* The element of this principle is working in partnership with other providers of adult learning. We work closely with other providers of learning to improve the curriculum offer and extend the quality of the learning experience for adults.
* We recognise that we can best serve our adults if we are also able to direct them to other sources of learning if deemed more appropriate. This is a key area for us.

# Innovation and Development

* The curriculum needs to move forward to take into account changes in society and locally, e.g. Liverpool City Region. In order to do this the service needs to pilot new ideas and trial new approaches.
* These developments seek to test out new approaches to support the principles in this document around responsiveness, being learner centred whilst also promoting diversity.