

Curriculum Development Policy

a. Purpose

The purpose of this document is to describe the policy regarding training programme development.

b. Scope

The scope of this policy covers the development of training and educational programmes as per the needs expressed by the clients of the organization.

c. References

SAQA Criteria and Guidelines for providers.

d. Definitions

None

e. Policy – Programme Development

Education and training programmes fall broadly into one of two categories:

- Employment based programmes generally lead to unit standard Qualifications or equivalent and following initial assessment and action planning for individuals, training is through a full-time systematic programme of work-based activity and learning. Direct training, Supervision of practice, and access to learning recourses support the achievement of competences. Sometimes off-the-job education and training is included. Programme design involve planning, often for individuals rather than groups, a mix of learning and assessment opportunities matching the component units in the award or other valid goals of learners.
- Services and Skills based programmes relate to general vocational and educational Qualifications. They can be part- time or full-time, take place in arrange of centers and are sometimes linked to work – based placements.
- Teaching and training is usually a group activity (increasingly supported through flexible learning for individuals), and follows a timetable of learning and teaching sessions related components in the reward.

- Program development involves planning how groups of learners can best achieve Outcomes and making decisions about programme components, locations and access arrangement for certification.
- For both types of programmes, the requirements are met when, for each programme, there is a statement of purpose which clearly links the target group to the award or other planned outcome and to the end users of the programme (e.g. employers, higher education institutions). It should be clear that well researched needs are being met
- There will be evidence that each programme achieves a good match with learner and client expectations of content and standards. The programmes should lead to unit standard Qualifications or equivalent where this is contractually required. They will follow any given specifications to the letter (e.g. the programme should be designed against the standards of the qualification to which they lead) or particular criteria agreed by a client or with a learner. The learning opportunities in work placements should be carefully identified to ensure that all the outcomes required by the award or other learning goals can be achieved.
- Particular attention will be paid to specification for the integration of core skills into programmes in order to achieve the appropriate degree of breadth. Core skills cover aspects such as communication, numeracy, information technology, personal effectiveness, and problem solving. This organization knows, understands, and has taken steps to ensure that learners will be prepared for future changes by progressing in these skills.
- Education and training –based programmes for groups are organized to meet individual needs so far as possible by flexible arrangements for access and progression through the programme, e.g. by self study methods, accreditation of prior learning /achievement, assessment on demand.
- For all programmes, there will be a clear outline of the learning resources and environment, staffing requirements, and overall learning methodology appropriate to the aims and purposes of the programme. Plans will demonstrate that learners will experience coherent, well-structured and sequenced activities.
- Where learners with disabilities or learning difficulties are recruited to programmes leading to an award, there are plans for modification of programmes, e.g. extra time, alternative learning methods, and special assessment arrangements agreed with the awarding body.

- Overall the programme development will ensure that there is a good degree of learner activity and that learners are encouraged to take responsibility for their own learning.
- Programme development is effectively managed and all aspects are regularly monitored and reviewed.

Signed at: _____ on this _____ day of
2025

Manager Signature
representative Signature

Board of Directors