

Curriculum Strategy Principles

Our curriculum is, and will continue to be, located within the Humanities and Social Sciences. We regard this limited offer as a strength because it opens up opportunities, many as yet untapped, to share modules between disciplines and to develop a transdisciplinary approach through the sharing of content as well as pedagogies. As part of the re-validation of all the courses, we will actively explore the value - as well as the practicability - of sharing modules across discrete subject areas.

We will move towards comparability of CATS points for modules on different programmes to help facilitate this wherever possible.

We will ensure that there are internal, as well as external, opportunities for progression for all Foundation Degrees/ Certificates of Higher Education/ Diplomas in Higher Education.

We will strive to ensure when proposing new further education and higher education courses for accreditation or validation that critical analysis of the content of the curriculum as applied and useful knowledge is central. This will assist in progression to, and through, sustainable careers and the conscious delivery of skills of employability.

We will explore a range of modes of delivery including multi-method learning, as exemplified by the current courses offered on a block residential basis.

Our relationship with OUVS, which has approved most of our undergraduate and postgraduate courses since the early 1990s, will continue as we move towards seeking delegated authority and possibly towards degree awarding powers at some future date. This will enable us to ensure the development and monitoring of the delivery of higher education skills.

We will seek to develop more partnership agreements with organisations that can enrich our curriculum and the student experience, such as the TUC and GFTU. Our short course provision will develop within the new QCF framework and offer progression opportunities to students.

We will continue to use the academic infrastructure such as generic and benchmark subject skills, as promoted by the QAA and relevant professional bodies, to integrate these into all our higher education undergraduate and postgraduate courses.

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