



Structures of Education and Training Systems in Europe

United Kingdom - Scotland

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INTRODUCTION: GENERAL POLICY CONTEXT

Scotland forms an integral part of the United Kingdom of Great Britain and Northern Ireland. On 1 July 1999, a new Scottish Parliament and Executive were established with significant legislative and decision-making responsibility for a wide range of devolved matters, including education and training. The Parliament has adopted modern ways of working: it aims to be accessible, open and responsive to the needs of the public; participation by organisations and individuals is encouraged; and views and advice from specialists are sought as appropriate. The main executive body – the Scottish Government – focuses on the key long-term challenges for Scotland.

The Government wishes to achieve Five Strategic Objectives

- a wealthier and fairer Scotland
- a healthier Scotland
- a safer and stronger Scotland
- a smarter Scotland (including education)
- a greener Scotland

As a result of the Local Government etc (Scotland) Act 1994, from 1 April 1996 the functions of local government became the responsibility of 32 single tier councils. The Scottish Parliament controls the functions exercised by these local authorities through the statutory powers which it confers on them and local authorities liaise closely with the relevant Scottish Government Directorates. The functions and responsibilities are wide-ranging and include education, community learning and development, and leisure and recreation. All authorities have appointed an officer to be responsible for education, under their Chief Executive, but that officer may have a title other than Director of Education.

The relationship between central and local government is based on mutual respect and partnership and devolves to local authorities all decision-making about the use of the overall grant they receive and about management of services. The body which represents the local authorities in Scotland is called the Convention of Scottish Local Authorities (COSLA). It deals with national issues of concern to local authorities and represents the interests of the councils in their consultations with Scottish Government.

The estimated population of Scotland on 30 June 2007 was just over 5.1 million, 8.5 % of the population of the United Kingdom. There was an increase of 1.0 % between 2001 and 2006. Current projections are for a slight increase in population over the next 15 years. The expected increase reflects a slightly higher rate of immigration than emigration, mainly because of an influx of workers from Eastern Europe following the expansion of the European Union in 2004. Approximately 32 000 people from Eastern Europe found work in Scotland between May 2004 and June 2006. Almost five out of six of these workers were within the ages 18-34. The growth in these numbers has resulted in an increase in the numbers of children and young people in Scottish schools who have English as an additional language.

In 2003, the proportion of the age range 25-64 who had completed an upper secondary education was given as 67 %.

The population is very unevenly spread, with almost 70 % living in the relatively narrow Central Belt around the estuaries of the rivers Forth and Clyde. Low population levels have important implications for the provision of education in certain areas and the viability of rural schools.

Around 16 % of Scots would claim affiliation to the Roman Catholic Church (2001 Census in Scotland). The Church of Scotland and the Roman Catholic Church have the right to be represented on the education committee of every local authority, if the authority sets up such a committee. The Roman Catholic Church retains considerable influence over the appointment of staff, the teaching of religious education and the ethos of its denominational schools. There are various other Christian denominations in Scotland and several other world faiths (notably Jewish, Muslim, Hindu and Sikh) are practised. There are no public schools in Scotland specifically for children belonging to faiths other than Christianity, apart from one Jewish primary school.

English is the official language of government, business, education, the law and other professions. It is spoken everywhere in Scotland, alongside Scottish-English (including various forms of modern Scots) in most areas and Gaelic in parts of the Highlands and many of the Western Isles. Language policy in education is to promote high levels of literacy in English and, also, in Gaelic in some parts of the country. In addition, language policy in Scotland gives all young people the entitlement to learn at least one modern foreign language.

The UK Government signed the Council of Europe Charter for Regional or Minority Languages in 2000 and ratified it in 2001. The 2001 Census of Population recorded that 65,674 people in Scotland were able to speak, read or write Gaelic. This is 1.3 % of the Scottish population and represents a 6 % decline compared with the 1991 census figures. Gaelic is now taught at all levels of education (pre-school, primary, secondary, further and higher education) in certain areas. Gaelic language and Gaelic-medium education are not confined to the traditional Gaelic-speaking areas of Scotland but are also established in the main urban areas.

Groups which have come into the country as migrants at various times speak a number of other languages. Cantonese, for example, is the main language of the Chinese community. Other groups originally from the Indian sub-continent have brought their languages (among them Punjabi, Gujarati, Urdu, Hindi and Bengali) to Scotland.

The principles which underpin Scottish education are long established but are not laid down by law. They are partly a reflection of Government educational policy and partly a consensus view as set out in the many reports and advisory documents produced by the system. Among the founding principles are the existence of free, compulsory education for 5-16 year olds and the provision of a broadly based curriculum. Education should also fit individual needs, be tailored to 'age, ability and aptitude' and aim to develop the 'personality, talents and mental and physical abilities of children and young persons to their fullest potential' ⁽¹⁾. A further principle is that there should be opportunities to continue voluntarily at school or proceed to further or higher education, with financial assistance, if necessary.

These principles among others underpin the current policies and developments relating to modernisation and curriculum reform. These have evolved over the last decade through a number of key documents. The five National Priorities for Education were defined under section 4 of the 2000 Act. In 2003, the government published *Educating for Excellence* ⁽²⁾, a response to the National Debate on Education document. In 2004, *Ambitious Excellent Schools* ⁽³⁾ was published, setting out 69 commitments to modernise a wide range of aspects of Scottish education. In May 2003, the Government announced its intention to reform and simplify the curriculum 3-18, to increase pupil choice and make learning more stimulating. From 2004, a number of documents have been issued to allow professional debate and underpin the development of what has become known as **A**

⁽¹⁾ http://www.opsi.gov.uk/legislation/scotland/acts2000/asp_20000006_en_1

⁽²⁾ <http://www.scotland.gov.uk/Publications/2003/01/16226/17176>

⁽³⁾ <http://www.scotland.gov.uk/Publications/2004/11/20176/45853>

Curriculum for Excellence. The relevant web address is noted below ⁽⁴⁾. These changes are currently being elaborated and will be brought into practice during session 2010/11.

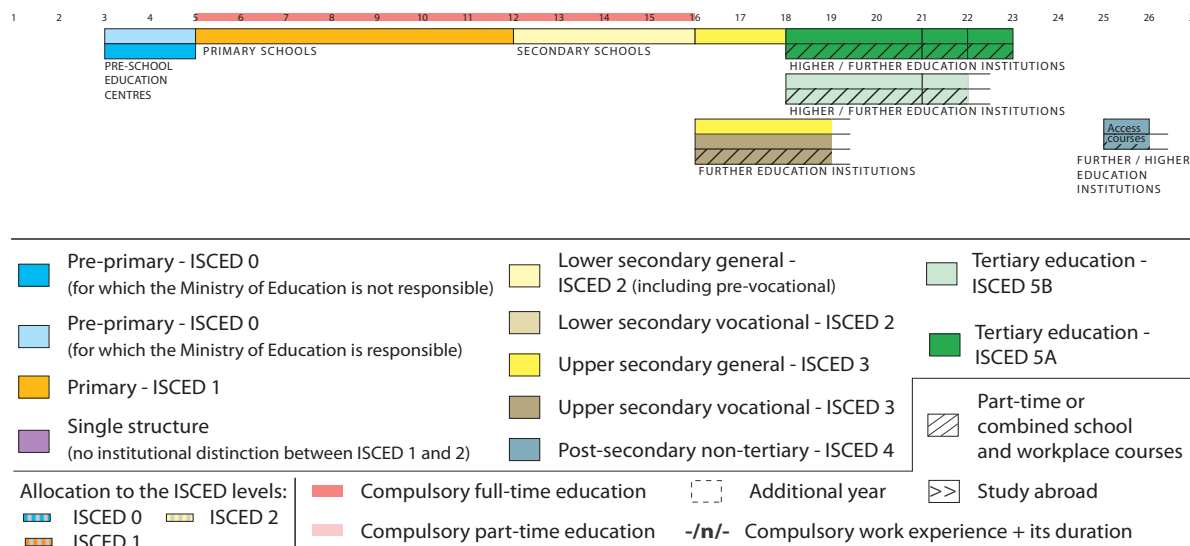
Among the national outcomes by which the Government's performance will be measured are the following: that

- we are better educated, more skilled and more successful, renowned for our research and innovation;
- our young people are successful learners, confident individuals, effective contributors and responsible citizens; (a key part of the philosophy)
- our children have the best start in life and are ready to succeed;
- we have tackled the significant inequalities in Scottish society;
- we have improved the life chances of children, young people and families at risk; and
- our public services are high quality, continually improving, efficient and responsive to local people's needs.

(4) www.ltscotland.org.uk/curriculumforexcellence

1. INITIAL EDUCATION AND TRAINING: ORGANISATION, FUNDING AND QUALITY ASSURANCE

1.1 Organisation of the initial education and training system



- From age 3-5, parents have the option to place their children in pre-school education. This is organised in establishments run by providers in the public, private and voluntary sectors.
- From age 5-12, children undertake compulsory primary education in primary schools.
- From age 12-16, children undertake 4 years of compulsory secondary education. This takes place in (almost all) co-educational and comprehensive schools. At age 14, pupils receive guidance to help them select subjects for continuing study in years S3 and S4 from within a general framework. At 15 they receive guidance to help them select subjects for study in upper secondary or further education, or to choose an appropriate training course or find employment.
- From age 16-18, pupils can opt to pursue an upper secondary education in their secondary school. Education at this level can also take place in colleges. At 17 and/or 18, pupils receive guidance in relation to continuing study in S6 or transition to further or higher education or to training or employment at the end of S5.
- At age 16+, young people can choose to follow vocational training courses with independent providers or in colleges or further and higher education. Courses are either non-advanced (further education) or advanced (higher education). Non-advanced courses comprise: vocational and general studies; pre-employment courses; courses for school pupils offered through school-college partnerships, including Skills for Work courses; off-the-job training for employees.
- They can also pursue higher education in higher education institutions (including universities and all colleges).

The branches of study at each stage are indicated in the relevant sections of this report.

1.2 Distribution of responsibilities

The role of central and regional authorities

Although the Scottish Government plays an important part in the administration of Scottish education, many of the executive powers for school education are devolved to the local authorities and in some cases to the schools themselves. In both further and higher education, the institutions themselves are responsible for most of their own administration. However, in these two areas the Scottish Funding Council (SFC) is responsible for the allocation of Government funding and for quality assurance.

The First Minister for Scotland is responsible for the overall supervision and development of the education system. Day-to-day responsibility for education is delegated to the Cabinet Secretary for Education and Lifelong Learning. The Ministers for Children and Early Years and for Schools and Skills share the responsibilities. They are supported by the Director-General for Education and the three Directorates within his responsibility – for Children, Young People and Social Care; for Schools; and for Lifelong Learning. Ministers are advised by Her Majesty's Inspectorate of Education (HMIE) and the national bodies dealing with the development of the curriculum (Learning and Teaching Scotland) and public examinations (the Scottish Qualifications Authority).

Her Majesty's Inspectorate of Education (HMIE) promotes improvements in quality of experience, achievements and standards for all learners in the Scottish education system. Evidence from inspections and reviews informs national educational policy and practice. HMIE carries out evaluations of the work of pre-school and community learning settings, schools, colleges, teacher education and local authority services. (See Section 1.4)

As stated above, the 32 local authorities in Scotland have direct responsibility for schools, the employment of educational staff, the provision and financing of most educational services and the implementation of Scottish Government policies in education. In respect of pre-school education, the Standards in Scotland's Schools Act 2000 gives local authorities a duty to make educational provision for all three and four year olds whose parents wish it.

In respect of school education, local authorities have statutory duties to:

- provide adequate and efficient school education;
- meet Additional Support Need;
- provide the teaching of Gaelic in schools in Gaelic-speaking areas;
- make arrangements for pupils who are excluded from, or cannot attend, school;
- provide adequate facilities for recreational and sporting activities;
- provide buildings;
- employ teachers and other school staff;
- provide equipment and teaching materials; and
- take responsibility for the curriculum taught in schools, taking account of national guidance.

The Standards in Scotland's Schools etc Act 2000 requires local authorities to 'endeavour to secure improvement in the quality of the school education which is provided in the schools managed by them'. It also places a duty on Ministers to seek to secure improvements in the quality of education

nationally. Local authorities are required to publish annual plans showing improvement objectives for the schools in their areas. Authorities are also required to publish annual reports on progress.

The Government has set out guidance to local authorities on the development of community learning strategies and plans. It published in 2004 *Working and Learning Together to Build Stronger Communities* ⁽⁵⁾. This is currently the key policy document for community learning and development.

The role and responsibility of schools

Local authorities are responsible for enacting government policy in their areas but they empower their schools and their headteachers to take this policy into practice. Schools are allowed control over most of their finances to support the running of their establishments and the management of change and development. Schools must formulate annual development plans which delineate their aims, objectives, targets and timescales for the year's activities. These plans are used to manage development and to assure its quality. Managers liaise with staff on an ongoing basis in all establishments to debate and agree the pace, direction and success of planning and development. Pupils in schools, through a system of pupil councils, are also consulted on key issues and changes.

Participation of, and consultation with, the parent body and school community

Parents are encouraged to become engaged with their child's education at all levels and are offered a range of opportunities, both formal and informal, to do so. From the early 1990s, **School Boards** became the official locus of contact between parents and the individual school. In 2006, the Scottish Schools (Parental Involvement) Act made provision for a broader range of parent representation through Parents' Forum and Parents' Councils. It aims to encourage parents' active involvement in supporting their children's learning.

Parents have a number of rights by law, which include:

- a free pre-school place for their child from age 3 to age 5, if they wish to take it up;
- a free school place for their child from age 5 to age 16;
- choice of school, within certain limits;
- information about their child's progress; and
- an appeal about decisions relating to a Record of Needs or a co-ordinated support plan, relating to additional support needs.

Many schools have an active Parent Teacher Association (PTA), which can be represented at national level by the Scottish Parent Teacher Council (SPTC).

Participation by, and consultation with, the world of work

It is government policy that there should be close cooperation between schools and the world of industry and business. The Executive's strategy for Enterprise in Education – *Determined to Succeed* ⁽⁶⁾ – commits local authorities to developing education-business partnerships to support enterprising learning and teaching for pupils of all ages within subjects and across the curriculum. They widen pupils' experience, support the transition from education to working life and help them see purpose to their education. For businesses, links with education help to keep industry informed about current educational developments and practice and provide opportunities to influence the curriculum.

⁽⁵⁾ <http://www.scotland.gov.uk/Publications/2003/01/16208/17068>

⁽⁶⁾ www.determinedtosucceed.co.uk; www.scotland.gov.uk/Publications/2002

Participation by, and consultation with, teacher associations

There are four school teacher associations in Scotland and also two head teachers' associations. In addition to their involvement with the pay and conditions of service of teachers, teacher associations take a considerable interest in curriculum matters and in any proposals for reform of the education system. For example, they have been fully consulted during the current curricular reforms. Two other associations represent lecturers in the further education and higher education sectors.

Participation by, and consultation with, key players in post-school education

Publicly funded post-school education is provided at three levels. Vocational education is provided by colleges, which are in most cases self-governing bodies funded largely by a grant from central Government through the Scottish Funding Council (SFC). Non-vocational education in the form of community learning and development is provided by local authorities, voluntary organisations and other educational bodies, such as colleges and universities. Universities and some other higher education institutions are funded through the SFC.

A college Principal is responsible for the internal management of the college. He/she is sometimes supported by a Depute. Colleges generally have a number of Assistant Principals, each of whom is likely to have a cross-college responsibility for, e.g., quality assurance, funding of capital projects, student bursary funding or widening access. These are in addition to a faculty or divisional responsibility for overseeing and co-ordinating the work of related departments in areas such as building, commerce, engineering or general studies.

For students, institutions should provide information on the courses they offer, entry requirements for these courses, how to apply for them, services for students and sources of financial help. They should also supply information on the aims and structures of their courses, their policy on equal opportunities, their facilities for students with disabilities or learning difficulties and offer access to careers guidance.

The local community should have access to institutions of post-school education and these should publicise facilities that are open to the public. In the case of a college, the local community should have access to a summary of its development plan. In particular it requires service providers to consult community/consumer interests. *Working and Learning Together to Build Stronger Communities*, Scottish Government Guidance on Community Learning and Development, emphasises that community interests and service users should be full partners in community learning and in development strategies and action plans.

Responsibility in the organisation of community learning and development

Community Learning and Development (CLD) is promoted through partnership arrangements in which the local authority has a lead role. All 32 Scottish local authorities provide community learning and development support, increasingly targeted at the more disadvantaged communities. Each is free to decide how much of its overall funding to spend on CLD. Additional Scottish Government funding has been made available to community learning partnerships for adult literacy and numeracy work.

The voluntary sector is a significant provider of community learning and development services, especially working with young people. Voluntary organisations receive funding from the Scottish Government, local authorities and such bodies as the National Lottery. A large number of volunteer staff are engaged in this work. Voluntary organisations have diverse management structures.

1.3 Financing

The Scottish Government supports school education and community learning and development through the grant which it pays annually to local authorities. The actual proportion allocated by the

local authorities to education is their own responsibility. Education is the most expensive service provided by local authorities, absorbing just over half of their annual expenditure. As with most other local services, the cost of the education services is met from resources raised by the Council Tax (a tax related to tenancy of housing), non-domestic rates (a tax on business premises) and an annual grant from the Scottish Government.

Once the education budget is agreed, the education committee then decides on the level of support to be given to its schools, based on per capita. Thereafter, the authority's education department is responsible for implementing the education committee's policies. Individual schools are responsible for managing their own day-to-day expenditure to a considerable extent (at least 80 %). These arrangements apply to the appointment of some staff additional to the school's normal complement (who are paid by the local authority), running costs, teaching materials and a number of other items. Capital expenditure on new buildings, modernisation projects and equipment is financed by the local authorities within broad capital expenditure limits laid down annually by Government. Local authorities and their schools also have access to ad hoc funding from government, aimed at supporting specific aspects of educational development. Authorities and schools may also have the opportunity to bid for funding for particular national initiatives.

The Government funds the 43 colleges through the Scottish Funding Council (SFC). Fees from students also contribute to the funding of colleges and higher education institutions. Colleges and higher education institutions also have income from services they provide in such fields as training, research and specialist advice. In the case of training, funding is used to provide courses, while in further and higher education it supports the colleges and universities themselves. All the colleges also receive fees from their students and from organisations and firms for which they supply training.

1.4 Quality assurance

Scotland has a very long history of external evaluation of its schools. The first Government appointment of an Inspector was in 1840 and, in the years since then, Her/His Majesty's Inspectors of Schools (HMI) – now HM Inspectorate of Education (HMIE) – have grown in numbers and inspection procedures have been regularly updated and comprehensively developed to respond to a wide range of change in the system. Under the Education (Scotland) Act 1980, HMI have the right to inspect all schools, including independent (private) ones. Under the Standards in Scotland's Schools etc Act 2000, HMIE also inspects the education functions of all local authorities in a five-year cycle. In addition, under the terms of the Teaching and Higher Education Act 1998, HMIE has powers to inspect education provided by higher education institutions for persons preparing to be teachers.

HMIE plays a key role in promoting improvements in standards, quality and achievement in Scottish education. It aims to:

- plan and undertake rigorous independent evaluations of educational provision and providers, through an annual programme of inspections, reviews and commissions;
- promote public accountability by publishing evaluations in clear, concise reports;
- identify and promote best practice in improving standards and quality;
- monitor standards over time;
- provide independent professional advice and information to Scottish Ministers and others;
- provide professional advice and guidance to bodies responsible for the funding, management, quality and delivery of education.

In 1996, HM Inspectorate of Education published the key document *How Good Is Our School?*⁽⁷⁾ (revised 2007), to help schools evaluate their work. In 1996, it also published *The Child at the Centre* (revised 2007), to help pre-school centres evaluate their work. Each document proposes a set of questions to address in the self-evaluation process and offers a set of quality indicators against which the school or pre-school centre can judge its work. A subset of these indicators is employed by HMIE in inspecting schools and pre-school centres. The initiation in summer 2006, of the series of publications *How Good Is Our School? – The Journey to Excellence*⁽⁸⁾ is a further key means by which HMIE is seeking to encourage schools in the pursuit of excellence in all aspects of their work.

Schools are inspected on a 'generational cycle' – i.e. primary schools once every seven years and secondary once every six. The school inspection model focuses clearly on the school's success in raising achievement, the quality of learners' experiences and how learners' needs are met, whilst also evaluating its curriculum and processes of improvement through self-evaluation. Teams will normally include associate assessors (seconded head teachers and teachers) and lay members.

A major revision began in late 2007, with new models of inspection introduced in August 2008. Current developments focus on greater use of school self-evaluation as the starting point for more proportionate inspections, a better developed focus on learners, on professional engagement with staff, and clearer and more concise reporting. HMIE and local authorities also collaborate to ensure that, where necessary, establishments receive follow-through support after inspections to help them effect improvements. Private establishments are held equally accountable for the quality of their educational provision and are inspected in the same way and with the same frequency.

On a parallel basis, schools are required to produce development plans which state their overall aims, set out the conclusions from self-evaluation and indicate their improvement objectives. Monitoring and evaluating progress will involve a wide variety of techniques. Among those currently in use in schools are review teams, questionnaires, checklists, interviews, team teaching, classroom observation, shadowing pupils as they work in various subjects, and discussion groups. The open, shared philosophy and common agenda for evaluation and a school's self-evaluation has led to the creation of a robust, rigorous, systematic and user-friendly mechanism which has established over the years a high level of consistency in evaluating the quality of educational provision across Scotland.

HMIE initiated the process of systematic internal and external quality assurance in colleges by issuing a document in 1998 entitled *Quality Matters*. Quality assurance in colleges is the responsibility of the Scottish Funding Council (SFC). On behalf of SFC, HMIE published in 2000 and 2004 a quality assurance framework – *Standards and Quality in Further Education: Quality Framework for Scottish FE Colleges*⁽⁹⁾. HMIE published revised *External Quality Arrangements for Scotland's Colleges* in September 2008⁽¹⁰⁾. HMIE engages with colleges on an annual basis and undertakes reviews over a four-year period. As in the school sector, this evaluation is paralleled in college self-evaluation.

HMIE published the first self-evaluation framework for community learning and development, *How Good Is Our Community Learning and Development?*⁽¹¹⁾, in May 2002 (revised 2006). This publication introduced self-evaluation processes into the sector and informed the first comprehensive cycle of inspections of community learning and development in all local authorities.

From 2004, HMIE took the lead in developing inspections of services for children, beginning with child protection. In 2005 HMIE published the first self-evaluation framework for child protection services

⁽⁷⁾ www.ltscotland.org.uk/journeytoexcellence/about/keydocuments/part3.asp

⁽⁸⁾ www.ltscotland.org.uk/journeytoexcellence

⁽⁹⁾ <http://www.scotlandscollegesenhancement.ac.uk/documents/20/20.pdf>

⁽¹⁰⁾ www.hmie.gov.uk/documents/publication/eqafsc.html

⁽¹¹⁾ <http://www.hmie.gov.uk/documents/publication/cldfull.pdf>

How Well Are Children and Young People Protected and Their Needs Met? ⁽¹²⁾ This was followed in 2006 by the publication of a generic framework for self-evaluation of children's services. Ministers announced a second cycle of child protection inspections in February 2009. These multi-agency inspections always include the world of education in their scope.

Higher Education Institutions are expected to undertake regular self-evaluation of their efficiency and effectiveness, as an important part of the strategy for Enhancement-led Institutional Review. *The Enhancement-led Institutional Review Handbook: Scotland (Second Edition)* ⁽¹³⁾, published by the Quality Assurance Agency (QAA) in 2008, gives guidance on the desirable frequency of such reviews and advises that they should normally operate at Department or an equivalent level within the institution. The QAA publishes a UK-wide code of practice on quality assurance of teaching and learning; provides national qualification frameworks for higher education; disseminates subject benchmark information; and runs a system of external reviews of HEIs, including the universities.

In terms of evaluating the education system as a whole, HMIE's evidence and analyses ensure an extensive and thorough overall knowledge of the system. HMIE draws on them in providing the Scottish Ministers, relevant directorates of the Scottish Government and key national bodies with information about current and emerging educational issues and the performance of the system as a whole. It also draws on them in providing professional advice to inform educational developments.

HMIE also publishes evaluations of Scottish education as a whole. There are several types of these broader reports on the quality of particular aspects of educational provision, to show very good practice and support provision in secondary subjects, curricular areas in primary schools, cross-curricular developments and the use of curriculum flexibility. HMIE published its generic reports *Improving Scottish Education* in February 2006 and *Improving Scottish Education 2005-2008* ⁽¹⁴⁾ in December 2008. The 2008 report evaluates all of the education sectors for which HMIE has inspection and review responsibilities. It also looks at the impact of local authorities on education provision and reviews the quality of provision for of multi-agency child protection arrangements across the country.

Other factors taken into account in evaluating achievement and progress are the patterns of pupils/students' performance in Scottish Qualifications Authority national examinations and in the Scottish Survey of Achievement (SSA). The SSA, planned and administered by the Scottish Government Schools Directorate and involving assessment professionals from outwith the Department, produces evidence of national standards of achievement derived from tests taken by a random national sample of pupils at Primary 3, 5 and 7 and Secondary 2. In recent years there have been tests every four years in English, mathematics, science and social subjects.

On a wider basis, Scotland also participated in 2007 in one of OECD's Reviews of National Policies for Education. The review found that Scotland consistently performs at a very high standard in OECD's Programme for International Student Assessment (PISA) and has one of the most equitable school systems in the OECD. These achievements were judged to reflect its strong commitment to improvement in education.

⁽¹²⁾ www.hmie.gov.uk/documents/publication/hwcpnm.html

⁽¹³⁾ http://www.qaa.ac.uk/reviews/elir/handbook/scottish_hbook_preface.asp

⁽¹⁴⁾ www.hmie.gov.uk/ImprovingScottishEducation.aspx

2. PRE-PRIMARY EDUCATION

Since 1 April 2002, local authorities have had a duty to provide a free, part-time pre-school education place for all 3- and 4-year olds whose parents wish it. Attendance is optional but most parents across the country avail themselves of the opportunity. In May 2007, the intention was announced to increase the hours of pre-school education by 50 %. Since August 2007 they have increased to 475 hours and will increase to 570 hours from August 2010. The full 50 % increase will be achieved in 2011.

There is a growing appreciation that education and care in the pre-school setting are interlinked. The Scottish Government encourages local authorities also to commission pre-school places from private and voluntary centres wherever this helps meet parents' and children's needs and offers value for money. Local authorities provide pre-school education in a range of settings such as nursery classes within primary schools, nursery schools and children's centres. A large number of private providers also contribute, in partnership with local authorities, towards securing free, part-time pre-school education for 3- and 4-year-olds. Most pre-school institutions are co-educational. The voluntary sector also plays an important role in providing pre-school education. For example, in the Western Isles, voluntary groups are the main providers.

The Social Work (Scotland) Act 1968 requires local authorities to promote social welfare and enables them to provide, through their social work departments, accommodation, material resources and finance for work with the under-5s. Local authority social work departments are empowered to set up day nurseries. Priority for admission may be given to the children of single parents, children who have been neglected or abused and children from families whose difficulties may be eased by the day nursery placement. This is often an all-day provision.

Many local authorities also encourage pre-school playgroups and provide support for them, often in conjunction with the Scottish Pre-school Play Association (SPPA) or the Care and Learning Alliance (CALA). These playgroups are run by parents, who in many cases pay a trained play leader to take charge of the group. Such playgroups have an agreed code of practice and the organisation provides training for those working with pre-school children who wish to have it. It is very common for children to attend a pre-school playgroup for a year before attending a pre-school education centre.

The aims of pre-school education, as set out in the 1994 report: *Education of Children under 5 in Scotland* ⁽¹⁵⁾ and subsequently in the *Curriculum Framework for Children 3 to 5* ⁽¹⁶⁾ remain to:

- provide a safe and stimulating environment in which children can feel happy and secure;
- encourage the emotional, social, physical, creative and intellectual development of children;
- promote the welfare of children;
- encourage positive attitudes to self and others and develop confidence and self-esteem
- create opportunities for play;
- encourage children to explore the world;
- provide opportunities to stimulate interest and imagination; and
- extend children's abilities to communicate ideas and feelings in a variety of ways.

⁽¹⁵⁾ Education of Children under 5 in Scotland (1994), ISBN 0 7480 0872 1

⁽¹⁶⁾ Curriculum Framework for Children 3 to 5 (1999), ISBN 1 85955 670 1

As noted in the Introductory section above, the previous 3-5 Curriculum Framework is being replaced by Curriculum for Excellence arrangements for ages 3-6, covering pre-school and Primary 1 experience. (See 2.3 below)

2.1 Admission

All children aged 3 and 4 years are entitled to pre-school education. Local authorities have to make provision for pre-school education for children from the start of the school term following their third birthday until the end of the school term before they are eligible to start primary school.

Choice of pre-school establishment is open to parents but depends on the local availability of the different types of establishment and local authority admissions policies. Recent measures have largely overcome previous problems of geographical accessibility in more remote areas. Government funding has enabled all local authorities to fulfil their obligation to provide free, part-time pre-school education for 3- and 4-year olds whose parents wish it. Overall funding provided to local authorities takes account of the extra cost of making pre-school provision available in rural areas.

2.2 Organisation of time, groups and venue

Most local authority pre-school establishments open at the same time as schools in their area. Eligible children are entitled to 475 hours of funded pre-school education over the school year. This equates to 12 ½ hours per week over the year (38 weeks). Nursery schools and classes usually operate on the basis of two 2.5 hour sessions per day, Monday to Friday, starting at 9.00 am and 1.00 pm, usually with different children in each session. In some areas, children attend only on certain days of the week. Playgroups normally have a 2-and-a-half-hour session, on a number of days per week. Other day care establishments tend to have longer hours, opening earlier in the morning and not closing until the early evening to suit parents' hours of work.

Pre-school education provision in a primary school will usually have places for up to 20 children at one time. It is possible for a large primary school to have more than one pre-school education class. Most pre-school education centres outwith primary schools have places for 40-60 children at any one time, although in some parts of Scotland there are larger units. The number of children provided for is increased by having children attend for only part of a day. It is common for children to attend either in the morning or the afternoon. Children with priority needs, however, may well attend for the whole day.

The size of groups in pre-school education is controlled by the Care Standards of the Scottish Commission for the Regulation of Care (The Care Commission). In essence, group size is dependent on the number of adults available. For children aged 3-5, the required ratio for a half-day session is 1 adult to 10 children, with the proviso that there are always 2 adults with the group. If the children attend for more than 4 hours, the ratio changes to 1-8, to allow for supervision over lunch and breaks.

2.3 Curriculum

As already stated, the previous 3-5 Curriculum Framework is being replaced by Curriculum for Excellence arrangements for ages 3-6, covering the pre-school and Primary 1 experience. Nonetheless, much of the original philosophy underpins the new developments. *Building the Curriculum 2* ⁽¹⁷⁾, the Curriculum for Excellence publication focusing on early years education argues that *active learning* is crucial as the means by which children develop vital skills and knowledge and a positive attitude to learning. Active learning engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play

⁽¹⁷⁾ www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/guidance

- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching, supported when necessary through sensitive intervention to support or extend learning.

Most pre-school education centres are well-resourced, interesting and colourful places. Large items of equipment (chute, climbing apparatus, wooden bricks, sand and water trays, a playhouse, etc) and a wide range of small items (paints, clays, props for imaginative play, table-top games, coloured blocks, books and musical instruments) are common features of the pre-school playroom. Pre-school playgroups have similar resources but are unlikely to have purpose-built accommodation. The local environment is also an important resource for pre-school education. For example, there are often excursions to local shops, the park, the fire station, etc.

The starting point for learning through play is effective planning for a range of suitable learning contexts, with clear objectives which meet the needs of all children. Staff enable the children to participate meaningfully in the various activities, allow them to take initiatives or pursue particular interests and observe individual reactions. They intervene only when necessary to demonstrate that they share the children's enthusiasm or to help them develop their skills.

In current practice and planned developments in early education, there are many opportunities for children to listen and talk, explain their ideas and clarify their thinking, acquire new knowledge and learn to relate to others. Role play and activities involving art and music develop their expressive skills. Physical play on large equipment, energetic games and activities manipulating smaller tools and materials enable them to develop the skills of movement and body control. Observing natural objects and investigating the environment help to build their understanding of the world. Mixing with other children, with whom they have to learn to co-operate during play, helps them to develop a sense of responsibility and teamwork and establish new relationships.

Final versions of the Experiences and Outcomes⁽¹⁸⁾ were published in April 2009. Education Authorities, pre-school staff, teachers in schools and other interested bodies have taken part in a process of engagement with draft Experiences and Outcomes in eight curricular areas for education 3-15:

- Expressive Arts
- Health and Well-being
- Languages (including literacy, English and a foreign language)
- Mathematics (including numeracy)
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

Local authorities, pre-school education centres, schools and teachers are now planning how they may develop their **own** approaches to implementing the Curriculum for Excellence from 2009/10, building

⁽¹⁸⁾ www.ltscotland.org.uk/curriculumforexcellence/index.asp

on their experience with the previous 3-5 and 5-14 curricula, to enable pupils to become successful learners, confident individuals, responsible citizens and effective contributors. As always, authorities, centres, schools and teachers will be able to interpret national guidance to achieve outcomes in a way appropriate to local context.

2.4 Assessment

Most pre-school establishments seek to implement the principles of the Scottish Government's *Assessment is for Learning* ⁽¹⁹⁾ Programme. It has sought to join up research, policy and practice, working with and supporting teachers and schools to build informed interacting communities. Three main strands of assessment activity underpin the programme:

- assessment FOR learning (by teachers to support pupils)
- assessment AS learning (self-assessment by pupils themselves)
- assessment OF learning (teachers gathering classwork evidence of success and progress)

Children's progress is continuously assessed, discussed with parents and used in planning the next steps in their learning and development. Increasingly, pre-school education staff provide descriptive written reports for parents and the primary school to which the children will transfer. They usually also discuss each child's progress with the primary teachers.

The framework of levels of Experiences and Outcomes for most children or young people, as set out in the new curricular structure, has been designed to provide a basis for tracking progression within the new curriculum. The levels are staging posts for charting progress, for reporting to parents and to assist planning. They also indicate national expectations of attainment. They are designed to embody the attributes and capabilities of the four capacities (successful learners, confident individuals, responsible citizens and effective contributors) – and to promote literacy, numeracy and other skills.

2.5 Teachers

All primary teachers in training are given some experience in the pre-school education environment and part of their work in the teacher training institution is devoted to this stage. It is not possible to train specifically as a nursery teacher during initial training. All who wish to teach in publicly funded nursery establishments in Scotland are required to hold a Teaching Qualification (TQ), in order to be registered with the General Teaching Council for Scotland (GTCS). For **further information on initial teacher education, see section 3.6**. Nursery nurses, who are not teachers but can be in charge of day nurseries and other pre-school establishments, have less demanding entrance qualifications for their initial training course, normally offered in colleges. Such courses concentrate on pre-school children and their needs. Various qualifications are also suitable for other staff involved in the sector.

The term **Continuing Professional Development** (CPD) is now used in Scotland to cover the range of in-service provision. There is a considerable amount of such provision, delivered in many forms and covering most subjects and many aspects of school life. CPD supports teachers' learning from Initial Teacher Education right through to headship, to enhance their professional competence and maximise their potential. Such provision will vary across authorities according to local needs and priorities, but currently, there is inevitably a close focus on national curricular changes.

Teachers can expect to receive advice and be encouraged to undertake approved courses of study. They can identify their own in-service training needs at any time. *A Teaching Profession for the 21st*

⁽¹⁹⁾ www.scotland.gov.uk/library5/education/atr00.asp; <http://www.ltscotland.org.uk/assess/for/index.asp>

Century ⁽²⁰⁾ entitles all teachers to a contractual minimum of 35 hours of CPD per annum. They should draw up a CPD plan for the forthcoming year after discussion with their line manager in a formal process of professional review and development. This plan should be based on individual professional need and on school, local and national priorities. Teachers are expected to maintain a portfolio of their CPD. This provision of CPD time is additional to the 5 days each year that teachers spend in school without pupils. These 'closure days' are usually devoted to CPD activities organised or agreed by the head teacher / head of centre or the local authority.

The main providers of CPD are the local authorities, the schools themselves, often with outside support, and the universities responsible for teacher education. Other national bodies, such as Learning and Teaching Scotland, run courses which teachers may apply to attend. At the local authority level, educational advisers organise courses which teachers have the opportunity to attend. The universities, in addition to contributing to general in-service training, offer a range of courses, often in modular form, making up a diploma or a Master's degree. The universities also offer the academic programmes leading to the Chartered Teacher qualification.

CPD is, of course, not just about taking courses. Some of the most valuable professional development occurs in activities undertaken with colleagues in the working environment. Teachers are encouraged to take as broad a view as possible, for example by seeking new experiences, establishing new contacts, furthering theoretical knowledge and contributing to school and departmental resources and policy. One school-based initiative involves coaching and mentoring. These activities make an important contribution to the professional skills of both the mentor and the teacher being supported.

In 2002, the Scottish Government Schools Directorate distributed to all authorities and teachers guidance on Professional Review and Development. This provides a CPD framework relevant to different stages of teachers' careers. It is based on the 3 **Standards** which are all competence-based.

- Standard for Full Registration (normally achieved at the end of the probationary year)
- Standard for Chartered Teacher (This is intended to encourage teachers to focus on enhancement of teaching and learning. There is an academic study route and an accreditation of prior learning route to achieving Chartered Teacher status.)
- Standard for Headship (From 1 August 2005, teachers being appointed to their first head teacher post have to demonstrate that they meet this Standard. One can do this: by undertaking the Scottish Qualification for Headship (SQH), through local authorities appointment procedures and through the Government's 'Flexible Routes to Headship').

The framework also includes an additional set of guidelines, CPD for Educational Leaders, for teachers wishing to develop leadership skills (for example in preparation for a principal teacher, depute head teacher or head teacher post).

⁽²⁰⁾ www.Scotland.gov.uk/Resource/Doc/158413/0042924.pdf

3. PRIMARY EDUCATION

The idea of elementary or primary education for all children from the age of 5 years goes back to the year 1560, when the Protestant Reformer, John Knox, called for a school in every church parish. The Education (Scotland) Act of 1872 finally ensured compulsory primary education. Since 1890, primary education has been provided free. Until 1965, content and methods developed very gradually. The then Scottish Education Department published in that year *Primary Education in Scotland*. This document had a very great influence in freeing teachers from some of the curricular and methodological restrictions which had grown up, a process which was aided by the disappearance of streaming of pupils in the primary schools and of formal selection for secondary school.

Primary education is defined by law as education that is appropriate for children who have not attained the age of 12 years. The Education Acts lay down very little that is specific to the primary school, as their main function is to confer powers on education authorities. The only stipulation about the curriculum is that schools must provide religious education, although parents may withdraw their children from it. The purpose of primary schooling is to provide a broad education and, in accordance with the philosophy of the Curriculum for Excellence reform, to enable all pupils to develop as fully as possible, concentrating on literacy and numeracy, but also introducing them to ways of learning about and understanding their environment, helping them to express themselves through art, music, drama and physical activity and developing their awareness of religious, moral and social values. Increasingly, pupils also learn about the impact of technology on society and the use of computers.

Primary education provided by the local authorities is normally offered in 7-year primary schools or, in the remoter areas, where numbers would not justify separate schools, in the primary department of a combined primary/secondary school. Pupils tend to begin primary school at around 5 and proceed to the next stage of their education at around 11/12, moving through 7 stages: primary 1-7. Three broad stages are normally distinguished in primary schools: P1 to P3 (the early education stage); P4 and P5 (the middle stage); and P6 and P7 (the upper stage). Schools providing the full seven years of primary education vary considerably in size: some in rural areas have fewer than 20 pupils and one teacher/head teacher, while some have several classes at each stage and several promoted members of staff. In 2008, about 35 per cent of primary schools had fewer than 100 pupils; about 5 % had more than 400 (one school had more than 800).

After 1988, working parties of teachers and educationists developed a revised curriculum for the Scottish Government in a series of advisory documents. This 5-14 Programme ⁽²¹⁾ is currently the basis of primary education. However, in November 2004, the Curriculum Review Group published *A Curriculum for Excellence*, which outlined the purposes and principles of education from age 3 to 18 in Scotland. In their response to the document, the Ministers for Education set in motion a programme of work to create a single, coherent, Scottish curriculum 3-18. See **3.3** below for further information.

The law ensures that no pupil is prevented from attending school because of economic need. Primary education is provided free by every local authority. Each local authority is required also to provide books, materials and stationery. Local authorities have a duty to provide free school transport for pupils in their area attending designated schools, if they consider it necessary. They also have to provide daily a free school meal and milk for pupils whose parents receive Income Support or are asylum-seekers. Free fruit is provided for all pupils in the first three years of primary education, to promote healthy eating. The Scottish Government has secured parliamentary agreement to legislation which enables authorities to provide free school meals for all pupils in P1 to P3 (ages 5 to 8).

⁽²¹⁾ <http://www.ltsotland.org.uk/5to14/guidelines/structureandbalance.asp>

3.1 Admission

The age of admission to primary school is 5. However, children normally enter school only at the beginning of the academic session in the month of August. The law provides for a date to be set each year (it is normally 1 March) so that 4-year old children whose birthday falls before that date are admitted to school (at age 4) in August of the previous year and those whose birthday falls on or after that date are admitted in August of that year.

Most authorities allocate children to schools in their area by defining catchment areas for each school. The Education (Scotland) Act 1980, (amended in 1981 and 2000), allows parents to express a preference for the particular school they want their child to attend, even if they do not live within the catchment area for that school. If parents express a preference for a particular school (through a 'placing request'), the local authority has a duty to grant the request whenever possible. Parents have a right to appeal against a local authority's decision not to grant their placing request, first to the authority itself and then to a court. However, the size of the school, the current roll, the number of children who already live in the catchment area and other factors will affect the local authority's ability to grant a placing request and are taken into account in any court case.

3.2 Organisation of time, groups and venue

The length of the school year for primary schools is nationally determined. The academic year covers three terms and lasts a minimum of 190 days (38 weeks). Teachers work one week more: five days of continuing professional development form part of their contract. The school year begins in mid-August and there are breaks of one or two weeks in October, December and April. The length of each break is a matter for each education authority to decide. Schools also have a small number of single day holidays, usually on Mondays. These are local arrangements and reflect Scotland's system of local holidays. Schools close for the longer summer holidays around the end of June. Independent schools, particularly the independent boarding schools, tend to have a slightly shorter school year.

The Scottish Negotiating Committee for Teachers (SNCT) decides the actual number of working hours for teachers in education authority schools: this is 35 hours per week. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of the local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the pupil week in primary schools – 25 hours (with reduced hours for younger classes). Pupils are usually in school morning and afternoon, with a lunch break. The timing of the morning and afternoon sessions is not fixed and the length of the lunch break can vary from place to place. In most cases, school days start at 09.00 and end by 15.30. Just as there is no centrally set timetable, there is no fixed lesson length.

Primary schools are organised in classes, by age, from primary 1 (P1) to primary 7 (P7). All primary school classes contain both boys and girls and cover the full range of abilities. There is no selection or streaming by ability and children are automatically promoted by age from one class to the next. However, within a class, the teacher at times may form learners into groups in certain tasks or curricular areas, according to aptitude.

Each class is normally the responsibility of a class teacher who teaches all or most of the curriculum to that class. The class will normally be organised in a flexible way, to enable the teacher to work with the whole class, groups of learners, (often arranged according to ability), and with individuals. In some circumstances, a school may 'set' learners in English language or mathematics at certain times in the week, in order to support some learners and offer others a greater level of challenge. Most teachers enjoy the support of a classroom assistant who can be deployed in a flexible way to respond to learners' needs and to generally support the teacher. Local authorities often provide some support for

the class teacher in art, drama, music and physical education by employing specialist teachers, who normally teach in several different schools.

The normal maximum class size, by regulation, is currently 33. However, since August 2001, the maximum class size in the first three years of primary education (P1 – P3) is 30. The Scottish Government and local government are working to reduce class sizes in P1 to P3 to a maximum of 18 as quickly as possible. In smaller schools, a teacher often teaches in one class children from two or more age groups. As far as possible the local authorities try to keep such 'composite' classes to a limit of 25 pupils. In the very smallest schools, where there are fewer than 20 pupils, one teacher teaches all children in one class.

3.3 Curriculum

The curriculum is not prescribed by statute or regulation. Individual local authorities and head teachers are free to provide an appropriate curriculum within the framework of the National Priorities in Education and the Scottish Government's National Performance Framework. The Scottish Government's publication *Building the Curriculum 3* (June, 2008) ⁽²²⁾ replaces the existing guidance on curriculum design 5-14. It indicates the future direction of education in Scotland, including the primary stages, as *Curriculum for Excellence* is implemented. The curriculum should be coherent and inclusive from 3 to 18, wherever learning is taking place, whether in schools, colleges or other settings. It should have as its characteristic features:

- a focus on outcomes
- a broad general education (see below) as an entitlement for all children and young people;
- time to take qualifications in ways best suited to the young person;
- more opportunities to develop skills for learning, skills for life and skills for all young people;
- a focus on literacy, numeracy and health and wellbeing at every stage;
- appropriate pace and challenge for every child; and
- ensuring connections between all aspects of learning and support for learning.

The Experiences and Outcomes for learning in each curriculum area in the curriculum for 3-15 year olds are organised in eight curriculum areas for education 3-15:

Expressive Arts; Health and Well-being; Languages (including literacy, English and a foreign language); Mathematics (including numeracy); Religious and Moral Education (including Religious Education for Roman Catholic schools); Sciences; Social Studies; and Technologies.

They are described in relation to **five levels**, of which the first 3 pertain to primary education:

- Early – for most children, in pre-school and P1 (age 5-6);
- First – by the end of P4 (age 7-8) for most children, but earlier for some;
- Second – by the end of P7 (age 10-11) for most children, but earlier for some
- Third – during S1 – S3 (age 12-15) for most young people, but earlier for some
- Fourth – by the end of S3 (age 15) for most young people, but earlier for some.

⁽²²⁾ <http://www.scotland.gov.uk/Resource/Doc/226155/0061245.pdf>

(Level four is broadly equivalent to SCQF ⁽²³⁾ level 4)

Senior level experiences and outcomes will describe learning to be undertaken by most pupils in S4 – S6 (age 16-18).

The curriculum guidance makes clear that all teachers have a responsibility to develop, reinforce and extend learning in literacy, numeracy and health and well-being in all curriculum areas. It also highlights the importance of well planned interdisciplinary activities and the reinforcement of learning across all curriculum areas. The Experiences and Outcomes were developed through an extensive process of engagement with local authorities, schools, teachers and other interested bodies. Final versions were published in April 2009 ⁽²⁴⁾. Local authorities, pre-school education centres, schools and teachers are now planning how they may develop their own approaches to implementing Curriculum for Excellence from 2009/10, building on their experience with the previous 3-5 and 5-14 curricula.

The approach to teaching is normally a judicious mixture of whole-class, group and individual pupil work. Almost all teachers use some form of group methods, often training the pupils to work both co-operatively and independently, following a programme of tasks. They use technological aids such as data projectors, personal computers (with Internet, CD-ROM and interactive facilities), electronic whiteboards, television and video and DVD recorders. Due attention is paid to pupils' continuity of experience and progression from one stage to the next. Schools and teachers enjoy a degree of flexibility in how they deliver the educational objectives agreed in government guidance. For example, they may choose the materials and textbooks which meet their objectives; select appropriate learning and teaching activities; design the curriculum in the form of discrete subjects; or link subjects or aspects together.

The HMIE publication on self-evaluation and improvement, *How Good Is Our School? The Journey to Excellence* (HMIE, 2006) ⁽²⁵⁾, provides illustrations of the highest quality learning activities. The examples illustrated in it demonstrate the wide-ranging pedagogical thinking which underpins current curricular development. Among the key concepts are the following: sound relationships and skilful interaction with children; a wide range of learning and teaching approaches; the encouragement of independent learning; challenging and enjoyable contexts for learning, including creative and investigative activities; young children's involvement in 'hands on' learning; and teachers flexibly delivering learning personally to individual pupils and groups according to their needs.

3.4 Assessment, progression and certification

Teachers received guidance on the processes of assessment in the publication: National Guidelines: Assessment 5-14 (1992) ⁽²⁶⁾. This encouraged them to use on-going class-work assessment to guide their interaction with pupils and their planning of teaching; and to make a professional judgement from time to time about pupils' overall attainment in relation to nationally defined levels of performance. The 6 levels of performance in the 5-14 curriculum – A to F, with A the defined level for pupils in Primary 2/3, E the one for Secondary 2 and F a higher level achievable by some pupils by Secondary 2 – were based on an expectation of the performance of most pupils at certain ages. It was recognised that pupils learn at different rates and some reach the various levels before others. Teachers could use National Assessments (called National Tests until August 2003) in English language (reading and writing) and mathematics to confirm their professional judgement of the attainment levels reached by

⁽²³⁾ The Scottish Credit and Qualifications Framework is a roadmap of the different routes to learning. It describes the courses and programmes which lead to qualifications and helps individuals to develop progression routes and transfer credit between qualifications. <http://www.scqf.org.uk>

⁽²⁴⁾ www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/index.as

⁽²⁵⁾ <http://www.hmie.gov.uk/generic/journeytoexcellence>

pupils. When a teacher judged that a pupil (or pupils) had largely completed one of the six levels of the curriculum as set out in the National Guidelines covering these subjects, he or she ordered an assessment at the appropriate level from a website run by the Scottish Qualifications Authority and set it for the pupil(s). These National Assessments did not lead to certification of pupils but were a means of helping teachers to ensure that their judgements were in line with nationally agreed standards.

Assessment is for Learning (AifL) gave a new impetus to the practical implementation of these approaches in all local authorities. See **section 2.4** above. Curriculum for Excellence is introducing a new, more widely spaced set of levels of attainment, as shown in **section 3.3** above. These new descriptions of expectations of outcomes of learning will require changes to the processes of assessment as the new curriculum is implemented. Guidance on assessment for the Curriculum for Excellence is being prepared. This will continue to be based on the Assessment is for Learning principles.

Pupils normally move on automatically by age from year to year. There is no requirement to achieve any particular level of attainment to progress to the next class and no system of 'repeating' to enable pupils to redo a year's work. The school's system of support for learning addresses the needs of all pupils who have additional support needs as they move from class to class with pupils of their own age. There are no formal certificates awarded to pupils for work in the primary school. Most schools use various kinds of informal certificate of their own devising to reward pupils for good work and to motivate them. Schools report to parents at least once, and sometimes twice, a year on all subject areas, commenting on: the learner's achievement of a specific level; their general progress, attitude and aptitude; and their next steps in learning. Parents are able to discuss their child's progress with their teacher at a parents' meeting.

The self-evaluation and improvement guide, *How Good Is Our School? The Journey to Excellence* (HMIE, 2006), sums up the key requirements of effective assessment, which schools are encouraged to meet. It highlights a crucial need to focus on *outcomes* of learning and recommends for this purpose a recurring cycle of processes, including planning learning outcomes, assessing them, reflecting on and recording success in them and reporting on this success.

There follow some of the key principles. In terms of **planning**, staff should: base it firmly on a clear identification of the needs of all young people; agree targets with learners; and set clear expectations of the quality of work expected. As regards **assessing the outcomes of learning**, staff should: encourage high quality interaction and dialogue with learners about their work; offer them timely feedback; and enable learners to evaluate their own and each other's work against clear criteria. In terms of **recording and reporting** on progress and success, staff should: use a wide range of evidence; maintain with the learner a detailed tracking of progress; use well-founded summative assessment information to evaluate learning and teaching and help them to improve their practice; and make use of benchmarking involving the analysis of data on the achievement of outcomes compared with expectations. They should also: help parents to understand and contribute to discussions about their children's progress; and report appropriately to the parent body and the community about the performance of groups, as well as at the level of the whole school.

The principles of Assessment is for Learning and the HMIE descriptions of good practice in assessment just quoted are central to assessment for both the 5-14 Curriculum, which schools have been using since the early 1990s, and Curriculum for Excellence, which they are beginning to implement in 2009/10.

⁽²⁶⁾ <http://www.ltscotland.org.uk/5to14/htmlunrevisedguidelines/Pages/assess/content.htm>

3.5 Guidance and counselling

In every type of school, all teaching staff are responsible for the care and guidance of pupils, although there are specialist pastoral support staff in secondary schools. Pastoral support in primary schools is typically part of the general support that pupils receive. Since primary teachers come to know their pupils very well, they are in a position to offer understanding of, and support for, their emotional and personal development. Head teachers and senior promoted staff are also aware of individual pupils' personalities and seek to work in partnership with parents to promote their children's development and support them in any difficulties. Schools develop effective links with a wide range of external agencies, where required, to support particular children. Typically, non-teaching, ancillary staff in primary schools are also involved informally in children's welfare. Health and personal development are integral aspects of the curriculum and generally involve children in meaningful discussion of a variety of issues relevant to them and their community. Many schools call on the services of health professionals to help in promoting awareness of healthy living. An increasing number of schools provide some vocational guidance at this level, involving personnel from the Careers Service. This guidance is often linked to pupils' enterprise activities in the later primary stages.

3.6 Teachers

Teacher training started in Scotland in the second quarter of the 19th century and was until the early years of the 20th century the responsibility of various religious denominations. In 1905, a system of training was set up which was to last, with some changes, for almost 60 years. This was based on the principle that all teachers in primary and secondary schools should be certificated by a teacher training establishment that had provided the training. In 1965, concern about the standards of the profession brought about the establishment of the General Teaching Council (GTCS). There followed a gradual move towards a graduate qualification for all teachers, with the introduction of the Bachelor of Education (B.Ed) degree offered by the colleges of education, as the training institutions had come to be called. It was not, however, until the 1980s that all courses leading to school teaching were finally given degree status.

All who wish to teach in publicly funded primary schools in Scotland are required to hold a Teaching Qualification (TQ), in order to be registered with the GTCS. Registration is required before a teacher can be employed by a local authority in Scotland. Teacher education is offered in the Faculty of Education in seven Scottish universities and the Open University.

A Teaching Qualification may be gained by two possible routes:

- A 4-year course leading to a Bachelor of Education (B.Ed) degree
- Those who already hold a university degree can take a one-year university course for a Professional Graduate Diploma in Education (PGDE), leading to a TQ (Primary).

Minimum entry requirements to teacher training are nationally prescribed and published annually. The majority of primary teachers enter the profession through the course leading to a B.Ed degree. A smaller number each year enter through the PGDE route. Entry qualifications are very similar to the general qualifications for entry to university in Scotland. Entry to the one-year PGDE course leading to a TQ (Primary Education) requires the candidate to hold a degree of a United Kingdom university, or one of an equivalent standard from an institution outwith the UK.

National guidelines for Initial Teacher Education courses set out the general competences needed for entry to the teaching profession: subject knowledge; competence in communication, in classroom methodology, in classroom management and in assessment; knowledge about schools; and professional awareness. Teacher education institutions ensure that their courses use practical

experience in schools as a context for consideration of the theoretical aspects of education. They design courses that develop the specified competencies, encourage students to study independently and enable them to reflect on their classroom work. This implies an active role for the student in the learning process and variety in the teaching approaches.

For students aiming at the TQ (Primary Education) the B.Ed degree is directly related to the task of teaching pupils in the age range 3-12 in nursery and primary schools. It must also provide intellectual challenge and a basis on which to build further training later in a teacher's career. There are three major elements in the course: **professional studies, curriculum studies and school placement experience**. Thirty weeks are spent in school experience, which provides a focus for the whole course. It offers an opportunity to observe children and teachers; to practise different teaching styles; to develop the attributes of a primary teacher; and to gain experience of the operation of schools.

Closely related to school experience are professional studies, which are intended to give students the knowledge, skills, insights and attitudes that allow them to operate effectively in the primary school. They include study of teaching methods (including planning, activities, assessment of pupils and self-evaluation); of the educational and social contexts of nursery and primary schools; of child development and of the nature of the learning process in children aged 3 to 12.

The third element involves studies in the primary school curriculum to ensure that new teachers have a reasonable level of competence and confidence to teach all aspects of it. In addition to these three key elements of the primary B.Ed course, students can choose particular areas for special study (e.g. music, computing, modern foreign languages, early education, or Additional Support Needs).

The one-year PGDE course for primary teachers is intended to provide professional training for students who have already experienced at least three years of higher education and obtained a degree. It contains the same three closely inter-related elements: school experience, professional studies and curricular studies. Again, the school experience element provides the focus for training. The professional studies part of the course forms a single, coherent programme which, because of the constraints of time, has to include the essential theoretical basis of the practice of teaching. The principal aim of curricular studies, constrained also by time, is to ensure an ability to plan, implement and evaluate teaching programmes in each area, with perhaps special attention to the expressive arts, as many post-graduate students have little experience of these during their degree courses.

In terms of in-service training or **continuous professional development**, please refer to **section 2.5**.

4. SECONDARY EDUCATION

Although elementary (primary) education became compulsory for all in Scotland in 1872, further expansion of secondary education did not take place until the first decade of the 20th century. A number of factors contributed to its rapid development at this time. A national examination system had been established in 1888; the statutory school leaving age was raised to 14 in 1901; and compulsory teacher training for secondary school teachers was introduced in 1906.

The series of changes which established the present-day secondary schools took place in the 1960s and 1970s, beginning with the introduction of a new Ordinary Grade examination in 1962, aimed then at over 50 % of pupils in the fourth year of secondary education (S4); the setting up of the Scottish Examination Board (SEB) in 1965; the 1965 decision that selection for secondary education would cease and that comprehensive schools would be introduced; and the implementation, in 1972, of the statutory provision, still in force, to raise the school leaving age to 16.

1977 saw the publication of two major reports on secondary education: *The Curriculum in the Third and Fourth Years of the Scottish Secondary School* (the Munn Report) and *Assessment for All* (the Dunning Report). The latter laid the foundations for the current Standard Grade examinations, which provide nationally accredited assessment at three defined levels for all pupils in S4.

In 1994, the Secretary of State announced plans for a new unified framework of courses and awards for upper secondary education in Scotland. The reforms, detailed in the policy document *Higher Still: Opportunity for All* ⁽²⁷⁾, built on the strengths of the then current system and aimed to provide more demanding targets for all upper secondary pupils, while retaining the potential for breadth which has always characterised the Scottish system. This system of National Qualifications was phased in over a period of 3 years, starting in 1999. Schools are now planning the practical implementation (from 2009/10) of the Curriculum for Excellence reform described in 3.3.

The current legislative framework applies equally to primary and secondary education and is for the most part concerned with powers given to local authorities and largely administrative matters. All young people are required to remain in full-time education until they reach the age of 16. In practice, this means that those whose sixteenth birthday falls before 1 September may leave school at the end of the previous May. Otherwise they must return to school for the first term of their fifth year and may leave only at the following Christmas. Pupils also have the right to receive personal, curricular and vocational guidance, including specific careers advice from the Careers Service, and to be supported as necessary by the psychological service, the health services and the social work department. As in the primary sector, the only stipulation is that schools must provide religious education.

In general, the secondary school aims to provide an education which, in accordance with the philosophy of the *Curriculum for Excellence* reform (see 3.3), enables all pupils to develop as fully as possible, prepares them to live in society, meets their personal, social and vocational wishes and matches the expectations of parents, employers and tertiary education. In the upper stages (S5 and S6), a particular aim is to enable pupils to profit from vocational or higher education and training.

All publicly funded secondary schools in Scotland are comprehensive. They vary in size from under 100 pupils to around 2 000. The majority have between 400 and 1 200 pupils. In 2008, the average number of pupils in a secondary school was 808. About a third of secondary schools had more than 1000 pupils. Secondary education extends over six years from the age of 12. In state schools, pupils attend full-time for four, five or six years. Education is not compulsory after the age of 16. Some pupils leave school at that point, though most stay on for at least another year.

⁽²⁷⁾ *Higher Still: Opportunity for All* (1994)

All secondary schools offer a general education and, alongside it, some more vocationally oriented courses for pupils from S3 onwards. The curriculum is described below in **4.3**. Prior to the implementation of *A Curriculum for Excellence* in 2009/10, subject choice in year S2 has made it possible for pupils to pursue academic and vocational interests usually from year S3. S4 is usually the stage at which pupils take their first National Qualifications examinations (either Standard Grade, which has been in place since the 1980s, or newer Intermediate Courses). Their achievements are recorded on the Scottish Qualifications Certificate (SQC). National Qualifications are intended to cater for the whole school population.

Education 12-16 (years S1-S4) is currently designated Lower Secondary Education and Education 16-18 (years S5-S6) Upper Secondary Education. The implementation of *A Curriculum for Excellence* (see **3.3**) will change the structure of secondary education into two stages: S1-3, the final stages of the Curriculum for Excellence 3-15, and S4-6, the senior stage of that curriculum. Secondary schools are thus entering a period of transition, moving to structures and approaches appropriate for the new curriculum, which they will begin implementing from 2009/10 in respect of S1-S3. Note that the senior stage of the Curriculum for Excellence and associated changes in the qualifications system are still in the process of development.

Steps have been taken to ensure that there is no economic bar to pupils attending secondary school up to the statutory leaving age. As in primary education, free transport is available to pupils living at a distance from school and by law, local authorities provide free of charge all books, materials, stationery and mathematical instruments that pupils need. Eligible school pupils receive Education Maintenance Allowances (EMAs) for 16-19 year olds.

4.1 Admission

All pupils are admitted to secondary education when they have completed seven years of primary education. There are no restrictions on entrance. Since The Standards in Scotland's Schools etc. Act 2000, there is a presumption that pupils with Additional Support Needs (ASN) enter mainstream secondary schools, unless there are strong reasons why this is not the best action. Pupils with profound, complex or specific needs which require continuing review, for example children with visual or hearing impairments, may have the most appropriate school placement decided after full assessment and consultation with their parents. Such children may attend a special school or, in some local authority areas, a mainstream school with a specialist unit catering for their particular needs. There are no restrictions on pupils staying on at school beyond the age of 16 into upper secondary education, although schools may set entrance standards for certain courses and normally advise pupils which level of the National Qualifications framework is the most appropriate for them.

Most local authorities allocate children to schools in their area by defining catchment areas for each school. The Education (Scotland) Act 1980, amended in 1981 and 2000, allows parents to express a preference for the particular school they want their child to attend, even if they do not live within the catchment area for that school. If parents express a preference for a particular school (through a 'placing request'), the local authority has a duty to grant the request wherever possible. Parents have a right to appeal against a local authority's decision not to grant their placing request, first to the authority itself and then to a court. However, the size of the school, the current roll, the number of children who already live in the catchment area and other factors affect the local authority's ability to grant a placing request and are taken into account in a court case.

4.2 Organisation of time, groups and venue

The length of the school year for primary and secondary schools is nationally determined. (See **3.2**.) The law does not define the length of the individual school day or week for pupils. These are matters

for the discretion of the local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the pupil week: 27.5 hours for secondary schools. There can be as much as an hour's difference in opening times and closing times and much variation in the length and timing of the lunch break according to locality. Daily timetables are entirely a matter for the school. Most schools now operate a 6- or 5-period day, with periods lasting around 50 minutes. Subjects involving practical work may be allocated blocks of double periods. In addition, there may be an arrangement whereby teachers responsible for a group of pupils in a particular year check attendance and deal with various administrative matters for 10 to 15 minutes per day.

In S1 to S4, pupils in different years are normally taught separately in each subject. In S5/S6, pupils may be grouped together. Adult learners may also be part of these groups. Class sizes in secondary schools are controlled by agreements of the Scottish Negotiating Committee for Teachers. The maximum class size in S1/S2 is 33 and from S3 to S6 30. Classes in certain subjects defined as 'practical', e.g., science, home economics and art and design, are restricted to 20. Larger subjects may place learners in sets, to enable a better focus on different ability levels. This allows teachers to offer better support to lower attaining pupils and greater challenge to higher attaining learners.

4.3 Curriculum

As indicated earlier, the Scottish curriculum 3-18 is about to change when new courses designed within the framework of *A Curriculum for Excellence* will become established from 2010 onwards. The curriculum in secondary schools is not laid down by law. Currently used advice was given to all schools in the document: *Curriculum Design for the Secondary Stages* ⁽²⁸⁾ (1987, updated 1999). The 2001 Scottish Government Education Department Circular (3/2001) ⁽²⁹⁾ set out the degree of flexibility which is available within the existing guidance and encouraged schools to make appropriate adaptations of the curriculum to suit their particular pupils and circumstances.

All secondary schools offer a similar range of subjects at each stage. Particular schools offer varying provision beyond the common group of subjects, depending on such factors as the size of the school and the particular qualifications of its staff. In the curriculum framework that has operated over the past 20 years, S1/S2 pupils have taken a common range of subjects in nearly all schools and S3-S4 and S5-S6 pupils have had some choice of subjects, including vocationally based courses.

Lower Secondary Education

S1-S2 (and S3 in the Curriculum for Excellence)

In S1 and S2, until 2009, all pupils have generally undertaken a common course with a wide range of subjects, based on the 5-14 curriculum, including some subjects which are new to pupils. **The following table shows typical provision with examples of possible variations.**

Common to all schools	Variations in the curriculum
English	Latin/Classical studies
A modern foreign language	Health studies
Mathematics	Drama
Science	Outdoor education
Geography	Local/Environmental studies
History	Media studies
Home economics	Business studies

⁽²⁸⁾ *Curriculum Design for the Secondary Stages* (1987 / 1999)

⁽²⁹⁾ www.Scotland.gov.uk/Resource/Doc/158313/0042874.pdf

Technical education	Gaelic
Art and design	Social education
Music	A second foreign language
Physical education	Computing
Religious and moral education	

S3-S4 (prior to Curriculum for Excellence) From the mid-1980s until the present day, in most schools pupils have chosen courses for S3-S4 from a 'menu' offered by the school near the end of S2. This provision of subject choice was designed to prepare for more specialised study and training in later life. Schools based the structure of their curriculum for S3 and S4 on the recommendations of the Munn Report on *The Curriculum in the Third and Fourth Years of the Scottish Secondary School* (1977). They therefore normally designed this part of their curriculum using the following eight 'modes of study and activity' into which all subjects fit:

- Language and communication
- Mathematical studies and applications
- Scientific studies and applications
- Social and environmental studies
- Technological activities and applications
- Creative and aesthetic activities
- Physical education
- Religious and moral education

In S3 and S4, each mode was allocated a certain amount of time over two years and this determined the time allocated to the particular subjects which pupils studied for their National Qualifications Standard Grade or Intermediate assessment. Timetables usually made provision for pupils to choose more than one subject from a mode, for example two sciences or languages. Some schools took advantage of the flexibility affirmed through Circular 3/2001 to adapt curricular structure in S3 and S4 for particular groups of pupils. This might mean, for example, offering a narrower curriculum, with more time per subject, for pupils for whom coverage of all modes would be considered not to be appropriate.

The following table, reproduced from the *Curriculum Design for the Secondary Stages (1999)*, sets out the recommended allocations of time and typical subjects within the modes of study proposed by the Munn report:

Mode	Hours	Subjects
Language and communication	360	English and a modern foreign language
Mathematical studies and applications	200	Mathematics
Scientific studies and applications	160	Choice from: Biology, Chemistry, Physics, General Science
Social and environmental studies	160	Choice from: Classical Studies Contemporary Social Studies, Modern Studies, History, Geography, Economics
Technological activities	80	Choice from: Computing Studies, Craft and Design, Graphic

and applications		Communication, Home Economics, Technological Studies, Office and Information Studies
Creative and aesthetic activities	80	Choice from: Art and Design, Drama, Music; or relevant Short Courses
Physical education	80	Physical Education; or relevant Short Courses
Religious and moral education	80	Religious Studies; or relevant Short Courses

Although the majority of the modes represented aspects of general education, 'Technological activities and applications' covered a range of subjects which provide a more technical and vocational education. All pupils in S3/S4 have normally been expected to study one of the subjects listed opposite this mode for a minimum of 50 hours over two years and may take a second of these subjects as an elective. Approximately two-thirds of S3-S4 pupils have typically taken a full 160-hour course in a subject in this mode.

From 2009/10, a broad general education based on the *Curriculum for Excellence* guidance and the Experiences and Outcomes defined for all curriculum areas, as indicated in **3.3** and above, will be provided for all pupils in S1 to S3. It will be for schools to develop their own approaches and structures to ensure that all pupils experience a coherent, broad general education. The modal structure will no longer be relevant and, with the emphasis on outcomes, rather than inputs, as the basis for curriculum planning, there will no longer be national advice about time allocations for subjects. Schools will be free to make their own decisions about how outcomes will be achieved and how choice of paths towards end-of-school qualifications can be optimised.

The Experiences and Outcomes for learning in each curriculum area in the curriculum are described in relation to **five levels**, of which the last two pertain to secondary education:

- Third (during S1 – S3 (age 12-15) for most young people, but earlier for some)
- Fourth (by the end of S3 (age 15) for most young people, but earlier for some.

(Level four is broadly equivalent to SCQF level 4)

Under Curriculum for Excellence, from 2009/10, there will be a programme of broad general education throughout S1-S3, based on Experiences and Outcomes for each subject area. *Building the Curriculum 3* proposes that schools develop arrangements which enable progression for all and provide for personalisation and choice through approaches to learning within the classroom; opportunities for personal achievement; interdisciplinary studies (which can provide access to particular curriculum areas for young people who might not otherwise be motivated to engage with them); the ethos and life of the school; and partnerships with colleges, youth work services, the voluntary sector and employers. As pupils move into Level 4 of the framework, provision of choice is likely to involve opportunities to work in self-selected subject areas. Schools will be expected to design and implement the best ways of offering their particular pupils choice, while also ensuring appropriate challenge, specialisation and progression for all pupils within S1 to S3 and beyond into the Senior phase of the Curriculum for Excellence framework and qualifications.

Upper Secondary Education

A unified system of post-16 National Qualifications was introduced in schools, colleges and training centres from 1999. These courses are based on proposals set out in the document: *Higher Still – Opportunity for All*, published in 1994. (See **4, Introduction**) It will, in due course, be replaced by arrangements resulting from the current review of qualifications and development of the Senior phase

of the Curriculum for Excellence framework. It is also likely that the definition of Upper Secondary Education will change to include S4.

At present a broad range of options is offered in upper secondary education and the freedom of choice is generally much greater than formerly. There are also fewer restrictions, such as having to take a subject within a compulsory mode, although almost all schools insist that pupils take a course in English and mathematics. Many pupils continue at a higher level of study with a selection of the subjects they studied in S3-S4. Pupils who achieve the highest band of award in a range of subjects in S4 typically take 5 or 6 subjects at NQ Higher level in S5. Some pupils may take subjects in S5 at, for example, Intermediate 1 or 2, depending on their level of success in S4, while others may take a combination of Higher and Intermediate 2 subjects. Pupils have the possibility in S6 of moving on to the level above the one they achieve in S5 in any subject, or of undertaking a new subject, for example, an additional foreign language. For relatively high achievers, a combination in S6 of, say, two or three subjects at Advanced Higher level and one or two at Higher is not uncommon.

In terms of teaching methods and materials, teachers are relatively free to choose how they deliver the curriculum. See section 3.3 above. However, from S3 onwards, courses will be structured around the framework of the examination system. The principal teacher in a department will also normally agree broad pedagogy with members of staff and encourage discussion of good or innovative practice.

4.4 Assessment, progression and certification

The assessment and reporting principles of *Assessment is for Learning* (AifL) and *How Good Is Our School? The Journey to Excellence* (HMIE, 2006), described for primary schools in 3.4, apply also in secondary education. They highlight a crucial need to focus on *outcomes* of education and recommend for this purpose a recurring cycle of processes, including planning learning outcomes, assessing them, reflecting on and recording success in them and reporting on this success. Assessment of pupils' progress is carried out at a number of different levels and the particular methods used may vary according to the subject and the course being taken. In some subjects, particularly in those where the course has been divided up into units, there is an emphasis on meeting the specified criteria for each unit. Summative assessment in the form of written examinations is normal in many subjects. Currently, these are often modelled on the external examinations taken for certification at the end of Standard Grade or National Qualifications courses.

Promotion from year to year in lower secondary education and on into upper secondary is normally by age. Pupils move on to the next stage irrespective of their performance in any single year. The same applies to passage from S5 to S6, though at that stage pupils may often undertake courses at different levels in the National Qualifications system in either S5 or S6. At present, upper secondary education arrangements offer two years of schooling between the ages of 16 and 18. There is further specialisation at this stage. Upper secondary education is usually organised on the basis of courses leading to certification, so that classes may include pupils from different years ((S4), S5 and S6). Adults aiming at the same certificates may also join these classes. Most, though not all, pupils remain at school for these two years. Some leave at age 16 to take up employment, training or study at a further education college. Others may leave at age 17 to undertake further or higher education or employment. It is possible for pupils to proceed directly to higher education at age 17, if they have already achieved sufficient success in their Higher examinations taken in S5.

Lower Secondary Education

S1-S2 (and S3 under Curriculum for Excellence)

There is no formal certification in the first two years of secondary education. However, schools have been expected to report to parents on pupils' attainments within the 5-14 curricular programmes,

based on school assessments and National Assessments in English and mathematics, drawn from an on-line bank of assessment tasks.

The Curriculum for Excellence document *Building the Curriculum 3* indicates that a young person's progress should be assessed in appropriate ways and at appropriate points to meet learning needs; that parents should be informed and involved in contributing to their children's educational progress; and that there should be no need for young people to take formal qualifications prior to S4. The **Skills for Work** qualifications (see the following sub-section on S3-S4), some of which were designed mainly for young people in the age range 14 to 16, are an exception to this last recommendation. The Government's consultation on qualifications has also proposed the introduction of new awards in literacy and numeracy at age 15 (S3). The analysis of responses to the consultation was published in February 2009 and the Government's proposals in the light of this are awaited.

S3-4 (prior to Curriculum for Excellence)

The current system of external examinations at the end of S4 derives from the recommendations of the *Dunning Report: Assessment for All*, published in 1977, which introduced the Standard Grade system, which is based on two-year courses taken in S3 and S4. Pupils are assessed against performance standards in each subject related to three levels of award: **Foundation, General and Credit**. Criteria for achievement at each level give a description of what candidates should know and be able to do. A Grade 1 award at Credit Level indicates a high degree of mastery at that level, while Grade 2 indicates a satisfactory degree of mastery. Grades 3 and 4 operate similarly at General Level, as do Grades 5 and 6 at Foundation Level. The award is thus based on the achievements of the individual measured against stated standards, rather than on how his or her achievements compare with those of other pupils.

Within a Level, (e.g. Credit), learners have to provide evidence of achievement in all the **elements** of the subject. For example, in English, there are separate assessments for Reading, Writing and Talking, as well as an overall grade. A 'profile' of performance stating the grade obtained in each element appears on the certificate beside the overall award. Some elements are assessed internally, while others are covered only in the external examination. Some elements, such as Writing in English, are assessed on the basis of a folio submitted to the and a written examination. In all cases, even where an element is assessed externally, teachers submit estimates of their pupils' expected performance to SQA, which may be used as evidence to support an appeal if the pupil does not perform as expected in the examination. In some schools, instead of Standard Grade, pupils take NQ examinations at Access or Intermediate 1 or 2 levels.

The SQAow accredits **Skills for Work** courses for young people of all abilities in S3 and above. These courses, intended to provide pathways to employment, training or further education, are designed to help young people develop knowledge and skills for employment through practical experiences linked to particular vocational areas. However, they also place a very strong emphasis on those general 'skills for employment' which are valued by employers and expected of young people as they move into the workplace.

The Scottish Qualifications Certificate, issued by the SQA, records a pupil's achievement in National Qualifications Courses, and also records any of the National Qualifications Units which have been successfully completed, even if the pupil does not take the relevant external course examination.

The review and consultation on qualifications, which is going on in conjunction with the development of the Curriculum for Excellence, has proposed, in addition to formal assessments of literacy and numeracy in S3 (age 15), a new qualifications framework to be implemented from 2013-14, including:

- A new general qualification to be offered at SCQF levels 4 and 5 which will replace both Standard Grade (General and Credit) and Intermediate 1 and 2, whilst reflecting the best features of the present arrangements. Standard Grade Foundation level would be removed, with Access 3 providing an appropriate replacement.
- Retention of National Qualifications at Access, Higher and Advanced Higher as points of stability. Highers in particular would remain the 'gold standard' of the Scottish education system. However, the content of all qualifications would be updated in line with Curriculum for Excellence. Some aspects of the structure of these qualifications would also be reviewed.

Final decisions on these proposals are awaited, following the consultation.

Upper Secondary Education

Currently National Qualifications are available at several levels: Access 1, 2 and 3; Intermediate 1 and 2; Higher and Advanced Higher. Access 3 and Intermediate 1 and 2 levels are equivalent to Standard Grade Foundation, General and Credit levels respectively. National Qualification Units and Courses bring together and give equal status to vocational and academic subjects. A key aim of the system is to allow all students to progress to the highest qualification of which they are capable by working through the tiers, although there is no requirement to study at every level.

Each National Qualification Course at any of the levels consists of a notional 160 hours of study, made up of three 40-hour units plus an additional 40 hours for consolidation and revision. School pupils (or students in further education) can achieve certification from SQA simply for passing separate National Units at a level. Assessment of this achievement is the responsibility of school (or college) staff, moderated by the SQA. In addition, pupils/students can be certificated for whole Course achievement at a level, if they pass all the component Units (internal assessment) and also receive grade A, B or C, in the external examination for the Course, which is set and marked by SQA. Progress towards final achievement is shared with both learners and their parents.

Employers and higher education give weight to **core skills** (key competences). These are important in the workplace, in study and throughout all aspects of life. The NQ system encourages students to develop the core skills of working with others, problem-solving, communication, information technology and numeracy to the highest level of which they are capable. From 2000, every person receiving a Scottish Qualification Certificate has been able to obtain credit for Core Skills achievement through a Core Skills profile.

4.5 Guidance and counselling

See **section 3.5** as background. The provision of guidance services is a feature of all educational institutions both in the public and private sectors, in schools and post-school institutions. These services are generally now called **support for pupils** rather than guidance. The publication by Her Majesty's Inspectorate of Education (HMIE), *Happy, Safe and Achieving Their Potential*⁽³⁰⁾ (The National Review of Guidance, 2004) defines a standard of support for children and young people in Scottish schools in line with the philosophy and aims of the Curriculum for Excellence.

Some core features of systems at school level for supporting children derived from this report are:

Communicating values and ethos

- a positive school ethos and involving children and young people;
- working with pupils to develop peer support and positive relationships;

⁽³⁰⁾ <http://www.scotland.gov.uk/Publications/2005/02/20626/51543>

- effective whole-school approaches to avoid damage to school ethos, with commitment from all staff;
- effective communication amongst all staff; and
- involvement of parents.

Meeting the standard for personal support in school

- involving children and young people in planning to achieve and reviewing their progress
- progression of learning in education for personal and social development
- systematic identification of children's and young people's needs and whole-school analysis to support planning
- systems for in-class and in-school early intervention, referral to specialists or other agencies, and monitoring that agreed actions and outcomes for children are achieved, where ownership and responsibility for children and young people referred to external provision remains with the school.

All teaching staff are responsible for the care and support of pupils. Throughout the secondary years, however, pupils also have the extra support of specially trained support staff who provide a service in three areas: personal support, curricular advice and vocational advice. Support staff have regular one-to-one meetings with pupils and play a significant role in helping them with subject choices as they move into courses leading to qualifications. In addition, these teachers usually make a major contribution to a school's social education programme, which often takes the form of a series of lessons mixed with talks from outside speakers. Through the support system, other forms of help and advice from outside the school are accessed, such as the careers service, the psychological service and social work.

Careers services are provided throughout Scotland by Skills Development Scotland (SDS). SDS delivers information and guidance in schools based on accurate, up-to-date information about the labour market and the full range of vocational and academic learning and training opportunities available. The role of the SDS staff is important in advising pupils on appropriate vocational opportunities and in assisting them to assess their own potential and plan their career. In many schools, a deputy head teacher co-operates with SDS staff and acts as a link with local industry and further/higher education. In every case the final decisions about career or further study rest with the pupil, assisted by her/his parents and the support teacher.

4.6 Teachers and trainers

See **section 3.6**. A Teaching Qualification (TQ) may be gained by one of three routes:

- To become a secondary teacher of technology, physical education or music it is possible to take a 4-year course leading to a Bachelor of Education (B.Ed) degree at one of seven universities providing initial teacher education.
- To become a secondary teacher in some subjects, it is possible in some universities to take a combined degree which includes subject study, study of education and school experience.
- Those who already hold a degree can take a one-year university course for a Professional Graduate Diploma in Education (PGDE), leading to a TQ (Secondary).

The courses leading to the TQ (Secondary Education) are based on the Guidelines for Initial Teacher Education Courses (1998). Most students aiming at this qualification take the one-year PGDE course. As in other teacher education courses, the period of school experience is considered to be of the

greatest importance and students on this course must spend 18 of their 36 weeks in school placements. Professional studies in the institution's element of the course are intellectually challenging and deal explicitly with the classroom and professional needs. In subject studies in the course, students learn to relate their specialist subjects to the school curriculum and develop strategies and methods for teaching them.

Although the three elements of the 4-year B.Ed courses leading to a TQ (Secondary Education) in music, physical education and technology are the same as in the post-graduate course, subject studies assume a greater role, as the aim of the course is to produce specialists. The music degree, for example, demands a high standard of practical musicianship and performance. Thirty weeks of practical placement are required in these courses, of which six in the case of the B.Ed (Technology) are for a placement in industry.

Assessment of teachers in training is carried out by members of staff in the university faculties in co-operation with the supervising teachers in school placements. In recent years, schools have been encouraged to play a greater part in this assessment. There is also for each course an external examiner with good practical experience of the relevant stage of schooling, who considers samples of the assessments made by the university staff. Assessment of other elements of the course is by written examination or, as is becoming more common, by submission of project work undertaken by the student. It is not sufficient for a student just to pass the examinations in order to be awarded a Teaching Qualification (TQ). A recommendation from the Principal of the university or the head of the education faculty or department to the effect that the student is a suitable person to become a teacher is also necessary.

On successful completion of the course students, are awarded a TQ, which entitles them to registration with the General Teaching Council for Scotland (GTCS) in the category for which they have trained. They also have a profile which is intended for the information of employing authorities and the schools to which they are first appointed. This profile sets out the competences which they have achieved and their areas of strength. The GTCS will also require satisfactory evidence that the newly qualified teacher does not have a criminal record which would make him or her unsuitable to work with children.

For brief information on in-service training, see **section 2.5 above**.

The allocation of teachers to classes in secondary education is the responsibility of the Principal Teacher of each department or of a Faculty Head. Allocation of individual teachers may be informed by their qualifications, their overall experience and their aptitudes.

5. POST-SECONDARY NON-TERTIARY EDUCATION

Educational provision in Scotland for pupils at the end of their secondary school career has for many years meant either some form of vocational training or more advanced study in a college or university. In the past, the opportunity of entry to university and to the professions was available to a minority. Opportunities available for those leaving school at the statutory leaving age and for those leaving school after completing a full secondary course, but without qualifications to enter a higher education institution, have been in vocational training and further education. This situation has changed considerably in recent years. Nowadays, young people in Scotland who have left the sphere of secondary education have access to a very wide range of possibilities to further their overall education. They make take courses which complete or complement their secondary education and often lead to apprenticeships/jobs. In other cases, they may undertake courses which might, but not necessarily, lead ultimately to the pursuit of a tertiary-level course. This chapter endeavours to cover the wide range of opportunities which offer a sound bridge between the end of compulsory education and the start of the world of work or tertiary education.

There have been vocational training institutions of one kind or another in Scotland for well over 200 years, matching the development of industry. In the course of the 20th century, the system of vocational education and training changed several times to match changes in industrial and commercial practices. At another level, further education also developed to meet these needs. The 1960s saw a considerable expansion of further education places in colleges that were part of the educational provision of local authorities. In the 1980s, major changes in the organisation of courses and assessment took place as a result of the 16+ Action Plan, which set up a modular system of training. To oversee the new modular system, the Scottish Vocational Education Council (SCOTVEC) was established. On 1 April 1997 the Scottish Examination Board (SEB) and SCOTVEC merged to form the Scottish Qualifications Authority (SQA) in preparation for the unified curricula to be implemented in schools, colleges and training centres.

Colleges, independent trainers and employers in the workplace offer vocational education and training. The colleges offer a wide range of programmes from access level to professional level. The programmes are constructed from building blocks of units and are designed to meet the specific needs of employers and other users. They include 'core skills', as well as suitable blends of theory and practice. Some are designed to incorporate extensive periods of skills development in college workshops and other specialist areas.

The main providers of further education in Scotland are the 43 colleges, which offer a wide range of courses at non-advanced and advanced levels and which provide continuing education beyond school or preparation for further study. They vary considerably in size and in the range of courses which they offer. They cater for both full-time and part-time students, with the latter in the majority. The courses are mainly vocational and include both theoretical and practical work. However, the colleges also offer courses leading to awards recorded on the Scottish Qualifications Certificate (SQC) and advanced vocational courses.

Sector Skills Councils (SSCs) form a UK-wide network of representative organisations. SSCs are the recognised national strategic bodies responsible for identifying the skills, education and training needs of their sector and maintaining national occupational standards for jobs within it. Scottish Vocational Qualifications (SVQ) – and National Vocational Qualifications (NVQ) in the rest of the UK – are based on these standards. SSCs are responsible for influencing policy and delivery of education and training, on behalf of their sector, to ensure that these needs are met. They are also responsible for gathering labour market information and intelligence and for workforce development planning.

5.1 Admission

Colleges have a very wide range of students. They work in partnership with schools to deliver courses to school-age students and they enrol school leavers aged 16, students who have left school at 17 or 18, with and without formal certification, and also a large and increasing number of older students. Admission requirements are related to courses, but mature applicants' experience and previous learning can be taken into account. Non-advanced courses do not normally have formal entry qualifications. Advanced courses normally require candidates to have, for example, passes in the Scottish Qualifications Certificate of Education (SQC) or equivalent qualifications.

In December 2004, the Scottish Government introduced Individual Learning Accounts (ILA) Scotland. ILA Scotland can help pay for a wide range of learning with a variety of approved providers in colleges, universities, the community and private organisations. People aged 16 or over living in Scotland who are not in full-time education and earn £22 000 a year or less can apply for an ILA that provides up to £200 a year towards the cost of learning in a wide range of courses or in workplace training. (A grant of £500.00 can be obtained for higher education courses.)

5.2 Organisation of time, groups and venue

This will vary according to the individual college course and training establishment. Account is taken of an individual's needs, where possible and appropriate.

5.3 Curriculum

See paragraphs of **section 5 introduction** above. The curriculum will vary significantly, according to the specific cohort of learners and their needs. In December 2008, the Scottish Government published 16+ Learning Choices, a new model for ensuring that every young person has an appropriate, relevant, attractive offer of learning made to them for the Senior level of the framework (age 16-18), well in advance of their school leaving date (age 16). 16+ Learning Choices is an offer by local authorities and their partners to all young people. 21 local partnerships started implementing the arrangement from December 2008. It is expected to be available everywhere across Scotland by December 2010. *Building the Curriculum 3* makes it clear that this approach is embedded in Curriculum for Excellence – and that young people have an ongoing entitlement to develop their skills for learning, skills for life and skills for work in whatever type of provision is best suited to their needs and aspirations. For some young people, this will mean staying in school for S5 and S6; for others it will mean further or higher education, work-based learning, volunteering, or learning in a community or third sector setting.

Skillseekers⁽³¹⁾ is a vocational training programme open to young people between 16 and 25, although the Enterprise Networks currently prioritise funding to 16-19 year olds. The main elements of Skillseekers are training leading to a recognised qualification up to SVQ Level III (SCQF 5), an individual training plan and employer involvement. The programme has helped increase employer participation in training and 80 % of Skillseekers participants are now employed while undertaking their training. However, the Scottish Government indicated in the Skills for Scotland Strategy that the Skillseekers programme would be phased out as the **Modern Apprenticeships** programme is extended.

Get Ready for Work⁽³²⁾, introduced in 2002, is for young people 16-18 years old with Additional Support Needs Priority is given to 16-17 year olds. It is an individualised, holistic skills programme with four strands – life, core, personal and vocational skills. It aims to improve employability. Students can

⁽³¹⁾ <http://www.scottish-enterprise.com/sds-skillseekers>

⁽³²⁾ <http://www.scottish-enterprise.com/sds-getreadyforwork>

progress to the mainstream Skillseekers programme, modern apprenticeships, further education or employment. Participants normally attend full-time or part-time. Those undertaking life skills training attend on an ad hoc basis.

Modern Apprenticeships ⁽³³⁾, introduced in 1994, offer 16-24 year olds paid employment combined with the opportunity to train at craft, technician and trainee management level. The training must lead to SVQ Level III or above and include core skills. Since 2001, Local Enterprise Councils (LECs) have discretion to fund Modern Apprenticeships for people over 25. The Scottish Government has recently announced 1,000 more Modern Apprenticeships, 500 for 16-19 year-olds in all sectors and 500 for those over 20, in Engineering and Construction.

Training for Work ⁽³⁴⁾ (TfW) is a voluntary programme for unemployed people. Jobseekers aged 25 and over who have been unemployed for six months or more can apply. People who are particularly disadvantaged in the labour market, such as those on Incapacity Benefit, can have early entry. The programme aims to improve work-related skills through training and structured work activity in line with assessed needs and linked to local labour market vacancies. Private training providers, voluntary sector organisations, local authorities, colleges and employers provide the training.

5.4 Assessment, progression and certification

See **section 4.4** above for general information. Performance in National Certificate units is assessed internally by college lecturers, on an 'achieved/not achieved' basis, using nationally agreed and published criteria of success. Each college is expected to operate its own internal quality assurance system to ensure appropriate application of the defined standards. In addition the SQA, which employs moderators for this purpose, verifies the validity and reliability of college assessments. Achievement in each unit is recorded on the **Scottish Qualifications Certificate**, awarded by the SQA.

There are also arrangements for the assessment and certification of work-based learning. These depend on agreements between industry or individual firms and local colleges for the latter to act as assessors or examiners. There are several models of industry-college partnership for this purpose:

- training may be jointly planned by a college and a local firm and delivered partly in college and partly at the work-place, with the college lecturers taking responsibility for monitoring performance and standards;
- training may be more flexible and include a number of open learning modules as well as work-based units, supported by college staff;
- some employers prefer simply to contract training out wholly to the local college, which thus becomes a kind of apprentice training centre;
- the arrangement for a college or colleges to train apprentices may be negotiated by a particular industry, perhaps through a National Training Organisation or Sector Skills Council;
- a similar arrangement may be negotiated by a consortium of several local employers.

Whatever the arrangement, much of the assessment of performance is carried out in the workplace, as well as in the college. In the modular system in use, promotion and student progress usually depend on meeting the assessment criteria of a set of specified modules constituting a course. Some modules or courses may be pre-requisite for entry to others.

The principal assessment body for vocational further education in Scotland is the Scottish Qualifications Authority (SQA), which makes awards at non-advanced and advanced levels for a wide

⁽³³⁾ <http://www.skillsdevelopmentscotland.co.uk/training-opportunities.aspx>

range of courses in the technical and business sectors. At the non-advanced level, the certificate awarded is known as a National Qualification. National Qualifications may be awarded as an individual National Unit, National Courses and Group Awards, such as National Progression Awards or National Certificates. The SQA is also responsible for the validation of Units, Courses and Group Awards, and for the development, administration and assessment of National and Higher National Qualifications. The SQA devises and awards qualifications from SCQF level 1 through to SCQF level 12. It also approves education and training establishments as suitable places to offer programmes.

Scottish Vocational Qualifications (SVQ) exist at five levels. They are based on the National Occupational Standards (NOS), which Sector Skills Councils (SSCs) and other Sector Bodies develop through discussion and consultation with their sector. The SSCs are also responsible for developing the SVQ qualification structure, again in partnership with their sector. The SVQs have therefore been designed by employers for specific areas of employment. They relate to the ability to do a specific job, based on actual working practices in real workplace conditions. The City and Guilds of London Institute (CGLI) also offers examinations in Scotland and some colleges present students for examinations set by the Royal Society of Arts (RSA) or by professional institutions.

5.5 Guidance and counselling

All colleges provide guidance to students in selecting an appropriate course of study. During courses they provide progress reviews, curricular and pastoral support and advice and guidance on careers or further studies. Each college has its own arrangements for providing these services. Colleges have close relationships with employers in their areas, who are represented on their Boards of Management.

The SQA has an Information Centre which provides a range of services: information for employers, prospective students and others about qualifications; details of where courses are provided and of the entry requirements for them; vocational education and training databases; and publications such as guides on assessment and quality assurance. The SQA officers are available to offer information and advice on vocational education and training.

5.6 Teachers and trainers

Training for the Teaching Qualification (Further Education) is open only to persons holding a recognised appointment in further education. The requirements for admission are an appropriate specialist degree or, as a minimum, a Higher National Certificate (HNC) or equivalent qualification. Candidates must have appropriate experience in industry or commerce and a basic qualification in English and mathematics. The current course leading to the TQ (Further Education) is offered at the University of Strathclyde by the Scottish School of Further Education (SSFE), part of the Faculty of Education; at the University of Stirling by the Institute of Education; and at the Universities of Aberdeen and Dundee.

Between 50 % and 80 % of TQ (FE) course credits may be taken through approved local providers such as the colleges themselves. The FE Professional Development Forum (PDF), working with the Scottish Qualifications Authority (SQA), has produced criteria for approved providers and has developed units which may carry credit towards the full TQ (FE).

The allocation of teachers to classes in further education is the responsibility of the Head of each department. Allocation of individual teachers is informed by their qualifications, their overall experience and the needs of the department. Opportunities for CPD at this level will be linked to each teacher's professional development cycle and the annual discussions undertaken between line manager and teacher, as to his/her strengths and continuing needs.

⁽³⁴⁾ <http://www.scottish-enterprise.com/sds-trainingforwork>

6. TERTIARY EDUCATION

The Further and Higher Education (Scotland) Act 1992 made fundamental changes in the organisation of post-school education in Scotland. Further education colleges (now called simply colleges), which had previously been the responsibility of the education authorities, became 'incorporated' (i.e., self-governing) under the general supervision of the then Scottish Office Education Department. The 1992 Act also created a separate Scottish Higher Education Funding Council (SHEFC). This action removed the dividing line which existed between the former Central Institutions and the universities in respect of their funding mechanisms and created a distinctly Scottish body able to take major decisions affecting the future of higher education in Scotland.

From 1 July 1999, under powers provided in the 1992 Act, a Scottish Further Education Funding Council (SFEFC) came into operation. The Further and Higher Education (Scotland) Act 2005 dissolved SFEFC and SHEFC and created a new Scottish Funding Council (SFC). Merging the two Funding Councils allows a more strategic overview of both the FE and HE sectors, increasing transparency and allowing more coherent decision-making which will benefit learners, institutions and the Scottish economy. SFC is responsible for funding Scotland's Colleges and Universities.

University education in Scotland has a long history. Four universities – St Andrews, Glasgow, Aberdeen and Edinburgh, known collectively as the four ancient Scottish universities, – were founded in the 15th and 16th centuries. Four further universities – Strathclyde, Heriot-Watt, Stirling and Dundee – were formally established as independent universities between 1964 and 1967. Four others – Napier, Paisley, Robert Gordon and Glasgow Caledonian – were granted the title of university in 1992, as was the University of Abertay, Dundee, in 1994, and Queen Margaret University, Edinburgh in 1998. The University of Paisley and the Higher Education Institution, Bell College, Hamilton, merged in 2007 as the University of the West of Scotland. As the Open University also operates in Scotland, the total number of universities is now 15. The remaining higher education institutions, although not themselves universities, all offer courses at degree level. They are the Royal Scottish Academy of Music and Drama (in Glasgow), the Glasgow School of Art, the Edinburgh College of Art, the University of the Highlands and Islands (UHI) Millennium Institute, which comprises 15 partner colleges, and the Scottish Agricultural College.

Participation rates in higher education have increased steadily in recent years. The UK Government's forecast that well over 40 % of young Scots would enter higher education courses by the turn of the 20th century was realised and the figure stands now at almost 50 %. Because growth in numbers entering higher education has been more rapid than the Government anticipated, they are now being held steady during a period of consolidation. Nevertheless, the UK and Scottish governments remain committed to the efficient and continuing expansion of higher education in the longer term.

The Cabinet Secretary for Education and Lifelong Learning agreed with Universities Scotland in November 2007 to establish a Joint Future Thinking Taskforce on Universities. The taskforce's remit was to consider:

- how to optimise and shape the contribution which the Scottish university sector can make during the next 20 years to the Scottish economy, to Scottish culture and society, and to the political priorities of the Scottish Government;
- what opportunities can be created and what barriers need to be overcome to achieve that; and
- what resources will be needed and how they will be provided.

The final report of the taskforce, *New Horizons* ⁽³⁵⁾, published in 2008, clarifies how the Government and the universities will work together on the future of the sector over the next decade and beyond.

In terms of the Further and Higher Education (Scotland) Acts 1992 and 2005, the higher education institutions provide sub-degree courses, first degree courses, courses for the education and training of teachers, courses of post-graduate studies at Masters and Doctorate levels and courses at a higher level in preparation for a qualification from a professional body. The higher education institutions are also expected to carry out research. Courses at higher education level (mainly HNC, HND or both, but also including degree provision) are also offered by all the colleges that provide further education courses and there are close links between the FE and HE sectors.

The SQA Catalogue of National Certificate modules (and National Qualifications units) contains details of over 4,000 units and classifies modular courses into the following 23 groups. These groups indicate the very wide range of curricula offered by the colleges.

- A: Business/Management/Office Studies
- B: Sales, Marketing and Distribution
- C: Information Technology and Information
- D: Humanities (History/Archaeology/Religious Studies/Philosophy)
- E: Politics/Economics/Law/Social Sciences
- F: Area Studies/Cultural Studies/Languages/Literature
- G: Education/Training/Teaching
- H: Family Care/Personal Development/Personal Care and Appearance
- J: Arts and Crafts
- K: Authorship/Photography/Publishing/Media
- L: Performing Arts
- M: Sports, Games and Recreation
- N: Catering/Food/Leisure Services/Tourism
- P: Health Care/Medicine/Health and Safety
- Q: Environment Protection/Energy/Cleansing/Security
- R: Sciences and Mathematics
- S: Agriculture, Horticulture and Animal Care
- T: Construction and Property (Built Environment)
- V: Services to Industry
- W: Manufacturing/Production Work
- X: Engineering
- Y: Oil/Mining/Plastics/Chemicals
- Z: Transport Services

⁽³⁵⁾ <http://www.scotland.gov.uk/Resource/Doc/82254/0061979.pdf>

In Scottish universities, the normal pattern is for students studying for first degrees in the majority of subject areas to spend three academic years in attaining an Ordinary (i.e. General) degree or four years in attaining an Honours degree involving greater specialisation. In some faculties, for example in medicine and law, courses are longer. The number of subjects studied and the time spent in lectures, tutorials and practical work, in laboratories or in the field, varies enormously from year to year within courses, from course to course within an institution and from institution to institution.

Subjects offered by Scottish higher education institutions include: Accountancy; Agriculture and Forestry; American Studies; Archaeology; Architecture; Art, Fine Art and Design; Biological Sciences; Building; Business/Management Studies; Chemical Sciences; Classics and Classical Civilisation; Computing/Information Studies; Consumer Studies; Dentistry; Divinity, Religious Studies and Theology; Drama Studies and Media Studies; Economics; Education and Teacher Education; Engineering; English; Environmental Studies/Health Studies; European Studies; Geography and Geology; Historical Studies; Hotel/Hospitality Management; Languages; Law and Legal Studies; Librarianship; Linguistics; Marine Sciences; Mathematics; Medicine; Medicine-related subjects; Middle Eastern Studies; Music; Nursing and Midwifery; Pharmacy; Philosophy; Physical Sciences; Politics and International Relations; Printing and Publishing; Psychology; Public Policy and Administration; Science Studies; Scottish Studies; Slavonic and East European Studies; Sociology, Social Anthropology, Social Policy and Social Work; Sports Studies, Recreation and Leisure; Statistics; Surveying and Planning; Textiles; and Veterinary Medicine. Some of these subjects can be studied only in a small number of institutions. Students can undertake post-graduate study and research leading to higher degrees in all the institutions.

In the context of the Bologna Process, it is acknowledged that the European Higher Education Area provides an excellent opportunity for Scotland, its institutions and students. The stock-taking report from the Ministerial Conference of April 2009 ⁽³⁶⁾ showed that Scotland achieved the maximum scores for all action lines (degree system, quality assurance, ESG and recognition) and was the only country to do so. Key developments since 2007 include: successful completion of an ENQA review of the QA Agency; development of new guidance on internal review with emphasis on various international dimensions of curricula, experience of international students, introduction of international reviewers; launching pilot international benchmarking; setting up a company to promote and further develop the Scottish Credit and Qualifications Framework.

Future challenges include: maintaining the competitiveness of Scottish higher education; maintaining and enhancing student and staff engagement with quality enhancement; increasing outward staff and student mobility, including students from under-represented socio-economic groups; improving retention, progression and achievement within under-represented socio-economic groups; responding to demographic changes by increasing flexible delivery paths and the recognition of prior learning; increasing skills utilisation, knowledge transfer and engagement between universities and businesses.

6.1 Admission

Advanced courses in **colleges** normally require candidates to have, for example, passes in the Scottish Qualifications Certificate of Education (SQC) or equivalent qualifications. Each institution is responsible for admission procedures and criteria.

The usual entry requirement for **higher education** (HE) courses is a group of awards at grades A-C in the National Qualifications Higher or Advanced Higher level examinations set by the SQA, or qualifications deemed by a higher education institution to be equivalent to these. For many HE courses the candidate needs to hold awards at specified levels. For some HE courses, particularly

⁽³⁶⁾ http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Stocktaking_report_2009_FINAL.pdf

Higher National Certificate (HNC) and Higher National Diploma (HND), a group of appropriate National Certificate (NC) awards (often achieved in college courses) may be acceptable. Each institution is responsible for admission procedures and criteria, but see the role of UCAS below. Applications from outside Scotland to pursue a higher education course are considered individually to ascertain the acceptability of entry qualifications.

Many students move to a university or HE institution to take a degree after successfully completing an HN qualification at a college. An SCQF mapping database ⁽³⁷⁾ informs students about the range of opportunities available for progression from a college to a university.

The Universities and Colleges Admissions Service (UCAS) processes most applications for entry to higher education institutions in Scotland. It distributes them to the individual institutions and enables candidates to apply to several institutions on one form. For some courses, for example in art and design and in social work, there are other arrangements, which are detailed in the Entrance Guide to Higher Education in Scotland.

The higher education institutions welcome applications from mature students as well as from school leavers. A range of specially designed courses prepare adults both for higher education in general and for particular courses. Such 'access' courses include a range of SQA units or courses, successful completion of which may lead to an SQA award. Many 'access' courses carry a guarantee of a place in higher education on successful completion. Arrangements are clear for recognizing the range of vocational and professional credentials which older candidates will bring to the admission process through CATS – the Credit Accumulation and Transfer Scheme.

6.2 Students' contributions and financial support

Access to Scottish institutions is free for students domiciled in Scotland undertaking full-time higher education (for a first degree) or further education and for some part-time study in both sectors. There are different arrangements for students from outwith the European Community.

College education: In 2000, tuition fees for students living in Scotland and EU students who undertake full-time non-advanced courses of further education were abolished. Some part-time students in receipt of means tested benefits, on a low income, or disabled may also be eligible for free tuition. The colleges can provide financial assistance for students on further education courses, which, subject to means testing, may provide support towards maintenance costs, travel and study expenses.

Supporting a Smarter Scotland ⁽³⁸⁾: a Consultation on Supporting Learners in Higher Education was launched in December 2008: it seeks views on strategies to provide a fair student support package and to address student debt issues, including a phased move from student loans to a grants system of support. As part of this move, a pilot initiative has been developed through which a limited number of part-time students receive a new £500.00 grant. A recent policy adjustment ensures that children of asylum seekers who have been in Scotland for at least three years have the same access to full-time further and higher education as Scottish young people.

Higher education

The Student Awards Agency for Scotland (SAAS), through the Students' Allowances Scheme, assists students undertaking full-time and some part-time higher education courses in universities or colleges. Eligible full-time Scottish-domiciled and EU students following HNC, HND and degree level courses at a Scottish institution are entitled to free tuition and living costs support through partly means-tested loans (Student Loan Scheme). Young students from low income families can have part of their support

⁽³⁷⁾ <http://www.scqf.org.uk>

⁽³⁸⁾ <http://www.scotland.gov.uk/Publications/2008/12/12121638/0>

provided as a Young Students' Bursary, which they do not have to repay. Some other groups of students (including disabled students and students with dependants) are also eligible to receive extra help through non-repayable supplementary grants and hardship bursaries. Rules for the payment of means-tested benefits are being updated to treat co-habiting couples in a similar way to married ones. The Student Loan Scheme is being phased out and replaced by a grants system.

Financial support for part-time students has been extended to help more learners develop their skills, retrain and improve job prospects. See the Individual Learning Accounts (ILA) scheme above.

Funding for postgraduate students, previously limited to those on full-time courses, is being extended to up to 150 part-time students on a pilot basis during session 2009/10, linked to the Scottish Government's economic priority sectors, including energy, life sciences, tourism, food and drink industries, financial and business services, creative industries and education.

Since September 2006, universities and colleges in England, Wales and Northern Ireland have different arrangements for charging fees. Students living in Scotland who study elsewhere in the UK can borrow up to £3 000 from SAAS to cover the cost of their fees. They are also entitled to living cost support in the form of a partly means-tested loan and, if eligible, to the Students' Bursary and supplementary grants. In addition, Scottish students can apply for bursaries being offered by universities and colleges in England and Northern Ireland.

6.3 Organisation of the academic year

The majority of universities in Scotland have an academic year structure of two semesters, followed by an examination period. Other post-school institutions offering further and higher education have an academic year closer in length and division to the school year.

6.4 Assessment, progression and certification

Colleges

Performance in National Certificate units is assessed internally by college lecturers, on an 'achieved/not achieved' basis, using nationally agreed and published criteria of success. Each college is expected to operate its own internal quality assurance system to ensure appropriate application of the defined standards. In addition the SQA, which employs moderators for this purpose, verifies the validity and reliability of college assessments. Achievement in each unit is recorded on the Scottish Qualifications Certificate, awarded by the SQA.

There are also arrangements for the assessment and certification of work-based learning. These depend on agreements between industry or individual firms and local colleges for the latter to act as assessors or examiners. Whatever the arrangement, much of the assessment of performance is carried out in the workplace, as well as in the college. Wherever feasible, colleges will take cognisance of a student's previous work-related achievements in their accreditation.

Arrangements for assessing advanced level units and courses (HNC and HND) in colleges have been similar to those for non-advanced work. Units have been assessed internally on an 'achieved/not achieved' basis, with Merit statements to record a high level of success in a Unit. Both college and SQA moderation systems operate to guarantee quality assurance and equality of standards. However, as HNCs and HNDs are revalidated to match the design principles agreed by SQA in March 2003, the Merit statements are being phased out and all HN Group Award programmes will include mandatory Graded Units. These Units will be the principal means of grading candidate achievement and will be the focus of external moderation by SQA. Accreditation at HNC / HND levels enables the student to progress to degree level.

Universities and Higher Education Institutions

Students' work is normally evaluated by a combination of written examinations, traditionally at the end of each academic year, and coursework. Some institutions now have modularised courses, in which students gradually build credit through coursework assessment of each module to achieve the course qualification, without an additional examination. In courses where it is appropriate, there are also practical examinations, for example in the sciences or for oral proficiency in languages. Normally the department in which the student is studying makes the judgements about standards of attainment, but an external examiner (or an external examining team) from another institution or institutions samples some of the work (course work as well as examination papers) and validates the assessment.

Universities have the right to award degrees to those who successfully complete their courses. The holder of a degree is described as a 'graduate'. Universities are responsible for the courses which lead to these degrees and for their own standards. In the other higher education institutions, although the institution provides the teaching, the degrees are awarded by a university. Degrees awarded in Scotland are recognised throughout the United Kingdom.

Although the first degree in most faculties in Scottish universities is a Bachelor's degree, the first degree in Arts in the four 'ancient' universities and Dundee University is MA or Master of Arts. Heriot-Watt University also offers some 'first degree' MAs, but at Honours level only. A Master's degree in all other faculties and in the other universities is a post-graduate qualification.

6.5 Guidance and counselling

Individual **colleges** offer students a range of accessible support. They provide them with guidance in selecting an appropriate course of study. During courses they provide progress reviews, curricular and pastoral support and advice and guidance on careers or further studies. Each college has its own arrangements for providing these services.

The SQA has an Information Centre which provides a range of services: information for employers, prospective students and others about qualifications; details of where courses are provided and of the entry requirements for them; vocational education and training databases; and publications such as guides on assessment and quality assurance. The SQA officers are available to offer information and advice on vocational education and training.

Higher education institutions have arrangements to advise students on courses and to deal with any difficulties. The exact form of these differs according to the institution and often the faculty within the institution. The university tradition in Scotland was for students to start their course with a more general range of subjects and to proceed to specialised studies. They could thus delay their decisions about specialisation or change initial intentions. Such decision making was supported by a member of university staff in a pastoral role, as Director of Studies or a similar title. However, some institutions are now offering courses which do not conform to this structure.

6.6 Academic staff

In the **college** context, training for the Teaching Qualification (Further Education) is open only to persons holding a recognised appointment in further education. The requirements for admission to training for this qualification are an appropriate specialist degree or, as a minimum, a Higher National Certificate (HNC) or equivalent qualification. Candidates must have appropriate experience in industry or commerce and a basic qualification in English and mathematics. As lecturers in **higher education** are appointed on the basis of their academic ability in their subject, there is no other formal admission requirement for those who teach in that sector.

In **colleges**, hierarchies, management systems and nomenclatures will vary. Typically, a college will be headed up by a Principal/Chief Executive, supported by a senior management group comprising, for example: a Depute Principal, Director of Finance, Head of Development etc. Faculties will be led by Faculty Directors who will manage senior lecturers and lecturers. Again, in **HE institutions**, systems and nomenclatures will vary. Typically, a university will be headed up by a Principal, supported by a senior management team which might comprise, for example: a series of Vice Principals and Directors. Faculties will be led by a Dean of Faculty and include senior lecturers and lecturers.

In-service opportunities are in-built to the professional development cycle as at other areas in the education system.

7. CONTINUING EDUCATION AND TRAINING

See also sections 5 and 6 above.

In the early years of the 19th century, evening classes figured as part of Robert Owen's experiment at New Lanark and in Edinburgh, the School of Art was founded for working tradesmen, becoming the model for the Mechanics' Institutes, which emerged to meet the needs of the economic and industrial changes affecting the country. In the middle of the century, the University Extension Movement was founded and became the pattern for 'extra-mural' education, extended by the universities to the mass of the population.

During the 20th century, developments in adult education progressed more slowly, possibly because many young Scots have traditionally enjoyed ample opportunity to proceed to higher education. In 1934, Statutory Regulations for Adult Education empowered local authorities to co-operate with voluntary bodies in providing adult education. The Education (Scotland) Act 1945 developed the concept of non-formal further education in a way which allowed the local authorities to co-operate with universities, as well as voluntary bodies, in the adult education field. The development of New Towns in the 1950s/60s and the 'rediscovery of poverty' in the 1960s led to the introduction of community development support. Since the 1970s there has been a significant development of the community sector, with locally run projects and organizations. This has been closely linked to the development of the Urban Programme and more recently the Social Inclusion Programme. In recent years, the National Lottery has funded innovative work in building the capacity of communities.

Since the publication of the seminal *Adult Education: The Challenge of Change* ⁽³⁹⁾ (the Alexander Report) in 1975, community education has come to encompass a wide spectrum of learning activities, which may be full-time or part-time, formal or non-formal, accredited or non-accredited, undertaken at a range of institutions and community locations, with flexible and varied modes of delivery. In 1990, the Scottish Office established CeVe (Community Education Validation and Endorsement) with delegated powers relating to the endorsement of qualifying and other training in community education. In 1999, the Scottish Government approved a radical re-focusing of community education following publication of the 1998 report: *Communities: Change Through Learning* ⁽⁴⁰⁾ (the Osler Report).

The new approach required community education workers to develop productive Community Learning and Development Partnerships relating to a wide range of social, economic, health and educational needs of communities. Following extensive consultation, the Scottish Government published new guidance on community learning and development – *Working and Learning Together to Build Stronger Communities* ⁽⁴¹⁾ – in January 2004. The guidance included, for the first time, national priorities for community learning and development.

Learning Connections, Communities Scotland, the responsible agency, secured the delivery of the initial phases of a continuing programme of support for Community Learning and Development (CLD) Partnerships, to assist them in implementing the guidance in ways that focus on the needs and capacities of their own communities. Those active in the provision of community education include the local authorities, the voluntary sector, local adult guidance networks, other education providers and workers in fields such as health and community safety.

In April 2006, Learning Connections, Communities Scotland published a national framework for performance information in CLD, setting out the strategic agenda for this area of work and a road map for future developments, designed to: guide CLD partnerships in their approaches to performance information; make the generation of meaningful core data at national level possible; support

³⁹ *Adult Education: The Challenge of Change* (1975) ISBN: 011491308C

⁴⁰ <http://www.scotland.gov.uk/library/documents-w3/cctl-00.htm>

implementation of that framework by partnerships; enable greater shared understanding of approaches to performance information, through the dissemination of effective practice; and establish a programme of longitudinal research to develop better understanding of the impact of CLD.

Adult Literacy and Numeracy in Scotland

In July 2001, the Scottish Government published the *Adult Literacy and Numeracy in Scotland*⁽⁴²⁾ report (ALNIS). Informed by seven pieces of research, this publication started a major national initiative in adult literacy and numeracy teaching and learning in Scotland. This led to:

- £65m of funding made available to 2008 to help adults improve their literacy
- Around 180,000 new learners helped in the first five years to March 2007
- Funding provided through the 32 local authorities to Adult Literacies Partnerships

Adult Literacies developments include:

- awareness raising of adult literacies issues, including the Big Plus and Reading Stars campaigns;
- development of adult literacy and numeracy curricular frameworks for Scotland;
- providing support to the 32 local adult literacies partnerships;
- national research;
- the development of effective practice;
- linking with local and national partners;
- supporting practitioner networking;
- development of the Teaching Qualification: Adult Literacies
- development of quality learning; and
- co-ordination of work to mark International Literacy Day on or around 8th September each year.

English For Speakers of Other Languages (ESOL)

The Scottish Government's Adult ESOL Strategy for Scotland⁽⁴³⁾ was published in 2007. The vision of the strategy is:

That all Scottish residents for whom English is not a first language have the opportunity to access high quality English language provision so that they can acquire the language skills to enable them to participate in Scottish life: in the workplace, through further study, within the family, the local community, Scottish society and the economy. These language skills are central to giving people a democratic voice and supporting them to contribute to the society in which they live. Three major areas of development are; to produce a Curriculum Framework for ESOL, to develop a structure for professional development and to produce funding principles for learners accessing ESOL provision.

⁽⁴¹⁾ <http://www.scotland.gov.uk/Resource/Doc/47210/0028730.pdf>

⁽⁴²⁾ <http://www.scotland.gov.uk/Publications/2001/07/9471/File-1>

⁽⁴³⁾ <http://www.scotland.gov.uk/Publications/2007/05/09155324/0>

7.1 Policy and legislative framework

See introduction above.

Community Learning and Development is now seen as a major part of the Scottish Government's community regeneration and community planning policies. It is being given high priority in the implementation of the Scottish Government's Lifelong Learning Strategy for Scotland – *Life Through Learning – Learning Through Life* ⁽⁴⁴⁾ (2003). Using a range of strategies to provide guidance, local authorities were required to set up Community Learning Plans, relating to either local areas or to 'communities of interest'. The Scottish Government issued new guidance to community planning partnerships, *Working and Learning Together to Build Stronger Communities* (WALT) ⁽⁴⁵⁾, in January 2004. It placed responsibility on Community Planning Partnerships to produce Community Learning and Development (CLD) Strategies by 1st September 2004 and to develop and publish CLD Action Plans focused on particular geographic areas or on a community of interest. These Strategies and Action Plans are intended to build on the previous Community Learning Strategies and Plans, but are integrated in the community planning process.

In November 2008, the Scottish Government and COSLA issued a joint statement on CLD, including adult literacy and numeracy. This sets out key challenges for local authorities and their partners in making sure that the impact of CLD is maximised across the country.

7.2 Distribution of responsibilities

See introduction above. Local authorities have a leading role in Community Learning and Development Partnerships. They discharge their responsibilities for community learning and development through a variety of structures. Several departments in an authority have an important role in providing the service.

From 2002, Communities Scotland had general responsibility for promotion, development and oversight of community learning and development. Within Communities Scotland, Learning Connections, part of the agency's Regeneration Division, had responsibility for CLD issues, for support to the Adult Literacy and Numeracy fields and for policy advice to Ministers on all matters relating to CLD. Communities Scotland was abolished on 1 April 2008. On that date, the functions of Learning Connections were transferred to the Scottish Government Lifelong Learning Directorate.

7.3 Financing

There are courses in the Community Learning and Development area which charge participants fees, but a good deal of provision is funded centrally or by local authorities. Local government is now free to decide the proportion of its overall block grant from the Scottish Government that it wishes to spend on Community Learning and Development. The Scottish Government spends several million pounds annually on grants to voluntary community learning and development bodies, on capital grants for local facilities, on direct grant to the national development centres and on support for ICT developments. See also **section 6.2.** for national policy.

7.4 Programmes and providers

The general aims of CLD are to provide educational opportunity to meet the needs of as much of the population as possible and to focus education on the issues and aspirations that individual people,

⁽⁴⁴⁾ <http://www.scotland.gov.uk/Publications/2003/02/16308/17750>

⁽⁴⁵⁾ <http://www.scotland.gov.uk/Resource/Doc/47210/0028730.pdf>

groups and communities face in their daily lives. The precise objectives vary according to the type and level of activity. The objective may be the successful acquisition of a new skill, the acquisition of formal qualifications which could enhance the career prospects of the person involved, or the achievement of a development objective for the community. See the introduction to this chapter for information on adult literacy/numeracy and English for Speakers of Other Languages.

A very wide range of bodies is involved with adult education, including some which do not offer direct provision but support provision already being made. Others, including various organisations providing for people with special needs and such bodies as the social work departments of local authorities and NHS Health Scotland, also influence the provision. The following sub-sections briefly describe types of institution offering direct provision.

Educational Institutions

Adult education and training is offered by community learning and development services of colleges and higher education institutions, including universities. The education units within Her Majesty's Prisons also provide adult education. Another body with a considerable interest in adult education is NHS Health Scotland, which has responsibilities for providing further training for professionals in the National Health Service (NHS) and also for educating the general public on health issues.

The majority of community learning and development activities and programmes are non-certificated. However, **colleges** offer an extensive variety of provision to adult returners, which includes a wide range of non-certificated short courses; courses leading to the Scottish Qualifications Certificate, the National Certificate, Higher National Certificate, Higher National Diploma and Scottish Vocational Qualifications; adult basic education; courses for adults with Additional Support Needs; tailor-made courses for industry; professional updating; and courses providing access to higher education. Colleges also make extensive provision for students who live at a distance and who cannot come to the college. The majority of the student population of colleges are adults over the age of 25. The Open College, which was set up on a UK basis to extend vocational training options through distance learning, draws some of its students from Scotland.

Higher Education Institutions have also responded to the growth in adult student numbers. They have developed special access programmes, usually in association with colleges. The Scottish Credit and Qualifications Framework (SCQF) enables students to build qualifications in stages without having to repeat parts of courses which they have already completed. It has increased the provision of part-time courses and led to more flexible delivery of them.

The range of provision available to adults through universities' Continuing Education departments is wide. It includes professional updating, access courses, open lecture programmes, pre-retirement courses, part-time degrees, community outreach, courses for women returners and disadvantaged groups and in-service training for HM Forces and the police service. On-site provision to local companies also features within these university programmes. Part-time courses leading to diplomas and degrees are offered by a number of the universities and particularly important in this provision for adults is the contribution made by the **Open University (OU)**, which has an office and some 15,000 students in Scotland.

Local Authorities

All 32 local authorities have sections within them which are the main providers of community learning and development and which are responsible for Community Learning Strategies and Action Plans. Staff are based in local communities and have a key role in identifying learning and development needs. Much of their work involves collaborative action with other agencies.

Voluntary Organisations

Voluntary organisations play an important part in adult education at both national and local levels. The Workers' Educational Association (WEA) has for many years provided a service similar to that provided by the Continuing Education departments of the universities. Other voluntary bodies offering adult education include the churches and Linking Education And Disability (LEAD), as well as a number of small local groups.

Other Bodies Providing Adult Education

Among other bodies providing adult education, the Scottish Trades Union Congress (STUC) offers courses in health and safety, employment law, technology and employee counselling, as well as sponsoring a university Diploma in Industrial Relations. The British Broadcasting Corporation (BBC) also plays a very important role. In overtly educational programmes (e.g. BBC Learning Zone), it provides for the whole of the United Kingdom programmes such as those on foreign language learning or major topical issues. Other providers include the National Extension College and the Open College of the Arts. There are also a number of independent colleges which provide, for example, secretarial training and modern language teaching for adults. Important national umbrella bodies supporting adult education include Learning Link and Scotland's Learning Partnership.

In post-school education, there are different time patterns according to whether the courses are courses of vocational training or higher education. Colleges tend not to observe academic terms in the same way as other educational institutions and very many of them provide courses throughout the whole year. Weekly and daily timetables depend on the course being taken. Many people participate in courses in a flexible way to suit personal circumstances and evening classes are very common. The use of distance, on-line learning as part of courses is becoming more widespread, supported by a range of ICT such as video-conferencing.

7.5 Quality assurance

Colleges are required by the Scottish Funding Council (SFC) to produce strategic plans setting out their aims, objectives and proposed actions for the following three academic years in terms of finance, student numbers and educational targets. The SFC considers the plans and then issues advice, including a list of planning assumptions, to help the colleges prepare one-year operational plans. Developments are in hand for colleges to provide SFC with annual statements of Institution-led Review, endorsed by their Boards of Management. The plans and review processes which include CLD will also form part of an education authority's long- and short-term planning.

HMIE produced a self-evaluation toolkit: *How Good is our Community Learning and Development* ⁽⁴⁶⁾, which supports educational institutions, education authorities and other agencies in internal evaluation and ongoing development of their systems and programmes. External evaluation at national level of community learning and development and colleges is carried out by HM Inspectorate of Education (HMIE), using the appropriate subsets of its published quality indicators. In addition, since September 2008, HMIE has linked community learning and development inspection with inspections of secondary schools. The new CLD inspections focus on provision for young people and adults, and for community capacity building, in the learning community represented by the secondary school catchment area.

⁽⁴⁶⁾ <http://www.hmie.gov.uk/documents/publication/hgio2cld-04.html>

7.6 Guidance and counselling

Because of the necessarily flexible nature of CLD, educational institutions and, in particular, community education workers require to form close relationships with individuals and community groups to understand and assess their individual or common needs and try to respond to them. The CLD practitioner may work with existing community groups or may create new groups and negotiate a learning agenda with them. The degree of formality of this process will vary greatly according to circumstances. Community learning and development approaches place particular emphasis upon linking learning with social action on issues of local concern, such as health and crime. Several colleges have set up Flexible Learning Units (FLU) to enable students who do not have regular opportunities to study to follow courses as and when they are able, assisted by specially appointed tutors who support and advise them. The normal college support mechanisms will be accessible through specific channels.

7.7 Teachers and trainers

Initial qualifying training for community learning and development practice is at degree level. The training involves both academic and practical work. The guidelines for community education training (encompassing adult education, community work and youth work) have been published by the Community Education Validation and Endorsement (CeVe) committee, the role of which has now been taken over by the Standards Council for Community Learning and Development. All courses of training for professional community education practitioners must be approved by this body. Meanwhile the Scottish Government Lifelong Learning Directorate is taking forward a national training programme for adult literacy and numeracy practitioners, providing improved training options for volunteer tutors and professional staff.

Flexible and work-based modes for professional training have been developed in recent years, with a particular emphasis on widening access to community activists. A CLD Work-based and Part-time Training Consortium brings together HE and FE providers and some others. In-service training is also provided by these routes.

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