

Organisation of the education system in the United Kingdom – Scotland

2009/2010

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1. Political, Social and Economic Background plus Trends

This chapter provides a historical account of the locus of responsibility for Scotland's educational policies, explains the relationship between the recently devolved Scottish Parliament and UK government and indicates the roles of Scottish Ministers, the Scottish Government and local government bodies. It also provides information on languages, demography and economic conditions in Scotland.

1.1. Historical Overview

Scotland forms an integral part of the United Kingdom of Great Britain and Northern Ireland, a parliamentary democracy with a monarch as head of state. James VI of Scotland united the two kingdoms of Scotland and England on his accession to the throne of England in 1603. Under the terms of the Act of Union of 1707 the separate governments were united under one Parliament to form Great Britain. Scotland's separate legal system and her national church were safeguarded under the settlement. It also made provision for the office, within government, of a Secretary for Scotland and for continuation of the historic Privy Council, responsible for the preservation of law and order.

To meet the growing complexity of government in Scotland a ministerial post of Secretary for Scotland was created in 1885. Under this Minister the Scottish Office was first set up in Dover House, Whitehall, London. It took over from the Home Office the responsibility for law and order in Scotland and for the various Scottish Boards. The status of the office of Secretary for Scotland was enhanced in 1926 to that of Secretary of State. Throughout the 20th century the responsibilities of the Secretary of State for Scotland continued to expand and The Scottish Office finally comprised six Departments.

In 1885 the Secretary for Scotland assumed responsibility for the Scotch Education Department, which had already been formed in 1872 from the Board of Education for Scotland. The Department was renamed the Scottish Education Department in 1918, the Scottish Office Education Department in 1991 and the Scottish Office Education and Industry Department in 1995.

On 1 July 1999 a new Scottish Parliament and Executive were established with legislative and executive responsibility for a wide range of devolved matters, including education and training. The Scottish Government includes a Schools Directorate and a Lifelong Learning Directorate. There continues to be a Secretary of State for Scotland, who remains a member of the UK Cabinet, but the role is now much different.

The Scottish population elects members to both the UK and the Scottish parliaments. The main political parties represented are Labour, Conservative, Liberal Democrat and Scottish Nationalist. Smaller parties active in Scottish politics include the Green Party, the Scottish Socialist Party and Solidarity.

1.2. Main Executive and Legislative Bodies

Scotland remains a full part of the United Kingdom. A significant amount of legislative power has been devolved to the Scottish Parliament in Edinburgh. The main executive body is the Scottish Government (called the Scottish Executive in the period 1999 to 2007), which has taken over most of the staff and duties of The Scottish Office. However, the UK Parliament and Executive continues to deal with matters which can more effectively and beneficially be administered on a UK basis, for example foreign policy, defence and economic policy.

UK Government

The UK Government retains responsibility for reserved matters, including:

- the constitution of the United Kingdom;
- foreign policy;
- defence and national security;
- protection of borders and certain matters subject to border controls;
- the UK fiscal, economic and monetary system;
- common markets for goods and services;
- employment legislation;
- social security;
- regulation of certain professions;
- some aspects of transport, including transport safety and legislation;
- various other matters subject to UK or GB regulation or operation, eg, UK Research Councils, nuclear safety, control and safety of medicines, Ordnance Survey, regulation of broadcasting, the National Lottery, data protection and equal opportunities.

The Scotland Office and the Secretary of State for Scotland

The office of the Secretary of State for Scotland is known as the Scotland Office and is based mainly in Dover House, Whitehall, London. It now forms part of the Department of Constitutional Affairs.

The Secretary of State for Scotland is a member of the UK Cabinet. His or her role is to act as a link between the UK Government and the Scottish Government and to represent Scottish interests in the Cabinet. The Secretary of State is currently supported by a Parliamentary Under Secretary of State and works in close co-operation with the Lord Advocate for Scotland.

The Scottish Parliament

From 1 July 1999 the Scottish Parliament took on legislative responsibility for a wide range of devolved matters, which cover broadly the same ground as was previously covered by The Scottish Office. The main devolved matters are:

- health;
- education;
- housing;
- most aspects of transport;
- local government;
- law and order;
- social work;
- agriculture;
- the environment, forestry and fisheries;
- arts and sport;
- economic assistance and industry.

The Scottish Parliament has 129 Members: 73 constituency Members elected using the first past the post system and 56 regional Members elected on a proportional basis from party lists. The Presiding Officer and two Deputies, elected from amongst Members of the Scottish Parliament (MSP), ensure the efficient conduct and administration of Scottish Parliamentary business and chair sessions of Parliament.

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. Committees also play an important part in carrying out Parliamentary business, for example in initiating, scrutinising and amending the Scottish Government's proposals, as well as having wide-ranging investigative functions. The procedures of Parliament are set out in its Standing Orders (3rd Edition, 2008), which are based on the recommendations of a Consultative Steering Group of the Scottish Parliament:

The Scottish Cabinet and Ministers

The Scottish Government is headed by the First Minister, who is appointed by the Queen on the advice of the Presiding Officer, after the Parliament has nominated a candidate – normally the leader of the party with majority support in the Parliament. The First Minister, with the approval of the Parliament and then the Queen, appoints other Ministers and determines portfolios.

The Cabinet was re-structured after the 2007 parliamentary election. It consists of the First Minister and other Scottish Ministers appointed under the terms of the Scotland Act 1998. There are six Cabinet portfolios, each the responsibility of a Cabinet Secretary, with one or two Ministers also working within the portfolio's broad area of responsibility: First Minister's Office, Finance and Sustainable Growth, Health and Well Being, Education and Lifelong Learning, Justice and Communities, Rural Affairs and the Environment. There are thus six Cabinet Secretaries (Cabinet Ministers), including the First Minister, and 10 Ministers who report to a Cabinet Secretary. Including the two Law Officers (Lord Advocate and Solicitor General for Scotland), this makes a total of 18 Ministers.

The Scottish Ministers are responsible to the Parliament for the work of the Scottish Government and their actions are thus ultimately subject to Parliamentary control. Business is debated regularly in plenary sessions of the Scottish Parliament and the First Minister and his or her colleagues must answer questions on all aspects of their responsibilities. More detailed work is done in committee.

The Scottish Government

The Scottish Budget Spending Review 2007 introduced a new national performance framework to underpin delivery against the government's agenda. This framework is designed to be clear, logical and easy to understand. It provides a unified vision and quantifiable benchmarks against which future progress can be assessed. The Government believes it will allow clearer and more open demonstration of its performance and sharpen the focus of all those responsible for public services on Scotland's priorities. The Scottish Government is thus adopting an outcomes-focused approach to performance. This means that it will be judged on the results that are achieved in terms of real and meaningful improvements in public services and quality of life for people in Scotland. The approach focuses Government on the key long term challenges for Scotland and seeks to enable and encourage more effective partnership working right across the public sector and with stakeholders. The whole of the public sector will, for the first time, be expected to contribute to one overarching Purpose and all performance management systems will therefore be aligned to a single, clear and consistent set of priorities.

The transition to an outcomes-based approach with delivery partners, including local government, leaves the detailed management of services to those who can best understand local priorities and tailor their resources and activities to address them. The Scottish Government concentrates on providing leadership and direction and focuses on strategic priorities.

Each part of the performance framework is directed towards, and contributes to, a single overarching Purpose: **"To focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing economic sustainable growth."**

As part of the Government Economic Strategy, a set of high level Purpose targets has been identified. These include specific benchmarks for sustainable economic growth and aim to ensure that growth is shared by all of Scotland. They are:

Economic Growth - Gross Domestic Product (GDP)

To raise the GDP growth rate to the UK level by 2011.

To match the growth rate of small independent European countries by 2017.

Productivity

To rank in the top quartile for productivity amongst our key trading partners in the OECD by 2017

Participation

To maintain our position on labour market participation as the top performing UK country and to close the gap with the top five OECD countries.

Population

To match average European (EU15) population growth over the period from 2007 to 2017, supported by increased healthy life expectancy over this period.

Solidarity

To increase overall income and the proportion of income earned by the three lowest income deciles as a group by 2017.

Cohesion

To narrow the gap in participation between Scotland's best and worst performing regions by 2017.

Sustainability

- To reduce carbon emissions over the period to 2011.
- To reduce emissions by 80% by 2050.

Five Strategic Objectives support delivery of the overall Purpose:

- wealthier and fairer Scotland
- healthier Scotland
- safer and stronger Scotland
- smarter Scotland
- greener Scotland

These Strategic Objectives are supported by 15 national outcomes, which describe in more detail what the government wants to achieve over a ten year period. Progress on these outcomes will be measured through 45 national indicators and targets.

Action to achieve these targets and strategic objectives of the Scottish Ministers in pursuit of the overarching national Purpose is primarily the responsibility of the Strategic Board of the Scottish Government, consisting of the Permanent Secretary and five Directors-General (DG). The role of Directors-General focuses on the performance of the whole organisation against the Cabinet's agenda. Each Director-General leads work on one of the five key strategic policy objectives:

- wealthier and fairer Scotland - DG Economy and Chief Economic Adviser

- healthier Scotland - DG Health and Chief Executive NHS Scotland
- safer and stronger Scotland - DG Justice and Communities
- smarter Scotland - DG Education
- greener Scotland - DG Environment

Each Director-General has overall responsibility for a number of Directorates, the staff of which take forward policy in the various relevant areas of concern.

The staff of the Scottish Government work almost entirely in Scotland, although a few are based at the Scottish Government European Union Office (SGEUO) in Brussels.

The Cabinet Secretary for Education and Lifelong Learning

This cabinet secretary has overall responsibility for further and higher education, science and lifelong learning, school education, training and skills, HM Inspectorate of Education, the Scottish Qualifications Authority, nurseries and childcare, children's services, children's hearings, social work and HM Social Work Inspectorate. The Minister for Children and Early Years and the Minister for Schools and Skills share the responsibilities in this area.

Policy for education and lifelong learning, to achieve the strategic objective "smarter Scotland", is implemented by the Director-General Education and the three Directorates within his responsibility - for Children, Young People and Social Care; for Schools; and for Lifelong Learning. Three agencies (Her Majesty's Inspectorate of Education, the Social Work Inspection Agency and the Student Awards Agency for Scotland), the Education Analytic Services Division and the Chief Scientific Officer also work within the ambit of responsibility of the Cabinet Secretary for Education and Lifelong Learning.

Among the national outcomes by which the Government's performance will be measured the following have particular relevance to the work of this group of Directorates and agencies:

- 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.
- 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.
- Our public services are high quality, continually improving, efficient and responsive to local people's needs.

Among the more specific national indicators /targets particularly relevant to the work of this group of Directorates and agencies are the following:

- At least halve the gap in total research and development spending compared with the EU average by 2011.
- Increase the percentage of Scottish-domiciled graduates from Scottish Higher Education Institutions in positive destinations.
- Improve knowledge transfer from research activities in universities.
- Increase the proportion of school leavers (from Scottish publicly-funded schools) in positive and sustained destinations (FE, HE, employment or training).
- Increase the proportion of schools receiving positive inspection reports.
- Increase the proportion of pre-school centres receiving positive inspection reports.
- Increase the proportion of area child-protection committees receiving positive inspection reports.
- Reduce the number of people of working age with severe literacy and numeracy problems.

The Scottish Public Services Ombudsman

The powers and responsibilities of the Scottish Public Services Ombudsman are set out in the Scottish Public Services Ombudsman Act 2002. The Ombudsman investigates complaints made by members of the public who believe that they have suffered an injustice or hardship as a consequence of maladministration or service failure by public bodies involved in devolved Scottish affairs.

The Ombudsman is independent of Government and is not a civil servant. The office-holder is appointed by the Queen on the recommendation of the Parliament and reports annually to the Parliament. All complaints made are confidential and investigations are private.

When an investigation has been completed, the Ombudsman prepares a detailed report of the findings. The report is sent to the complainant (and, if applicable, their representative), the body subject to the complaint, any other person who is alleged in the complaint to have taken the action complained of and the Scottish Ministers. The Report is also laid before the Parliament.

Regional Administration

There is no longer a tier of regional administration in Scotland. The 12 Regional and Island Authorities, which constituted the second layer of government in Scotland until 1 April 1996, handed over their responsibilities to 32 local (district) authorities following a reorganisation of local government.

Local Government

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. By population, the largest of these is the City of Glasgow and the smallest is Orkney Islands. In area, the largest authority is Highland (2,578,379 hectares) and the smallest the City of Dundee (6,515 hectares).

The functions and responsibilities of these authorities cover:

Strategic Planning	Civil Defence
Education	Consumer Protection
Social Work	Parks
Community Learning and Development	Weights and Measures
Environmental Health	Health and Safety at Work
Roads and Road Safety	Food Hygiene, Standards and Labelling
Valuation and Rating	Shop Hours
Electoral Registration	Cleansing
Registration of Births, Deaths and Marriages	Refuse Collection and Disposal
Administration of District Courts	Public Conveniences
Building Control	Burial and Cremation
Local Planning	Markets
Development Control	Slaughterhouses

Urban Development	Highways Lighting
Industrial Promotion	Public Transport
Industrial Development	Airports
Housing	Ferries
Employment of Young Persons	Harbours
Licensing of Betting and Gaming, Theatres	Flood Prevention
Cinemas, Taxis, Liquor	Coast Protection
Libraries	Community centres
Archives	Caravan Sites
Museums and Art Galleries	Allotments
Listed Buildings, Ancient Monuments and War Memorials	Leisure and Recreation
Conservation Areas	Countryside
Nature Conservation	Tourism

Local Government: Members

The members of the council of each local authority are elected every four years. The most recent election was held in May 2007, using the Single Transferable Vote system. The councils vary considerably in size both by area and population. Voting takes place by secret ballot at polling stations, although voters can opt to vote by post. Candidates for election as councillors must be aged 18 or over.

As with Members of Parliament, the elected members of the local authorities have a dual role to play – they represent their constituency interests and they participate in the shared work, policy and decisions of the council. New remuneration arrangements for councillors came into effect in 2007.

Community Councils

Many areas of Scotland have community councils, established under schemes drawn up by local authorities and set up on local demand. These councils are intended to be broadly based organisations through which local communities can make their views known and can act. They have the right to be consulted on planning issues and on local authorities' schemes for decentralisation. Community councils are non-political and their members are unpaid.

Relations among Local Authorities

Local authorities are empowered by Section 20 of the Local Government etc (Scotland) Act 1994 to appoint joint committees to carry out any of their functions and may also purchase services from other authorities. The Local Government in Scotland Act 2003 requires local authorities to work in partnership with other public service agencies in Community Planning.

Relations with Central Government

The Scottish Parliament controls the functions exercised by local authorities through the statutory powers which it confers on them either in General Acts or by local legislation promoted by the local authorities

themselves. The Scottish Government Finance Directorate is responsible for the oversight of constitutional and financial local government matters. In carrying out various aspects of their responsibilities – including those related to town and country planning, urban regeneration and housing, education, social work, the arts, libraries, sport, police and fire services, roads and transport - local authorities liaise closely with the relevant Scottish Government Directorates. In 2007 the Scottish Government and the [Convention of Scottish Local Authorities](#) (COSLA) agreed a Concordat that sets out the terms of a new relationship between central and local government, based on mutual respect and partnership. The Concordat states that the Scottish Government and local government will each do what is required to ensure delivery of key government policies. It provides for the devolution to local authorities of all decision-making about the use of the overall grant they receive and about management of services.

The various Scottish Government Directorates may consider submissions by local authorities which require Scottish Ministers' consent, such as structure plans. In the cases of police forces, fire services and educational provision, agencies inspect the local services on behalf of the central authority to ensure that adequate standards are maintained. In general, however, the Directorates of the Scottish Government provide local authorities with advice and assistance on their functions by issuing Circulars as the need arises.

Scottish Ministers have meetings with individual local authorities or with their representative body, the Convention of Scottish Local Authorities (COSLA), on specific and general matters of current interest or concern.

Relations with the Public

Local authorities are encouraged to make the public aware of their activities, functions and sub-committee meetings. They are also expected to allow the public to attend meetings and to inspect minutes, agendas and reports prepared for such meetings, unless that would result in the disclosure of confidential or exempt information as defined in law (Part IIIA and Schedule 7A of the Local Government (Scotland) Act 1973, as amended by the Local Government (Access to Information) Act 1985). The public may complain to the Scottish Public Services Ombudsman of injustice caused by maladministration by a local authority. In their dealings with the public local authorities are encouraged to adopt the principles of the Citizen's Charter and Best Value.

The Local Government in Scotland Act 2003 and Community Planning

The Local Government in Scotland Act 2003 extended the duties of local authorities and their community planning partners to engage local communities in planning and service delivery issues. Community Planning essentially aims to promote and encourage effective partnership between local authorities and other agencies in the public, voluntary and private sectors, and with communities. It is an over-arching framework, from which other partnerships and initiatives should flow, and a key mechanism for action on national priorities, such as education, and for linking them better with local priorities.

The Act places a duty on key public bodies, such as Police, Health Boards and Enterprise Companies, to participate in the process of Community Planning. The Act requires local authorities, as facilitators, to co-operate with community bodies and other public bodies in the Community Planning process. There is a further requirement to produce a report on behalf of the Community Planning Partnership on what has been done in their area. This report should be written for the local community, rather than for the Scottish Government.

Internal Organisation and Management in Local Government

Provisions in the Local Government (Scotland) Act 1973 allow authorities to delegate almost all decisions to a committee or sub-committee of elected members or officer of the authority. In order to modernise this decision-making structure the Leadership Advisory Panel (LAP) published a report in June 2001 which encouraged councils to review their management of business and working practices, under guiding principles of accountability and accessibility, and offered advice and support. Councils now conduct business in ways which reaffirm and strengthen their important community leadership role. The best structure is the one that works most effectively for that particular area and in that particular council. There are variations in models across councils, but it is possible to group approaches into three main categories:

- streamlining, by creating thematic committees to ensure a cross-cutting approach to policy development;
- concentration of executive decision-making powers in the hands of a limited number of elected members; and
- creation of devolved and partially devolved structures to move decision-making from the centre to local area committees.

Although precise structures vary, local authorities tend to operate through a number of departments. In many the departments are staffed by officials with a particular professional training. The Local Government etc (Scotland) Act 1994 has removed the previous statutory duty of an authority to set up a committee specifically for education and to appoint a Director of Education. 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.

Some local authorities now have an executive structure instead of a traditional committee structure. In these councils the executive would normally make decisions on educational matters. However, they have to continue to take account of legislative requirements, such as those concerning the involvement of church representatives in the decision-making process.

The Convention of Scottish Local Authorities (COSLA)

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 Directorates. In particular, this is the body with which Scottish Ministers, and in particular the Cabinet Secretary for Finance and Sustainable Growth, consult about financial support to local authorities.

[Convention of Scottish Local Authorities \(COSLA\)](#)

[Education Analytical Services Division \(EAS\)](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Scottish Qualifications Authority](#)

[Student Awards Agency for Scotland](#)

[Local Government \(Scotland\) Act 1973](#)

[Local Government etc \(Scotland\) Act 1994](#)

[Local Government in Scotland Act 2003](#)

[Scotland Act 1998](#)

1.3. Religions

Since the Reformation of the 16th century the established church, the Church of Scotland, has been Protestant and from the end of the 17th century Presbyterian. Its governance is in the hands of four "courts": the Kirk Session (comprising the "minister", as clergy in the Church of Scotland are known, and the "elders" in each parish), which is responsible for all decisions at parish level; the Presbytery, comprising the ministers and one elder from each parish in a defined geographical area; the Synod, which brings together ministers from a group of Presbyteries; and the General Assembly, or annual meeting of the Church, which is attended by all ministers and some elders in rotation. An annually elected "Moderator", a position of some importance in Scotland, presides over the General Assembly.

The General Assembly very often discusses the major issues of the day, including education, and its views on them are widely reported. It has an education committee, which deals with matters in Scottish education affecting the Church. From the latter half of the 16th century until 1872 the Church of Scotland carried the main responsibility for elementary education. Even after education had become the responsibility of central government, the Church dominated the system of School Boards through to 1918, when they were replaced by local authorities. The Church of Scotland still has the right to be represented on the education committee of every local authority, if the authority sets up such a committee.

Around 16% of Scots would claim affiliation to the Roman Catholic Church (2001 Census in Scotland). Few, however, can trace their history back as far as pre-Reformation days; most of those that can do so live in parts of the Highlands and some of the islands off the west coast. Most of the Roman Catholic population is descended from Irish immigrants in the 19th century, coming mainly into the west and south-west of Scotland. Until 1918 the Roman Catholic Church had its own primary and secondary school system. By the Education Act of that year, however, the State took over responsibility for the schools, on the understanding that they would remain denominational. The Roman Catholic Church retains considerable influence over the appointment of staff, the teaching of religious education and the ethos of the schools. Like the Church of Scotland, it has the right of representation on education committees. The Scottish Catholic Education Service (SCES) concerns itself with matters in Scottish education affecting the Church.

There are various other Christian denominations in Scotland and several other world faiths (notably Jewish, Muslim, Hindu and Sikh) are practised. There are no schools in Scotland specifically for children belonging to faiths other than Christianity, apart from one Jewish primary school.

[Church of Scotland Education Department](#)

[Scottish Catholic Education Service](#)

1.4. Official and Minority Languages

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, in addition, in Gaelic in some parts of the country. It also aims to develop young people's awareness of the Scots language. Language policy in Scotland also gives all young people the entitlement to learn at least one modern foreign language (which may include Gaelic for those whose mother tongue is English).

The UK Government signed the Council of Europe Charter for Regional or Minority Languages in 2000 and ratified it in 2001. The Scots language is covered by Part II of the Charter and Gaelic is specified under Part III.

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. However, the 2001 census recorded that 1.9% of the population, 92,396 people, were able to understand, speak, read or write Gaelic. The largest concentrations of Gaelic speakers were found in Na h-Eileanan an Iar (the Western Isles), Highland and west central Scotland. The Standards in Scotland's Schools etc Act 2000 requires local authorities to report on their plans for Gaelic provision in their annual Improvement Objectives Report. Gaelic is now taught at all levels of education (pre-school, primary, secondary, further and higher education). There is also Gaelic provision as part of teacher training.

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. Local authority Gaelic-medium pre-school education centres increased from 3, with 54 children, in 1993-94 to 34, with 413 children, in 2000-2001. Primary schools providing Gaelic-medium education increased from 45, with 1,080 pupils, in 1993-94 to 58, with 1,925 pupils, in 2002-2003. Scotland's first dedicated Gaelic primary school opened in Glasgow in 1999. Some secondary schools have taught Gaelic language for learners and native speakers for many years and there is increasing Gaelic-medium provision at secondary level. Several colleges provide Gaelic language courses, including Sabhal Mòr Ostaig (the Gaelic College on Skye) and Lews Castle College in Stornoway (on the island of Lewis). The universities of Aberdeen, Edinburgh and Glasgow have Celtic Departments in which Gaelic is studied.

The Scots language survives in Scotland in various forms spoken in different parts of the country, some of which are closer to Standard English than others. The Scots language has its own rich literary tradition. Curriculum guidance advocates the inclusion of Scots literature in the school curriculum and development of a proper awareness and appreciation of the language. The Scottish Arts Council provides financial support to a number of Scots language organisations.

Groups which have come into the country as migrants at various times speak a number of other languages. The Italian community in Scotland, which was established in the nineteenth century and still maintains close contacts with Italy, retains its own language. Cantonese 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.

10.7. includes information about tuition for immigrant pupils in their mother tongue.

[Standards in Scotland's Schools etc. Act 2000](#)

1.5. Demographic situation

The estimated population of Scotland on 30 June 2007 was just over 5.1 million, 8.5% of the population of the United Kingdom. After a peak in 1974, there was a gradual declining trend in the population, with some fluctuations. There was, however, an increase of 0.5% between 1996 and 2006 and one of 1.0% between 2001 and 2006. The proportion of people aged 15 or under decreased from about 20% in 1991 to 18% in 2006. Over the same period, the proportion of those aged 65 and over increased from about 15% to about 16%. Current projections are for a slight increase in population over the next 15 years, followed by a gradual fall over the subsequent 25 years to just below 5 million.

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 to include the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia. Approximately 32,000

people from Eastern Europe found work in Scotland between May 2004 and June 2006. Almost two thirds came from Poland, 8.2% from Lithuania, 8.1% from Latvia and 7.3% from Slovakia. Almost five out of six of these workers were within the ages 18-34.

The growth in the numbers of Eastern European workers living and working in Scotland has resulted in an increase in the numbers of children and young people in Scottish schools who have English as an additional language.

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. This area includes Scotland's two largest cities, Glasgow (population 580,690) (2006 mid-year estimate) and Edinburgh (population 463,510). Population in other parts of Scotland is very thinly spread. Although the average population density of local authorities forming the Central Belt is about 3.4 persons per hectare, the overall figure for Scotland as a whole is 0.65 persons per hectare. For the area administered by Highland Council, which occupies about 33% of the land mass of Scotland, it is 0.08 persons per hectare. Low population levels have important implications for the provision of education and the viability of rural schools.

Scotland, with an area of 7,792,500 hectares, accounts for about a third of the total area of the United Kingdom. The Scottish mainland from the border with England to the north coast is about 440 km in direct line and its maximum breadth is about 240 km. In addition to the mainland there are some 380 islands (790 if all the very smallest islands are included), of which around 120 are inhabited. Some are relatively large in area. Several groups of islands lie at some distance from the Scottish mainland. Shetland, for example, is a fairly large group of islands lying at 60°N, some 320 km from Aberdeen and only about 400 km from Norway. Islands have particular implications for education, especially when populations are small and children have to leave home for secondary education. In large areas of Scotland people depend very much on road and air transport and ferries.

1.6. Economic Situation

Gross Value Added (GVA) (= Gross Domestic Product (GDP) at basic prices, without taxes and excise duties) in Scotland totalled £103.8 billion in 2008. The largest elements in the GDP are real estate and business services (about 19%); manufacturing (about 15%) and retail and wholesale (about 11%). Manufacturing in Scotland, once the largest contributor to Scottish GDP, has declined in recent years. It also underwent a fundamental structural change with the replacement of traditional heavy industrial sectors by newer light manufacturing activities, most notably in the electrical and instrument engineering sector, which includes electronics. The manufacturing sector in Scotland is strongly oriented towards export and 53% of Scottish exports go to other countries in the European Union. Most of the industrial activity is concentrated in the relatively small area of the Central Belt, although Aberdeen is an important centre of the oil industry. Glasgow and the surrounding area of west central Scotland constitute the main industrial centre. Edinburgh is the capital city and administrative centre, with a major concentration of financial and professional institutions, as well as an important manufacturing sector.

Scotland has a history of fairly high levels of unemployment and during the 1980s the unemployment rate (International Labour Organisation definition) rose to 14.8% (1987). Between then and 1990 there was a steady decline to about 9.3% overall. Unemployment rose and fell again in the subsequent years to 7.3% in 1999. The latest data (2009) show an unemployment rate of 6.9%, an increase of almost 2 percentage points since 2008, as result of the economic downturn. Scotland nevertheless still has higher economic activity and employment rates than England, Wales, Northern Ireland and the UK as a whole. The Scottish employment rate is 73.5% for the quarter Oct-Dec 2009, compared to 72.6% in England (the UK country with the second highest rate) for the same quarter.

The overall figures, however, conceal a wide range of levels of unemployment in different parts of the country.

1.7. Statistics

The sources of these figures are the UK Office of National Statistics, the General Register Office for Scotland and Scottish Government statistics. Further information is available at:

<http://www.gro-scotland.gov.uk/statistics/library/index.html>

Population

Population (millions)	1991	2001	2003	2004	2006	2007	2008
Total	5.08	5.06	5.06	5.08	5.12	5.14	5.17
Males	2.44	2.43	2.43	2.44	2.47	2.48	2.51
Females	2.64	2.63	2.62	2.63	2.65	2.66	2.66
Live births per 1,000 of population	13.1	10.4	10.2	10.5	10.9	11.2	11.6

Unemployment

Unemployment	1987	1990	1999	2004	2006	2007	2008	2009
	14.9%	9.3%	7.3%	6.0%	5.0%	4.8%	5.1%	6.9%

Gross Value Added (GVA) (= Gross Domestic Product at basic prices, ie, excluding taxes and excise duties)

GVA (billions)	1997	1999	2001	2003	2004	2005	2006	2007	2008
	58.6	64.1	69.2	79.8	84.3	88.1	93.4	98.5	103.8

2. General Organisation of the Education System and Administration of Education

2.1. Historical Overview

Education in Scotland has a long and distinguished history. By the end of the 15th century, for example, Scotland already had three universities (St Andrew's, established in 1411; Glasgow, established in 1451; and Aberdeen, established in 1495). Schools run by the Church already existed in the Middle Ages. By the 16th century the burghs (towns) were also founding schools. In 1560 the Protestant reformer, John Knox, called for an elementary school in every parish. Over the 17th century the Scottish Parliament passed several Acts encouraging the establishment of schools. The final Act of the series, in 1696, believed to be the world's first national education act, provided for a school in every parish, a fixed salary for the teacher and financial arrangements to cover the cost.

Over the years many schools were established in Scotland, some by the churches and others by the larger towns, by societies and by individuals, with the result that by the mid-19th century a very large proportion of the population in many areas of the country was literate. However, after the Scottish Parliament was merged with the Westminster Parliament in 1707, major Government intervention in the education system of Scotland was curtailed. It was not resumed until 1840, when the first inspector of schools for Scotland was appointed.

The 1864 Commission to examine the state of education in Scotland led to the most important educational event in the 19th century, the Education (Scotland) Act of 1872. This Act created a Board of Education for Scotland, established the responsibility of parents to see that all children between the ages of 5 and 13 received education and provided for the funding of education from the local property tax. The Act thus took education out of the hands of the churches and made it the responsibility of local elected bodies, the School Boards. It allowed the right to opt out of religious education. The Act also established the principle that all head teachers should hold a certificate of competency to teach and that all teachers should be trained. At first fees were charged for attendance at school but free primary education was introduced in 1890. The age for compulsory education was extended to 14 in 1901.

The Scotch (later Scottish) Education Department, which came under the control of the new office of Secretary for Scotland, created in 1885, was at first located in London and did not move to Edinburgh until 1922. Its formation, however, took Scottish education along quite a different path of development from the educational system of England and Wales. The most striking developments in the period up to 1945 were the establishment of a single external examination system for Scotland in 1888; the founding of more than 200 new secondary schools in the period between 1900 and 1914; and the creation of 36 local education authorities in 1918 to replace the unwieldy system of almost 1,000 School Boards. In addition, and very significantly, the schools which were still owned and run by the Roman Catholic Church came into the state education system in 1918, on condition that they be allowed to continue to operate as denominational schools. By the Education (Scotland) Act of 1936 the important decision was taken to define Scottish primary education as covering the seven years from age 5 to age 12 and to separate it clearly from secondary.

The period immediately after the Second World War saw the publication of major reports reviewing primary and secondary education. The eventual implementation of their recommendations laid the foundation of the present system. A major aim was to provide educational opportunity for all pupils.

Many of these developments were not put in place until the 1960s. In primary schools change was brought about through the curriculum. Primary Education in Scotland (often referred to as "The Primary Memorandum"), published in 1965, set out a curriculum for the primary school designed to catch the interest

of children of a wide range of abilities. It proposed teaching methods which were suitable for mixed-ability classes, enabling children to proceed at different rates in the same class. The removal of selection for secondary education at age 12 also played an important part in breaking down a system in which pupils in larger schools had been streamed by ability. In secondary education the aim of equal educational opportunity was pursued through the change from selective to comprehensive schools.

At the same time changes in the public examination system made it more accessible to a larger number and led to consequent changes in curriculum. Particularly important during this period was the fact that teachers became officially involved in planning the new curricula and in developing the examination system through membership of working parties, the Scottish Examination Board (SEB) (now the Scottish Qualifications Authority (SQA)) and the Scottish Consultative Council on the Curriculum (SCCC) (now Learning and Teaching Scotland (LTS)). The 1960s also saw the rapid expansion of vocational further education, not only through evening classes but, more importantly, through full-time and day-release courses, taught in almost 50 new colleges.

In secondary education changes continued throughout the 1970s and 1980s. The process of providing secondary education for all was taken further by the publication in 1977 of two very significant reports entitled *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 provided the basis for the current examination system at school leaving age (16), which aims to provide for the whole school population. In vocational further education the introduction of the National Certificate for non-advanced further education courses, the responsibility of a new Scottish Vocational Education Council (SCOTVEC) (now merged with the SEB to form the SQA), had a similar broad aim.

As these changes were taking place, schools and colleges developed sophisticated guidance, counselling and careers advisory services. In addition, there were substantial developments in educational research, including a major role for the Scottish Council for Research in Education (SCRE) and central funding of projects subject to competitive tender. Learning and Teaching Scotland (LTS) (formerly the Scottish Council for Educational Technology (SCET)) became responsible for promoting and assisting development in new technology, in particular in ICT, open and distance learning, media education and learning resources.

During the 1980s the Government introduced measures to involve parents more in the education of their children, leading to the formation of School Boards (now replaced by **Parents' Forums** and **Parents' Councils**) and the publication of a Parents' Charter (1991, revised in 1995).

Changes and developments to make education more widely available and more effective continued in the 1990s in higher education and further education, as well as in the other sectors. During this period there was an increase in the number of universities. The Scottish Higher Education Funding Council (SHEFC) and the Scottish Further Education Funding Council (SFEFC) were established in 1992 and 1999 respectively. These later merged as a body usually known as the Scottish Funding Council (SFC).

Looking to the future, the then Scottish Executive Education Department held a National Debate on Education in 2002. It is estimated that 20,000 people participated directly. An independent team of researchers at the University of Edinburgh analysed the responses and the main themes emerging were reported to the Scottish Parliament in October 2002. The Executive published its response to the Debate – *Educating for Excellence* – on 29 January 2003. All National Debate documents are available on the website at <http://www.scotland.gov.uk/nationaldebate/>.

The origins of community learning and development in Scotland lie largely in the voluntary sector, with the emergence of non-governmental youth work and adult education organisations in the early 20th century. These included such bodies as the Scouts and the Workers' Educational Association. University extra mural departments and further education colleges have also long been involved in supporting non-vocational adult learning. Over the last 60 years local authorities have become significant providers of outreach adult learning, community development and youth services.

Following the Alexander Report in 1975 (Adult Education: The Challenge of Change) all local authorities established integrated community education services. This period also witnessed the expansion of adult literacy provision. In 1998 the Scottish Office reviewed community education and issued SO Circular 4/99 to promote the development of joint community learning strategies and local planning arrangements between the public and voluntary sectors. In June 2002 the Scottish Government published Community Learning and Development: The Way Forward, which outlines current Scottish Government policy in this area.

Adult Education: The Challenge of Change

Assessment for All: Report of the Committee to Review Assessment in the Third and Fourth Years of Secondary Education in Scotland

Community Learning and Development: The Way Forward

Educating for Excellence (Choice & Opportunity): The Executive's Response to the National Debate on Education

Primary Education in Scotland

The Curriculum in the Third and Fourth Years of the Scottish Secondary School

Learning and Teaching Scotland

Scottish Council for Research in Education

Scottish Funding Council (SFC)

Scottish Qualifications Authority

Workers' Educational Association (WEA)

2.2. Ongoing Debates and Future Developments

Following the National Debate on education in 2002, several major policy initiatives have been developed. These are currently being implemented. They represent the main areas of debate and development in Scottish education at present. These policy initiatives are described in 2.3.

2.3. Fundamental Principles and Basic Legislation

The principles which underpin Scottish education and the relevant legislation are set out in separate sub-sections below. The current Scottish Government's framework for evaluating performance, described in 1.2. under "The Scottish Government" and "The Cabinet Secretary for Education and Lifelong Learning", is central to education policy.

Because they relate closely to educational principles, this section also includes the National Priorities in school education (defined as a result of a duty laid on Ministers by the Standards in Scotland's Schools etc. Act 2000) and descriptions of current major policies and initiatives. The principles are not laid down by law. They are partly a reflection of Government educational policy, which aims to promote "smarter Scotland", and partly a consensus view as set out in the many reports and advisory documents produced by the system. They are the basis of educational practice. The legislation is mainly concerned with the administration and organisation of the system.

Principles of Education

Education in Scotland has always enjoyed a high status and most of the key principles/values on which it is built are long established. The provision of free, compulsory education for all within a specified age group (currently 5-16) is fundamental. So, too, is the broadly based curriculum, which originally was designed to ensure that young people could make progress in any one of several occupations. It now prepares them, with certification, for the several changes of job that they may well have to face in an era of rapid socio-economic development.

Education also has to 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" (Standards in Scotland's Schools etc Act 2000). Concern to ensure that classroom work properly challenges and supports all pupils and increased attention to young people with [additional support needs](#), whether in mainstream schooling or special units, are examples of the extension of this principle of appropriateness.

A further principle is that there should be opportunities to continue voluntarily at school or to proceed to further or higher education, with financial assistance if necessary. Over the last 50 years this opportunity has been considerably extended by increasing the number of places available in further and higher education. There has also been expansion in informal education, with, for example, more community-based educational activities for both adults and young people.

The Scottish education system is expected to promote the autonomy of individuals and at the same time to equip them, on the basis of interdependence, to fulfil the variety of roles which participation in a changing society demands. These roles include becoming responsible for one's own learning, contributing to the health, well-being, wealth, growth and cultural enrichment of society, maintaining its values and participating fully in the democratic process.

These principles underpin the current policies and developments relating to modernisation and curriculum reform. The following paragraphs describe major aspects of these.

National Performance Framework

This has been described in 1.2. under "The Scottish Government". Particularly relevant to education are the national outcomes and the more specific national indicators/targets listed there under "The Cabinet Secretary for Education and Lifelong Learning".

Curriculum Reform – Curriculum for Excellence

In May 2003 the then Scottish Executive announced its intention to reform and simplify the curriculum to increase pupil choice and make learning more stimulating. Important aims are to introduce more flexibility, giving teachers greater professional freedom, to provide more choice and opportunity for all young people and to enable them to improve their confidence and attainment. The Scottish Government elected in 2007 is wholly committed to the Curriculum for Excellence reform.

This development followed an undertaking to review the curriculum included in the then Scottish Executive's response to the National Debate on Education document, *Educating for Excellence* (2003). The Debate showed that people recognised many strengths in the Scottish education system but thought that the curriculum was overcrowded, that there should be a single curriculum for children and young people from the ages of 3 to 18 and that there should be a better balance between "academic" and "vocational" subjects to equip young people with the skills they will need in tomorrow's workforce.

In November 2004 the Curriculum Review Group published *A Curriculum for Excellence*. This outlined the purposes and principles of education from age 3 to 18 in Scotland and argued that education should provide

for children and young people the opportunities to develop as successful learners, confident individuals, responsible citizens and effective contributors. Development of these four "capacities" is now widely understood as the central aim of the whole pre-school and school educational system. In their response to the Review Group's document, Ministers set in motion a programme of work to create a single, coherent, Scottish curriculum 3-18. The aim of this curriculum review is to take a fresh look at what is taught and how. Its themes are:

- what it is important for children to learn
- making learning more motivating and relevant
- including more learning related to the world of work
- placing literacy and numeracy at the centre
- giving an early boost to science
- simplifying and prioritising the curriculum.

The choice and opportunity agenda promoted by A Curriculum for Excellence aims to ensure that young people have a secure foundation in literacy, numeracy and other essential skills, whilst having the opportunity to develop the other personal skills and talents most important to them. Key features of this agenda are new Skills for Work courses.

The Curriculum Review Programme Board published its Progress and Proposals report in March 2006. This proposed a broader view of the curriculum, conceiving of it as all that is planned for children and young people, including the ethos and life of the school as a community, how learning is organised, the importance of inter-disciplinary work and ways of making learning relevant. It also introduced the idea of recognising young people's personal achievements within and beyond school.

In November 2006 Building the Curriculum 1 was published. This provides information on how the curriculum areas will contribute to young people's learning. Building the Curriculum 2, published in 2007, focused specifically on active learning in the early years curriculum.

Building the Curriculum 3 (June 2008) provided further advice on curriculum development, with particular emphasis on a framework for learning and teaching – that is, the features which the curriculum as a whole should display. During 2007 and 2008 draft 'Experiences and Outcomes' for each curriculum area were published, within a framework of levels of attainment for ages 3-15:

- Early, in pre-school and in primary 1 (age 5-6)
 - First by end of P4 (age 7-8), but earlier for some
 - Second by end of P7 (age 10-11), but earlier for some
 - Third, in S1 – S3 (age 12-15), but earlier for some
 - Fourth, in S1 – S3 (age 12-15), but earlier for some
- (Level four is broadly equivalent to SCQF level 4 (see 5.17.3.)

The Experiences and Outcomes were defined more broadly than with previous curricula (such as 5-14 and Standard Grade), so that teachers would have much greater professional freedom to determine how best to ensure in their particular contexts that children do have appropriate experiences and achieve the outcomes. For the first time this framework brought together the education of pre-school children and of those in the early years of primary schools. An extensive process of engagement by education authorities, schools, teachers and interested groups such as learned societies followed, leading to over 2000 submissions. The findings were analysed by researchers, and the Experiences and Outcomes were refined in the light of the extensive feedback received. Final versions of them were published in April 2009. Pre-school establishments and schools have begun implementing the new curriculum from 2009/10 and full implementation is expected from 2010/11.

The Curriculum for Excellence Experiences and Outcomes cover levels Early to 4 in each curriculum area (i.e., to age 14/15). Further developments covering the curriculum for the senior phase of education will follow.

In December 2008, the Scottish Government published 16+ Learning Choices, a new approach to ensuring that every young person has an appropriate, relevant, attractive offer of learning made to them for the Senior phase of their education (age 16-18), well in advance of the minimum school leaving date (age 16). 16+ Learning Choices is an offer by local authorities and their partners to all young people. Building the Curriculum 3 makes it clear 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 many 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. Increasingly, an individual young person is likely to experience learning within a combination of settings. 21 local partnerships started implementing the arrangement from December 2008; it is expected to be available everywhere across Scotland by December 2010.

The Learning and Teaching Scotland website contains full information on Curriculum for Excellence: <http://www.ltscotland.org.uk/curriculumforexcellence>

Further information about the progress of Curriculum for Excellence can be found at <http://www.acurriculumforexcellencescotland.gov.uk/>

Assessment and Qualifications

Assessment and reporting policy puts the learner at the centre of the assessment process and emphasises assessment as part of learning and teaching. It recognises that assessment and qualifications policy and practice need to be fully aligned with the intentions of the curriculum. The policy has been developed and supported by the Assessment is for Learning (AiFL) programme, which 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 underpinned 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)

Each strand has key features which are explained in support materials for Assessment is for Learning on the Learning and Teaching Scotland website (<http://www.ltscotland.org.uk/assess/toolkit/index.asp>)

Further information on the AiFL policy can be found in the document Assessment, Testing and Reporting 3-14, Our Response at <http://www.scotland.gov.uk/library5/education/atror-00.asp>

The principles of AiFL and its three strands of activity have been central to policy for supporting, assessing and reporting on pupils' progress and attainments in the 5-14 curriculum, which has operated in primary and in the first two years of secondary schools since the early 1990s. Teachers have been expected to use National Assessments in mathematics and English language reading (available electronically) and in English language writing (schools have access to the arrangements for this assessment) to support their judgements about levels of attainment based on a body of classwork evidence. A significant recent change in policy has separated assessment for monitoring national standards from the assessment by teachers of individual pupils' work. The Scottish Government no longer gathers school National Assessment results centrally: it employs only the national monitoring instrument, the [Scottish Survey of Achievement](#) (which assesses a representative sample of all Scottish children), to provide information about overall standards. Surveys are conducted at 4-yearly intervals in each of mathematics, English language, science and social subjects.

The principles of AiFL and its three strands of activity are also central to Curriculum for Excellence, which is being implemented from 2009-10.

The framework of levels of Experiences and Outcomes for most children or young people (set out under "Curriculum Reform – A Curriculum for Excellence" above) 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 progress and attainment. They recognise that children and young people progress at different rates, are described from the learner's point of view, using terms like "I have ..." and "I can ...", and are designed to embody the attributes of the four capacities (successful learners, confident individuals, responsible citizens and effective contributors) - and to promote literacy, numeracy and other skills. Teachers will constantly be observing and judging progress using a broad repertoire of approaches. As part of this overall approach to assessment they will make from time to time professional summative judgements about pupils' grasp of a significant body of learning representing one or other of the levels. There is an important relationship between these curriculum levels and the Scottish Credit Qualifications Framework (SCQF) (see 5.17.3.). The two need to be linked, to enable young people to progress smoothly into the appropriate levels of qualification in the senior stages of the secondary school. They are not equivalent, however. SCQF levels relate to qualifications and not to expectations for the curriculum and associated assessment pre-15.

The new approach to the curriculum needs to be reflected in the qualifications system at the Senior phase of education. A public consultation on future arrangements for National Qualifications was completed in October 2008. It aimed to ensure that National Qualifications reinforce the values, purposes and principles of Curriculum for Excellence and investigated ways in which flexibility in the qualifications system can be increased to meet the needs of young people more effectively. The main proposals considered were:

- Introduce new awards in literacy and numeracy.
- Introduce a new general qualification to be offered at SCQF levels 4 and 5 (see 5.17.3.), 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 will be removed, with Access 3 providing an appropriate replacement.)
- Retain National Qualifications at Access, Higher and Advanced Higher as points of stability. Highers in particular will remain the "gold standard" of the Scottish education system. However, the content of all qualifications will be updated in line with Curriculum for Excellence. Some aspects of the structure of these qualifications will also be reviewed.
- Increased flexibility in when young people can take qualifications.

The Government's proposals in the light of analysis of more than 1800 responses were published in January 2010 – Building the Curriculum 5: A Framework for Assessment. This confirms the proposals considered in the consultation and sets out guidance on assessment to support learning 3-18. It links the assessment approaches to the values and principles of Curriculum for Excellence and identifies as principles supporting learning, promoting learners' engagement and ensuring appropriate support. There is general advice on what, when and how to assess and on ensuring quality and confidence in assessment. The Framework argues that assessment information should be used to report on learners' progress and achievement against standards and expectations, particularly at points of transition in the education system, and to inform self-evaluation and improvement by schools and at local authority and national levels.

It is intended to have new qualifications in place from 2013/14 onwards as part of the implementation timetable of Curriculum for Excellence.

The Cabinet Secretary for Education and Lifelong Learning announced in May 2008 that the qualifications system at S5-6 will include two new Scottish Baccalaureates in Science and Languages, with the following structure:

Scottish Science Baccalaureate

- Interdisciplinary Project Unit at Advanced Higher (SCQF level 7)

- Two Courses at Advanced Higher (SCQF level 7)
- One Course at Higher (SCQF level 6)
- One of these Courses must be mathematics at Higher or Advanced Higher level.

Scottish Languages Baccalaureate:

- Interdisciplinary Project Unit at Advanced Higher (SCQF level 7)
- Two Courses at Advanced Higher (SCQF level 7)
- One Course at Higher (SCQF level 6)
- One of these Courses must be English (or English for Speakers of Other Languages (ESOL) or Gàidhlig) at Higher or Advanced Higher level.

(For the Scottish Credit and Qualifications Framework (SCQF), see 5.17.3.)

The Baccalaureates became available in school year 2009/10, with first certification in 2010.

Determined to Succeed

This is programme to promote enterprise with young people, through collaboration among schools, the business community and parents. It has been running since March 2003 and exceeded its target of 2,000 school/business partnerships by 2006 nearly four-fold. Enterprise education is now happening in all schools of many local authorities. It typically includes experiential entrepreneurial learning associated with local educational, economic and social needs and in some cases vocational learning linked to a relevant qualification. More than 22,000 teachers have been trained in enterprise education. Young people have the benefits of work experience placements, developing team working skills and participating in a wide range of business-related activities. There has been a marked increase in the number of entries to the enterprise categories of the Scottish Education Awards. Determined to Succeed is fully complementary to the wider educational reform through Curriculum for Excellence.

Reduction of Class Sizes

The Scottish Government has announced plans to legislate for a maximum of 25 in P1 classes.

The Concordat agreed in 2007 between the Scottish Government and the [Convention of Scottish Local Authorities](#) (COSLA) states that the Scottish Government and local government will work to reduce class sizes in P1 to P3 to a maximum of 18 as quickly as possible.

ICT in Schools: the Glow programme

Since 1999 the Scottish Government has provided considerable support for ICT developments in schools. All schools are connected to the internet and e-mail has been widely available for several years. A range of resources for teaching and learning is available through the online services of Learning and Teaching Scotland (<http://www.ltscotland.org.uk>) and professional development of teachers and school librarians has been supported through the ICT Masterclass programme. The Scottish Government has established the national interconnect, a high-speed data network connecting the 32 Scottish local authorities and a number of national education bodies. Connections to the interconnect from individual schools are the responsibility of the local authorities and available bandwidth varies around the country. The Scottish Government has supported two projects, one in the north and one in the south of the country, to provide improved bandwidth for local authority services - including schools - in some of rural and island areas.

In March 2007 HMIE published a report, Improving Scottish Education: ICT in Learning and Teaching, which used evidence from school inspections and other visits to look at the current state of ICT developments in Scottish schools and colleges. The report found many examples of ICT being used well to promote and enhance learning, but notes that fully effective practice in its use is not yet the norm. The report sets out the

key strengths observed in schools and colleges and identifies aspects for improvement. It is available at <http://www.hmie.gov.uk/documents/publication/iseictilat.html>.

ICT developments at a national level are now focused on the Glow programme (formerly the Scottish Schools Digital Network). The Glow programme is managed for the Scottish Government by Learning and Teaching Scotland and the service partner is RM Education plc. It is creating a national intranet for Scottish schools, linking up to 800,000 teachers and learners in a managed and regulated ICT environment. Glow provides a virtual learning environment, communication and collaboration tools and facilities for online communities. Its main purpose is to enhance the quality of learning and teaching in the classroom by fully supporting the delivery of Curriculum for Excellence. Since the rollout of the live service began in 2007, all 32 Scottish local authorities have established live access to it.

More information about the programme can be found at <http://www.glowscotland.org.uk>.

Scottish Education Awards

The Scottish Education Awards were inaugurated in 2001 to recognise excellence and celebrate success in Scottish schools. The Awards are made at an annual high profile event. Winning schools receive prizes and recognition for their work. Their good practice is disseminated widely by the Scottish Government. Award categories have included use of ICT in Learning, Active Citizenship, Better Behaviour, Enterprise in Education and Inspirational Teachers.

The awards are publicised and run by the newspaper, the Scottish Daily Record. The Scottish Government is a key sponsor, providing both financial support and policy input. Other sponsors are British Telecom and the Confederation of British Industry (CBI) Scotland.

School Buildings

The Scottish Government and the Convention of Scottish Local Authorities (COSLA) published Building Our Future: Scotland's School Estate, a long-term strategy for school building and maintenance, in February 2003. This set out a vision to achieve a well built, well designed and well managed set of school buildings that sustains quality over time. The aim was to ensure a modern, attractive and safe environment, contributing significantly to pupils' development of. The strategy included a framework for local implementation of this vision. The resulting school building programme was the biggest ever in Scotland, providing for local authorities a significant increase in capital investment - a £2.3 billion package through public private partnerships (PPP).

The strategy proposed the rebuilding or substantial refurbishment of 250 schools in the life of the present parliament (elected in 2007), of which 230 have so far been rebuilt or refurbished.

A joint Scottish Government and Convention of Scottish Local Authorities (COSLA) School Estate Working Group published in September 2009 a new Schools Estate Strategy, Building Better Schools: Investing in Scotland's Future. This outlines nine guiding principles of good school building and design, including consultation with pupils and using schools effectively as whole community resources. It aims to ensure that 90% of Scottish children are taught in schools falling into the "good" or "satisfactory" category and that plans are made to improve the physical condition of all schools. A new £1.25 billion school building programme began in 2009.

Local authorities also now have increased resources for capital expenditure through the Schools Fund grant. The Schools Fund provides capital grant funding to local authorities for the maintenance and refurbishment of school buildings. It can be used in a variety of ways. However, it should be:

- consistent with the school estate strategy and support authorities' own school management plans

- reflect local views and circumstances
- be additional to and complement other expenditure on the school estate
- deliver real improvements in the quality of life in schools.

Authorities can also draw for expenditure on school buildings on the general capital resources available to them, principally through borrowing that they can afford to support.

The Scottish Government, in partnership with local authorities and others, has taken forward work on more detailed issues, such as guidance on the management of schools during construction projects and on sustainability.

School Closures and Safeguarding Rural Schools

Following a consultation in 2008, the Scottish Government introduced the Schools (Consultation) Bill in Parliament in March 2009. It is currently under consideration by the relevant committee.

The Bill's overarching aim is to establish a consultation process for all school closures, and other major changes affecting schools, that is coherent, open and transparent, and, above all, commands the trust and confidence of the public. Further, it aims to safeguard rural schools by ensuring that a decision to consult on a closure proposal would not be made until the Local Authority had explored all possible alternatives and fully assessed the likely implications of closure. The Bill proposes a Ministerial power to call in closure decisions where there have apparently been failures in the consultation or decision making processes. The Ministerial call-in process is designed to provide a reassurance to those affected by any such proposal that a safeguard exists in the rare circumstances where it appears that the new, more robust statutory duties proposed in the Bill have not been fulfilled.

Health Promotion

Curriculum for Excellence includes a curriculum area which is entitled "Health and Wellbeing". This underlines the priority which is being given to health promotion as an important objective which schools should pursue. It identifies responsibility for aspects of health and wellbeing as the responsibility of all staff and gives further emphasis to already well established developments - all schools worked towards becoming health promoting schools by 2007, supported by the Scottish Health Promoting Schools Unit.

Hungry for Success, introduced in 2003, set national, nutrient-defined standards for school meals in Scotland. As a result of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, new nutritional guidelines for school meals came into force for primary schools in 2008 and in secondary schools in 2009.

The Scottish Government has secured parliamentary agreement to legislation which extends the entitlement to free school meals to a wider range of families from August 2009 and enables local authorities to provide free school meals for all pupils in Primary 1 to Primary 3 (ages 5 to 8) from August 2010. These changed arrangements will entitle approximately 40% of pupils to free school meals in school year 2010-11.

The Curriculum for Excellence publication Building the Curriculum 3 includes a commitment to promote healthy living amongst school pupils by engaging them in two hours of physical education every week in schools.

Better Behaviour - Better Learning and Attendance

The discipline agenda, Better Behaviour, Better Learning, promotes positive approaches in schools, with sanctions, and local decision making on support bases for pupils and exclusion where needed as a last resort. All schools have behaviour policies and many have systems involving rules and rewards, buddying and peer-

mentoring, anti-bullying action and use of additional support staff. About 50% of schools have adopted more innovative approaches, including whole school initiatives such as restorative practices, motivated schools and solution-orientated schools. The Staged Intervention programme involves training teachers to act as behaviour co-ordinators in schools, supporting colleagues by providing confidential in-class support and suggestions to help manage behaviour. This is now being implemented in almost all local authority areas. Good practice is shared in a teachers' magazine, better behaviour Scotland, on a website of the same name and in round table discussions among head teachers.

In support of Better Behaviour, Better Learning, the Education Analytical Resources Unit funds a series of surveys of behaviour in Scottish schools. The 2009 survey has taken into account the views of over 3,500 teachers and other school staff, providing the most accurate and comprehensive picture of pupil behaviour across Scotland ever produced.

Key findings include:

- Over 90 % of teachers believe all or most pupils are generally well behaved around the school
- Compared to the 2006 survey, school staff have more positive perceptions of pupils' behaviour around school and in the classroom
- The most common behaviour issue in schools is low level indiscipline, such as running in corridors and talking out of turn in class
- 89% of primary teachers and 85% of secondary are confident or very confident in their ability to deal with pupil indiscipline in the classroom
- More than 75% of headteachers surveyed say serious indiscipline or pupil violence does not have a substantial impact on the running of their school
- Physical violence and aggression by pupils towards teachers is very rare; however pupil-to-pupil verbal or physical abuse is more common

The Scottish Government has also published Included, Engaged and Involved - Part 1, which provides guidance on what schools and local authorities can do to promote attendance and manage absence. This document is Part 1 of an approach to keeping all pupils included, engaged, and involved in learning. A current consultation on exclusions from school will lead to the publication of Included, Engaged and Involved - Part 2. This will enable exploration of similar linkages between exclusion and achievement and will specifically address the needs of the most vulnerable children and families, including those young people who are looked after and accommodated and those with additional support needs. The aim will be to provide additional advice for schools in promoting positive behaviour, personal care and support and individual learning planning, providing flexible curriculum opportunities and supporting all children and young people to access education.

The Government is currently supporting all 32 local authorities to pilot in a selection of their schools an automated call system to notify parents efficiently when a child is absent from school. The pilot involves both primary and secondary schools and helps schools notify parents quickly if a child does not arrive in school as expected, helping to keep children safe as well as helping to tackle truancy.

The Government is working with a range of organisations which make alternative provision for pupils not in school or who are becoming disaffected with learning. A national Pupil Inclusion Network has been developed. This enables voluntary sector providers of learning and support to such pupils to network and share good practice in partnership with local authorities and schools.

Rights of the Child and Child Protection

The Safe and Well handbook for child protection in schools and local authorities provides guidance in this area. The handbook covers a range of matters relevant to ensuring the safety and well-being of children,

including: advice on identifying and responding to children's needs; promoting close working with social work services, agencies and other partners to protect children in danger; and good practice in recruitment.

The Children Missing Education project, established in 2005, has developed good practice advice and training for schools and authorities to respond quickly and effectively when a child disappears from the view of a school or education service. This project also co-ordinates tracing activity at national level when a child has moved to another area, by enabling exchange of information between authorities and between different countries in the UK and Ireland.

Several Government developments and publications are designed to improve and ensure effective partnerships in the care of vulnerable children. They include:

- These Are Our Bairns – guidance for community planning partnerships on being a good corporate parent. This guidance covers services across the public and voluntary sectors. It aims to improve outcomes for children and young people who are in care. The Government has also initiated, through the National Archives of Scotland, a review of the law to address shortcomings in public records held on children in care.
- The Scottish Government's Response to the Report of the National Residential Child Care Initiative: Higher Aspirations, Brighter Futures (published autumn 2009) - a multi-agency initiative looking at the future of residential care.
- The Adoption and Children (Scotland) Act 2007 - a rolling programme of consultations on the draft Regulations on the Act which started in June and finished in January 2009.
- Looked After Children Regulations 2009 – these replace the Fostering (Scotland) Regulations 1996 and elements of other Regulations; features of the 2009 Regulations are extensive restructuring and significant additions, including new regulations covering kinship care and children who are looked after in their parental home.
- Looked After Children web-site – www.LTScotland.org.uk/lookedafterchildren
- Training materials to follow up the 2007 report Looked After Children and Young People: We Can and Must Do Better - an interactive DVD Rom which includes flexible material for a range of training aimed at a range of professionals (social work, education, housing, health etc) and others such as elected members or carers.
- Core Tasks for Designated Managers in educational and residential establishments.
- National research pilot studies on the educational attainment of looked after children.
- The Report on good practice in support for young people leaving care – Looked After Children and Young People: Examples of Good Practice Under Section 30 of the Children (Scotland) Act 1995 By All Local Authorities.
- Agreement on a revised data framework to improve the collection of information around looked after children and young people and care leavers and testing of new approaches to collection of information about individuals.
- Preventing Offending by Young People: A Framework for Action - sets out a partnership agenda around five strands: prevention, early and effective intervention, high risk and transitions, victims and community confidence; and planning and performance management.

The Scottish Government has made clear its commitment to the UN Convention on the Rights of the Child (UNCRC) and its intention to use it as a driver to improve outcomes for all children in Scotland. It published in August 2009 its response, Do the Right Thing, to the 2008 Concluding Observations from the UN Committee on the Rights of the Child. Some of the issues raised by the Committee and addressed in Do the Right Thing include: training professionals who work with children in UNCRC; UNCRC in the curriculum; widening access to education for children seeking asylum; ensuring improved access and education outcomes for all children, particularly vulnerable groups, such as children with a disability, Gypsy/Traveller children, black and ethnic minority children, looked after children, etc.

Better Support for Learning

Activity in this area has focused mainly on the implementation of the Education (Additional Support for Learning) (Scotland) Act 2004, which aims to ensure that all children and young people receive the additional support required to meet their individual needs and enable them to reach their full potential. The Education (Additional Support for Learning) (Scotland) Act 2009 strengthens the original policy intention of the 2004 Act, without altering its thrust or ethos.

See 10.5.1.

More Choices, More Chances

The report with this title was published in June 2006 and endorsed by the Scottish Government following the election in May 2007. It contains a 39-point action plan which is being delivered by central and local government and other partners from the public, voluntary and private sector.

The strategy proposes a two fold approach to helping young people who need more choices and chances, (i) at the pre-16 stage, in order to reduce the number of young people falling into this group, and (ii) at the 16-19 stage, to provide routes for young people to get back into education, employment or training.

Science Framework for Scotland and Action Plan

The Scottish Government published in November 2008 a strategic framework, Science for Scotland, to encourage more effective educational approaches and greater public engagement with science, engineering and technology. Following a School Science Summit in 2009, attended by representatives of higher education, local authorities and teachers, a Science and Engineering Action Plan to promote young people's awareness and experience of science, engineering and technology within Curriculum for Excellence was launched in March 2010.

The Government supports teachers' Continuing Professional development (CPD) by funding the Scottish Schools Equipment Research Centre and the four Science Centres in Glasgow, Edinburgh, Dundee and Aberdeen, all of which provide CPD among other functions. It is also encouraging greater public engagement with science, engineering and technology through its funding of the Science Centres and of Science Festivals, some of which make science accessible to communities in rural Scotland.

Educational Legislation

The basic legal framework for education in Scotland consists of a series of Education (Scotland) Acts, which are Acts of Parliament of the United Kingdom applying specifically and only to Scotland or, since July 1999, Acts of the Scottish Parliament. With the exception of a few sections which make deliberate reference to Scotland, Education Acts for England and Wales do not apply. The Education (Scotland) Acts are supplemented by regulations which have the force of law. They assume, unless they specifically state the contrary, that the provisions of existing Acts which deal with educational matters are still in force. New features of the system and changes to it are often introduced in separate Acts which exist alongside the Education Acts. Some very important provisions for education are in Acts which are not primarily concerned with education. The situation is therefore very complex.

In Scotland the Education Acts are mainly concerned with the organisation and administration of education, giving powers to certain bodies, for example to the Scottish Ministers to make regulations or to local authorities or to Her Majesty's Inspectors of Education. Regulations also tend to deal with administrative matters, but in more detail than the legislation. They cover, for example, matters concerned with the organisation of schools, as in the Schools (General) Regulations 1975, certain aspects of provision for pupils with [Additional Support Needs](#) and the Scottish Ministers' control over the training of teachers, as in the

Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993. Curriculum is not governed by legislation in Scotland, apart from the stipulation that schools must provide religious education (though parents may withdraw their children from it).

The Education (Scotland) Act 1980 and subsequent legislation

The current Education Act is the Education (Scotland) Act 1980, as amended in 1981 and subsequently by other legislation. Amongst other things, this Act gives power to local authorities to provide pre-school education, specifies the ages between which education is compulsory and lays a duty on parents to see that their child is educated and on local authorities to make provision for education. It entitles pupils to receive education appropriate to their "age, ability and aptitude", to receive guidance in secondary schools and to be supported as necessary by psychological, health and social work services. It also made some far-reaching changes in the way in which provision was made for children with special educational needs by establishing the Record of Needs (now no longer in use, since the Education (Additional Support for Learning) (Scotland) Act 2004). The 1980 Act also set up machinery for determining the pay and conditions of service of teachers. It was amended in 1981 to give parents the right to choose the school to which to send their children and to set up the assisted places scheme for independent schools (a scheme which is now being phased out).

The Education (Scotland) Act 1996 is concerned with setting up a new examination authority – the [Scottish Qualifications Authority](#) (SQA) – to take the place of the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC); paying grants to providers of pre-school education for children; some changes to the then extant School Boards Act; granting powers to the Secretary of State (now the Scottish Ministers) to introduce regulations concerning testing and assessment in the first two years of secondary education; and one or two minor administrative matters.

Further and Higher Education and Community Learning and Development

Further education and higher education are the subject of a separate Act, the Further and Higher Education (Scotland) Act 1992, which established a new structure for these sectors of education. Community learning and development is subject to Section 1 of the Education (Scotland) Act 1980 and the Further and Higher Education (Scotland) Act 1992.

Other Acts dealing specifically with education

A number of other Scottish Acts currently in force are concerned with education. The Teaching Council (Scotland) Act 1965 gave power to the General Teaching Council to keep a register of teachers in Scotland and established registration as an essential requirement. The Education (Mentally Handicapped Children) (Scotland) Act 1974 brought profoundly mentally handicapped children within the responsibility of the education service and made it possible to provide education for children who were previously thought to be ineducable. The School Boards (Scotland) Act 1988 gave schools the opportunity of forming a School Board. This Act was superseded by the Scottish Schools (Parental Involvement) Act 2006, which introduced the concept of the [Parents' Forum](#) (all the parents of children at school) and of a representative [Parents' Council](#).

The Standards in Scotland's Schools etc Scotland Act 2000 for the first time gave every child in Scotland a right to education, outlined measures to modernise the teaching profession and enhance its status and established a framework of improvement for school education. The United Kingdom Special Educational Needs and Disability Act 2001 gave students with disabilities the right to be included alongside their peers on the same educational programmes in the same institutions. The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 requires education providers to improve accessibility to school facilities and the curriculum for pupils with disabilities.

The Education (Additional Support for Learning) (Scotland) Act 2004, passed in April 2004 and implemented in autumn 2005, gives local authorities and other agencies, such as social work departments and health boards, a duty to collaborate in providing whatever additional support beyond normal mainstream provision

that any individual pupil needs to benefit from education. The provisions of this Act have been clarified and strengthened by the Education (Additional Support for Learning) (Scotland) Act 2009.

Several of the above Acts also contain specific provisions for education other than the main provision mentioned here.

Other Acts with provisions affecting education

Several Acts which are not primarily concerned with education, such as the Social Work (Scotland) Act 1968, the Disabled Persons (Services, Consultation and Representation) Act 1986, the Children Act 1989 and the Children (Scotland) Act 1995, also have implications for the Scottish education system and the organisation and administration of schools and colleges.

[16+ Learning Choices: First Step Activity and Financial Support \(Responses\)](#)

[A Curriculum for Excellence](#)

[A Curriculum for Excellence: Experiences and Outcomes](#)

[Ambitious Excellent Schools – our agenda for action](#)

[Assessment, Testing and Reporting 3-14, Our Response](#)

[Assessment, Testing and Reporting 3-14, Our Response](#)

[Behaviour in Scottish Schools](#)

[Behaviour in Scottish Schools 2009](#)

[Building Better Schools: Investing in Scotland's Future](#)

[Building Our Future](#)

[Building the Curriculum 1](#)

[Building the Curriculum 2](#)

[Building the Curriculum 3](#)

[Building the Curriculum 5 - A Framework for Assessment](#)

[Curriculum Review: Progress and Proposals](#)

[Do the Right Thing](#)

[Educating for Excellence \(Choice & Opportunity\): The Executive's Response to the National Debate on Education](#)

[Hungry for Success](#)

[Improving Scottish Education: ICT in Learning and Teaching](#)

[Included, Engaged and Involved - Part 1](#)

[Looked After Children and Young People: Examples of Good Practice Under Section 30 of the Children \(Scotland\) Act 1995 By All Local Authorities.](#)

[Looked After Children and Young People: We Can and Must Do Better](#)

[More Choices, More Chances](#)

Preventing Offending by Young People: A Framework for Action

Response to the Report on the National Residential Child Care Initiative: Higher Aspirations, Brighter Futures
Safe and Well

Supporting Young People Leaving Care in Scotland

These Are Our Bairns - guidance for community planning partnerships on how to be a good corporate parent

Convention of Scottish Local Authorities (COSLA)

Education Analytical Services Division (EAS)

Her Majesty's Inspectorate of Education (HMIE)

Learning and Teaching Scotland

Scottish Qualifications Authority

Adoption and Children (Scotland) Act 2007

Children (Scotland) Act 1995

Children Act 1989

Disabled Persons (Services, Consultation and Representation) Act 1986

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002

Education (Mentally Handicapped Children) (Scotland) Act 1974

Education (Scotland) Act 1980

Education (Scotland) Act 1981

Education (Scotland) Act 1996

Further and Higher Education (Scotland) Act 1992

School Boards (Scotland) Act 1988

Schools (General) Regulations 1975

Social Work (Scotland) Act 1968

Special Educational Needs and Disability Act 2001

Standards in Scotland's Schools etc. Act 2000

Teachers (Education, Training and Recommendation for Registration) Regulations 1993

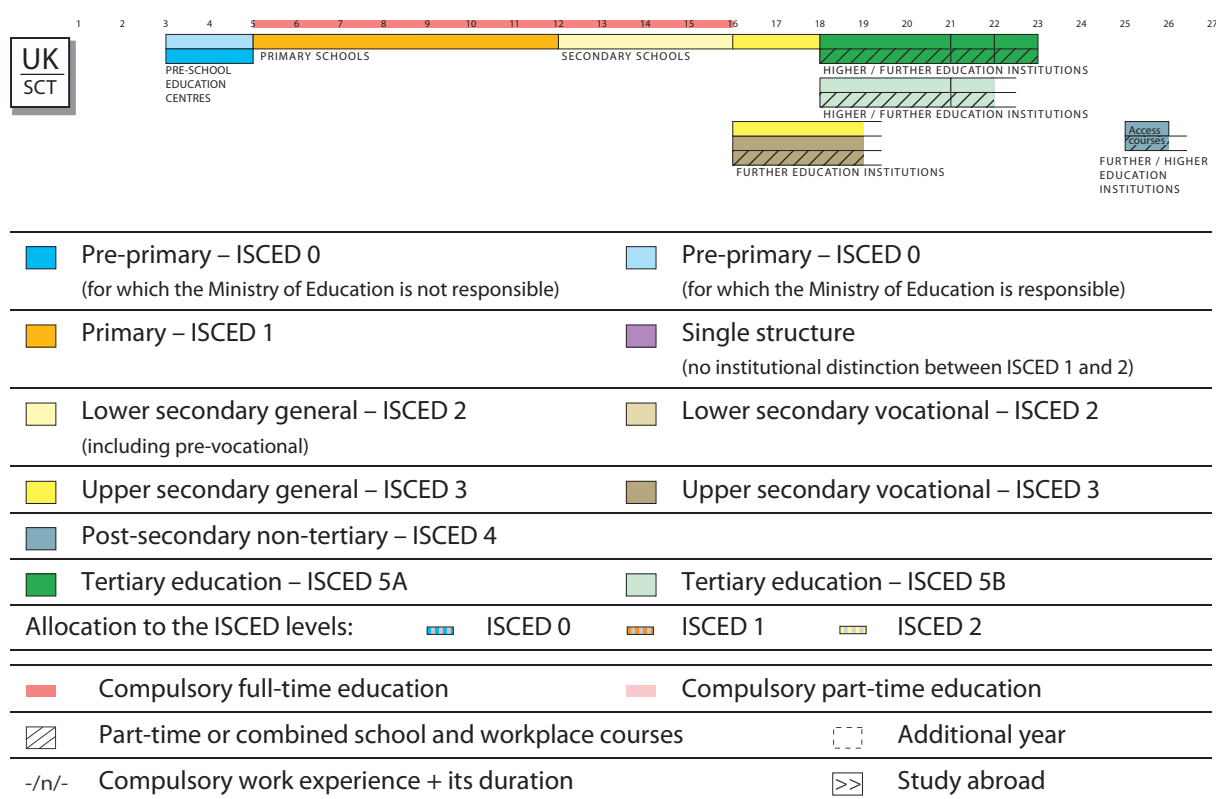
Teaching Council (Scotland) Act 1965

The Looked After Children (Scotland) Regulations 2009

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007

2.4. General Structure and Defining Moments in Educational Guidance

Organisation of the education system in the United Kingdom (Scotland), 2009/10



Source: Eurydice.

This section sets out relationships among children's/students' ages, stages of education and establishments providing it.

- **Age 3-5: Pre-school education (optional).** In establishments of pre-school education providers in the public, private or voluntary sectors.
- **Age 5-12: Primary education (compulsory).** In primary schools.
- **Age 12-16: Secondary education, 4 years (compulsory).** In secondary schools (comprehensive and (almost all) co-educational).

At 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.

The implementation of Curriculum for Excellence in secondary schools and the advent of a new qualifications framework from 2013 may change the timing of this guidance for pupils.

- **Age 16-18: Upper secondary education (optional).** In secondary schools (comprehensive and co-educational). Education 16-18 can also take place in colleges variously named as colleges of further

education, or of further and higher education, or, increasingly, as "Scotland's colleges" or simply "colleges".

Subjects are studied at different levels for National Qualifications in S5 and S6.

At 17 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 18 guidance is offered in relation to further or higher education, training or employment at the end of S6.

- **Age 16+: Training (vocational).** Scottish Vocational Qualifications (SVQ). With independent providers or in colleges
- **Age 16+: Further and higher education.** In colleges. 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.

Advanced courses in colleges include: [Higher National Certificate](#), [Higher National Diploma](#) and discrete or franchised degree courses.

- **Higher education.** In higher education institutions (including universities and all colleges). Courses comprise: degree level, [Higher National Certificate](#), [Higher National Diploma](#) and professional training courses

The branches of study at each stage are indicated in the relevant sections for Pre-primary education 3.10., Primary Education 4.10., Secondary Education 5.13., Tertiary Education 6.11. and Community Learning and Development 7.10.

2.5. Compulsory Education

In accordance with the Education (Scotland) Act 1980, parents or guardians are legally responsible for ensuring that their children of school age receive efficient education suitable to their age, ability and aptitude. They normally fulfil this duty by sending their child to school, although other means, such as education at home, can be used. The state provides free public schools and supporting services through the local authorities. Parents may also choose to send their children to independent (private) schools, for which they pay fees.

The law broadly defines a person as being "of school age" if he or she has attained the age of 5 years and has not attained the age of 16. Very many children voluntarily attend pre-school establishments before beginning primary school at age 5. Pupils transfer to secondary at around 12. They may leave at 16, but the vast majority stay on for one or two additional years before proceeding to training, to post-school education in colleges or higher education institutions, or to employment.

Schools are required by law to keep a register of the names of all pupils and to record their attendance each day of the school year. Parents normally have to explain an absence from school in a letter. Local authorities monitor the attendance of pupils and have officers who follow up those who are consistently absent or whose reasons for absence are inadequate. Parents may be prosecuted if their children do not attend school regularly.

[Education \(Scotland\) Act 1980](#)

2.6. General Administration

Although the Scottish Government plays an important part in the administration of Scottish education, many of the executive powers are, for school education, 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.

Scottish Funding Council (SFC)

2.6.1. General Administration at National Level

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 Minister for Children and Early Years and the Minister 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).

The Scottish Funding Council (SFC) is responsible for the funding of teaching and some research in the 43 colleges and the 19 higher education institutions.

The Scottish Government Directorates Concerned with Education

Policy for education and lifelong learning, to achieve the strategic objective "smarter Scotland", is implemented by the three Directorates within the responsibility of the Director-General Education - for Children, Young People and Social Care; for Schools; and for Lifelong Learning. Three agencies (Her Majesty's Inspectorate of Education, the Social Work Inspection Agency and the Student Awards Agency for Scotland), the Education Analytic Services division and the Chief Scientific Officer also work in association with these Directorates.

The Scottish Government Directorate for Children, Young People and Social Care has five sub-divisions: Safer Children, Stronger Families; Workforce and Capacity Issues; Positive Futures; Care and Justice; and Organisations and Quality. It administers Government policy for pre-school education, childcare, social work and legal provision for young people, including youth justice. Its responsibilities include Sure Start Scotland, the initiative aiming to support families with very young children to ensure they have the best possible start in life, helping them to get the most from subsequent opportunities such as pre-school education. This initiative emphasises the importance of joint working between Education, Social Work, Health and relevant voluntary organisations to ensure that the specific needs of families with children aged 0-3 are met. The Directorate for Children, Young People and Social Care has consulted on and published a response to the 2008 Concluding Observations from The United Nations Committee on the Rights of the Child, as part of the Scottish Government's commitment to the UN Convention on the Rights of the Child and its action to improve children's rights in Scotland – see 2.3. under "Rights of the Child and Child Protection".

The Scottish Government Schools Directorate (SGSD) has five sub-divisions: Schools; Teachers; Curriculum; Support for Learning; and Qualifications, Assessment and Skills. It promotes a high quality education service in schools and administers Government policy for school education in co-operation with local authorities, which are responsible for providing school education in their areas. SGSD gives guidance on the content of

education and on the key elements in teacher education courses and seeks to match the supply of teachers to demand.

SGSD funds Learning and Teaching Scotland (LTS), a non-departmental public body (NDPB), which was created in 2000 from the merger of the Scottish Council for Educational Technology (SCET) with the Scottish Consultative Council on the Curriculum (SCCC). LTS is responsible for providing advice, support, resources and staff development to enhance the quality of educational experience and improve pupil and student attainment. LTS is currently working closely with SGSD and HMIE in taking forward key Government initiatives, including Curriculum for Excellence and the GLOW information and communication technology (ICT) resource.

SGSD co-ordinates the activities of local authorities and other bodies with an interest in education and issues guidance on such matters as curricula and teaching methods. Capital expenditure on new buildings, equipment or modernisation projects is financed by local authorities within broad limits laid down by Government. These limits are determined by formula and relate to all local authority capital programmes, with no specific allocation for schools.

The Scottish Government Lifelong Learning Directorate (SGLLD) administers Scottish Government policy on post-school education, training, lifelong learning and industry, thus linking closely Scotland's economic development with the education and training necessary to stimulate and maintain it.

Since 1 July 1999 colleges, which play a significant role in post-school education, have received their Scottish Government funding through the Scottish Funding Council (SFC). Evaluation of the quality of education in colleges is delegated by SFC to HM Inspectorate of Education (HMIE) through a service level agreement.

SFC is also responsible for the allocation of Scottish Government funds to the higher education institutions and for assessment of the quality of education offered in them.

SGLLD liaises with learndirect scotland, a sub-division of Skills Development Scotland, to encourage people to get into learning, provide access to all the information they need to make informed choices and make learning available when, where and how it best suits their needs.

SGLLD manages the adult education dimension of community learning and development policy, including adult literacy and numeracy. It operates a grants scheme to fund voluntary sector adult education organisations. In July 2001 the Scottish Government published the Adult Literacy and Numeracy in Scotland report (ALNIS), which formed the basis of a new strategy for Adult Literacy and Numeracy. The strategy provides funding to Community Learning Partnerships for local provision and is taken forward at national level by the Learning Connections team within SGLLD. The ALNIS report is currently being refreshed to take account of recent research and developments since the original report was launched and will set out a new strategy to 2011.

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 9.4.2.)

Social Work Inspectorate staff are responsible for professional advice and inspection of social work provision for children and young people. The Chief Social Work Adviser is Ministers' principal professional adviser on social work matters and manages the work of the Inspectorate across all Departments of the Scottish Government.

The Education Analytic Services (EAS) division has responsibility, in relation to education and young people, for promoting evidence-based policymaking and exploiting the benefits of a multidisciplinary approach. It aims to do this through business planning, knowledge management, information systems, producing

statistics, developing international education policy and links, managing the educational research programme and carrying out economic analysis and evaluation of policy. Just over £1m is spent annually on directly commissioned policy-related educational research and evaluation. The bulk of this research is commissioned on the basis of competitive tendering to address identified priorities. Contracts are awarded to tenders whose proposals best meet the specified research objectives and provide best value for money.

A small proportion of the research budget is reserved to fund ideas which come from the research community. This provides support for a wider range of research projects, including early work in fields which might subsequently become Departmental priorities. Sponsored research funds are also used to support and encourage less experienced researchers, including teachers. EAS also contributes to research programmes conducted on UK basis where a specific Scottish component is appropriate.

Adult Literacy and Numeracy in Scotland (ALNIS)

Education Analytical Services Division (EAS)

General Teaching Council for Scotland

Her Majesty's Inspectorate of Education (HMIE)

learndirect scotland

Learning and Teaching Scotland

Scottish Funding Council (SFC)

Scottish Qualifications Authority

Skills Development Scotland

Student Awards Agency for Scotland

2.6.2. General Administration at Regional Level

There is no longer a tier of regional administration in Scotland. The 12 Regional and Island Authorities, which were responsible for education in Scotland until 1 April 1996, handed over their responsibilities to 32 local (district) authorities following a reorganisation of local government.

2.6.3. General Administration at Local Level

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. 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' Forums](#) and [Parents' Councils](#). (See 2.7.2.1.)

The Local Authorities

Duties

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 want it.

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

- provide adequate and efficient school education;
- meet [Additional Support Needs](#);
- 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. The Act sets out a framework for the improvement of the performance of schools and defines five National Priorities in Education.

- **Achievement and Attainment**
- **Framework for Learning**
- **Inclusion and Equality**
- **Values and Citizenship**
- **Learning for Life**

Under this framework, the local authorities are required to publish annual plans showing improvement objectives for the schools in their areas. The schools themselves are required to publish annual development plans taking into account the improvement objectives set by their local authority. Both authorities and schools are also required to publish annual reports on progress. (See 9.4.1.).

The National Performance Framework described in 1.2. has effectively redefined the National Priorities in terms of national outcomes and more specific national indicators/targets.

The 1998 report, *Communities: Change through Learning*, and the subsequent Scottish Office Circular 4/99 encouraged local authorities and their community planning partners to produce Community Learning Strategies and local plans to provide a structured framework for community learning and development. Community Education Circular 4/99 set out guidance to local authorities on the development of community learning strategies and plans. These should be produced in association with communities and the range of organisations (including voluntary bodies) which offer educational opportunities to them.

The Scottish Government published in 2004 *Working and Learning Together to Build Stronger Communities*. This is currently the key policy document for community learning and development.

Structures

The Council in each local authority operates through a committee structure, including a committee which deals with educational matters, although there is no longer a statutory obligation on Councils to set up a committee specifically concerned with education. Education committees are composed of local councillors but must also have members representing the main Churches. The former statutory requirement to appoint teachers to such committees has been removed but authorities may continue to do so. Education committees make policy decisions on educational provision, within the framework of national law and regulations.

The executive functions in education in each authority are in the hands of an officer directly responsible to the Chief Executive of the authority. This officer is, in many cases, designated Director of Education. In some cases he or she may have a title such as Head of Education or Corporate Manager – Education Services. In some cases the Director of Education also has responsibility for Community Services. Increasingly, authorities are reorganising management structures to promote more integrated services for children and families. Local authorities have adopted very different structures.

The following table illustrates some of the job titles and how one authority has divided out the various responsibilities:

Chief Executive			
Corporate Manager of Education Services			
Head of Education Development	Head of Education Support	Head of Community Education and Leisure	Head of Planning and Resources
Education Development Manager	Pupil Support Manager	Community Learning and Development Manager	Communications Manager
Staff Development Manager	Learning Support Manager	Outdoor Education Manager	Planning and Information Manager
Principal Human Resources Adviser	Support Services Manager	Arts Manager	Finance Manager
	Psychological Services Manager	Sport and Leisure Manager	Information Technology Manager
	Library Services Manager		

The Association of Directors of Education in Scotland (ADES) has suggested that, in fulfilling their duties, the local authorities should: manage the education budget, provide a local policy framework, provide support and leadership, provide quality assurance, provide equal opportunities for all, provide support and development services, maximise value for money and support adults and communities.

[Communities: Change Through Learning](#)

[Working and Learning Together to Build Stronger Communities](#)

[Association of Directors of Education in Scotland](#)

[Scottish Schools \(Parental Involvement\) Act 2006](#)

[Standards in Scotland's Schools etc. Act 2000](#)

2.6.4. Educational Institutions, Administration, Management

Although there are basic similarities in the organisation of educational institutions at all levels, there are also important differences between pre-school, primary, secondary and post-school institutions arising from differences in size and complexity. The description of arrangements in the following sub-sections applies to publicly funded educational provision. Private/independent establishments at the pre-school and school stages are responsible for their own administrative and management systems. These are usually broadly similar to those in the public sector, with many schools' head teachers appointed by and responsible to a Board of Governors (see 4.16. and 5.19.).

2.6.4.1. Pre-school and School Education

Parental Involvement

Arrangements for parents' involvement in schools, including their statutory rights are set out in 2.7.2.1.

2.6.4.1.1. Pre-School Education Centres

In the past local authority pre-school education centres were staffed by qualified teachers on the basis of one teacher to twenty children. In 2002 Guidance on Involvement of Teachers in Pre-school Education was introduced. It recognised that practice on the ground had changed and that teachers were playing different roles in different pre-school centres. The current aim is to provide a more flexible approach to pre-school education within centres by taking account of the range of skills and experience of all staff involved. However, the Scottish Government's commitment is to guarantee that all children in pre-school education have access to a teacher. Local authority pre-school education centres are subject to the same staff ratios as all other early years centres regulated by Scottish Commission for the Regulation of Care (The Care Commission) and HMIE. Management of a pre-school education centre is normally the responsibility of a head teacher, or, in some cases, a deputy head teacher or principal teacher (see 2.6.4.1.2.) under the supervision of the head teacher of an associated primary school.

Her Majesty's Inspectorate of Education (HMIE)

Scottish Commission for the Regulation of Care (the Care Commission)

2.6.4.1.2. Primary Schools

Every primary school must have a head teacher (HT) in charge. In small primary schools the head teacher will also normally be responsible for teaching a class. Larger primary schools will have one or more deputy head teachers (DHT), the number being determined by the number of pupils in the school. A school with more than 220 pupils will almost certainly have one deputy head teacher. If there is only one DHT, that person may be responsible for primary classes 1 to 3 and possibly also a nursery class, where there is one. The largest primary schools, those with a roll in excess of 500, will typically have three DHTs. When the roll is considerably in excess of 500, an additional DHT may be justified. The current structure for such large schools is illustrated in the chart below. Principal teachers (a grade previously used only in secondary schools) now exist also in the primary sector. They usually have a responsibility for one or more aspects of the general work of the school. It is usual for promoted staff below the level of head teacher to have whole or part responsibility for teaching a class.

Class teachers are now designated [main grade teacher](#), unless they are still in their probationary period. They have the possibility of becoming [chartered teacher](#), paid on the same level as principal teachers, if they acquire additional qualifications.

CURRENT PRIMARY SCHOOL ORGANISATION (EXAMPLE)		
Head Teacher		
DHT	DHT	DHT
P1-P3	P4-P5	P6-P7
Principal teacher(s) with particular responsibilities Classroom Teachers (Probationer, Main Grade or Chartered)		

The duties of head teachers and depute head teachers are set out in 8.3.

The duties of classroom teachers and principal teachers are set out in 8.2.12.

2.6.4.1.3. Secondary Schools

In the late 1960s and early 1970s many new secondary schools were built or older ones were extended to cope with a large secondary school population. At the same time all secondary schools gradually became comprehensive and acquired a fairly complex management structure and a pupil guidance system. The senior management team or senior promoted staff of a secondary school includes a head teacher (HT), sometimes referred to as the rector, and several depute head teachers (DHT). The head teacher normally does not teach and has an administrative, management and public relations role. Depute head teachers normally have a limited teaching commitment in addition to considerable administrative and management duties. The DHTs may, for example, have responsibility for particular year groups, for groups of subject departments, for the pupil support system. At middle management level are the heads of subject departments and specially trained pupil support staff, who are respectively called Principal Teachers (PT) (Curriculum) and Principal Teachers (Pastoral). Some local authorities and individual schools are now operating structures in which promoted staff such as principal teachers play other types of cross-school role.

As in primary schools, those at [main grade teacher](#) level can pursue additional qualifications to become [chartered teacher](#), paid on the same level of salary as principal teachers.

Senior managers and middle managers meet regularly in separate groups and together. There are also several whole-staff meetings in the course of the year. In addition, all secondary schools operate a committee or working party structure to handle ongoing concerns or ad hoc issues. These might include continuing professional development, [additional support needs](#), the development of new learning and teaching approaches or assessment and reporting procedures, the organisation of particular extra-curricular events.

CURRENT SECONDARY SCHOOL ORGANISATION (EXAMPLE)
Head Teacher
Depute Head Teachers
Principal Teachers (Curriculum/Pastoral/Cross-school responsibilities)
Classroom Teachers (Probationer, Main Grade or Chartered)

The duties of head teachers and depute head teachers are set out in 8.3.

The duties of classroom teachers and principal teachers are set out in 8.2.12.

2.6.4.2. 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). (Scottish colleges offer non-advanced vocational courses and some higher education courses. Some also have degree level courses. See 2.6.4.2.1.). 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

Scottish Funding Council (SFC)

2.6.4.2.1. Colleges

Scotland's colleges (previously called further education colleges) provide much of the country's vocational education and training as well as a wide range of higher education courses, mainly at [Higher National Certificate](#) (HNC) and [Higher National Diploma](#) (HND) levels, but also in some cases at degree level. Many colleges have also developed close links with particular universities or other higher education institutions to which some of their students may transfer after gaining their HND.

The Scottish Funding Council funds a total of 43 colleges: 39 are "incorporated" (that is, self-governing) and two, on the islands of Orkney and Shetland, are managed by their local authorities, which receive the grant for them from the SFC. The SFC also funds Sabhal Mor Ostaig (the Gaelic College) and Newbattle Abbey College.

The incorporated colleges are governed by Boards of Management of up to 16 members. Half the membership of each Board of Management consists of persons who have experience of industrial, commercial or employment matters or are in the practice of a profession; and one such person should be nominated by the local enterprise company for the area. The membership also includes the College Principal, two members of staff (one from teaching staff and one from non-teaching staff) and a student representative. The remaining members are "interested persons" from the local community. The Board is responsible for the appointment and management of staff, the management of property and finance, the range and pattern of curricular provision, production of a corporate plan and a strategy for college development. The Board has full executive powers to run the college.

The 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 or part-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, catering, engineering or general studies. A typical college has several thousand students, many of whom are part-time. The college may also have several campuses. Management functions, including marketing, curriculum development and generating income, therefore take up a great deal of time. There is, consequently, a need to employ many non-teaching administrative staff in the larger colleges.

Scottish Funding Council (SFC)

2.6.4.2.2. Community Learning and Development Organisations

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. Local authority services have become more diverse in recent years and have adopted a range of titles such as Community Services, Community Learning and Development, Community and Leisure Services. Senior officers tend to be at Assistant Director level within a wider service department.

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. Staffing and funding in this sector tend to be of a short term nature. A large number of volunteer staff are engaged in this work. Voluntary organisations have diverse management structures.

Further and Higher Education institutions, together with health education/promotion agencies and local enterprise councils, have become active partners in the development of Community Learning and Development Strategies and Plans and are increasingly supporting outreach approaches.

2.6.4.2.3. Higher Education Institutions

There are 19 higher education institutions (HEIs) in Scotland: 15 universities (including the Open University in Scotland), 2 art schools, 1 academy of music and drama and 1 designated higher education institution (known as the University of the Highlands and Islands). These are funded by the Scottish Funding Council (SFC) on behalf of the Scottish Government. One institution, the Scottish Agricultural College, which offers specialised higher education courses in agriculture-related disciplines, is funded directly by the Scottish Government Agriculture and Rural Development Directorate.

Each institution is run by a governing body, known either as a Board of Governors or a Court, consisting of about 25 members, including representatives from industry, commerce, the professions, local authorities, the senior officers of the institution and representatives of staff and students. The Chairman is, in most cases, appointed from amongst the "lay" governors, usually by the governors themselves. In the four "ancient" universities (Aberdeen, Edinburgh, Glasgow, St Andrews) the students elect a Rector, who serves for three years as Chairman of the Court and also nominates an assessor to the Court. The University of Dundee also has a Rector appointed by the students, but he/she does not chair the Court. Each institution has an Academic Council or Senate to deal with the planning, co-ordination, development and supervision of the institution's academic work.

Internally, each institution is administered and managed by a Principal (who has sometimes also the title of Vice-Chancellor) or Director. The Principal or Director is usually assisted by a Depute and in most cases also by a small team of senior staff, including Assistant Principals, responsible for a Faculty, to whom heads of department are accountable. Academic disciplines, organised by subject departments, are grouped into Faculties (or Schools of Study), headed by a Dean.

In some of the universities the graduates may form a General Council or similar body, which is entitled to make nominations to the University Court and to make representations to it on any aspect of the university's affairs.

The universities each have a Chancellor. This is an honorary, largely ceremonial appointment. The Chancellor confers the university's degrees on students at graduation.

Many of the higher education institutions are large and complex organisations (several have more than 12,000 students). They employ large numbers of staff, including library staff, technicians and non-academic administrative staff. Considerable responsibility for teaching and research is delegated in most of them to the faculties and departments.

2.7. Internal and External Consultation

Consultation occurs among a range of organisations throughout Scottish education. For example, the Education Directorates consult with organisations at the level of national administration and with various national agencies contributing expertise about curriculum, learning and teaching and assessment. Institutions in each educational sector consult and collaborate with one another. In addition there are arrangements for consultation with key people beyond the educational system, including, notably, parents, industrialists, community representatives and professional associations and trade unions.

2.7.1. Internal Consultation

There is no single formal body responsible for organising consultation among the various providers and levels of education. At national level consultation takes place regularly between the Education Directorates and a range of bodies, some of which have been set up to provide the Government with advice on particular aspects of education. Others represent important groups actively involved in the educational system.

2.7.1.1. Consultation at the Level of Educational Administration

At local level consultation takes place among schools, colleges and higher education institutions. Important bodies involved in consultation are:

The Scottish Funding Council (SFC)

The SFC is a statutory body formed in 2005 by a merger of two predecessor bodies, the Scottish Further Education Funding Council (SFEFC) and the Scottish Higher Education Funding Council (SHEFC). SFC's functions are to administer the funding of colleges and higher education institutions, including universities, and to oversee evaluative procedures for these institutions.

The Scottish Negotiating Committee for Teachers (SNCT)

The SNCT's task is to take forward the collective bargaining arrangements to determine levels of salary and conditions of service for school teachers in Scotland. Its work is underpinned by the agreement reached with the profession on the recommendations of the McCrone report: A Teaching Profession for the 21st Century.

The SNCT consists of representatives from the teaching unions, employers (the local authorities) and the Scottish Government. It is currently supported by various Working Groups dealing with detailed work on conditions of service and review of Local Negotiating Committees for Teachers (LNCTs).

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The SNCT consists of representatives from the teaching unions, employers (the local authorities) and the Scottish Government. It is currently supported by various Working Groups dealing with detailed work on conditions of service and review of Local Negotiating Committees for Teachers (LNCTs).

A Teaching Profession for the 21st Century

Scottish Funding Council (SFC)

2.7.1.2. Consultation with National Agencies

There are several agencies for educational development, most of them originally set up by Government for this purpose, which are used, as appropriate, for consultation on curriculum, learning and teaching and assessment at the national level. Among the members of these bodies are teaching staff from different kinds of educational establishments, other educationists and representatives from outside education.

The General Teaching Council for Scotland (GTCS)

The GTCS was established in 1965. It is statutorily responsible for maintaining a register of teachers in Scotland and for establishing and monitoring professional teaching standards. The Cabinet Secretary for Education and Lifelong Learning (or another Minister with the relevant responsibility) must, by law, consult the GTCS on matters concerning teacher education.

Learning and Teaching Scotland (LTS)

LTS is a body on which various educational interests are represented. It advises on the schools' curriculum, learning, teaching, assessment and other aspects of education and promotes the use of new technologies for more effective educational practice. It offers up-to-date educational information through its website and its wide range of publications. It also provides open learning resources and educational software, including films and videos, and offers staff development courses and seminars on various topics including the use of technology in education. LTS was formed from the merger (in 2000) of the Scottish Consultative Council on the Curriculum (SCCC) and the Scottish Council for Educational Technology (SCET).

The Scottish Council for Research in Education (SCRE)

The SCRE carries out research on all aspects of education. It has merged with the University of Glasgow Faculty of Education, where it is located in the SCRE Centre.

The Scottish Qualifications Authority (SQA)

The [SQA](#) is a statutory body which has responsibility for national qualifications at all levels (below degree level) offered in schools, colleges and some higher education institutions in Scotland. It also approves education and training establishments which offer courses leading to its qualifications. The SQA took over these functions from the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC) in April 1997.

Scotland's Colleges

The objectives of Scotland's Colleges, formerly called the Scottish Further Education Unit (SFEU), are to support key developments and innovations in the further education sector in Scotland. The Unit supports teaching and learning, the application of information technology, and organisational, professional and management development. It also supports colleges in implementing key Government policy initiatives.

General Teaching Council for Scotland

Learning and Teaching Scotland

Scotland's Colleges

Scottish Council for Research in Education

Scottish Qualifications Authority

2.7.1.3. Consultation with Associations

In the school sector, the Scottish Government Schools Directorate regularly and frequently consults with the Association of Directors of Education in Scotland (ADES) and with the two associations representing head teachers, School Leaders Scotland (secondary head teachers) and the Association of Head Teachers in Scotland (AHTS) (primary head teachers).

In further education the college Principals are consulted by the Scottish Government Lifelong Learning Directorate, often through the Association of Scottish Colleges (ASC). There are also regular meetings with Universities Scotland, the body representing the Scottish higher education institutions, and its sub-committees. From time to time there has also been consultation with Universities UK (UUK), the body representing all of the UK's universities.

Consultation also takes place on educational matters, as well as matters concerning conditions of service, with the teacher associations – see 2.7.2.

Consultation in the field of community learning and development takes place regularly with the [Convention of Scottish Local Authorities](#) (COSLA), Community Education Managers Scotland (CEMS) and the various voluntary sector umbrella bodies, such as Learning Link and the professional association, Scottish Association of Community Education Staff (SACES).

Association of Directors of Education in Scotland

Convention of Scottish Local Authorities (COSLA)

Universities Scotland

2.7.1.4. Consultation among Institutions

Consultation at institution level is typically about the process of transfer from one institution to another, pre-school to primary and primary to secondary. There is also consultation where courses are shared between institutions and where pupils/students registered in one institution may take some courses in another.

Links between Pre-School Education and Primary Schools

There is no statutory requirement for primary schools to receive information about or to take account of children's pre-school experience. It is nevertheless expected that primary schools will pay due heed to children's early learning, both in the home and in pre-school provision. Most pre-school establishments provide some form of progress report on the children who have been with them. The 1999 Curriculum Framework for Children 3-5 and the Early Years Framework published in 2008 set out guidance about the learning and developmental needs of younger children. The primary school should ensure that its curriculum builds on the full range of children's pre-school experiences. Sometimes children who have attended the

same pre-school provision are deliberately placed in the same P1 class. Particular attention is paid to children who are identified as having [additional support needs](#).

To ensure a smooth transition from home or pre-school education to the more formal educational experience of the first year of school, primary schools usually have a carefully structured induction programme. This typically involves contact with parents, visits to the school in advance of entry, a shorter school day for a time and a curriculum which at first closely resembles that of pre-school establishments. SGSD has made available to local authorities and establishments a model pre-school/primary transition record to use or adapt to suit local circumstances. HMIE has published on its website a self-evaluation guide, Ensuring Effective Transitions, covering both pre-school-primary and primary-secondary transitions.

Links between Primary Schools and Secondary Schools

The main links which a primary school has with other educational institutions are with the secondary school or schools which receive(s) its pupils at the age of 12. In recent years much has been done to make pupils' transition from primary to secondary education easier and to build curricular and pedagogical links. Particularly since the development of the 5 to 14 curriculum in the late 1980s there has been a greater need for good relations and dialogue between primary and secondary schools. Such interactions continue to be very important in implementing Curriculum for Excellence. Secondary schools usually designate a promoted member of staff to be responsible for these contacts. In many parts of the country learning communities of, for example, a secondary school and all its associated primary schools develop agreed approaches to curriculum and learning and teaching.

Some secondary schools, particularly in rural areas, may have as many as 20 or more associated primary schools, so the task of promoting communication and collaboration is not easy. Scottish Government Schools Directorate has provided an exemplar primary/secondary pupil transition record for local authorities and establishments to use or adapt to suit local circumstances and the HMIE self-evaluation guide referred to in the previous sub-section is available.

Links between Secondary Schools and Post-School Provision

Secondary schools often have links with colleges, particularly when partnership arrangements exist for their pupils to take college courses. Links also exist to keep schools informed so that pupils may have up-to-date advice about what the college system offers. Following a review of collaboration between schools and colleges, the Scottish Government published its strategy for school-college partnership. – School/College Review – a Strategy for Partnerships (known as "Lifelong Partnerships")

Institutions of higher education frequently have members of staff who are responsible for making contact with schools and keeping them informed about their courses.

Links among Community Learning and Development Providers

Since 1999 all local authorities have established Community Learning and Development Partnerships, comprising service providers in this area from across the public and voluntary sectors. These work together to plan services at council and locality level. Partnerships include school, FE and HE interests.

[A Curriculum Framework for Children 3-5](#)

[Early Years Framework](#)

[Ensuring Effective Transitions](#)

School/College Review - a Strategy for Partnerships

Her Majesty's Inspectorate of Education (HMIE)

2.7.2. Consultation involving Players in Society at large

It is government policy that there should be close co-operation between schools and the parents of their pupils and also close co-operation with industry. Educational establishments are also in partnership with local authority services, organisations training those who deal with children and teacher associations.

2.7.2.1. Participation by Parents in Education

Parents play a central role in their children's learning. It is important, therefore, to have strong partnerships between parents and all schools.

Parents have a right by law to:

- 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; their child may then continue at school to age 17 or 18 or get a place at college;
- choice of school, within certain limits;
- information about their child's progress;
- an appeal if their child is not admitted to or is excluded from school; they may also appeal about decisions relating to a Record of Needs or a co-ordinated support plan relating to [additional support needs](#);
- assessment of and help with any [additional support needs](#) which their child may have;
- access to records kept by the school on their child;
- religious education and observance provided at school (but parents may withdraw their children from either or both);
- information about education and schools in their area;
- a vote and the opportunity to stand in [Parents' Council](#) elections; and
- information from the Parents' Council about its activities and decisions.

The Parents' Charter (1991, revised in 1995) articulated parents' rights to express their views and to influence the life and work of their children's school. As a result of the School Boards (Scotland) Act 1988, all publicly funded primary and secondary schools had the opportunity of forming a School Board consisting of elected parent and staff members and some co-opted from the local community. School Boards provided an official forum for exercising parents' rights through elected representatives. The Scottish Schools (Parental Involvement) Act 2006 supersedes the Schools Boards (Scotland) Act 1988. It aims to encourage a broader range of parental representation through [Parents' Forums](#) and [Parents' Council](#) and to encourage parents' active involvement in supporting their children's learning. The provisions of this Act have been implemented from August 2007.

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 Parents in Pre-School Education

Relations with parents occupy an important place in both the Curriculum for Excellence publication focusing on early years education, Building the Curriculum 2, and the Early Years Framework published in 2008. Parents are strongly encouraged to maintain close contact with their child's pre-school setting. When their children start attending they are asked to provide essential information on health, interests, likes and dislikes, and relationships with other children. They are offered, in return, detailed information about the aims and activities of the pre-school education establishment.

The National Care Standards for early education and childcare up to the age of 16 set out from a user's perspective what can be expected from providers of pre-school education. The Standards, together with the Child at the Centre, Curriculum for Excellence arrangements for education 3-6 and regulations, provide the framework for assessing the service. The Scottish Commission for the Regulation of Care (The Care Commission) and HMIE undertake joint inspections. Reports are available to parents. Parents are also invited by many centres to visit and to take part in their children's play activities. They have daily opportunities to discuss their child's progress with staff and receive written reports annually. They are often encouraged to learn more about child development.

Participation by Parents in Primary Education

School-parents partnership is strongly encouraged in the Curriculum for Excellence philosophy and publications. There are regular meetings between parents and staff at which the progress of their children is discussed. Parents of younger children in particular often work with their children at home in activities that contribute to development planned with or by teachers. Parents are encouraged to raise with the school any matters which concern them. Parents are also often directly involved in the work of primary schools in other ways, raising funds and providing help in school, for example by assisting with the library and on excursions out of school.

All the parents of children at a school constitute the [Parents' Forum](#). Local authorities are encouraged to promote representative **Parents' Councils** to liaise formally with the head teacher on various aspects of the life of the school and to be the formal decision-making body on behalf of parents. In addition, many schools have active Parent Teacher Associations, in which parents work to support the school.

Participation by Parents in Secondary Education

Schools invite parents to regular meetings to discuss their children's progress. Secondary schools also give opportunities to parents for consultation when pupils make important curricular choices, usually during second year (S2) and fourth year (S4).

All the parents of children at a school constitute the [Parents' Forum](#). Local authorities are encouraged to promote representative [parents' councils](#) to liaise formally with the head teacher on various aspects of the life of the school. As in primary schools, decision-making at the formal level on behalf of parents is by the [Parents' Council](#). Parent Teacher Associations also exist.

National Care Standards

Building the Curriculum 2

Early Years Framework

The Child at the Centre

The Parents' Charter in Scotland

Her Majesty's Inspectorate of Education (HMIE)

Scottish Commission for the Regulation of Care (the Care Commission)

Scottish Parent Teacher Council

Scottish Schools (Parental Involvement) Act 2006

2.7.2.2. Participation by and Consultation with Industry in Education

The Executive's strategy for Enterprise in Education – Determined to Succeed – 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. Teacher links with industry provide considerable benefits to pupils, employers, teachers themselves and the wider school, parents and the community. 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 provide contact with potential future employees and customers. They also help to keep industry informed about current educational developments and practice and provide opportunities to influence the curriculum. Through their involvement with business and industry, teachers gain insight into processes and management techniques which can provide a motivating context for their own [continuing professional development](#). The Excellence in Education Through Business Links Programme (EEBL) supports placements for both primary and secondary teachers into business and reciprocal arrangements for business people. Enterprising Careers – Centre for Studies in Enterprise, Career Development and Work, formerly the National Centre: Education for Work and Enterprise, is based at the University of Strathclyde. It has produced a wide range of high quality teaching resources to support enterprise in education. In close collaboration with Halifax/Bank of Scotland, the Centre has developed a small grants scheme which helps teachers to set up their own enterprise projects in schools.

Participation by and Consultation with Industry in Pre-School Education

From the very earliest stages in education children are encouraged to know about "People who help us" and "People who make things for us". Industry can also have direct connections with pre-school groups which it supports or even organises on its own premises as work place nurseries.

Pupils are encouraged throughout the primary school progressively to know more about the world of work in a wide range of ways. Examples are: learning about jobs which people do; direct contact with people from the world of work; learning to use tools safely; conducting simple market research; suggesting and carrying out fund-raising initiatives; setting up and running a mini-enterprise; and visits to places of work.

Participation by and Consultation with Industry in Secondary Education

Many schools have established links with local industries and in some places local networks support these links. A firm will often designate an employee to set up links with education, so that visits and periods of part-time employment may be profitable for the pupils and firms alike. Pupils in secondary schools learn about industry at various points in their school career and are also very likely to have a short period of work experience towards the end of their secondary course. Many secondary schools involve pupils in enterprise activities.

[Determined to Succeed: A Review of Enterprise in Education – Scottish Executive Response](#)

2.7.2.3. Participation by and Consultation with Other Significant Players

Participation by and Consultation with Local Authority Services

Pre-school groups, primary schools and secondary schools are likely to have close involvement with the local authority's social work service and with the local health service, as well as with a range of local services which can contribute to their work, such as libraries, museums and local archives.

Participation by and Consultation with Agencies training those who will deal with children

Pre-school education centres are often also training places, particularly for teachers and nursery nurses. For example, all primary teachers are required to have a placement in pre-school education during their initial teacher education. Pre-school education centres are also used for training placements for others who work with small children. Good contacts are therefore essential between the pre-school education centre and the institution responsible for the training. Many primary and secondary schools also play a key role in the training of teachers by providing the school experience element in initial teacher education courses. In this way schools come into contact with the staff and resources of the teacher education institutions.

Participation by and Consultation with Teacher Associations

There are four school teacher associations in Scotland: the Educational Institute of Scotland (EIS), the Scottish Secondary Teachers' Association (SSTA), the Professional Association of Teachers (PAT) and the National Association of Schoolmasters/Union of Women Teachers (NAS/UWT). There are also two head teachers' associations: the Association of Head Teachers in Scotland (AHTS) for primary head teachers and School Leaders Scotland for secondary head teachers. 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. The EIS also represents lecturers in the further education and higher education sectors, as does the Scottish Further and Higher Education Association (SFHEA). Many university teachers belong to the Association of University Teachers (Scotland) (AUTS), part of a wider United Kingdom organisation.

Educational Institute of Scotland

2.7.2.4. Participation by and Consultation with Key Players in Post-School Education

A framework of standards for relationships between post-school education institutions and their students, prospective employers and the local community is set out in the Further and Higher Education Charter for Scotland (1993) published by the Scottish Government (then Scottish Office Education Department).

Participation by Students

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 access to careers guidance. The charter emphasises the need for institutions to have high standards in dealing promptly and efficiently with enquiries and applications as well as in their teaching, supervision of research and assessment procedures, in providing students with access to advice and guidance, in the opportunities which they give to students to express their views and in the way in which they deal with complaints. The Scottish Funding Council supports a free service (sparqs) to assist students and student associations to engage effectively in quality assurance in institutions throughout Scotland.

Participation by Employers

For employers, institutions should provide information to help them recruit employees and to select appropriate programmes or courses for their staff. Such information should include the range of courses offered, the qualifications available and the levels of competence they represent, the type of teaching

provided, the progress of their employees who are undergoing training, the amount of study time they require and the aims of their work placements. Institutions should also provide information about the quality of their courses and give employers opportunities to express their views or make complaints.

Participation by Communities

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.

The Local Government in Scotland Act 2003 provides a statutory underpinning for Best Value and Community Planning. 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. Community learning and development practice emphasises youth and community empowerment.

[Further and Higher Education Charter for Scotland](#)

[Working and Learning Together to Build Stronger Communities](#)

[Scottish Funding Council \(SFC\)](#)

[sparqs](#)

[Local Government in Scotland Act 2003](#)

2.8. Methods of Financing Education

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. Much day-to-day responsibility for spending is delegated by education authorities to schools themselves. The Scottish Government funds colleges and higher education institutions through the Scottish Funding Council (SFC). Fees from students also contribute to the funding of colleges and higher education institutions (see 6.8.). Colleges and higher education institutions also have income from services they provide in such fields as training, research and specialist advice.

[Scottish Funding Council \(SFC\)](#)

2.8.1. Financing of School Education

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. The Concordat agreed between the Scottish Government and the [Convention of Scottish Local Authorities](#) (COSLA) in 2007 provides for the devolution to local authorities of all decision-making about the use of the overall grant they receive – each authority can thus decide the proportion it wishes to allocate to education. Once the education budget is agreed, the education committee then decides on the level of support to be given to its schools. Thereafter, the authority's education department is responsible for implementing the education committee's policies and ensuring that the money allocated under the approved budget headings is spent appropriately. Individual schools are,

however, 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. These limits cover all local authority capital programmes.

2.8.2. Financing of Post-School Education and Training

The financing of post-school education differs according to whether it is classed as vocational training or further or higher education. In the case of training, the funding is used to provide courses, while in further and higher education it supports the colleges and universities themselves. The Scottish Funding Council (SFC) funds colleges and higher education institutions, using money made available by the Scottish Government. The financing of community learning and development is primarily via the annual grant to local authorities from the Scottish Government.

Training

Financing for training of 16- to 24-year-olds is the responsibility of the Cabinet Secretary for Education and Lifelong Learning. Funding is provided through Scottish Enterprise (SE) and Highlands and Islands Enterprise (HIE) to Local Enterprise Companies (LEC), which are independent of the education system but buy in training from it.

Further Education

The Scottish Government provides funding for the 43 Colleges through the Scottish Funding Council (SFC). The SFC funds the 39 incorporated (self-governing) colleges directly, and Orkney and Shetland colleges through their local authorities. Two other institutions, Newbattle Abbey College and Sabhal Mor Ostaig, the Gaelic college on the island of Skye, also receive financial support from the SFC, in recognition of their distinctive educational roles. All the colleges also receive fees from their students and from organisations and firms for which they supply education and training.

Higher Education

Higher education institutions are funded for teaching, research and associated activities by the Scottish Government through the Scottish Funding Council (SFC). The Council also provides the Scottish Ministers with information and advice relating to all aspects of higher education in Scotland, including the financial needs of the sector.

There are 19 HEIs in Scotland: 15 universities (including the Open University in Scotland), 2 art schools/colleges, 1 academy of music and drama and 1 designated higher education institution (known as the University of the Highlands and Islands). The Scottish Agricultural College also provides higher education, although this is funded directly by the Scottish Government Agriculture and Rural Development Directorate.

Teaching in Higher Education

Funding for teaching is allocated using a formula based on broad funding groups, each consisting of academically similar subjects. The funding is sub-divided into provision for undergraduate and post-graduate teaching and post-graduate research. A unit of teaching resource has been determined for each subject group: for example, about £3,500 for business and administration studies and about £7,300 for engineering and technology, rising to around £14,000 for clinical medical and dental study.

To arrive at the institution's allocation for teaching, the relevant unit resources are multiplied by the number of students taking the various courses and funded by the Council. An appropriate deduction is made for tuition fees paid by, or on behalf of, the student.

In addition to student places for which the Council pays the full unit of resource, institutions are free to enrol some students for whom they receive only the tuition fee element.

Research in Higher Education

Most of the Scottish Funding Council's funding in support of research (totalling over £200m) is distributed to institutions using a formula based on the results of the Research Assessment Exercise (RAE), which is carried out on a UK-wide basis by the UK higher education funding bodies. Departments rated 1, 2 or 3b on the 7 point scale, which runs from 1 up to 5*, do not receive research funding. Those departments rated 4, 5, 5* receive funding following a formula such that the higher-rated departments receive more funds per volume of research activity. Those departments rated as 3a are only funded if they showed an improved rating since the last RAE.

Since 1993-94, the number of academic staff active in research has been used as the principal indicator of the volume of research activity in a department. Other minor elements of the volume indicator are: numbers of research assistants and research students; and research income from all sources other than the Funding Council. Some 5% of the resource for research is allocated by the SFC, independently of the RAE, to reflect its wish to promote research in certain priority areas.

The results of the latest RAE were published in December 2008 (with detailed reports by subject area in January 2009).

Capital in Higher Education

SFC allocates resources for capital projects and equipment, and the Council will continue to provide support for capital projects to which it agreed in earlier years. The 2004 Spending Review allocated significant levels of extra capital investment in the HE estate. This capital funding will increasingly be allocated on a formula basis.

Highlands and Islands Enterprise

Scottish Funding Council (SFC)

2.9. Statistics

These statistics cover pre-school, school and post-school education. Further and more detailed statistics are available on the Scottish Executive web site at <http://www.scotland.gov.uk/stats/>

Gross Revenue Education Expenditure on Education

Central and Local Government (£ 000) 2002-03 to 2008-09

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Pre-Primary	213,147	236,949	258,869	284,484	297,860	315,000	318,612
Primary Education	1,300,929	1,435,967	1,532,970	1,613,035	1,683,226	1,741,600	1,790,060
Secondary Education	1,473,250	1,609,631	1,723,232	1,819,388	1,911,982	1,954,711	2,022,262
Special Education	354,081	390,926	434,762	454,788	463,962	488,642	509,085
Other ⁽¹⁾	192,446	199,313	230,842	235,181	239,802	247,000	229,108
Total	3,533,853	3,872,786	4,180,675	4,406,876	4,596,832	4,746,953	4,869,127

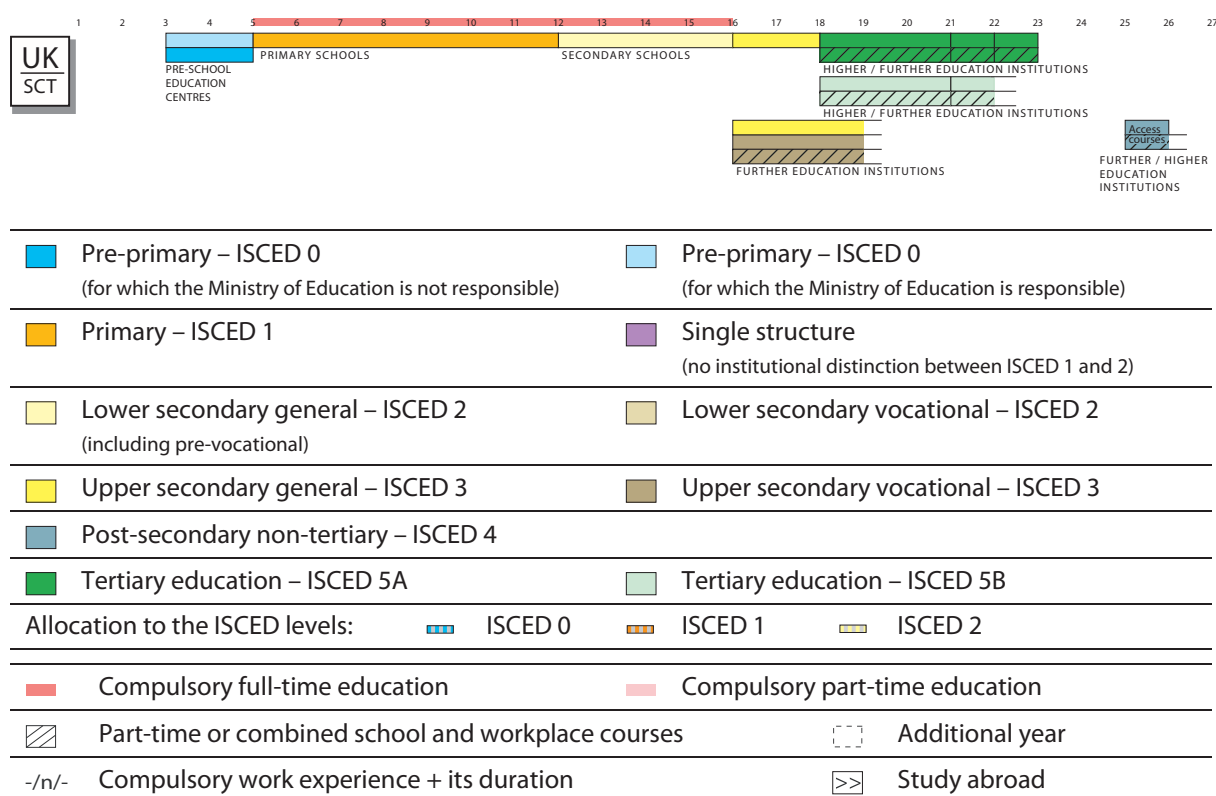
(1) "Other" covers "non-school funding" i.e. community learning, strategic management of non-school services, support for students, home to college transport (16 to 18 years) and residual pension liabilities. All inter account and inter authority transfers are deducted from expenditure.

Lifelong learning (Central government figures) (£m) 2008-09

Spending by Scottish Funding Council (Higher and Further Education)	1,725
Student Awards Agency for Scotland (fees, awards and bursaries)	404
Other Lifelong Learning	247
Total	2376

3. Pre-School Education

Organisation of the education system in the United Kingdom (Scotland), 2009/10



Source: Eurydice.

Free, part-time pre-school education is available for all 3- and 4-year-olds. There is a growing appreciation that education and care in the pre-school setting are interlinked. As a result, services that have traditionally been thought of as providers of care are now recognised as also playing a role in educating young children. Furthermore, through the development of Childcare Partnerships, the role played by local authority, private and voluntary pre-school centres in providing pre-school education has also changed. The Scottish Government encourages local authorities to commission pre-school places from private and voluntary centres wherever this helps meet parents' and children's needs and offers value for money. All local authorities are now contracting with partners. This chapter therefore covers both local authority and other provision.

Local authority provision

Local authorities provide pre-school education through their education departments in a range of settings such as nursery classes within primary schools, nursery schools and children's centres. 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. Practice varies from authority to authority but it is common for most children to attend either in the morning or the afternoon. Children with priority needs, however, may well attend for the whole day. 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.

Occasionally, in special cases, children may attend local authority pre-school classes beyond the statutory school age. Whether younger children or those deferring entry to primary school are accepted into a pre-school establishment may depend on a number of factors, such as family circumstances, the aims of the establishment and the availability of a place. Priority may be given to children who are referred by the social work department, the psychological service or the health services.

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 (grants or loans) for work with the under-5s. By this Act, the local authority social work departments are empowered to set up day nurseries. These cater for children across the whole pre-school age group but provide pre-school education for the older children. Priority for admission may be given to the children of single parents, especially if the parent is required to go to work, 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.

Voluntary and private sector provision

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.

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. Sometimes groups are run by volunteers from the community. Playgroups belonging to the SPPA have an agreed code of practice and the organisation provides training for those working with pre-school children who wish to have it. Pre-school playgroups normally operate on the basis of a two-and-a-half hour session either daily or on certain days of the week. It is very common for children to attend a pre-school playgroup for a year before attending a pre-school education centre. Children who spend only part of a day or week in a pre-school education centre quite often continue to attend a playgroup when they are not at the pre-school education centre.

The private sector also offers all-day care and education, often to the children of working parents. There are also a number of pre-school education centres attached to independent (private) schools. Some industrial and commercial firms, as well as major national and local government offices, offer day-care facilities for the children of employees.

Care and Learning Alliance

Scottish Pre-school Play Association

Social Work (Scotland) Act 1968

3.1. Historical Overview

Nursery education was established in Scotland slowly. Before the 1872 Education Act, which set school age at 5, a few children under 5 went to school. The first nursery, run on lines developed by Margaret McMillan in London, was opened in Edinburgh in 1906. By 1932 there were only 19 nursery schools and 5 nursery classes

in other schools, with a total roll of about 700. The Education (Scotland) Act 1945 made it the duty of local authorities to establish nursery schools if there was sufficient demand from parents. The number of nurseries rose to just over 80 in a short period, almost all in the four major cities and catering mainly for children in deprived social circumstances.

These state-supported nurseries were supplemented by a few independent ones, also in the major cities, for children whose parents could afford to pay for nursery education. However, there was little further expansion until the 1970s. This decade brought a major report on nursery education, *Before Five*. Nursery classes were established in primary schools and part-time nursery education was introduced, with some children attending in the morning and others in the afternoon.

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.

The Scottish Government, in collaboration with the [Convention of Scottish Local Authorities](#) (COSLA), published in December 2008 a broad framework for all early years services, including education. It promotes working together across all services to give every child the best start in life using *Getting it Right for Every Child* methodology. (Details of this programme can be found at <http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec>)

The framework sets out the Scottish Government's vision for the early years and the essential elements of transformational change to ensure its practical implementation.

These are:

A coherent approach

Helping children, families and communities to secure outcomes for themselves

Breaking cycles of poverty, inequality and poor outcomes in and through early years

A focus on engagement and empowerment of children, families and communities

Using the strength of universal services to deliver prevention and early intervention

Putting quality at the heart of service delivery

Services that meet the needs of children and families

Improving outcomes and children's quality of life through play

Simplifying and streamlining delivery

More effective partnerships.

[Early Years Framework](#)

3.2. Ongoing Debates and Future Developments

The implementation throughout Scotland of the Early Years Framework described in 3.1. is the major current development.

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.

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. [and 3.10.](#)).

Most authorities currently use a transition record that summarises children's progress and achievements in the various aspects of the curriculum. In some authorities and establishments such transition records are incorporated into a process of Personal Learning Planning which involves the children themselves in reflection on their learning and contributes to clear feedback and information for them and their parents.

Since the repeal of the Schools Code in 2002, local authorities are no longer required by statute to have a trained teacher in their nursery schools or classes. However, the Scottish Government made a commitment in 2007, within its Concordat with local government, to ensure that every pre-school child has access to a teacher registered with the general Teaching Council for Scotland (GTCS). The Scottish Government published guidance in May 2009 for pre-school providers on the implementation of this commitment, which made clear that, where it was not possible to employ a teacher in a pre-school centre on a full-time basis, other methods of deployment such as part-time or peripatetic models should be considered. The Scottish Government has also provided funding to the Universities of Stirling and Aberdeen to develop the early years content of initial teacher education.

Over the next few years parts of the social services workforce will have to register with the Scottish Social Services Council. Registration of the 30,000 plus early years and childcare workforce is being phased; it started from October 2006. Leadership in this sector is also being supported through new awards in Childhood Practice for lead practitioners and managers. The benchmark statement for development of these awards by universities and other providers, the Standard for Childhood Practice, was published in October 2007. This specifies that the awards will be work-based and at level 9 on the Scottish Credit and Qualification Framework. See 5.17.3. Programmes to deliver them are now available in the Universities of Edinburgh, Dundee, Glasgow, Strathclyde and the University of the Highlands and Islands in collaboration with the University of Strathclyde.

[A Curriculum Framework for Children 3-5](#)

[Early Years Framework](#)

[Scottish Social Services Council](#)

3.3. Specific Legislative Framework

The Standards in Scotland's Schools etc Act 2000 gives local authorities a duty to ensure pre-school provision for eligible children in their area. This legislation came into effect in April 2002.

The Scottish Commission for the Regulation of Care (The Care Commission) and the Scottish Social Services Council were set up under the Regulation of Care Act 2001 to regulate, respectively, care services and the social care workforce.

The Scottish Commission for the Regulation of Care (The Care Commission) regulates a wide range of care services, including childminding, day care of children and childcare agencies, whether provided by local authorities or the private sector. It inspects them against legislative requirements and national care standards. Previously HMIE alone inspected centres providing pre-school education; now HMIE and Scottish Commission for the Regulation of Care (The Care Commission) conduct joint inspections of all kinds of centres offering pre-school education, including nursery classes and schools and voluntary and private centres.

The Scottish Social Services Council (SSSC) was established on 1 October 2001 to regulate the social services workforce in line with the White Paper, Aiming for Excellence: Modernising Social Work Services in Scotland

(March 1999). From 2006 it began to register lead practitioners/managers in day care of children services; from 2007 it has been registering practitioners and from 2008 support workers. In order to register, staff need to hold, or be working towards, a qualification accepted by the SSSC.

Her Majesty's Inspectorate of Education (HMIE)

Scottish Commission for the Regulation of Care (the Care Commission)

Scottish Social Services Council

Regulation of Care Act 2001

Standards in Scotland's Schools etc. Act 2000

3.4. General Objectives

The aims of pre-school education, as set out in the 1994 report: Education of Children under 5 in Scotland and subsequently in the Curriculum Framework for Children 3 to 5 were 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.

Building the Curriculum 2, 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
- 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.

The 2008 Early Years Framework endorses these principles.

A Curriculum Framework for Children 3-5

Building the Curriculum 2

Early Years Framework

3.5. Geographical Accessibility

Recent measures have largely overcome previous geographical accessibility problems. 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 (and other services) available in rural areas.

Local authorities can choose to provide transport to facilitate access to pre-school education and childcare in rural areas. The Standards in Scotland's Schools etc Act 2000 allows them to provide free transport to and from places offering pre-school education, although they do not have a duty to do so.

[Standards in Scotland's Schools etc. Act 2000](#)

3.6. Admission Requirements and Choice of Institution/Centre

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. There are cut off dates for enrolment in each term (Autumn term – born between 1 March and 31 August; Spring term – born between 1 September and 31 December; Summer term – born between 1 January and 28 February).

If parents of children with birthdays in January or February choose to defer their child's entry to primary school, local authorities have to provide an additional year of free pre-school education. Children with September to December birthdays can have an extra year only at the discretion of their authorities.

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.

3.7. Financial Support for Pupils' Families

The legislation (see 3.3.) requires local authorities to provide free part-time pre-school education for all 3- and 4-year olds whose parents wish it.

The 2000 Act also empowers local authorities to go beyond their statutory duty in offering pre-school provision. An example is the provision of pre-school education with additional "wraparound" care for children aged 3-5 for whom such extended service is judged beneficial.

Working Tax Credits are available to people in low or moderately paid employment and the childcare element can help towards the cost of formal childcare.

[Standards in Scotland's Schools etc. Act 2000](#)

3.8. Age Levels and Grouping of Children

All 3- and 4-year olds are entitled to pre-school education. The range of types of provision is indicated in the opening paragraphs of section 3. above.

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 a longer period (beyond 4 hours), the ratio changes to 1-8, to allow for supervision over lunch and breaks.

[Scottish Commission for the Regulation of Care \(the Care Commission\)](#)

3.9. Organisation of Time

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).

3.9.1. Organisation of the Year

Most local authority pre-school establishments open at the same time as schools in their area.

3.9.2. Weekly and Daily Timetable

Nursery schools and classes usually operate on the basis of two 2.5 hour sessions per day, Monday to Friday, starting at 09.00 and 13.00, 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 either every day or 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.

3.10. Curriculum, Types of Activity, Number of Hours

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.)

Curriculum for Excellence

The curriculum should be coherent and inclusive from 3 to 18, wherever learning is taking place, whether in pre-school centres, schools, colleges or other settings. It should have as its characteristic features:

- a focus on outcomes
- a broad general education
- 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 work for all young people at every stage
- a focus on literacy, numeracy and health and wellbeing at every stage
- appropriate pace and challenge for every child
- ensuring connections between all aspects of learning and support for learning

The Curriculum for Excellence is defined broadly to include four aspects, *all* of which contribute to the development and achievements of children and young people at all stages of their education - the ethos and life of the pre-school/school community, curriculum areas and subjects, interdisciplinary projects and activities, and opportunities for personal achievement.

The Scottish Government publication Building the Curriculum 2 - Active Learning in the Early Years sets out the principles for early education within the Curriculum for Excellence. For the first time, the curriculum for the pre-school sector and the early part of primary education are presented together as one stage of development. This level of the framework describes Experiences and Outcomes for children's learning in ways which will support *active learning* in both pre-school education centres and early primary school and encourage better continuity and progression for all children. Active learning is learning which 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;
- planned, purposeful play;
- investigating and exploring;
- events and life experiences;
- focused learning and teaching, including, when necessary, sensitive intervention to support or extend learning

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 helps 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 establish new relationships. These approaches can enrich and develop all the areas of the curriculum for which the Curriculum for Excellence sets out Experiences and Outcomes for children.

Experiences and Outcomes are organized 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.

The curriculum guidance makes clear that teachers and other pre-school staff have a responsibility to develop, reinforce and extend health and well-being and learning across all curricular areas, including appropriate early experiences contributing to literacy and numeracy development.

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.

They can be accessed at <http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

Those associated with the "Early" level are relevant to pre-school education and the beginning of primary education.

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 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.

The number of hours of attendance in pre-school education is given in 3.9.2. [A Curriculum for Excellence: Experiences and Outcomes](#)

[A Curriculum Framework for Children 3-5](#)

[Building the Curriculum 2](#)

3.11. Teaching Methods and Materials

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, painting easels, 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. Equipment is usually located in specific areas of the space, so that the children can move from one area to another for a variety of learning experiences. 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 paragraphs in 3.10. describing active learning and the kinds of activity in which children become involved indicate the learning and teaching approaches in pre-school education. The starting point for learning through play is effective planning for a range of suitable learning contexts (areas and activities), 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.

3.12. Evaluation of Children

Most pre-school establishments seek to implement the principles of the Scottish Government's [Assessment is for Learning](#) Programme (see 2.3. under Assessment and Qualifications). 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 transfer at the end of the pre-school year. They usually also discuss each child's progress with the primary teachers. Many authorities have developed their own model of transition records.

3.13. Support Facilities

The phrase "remedial teaching" is not used in pre-school, primary or secondary education in Scotland.

The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 (see 10.5.1.) apply to pre-school education. Children are identified as being in need of additional support even before they reach the pre-school education stage. Evaluation of the needs of pre-school children takes place at two different levels.

Within the community some children are identified by social work departments, by health visitors and district nurses in the health service and by educational psychologists as having [Additional Support Needs](#) or as coming from families which require special support. Children in this category have priority in the allocation of pre-school education places. They are admitted early and, in some cases, if it is thought that they will benefit, they remain in the pre-school education centre beyond the age of 5. The health services, the psychological service and the social work department are the main support agencies for pre-school education establishments, especially local authority pre-school education centres. They continue to support children who have been referred to them.

Where there is appropriate support and training, the pre-school education centres themselves give careful attention to pupils who need additional support. In the best practice they are the responsibility of one adult, who has the task of devising special programmes and overseeing their implementation. Detailed records of progress are usually kept in such cases.

The Early Years Framework for all early years services described in 3.1. is particularly relevant to effective support for all children and their parents.

Early Years Framework

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

3.14. Private Sector Provision

The role of private pre-school establishments, which often work in partnership with local authorities, is indicated in the description of the various types of establishment in the opening paragraph of 3. above.

3.15. Organisational Variations and Alternative Structures

The demographic and geographical issues that arise in rural areas have led to some innovative ways of expanding the availability of pre-school education, including peripatetic teaching services.

3.16. Statistics

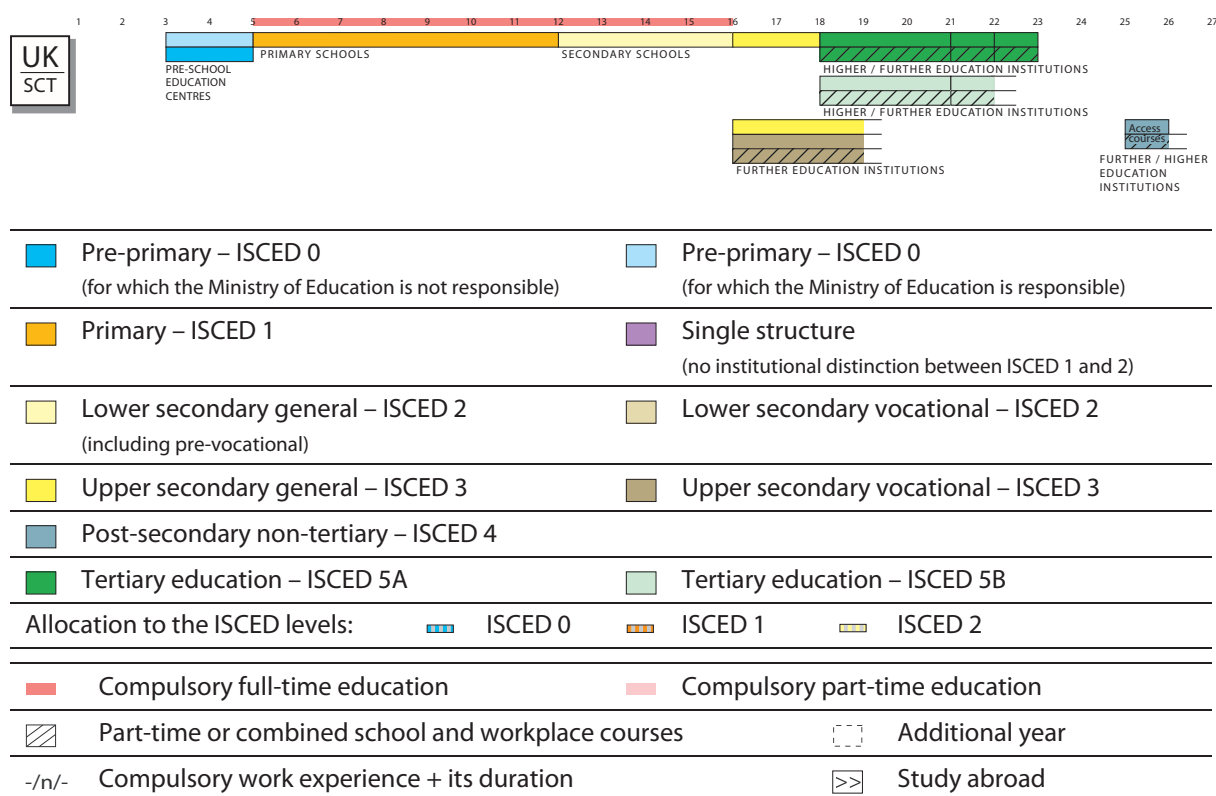
Pre-school education 2009

(Centres providing pre-school education as a local authority centre or in partnership with the local authority.)

Number of local authority pre-school education providers:	1,558
Number of other pre-school education providers (in partnership with local authorities):	1,087
Under 3s attending	3,750
3-4 year olds attending	43,310
4-5 year olds attending (pre-school year)	53,880
5-6 year olds attending (deferred school entry)	4,470
Total number of children attending	105,420
Percentage of 4-5 year-olds attending:	98% (approx.)
Percentage of 3-4 year olds attending	93% (approx.)
Overall expenditure on pre-school education (2007-08)	£315m

4. Primary Education

Organisation of the education system in the United Kingdom (Scotland), 2009/10



Source: Eurydice.

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. In a very small number of cases infant schools take pupils for the first two or three years of primary education; pupils transfer thereafter to a primary school. 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 2009 about 35 per cent of primary schools had fewer than 100 pupils; about 5% had more than 400 (one school had more than 800). The average number of pupils in a primary school in 2009 was 173, a figure very similar to the previous year's

4.1. Historical Overview

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 parish. This call was reiterated by an Act of the Scottish Parliament in 1696. However, the Union of the Scottish and English Parliaments in 1707 delayed further Government intervention until 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 (The Primary Memorandum). 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.

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 was the basis of primary education until the advent of the Curriculum for Excellence.

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. The Group considered that the overall purpose of a curriculum 3-18 is to produce successful learners, confident individuals, responsible citizens and effective contributors. 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 2.3.). Pre-school centres and schools will be implementing the new curriculum from 2009/10.

[A Curriculum for Excellence](#)

[Primary Education in Scotland](#)

4.2. Ongoing Debates and Future Developments

A number of general developments are relevant to both primary and secondary schools. See 2.2. and 2.3.

4.3. Specific Legislative Framework

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 Acts do, however, define the age at which education becomes compulsory and the Education (Scotland) Act 1980 deals at some length with how to determine and interpret this. The only stipulation in the Education Acts about the curriculum is that schools must provide religious education, although parents may withdraw their children from it.

Important provisions in the Acts include: parents' duty to ensure efficient education for their children; each education authority's duty to provide adequate and efficient education for its area; freedom for parents to choose the school to which they send their children (1981 amendment Act to the Education (Scotland) Act 1980); and freedom for local authorities to support in various ways children in economic need. The Standards in Scotland's Schools etc. Act 2000 has established a framework of improvement for all school education in Scotland.

Regulations made by the Cabinet Secretary for Education and Lifelong Learning (or predecessors), as a result of powers granted in the various Education Acts, are also important. These deal with administrative matters, for example keeping class registers, the maximum size of classes and the nature of promoted posts.

As a consequence of the Teaching Council (Scotland) Act 1965 a teacher must be registered with the General Teaching Council for Scotland (GTCS) as a primary teacher in order to teach in a primary school. This means that the teacher must have trained specifically for work in the primary school.

[General Teaching Council for Scotland](#)

[Education \(Scotland\) Act 1980](#)

Education (Scotland) Act 1981

Standards in Scotland's Schools etc. Act 2000

Teaching Council (Scotland) Act 1965

4.4. General Objectives

The purpose of primary schooling is to provide a broad education and, in accordance with the philosophy of the Curriculum for Excellence reform (see 2.3.), 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 are also learning about the impact of technology on society and use computers from an early stage.

4.5. Geographical Accessibility

In urban areas and in many of the smaller towns in Scotland children normally live within walking distance of a primary school. In rural areas schools are normally farther apart - in many parts of Scotland they were built at a central point in the parish, not necessarily in a village, to suit a 19th century distribution of rural population. The education authority usually provides transport for pupils who are under 8 and live more than 2 miles (3.2 km) from school or over 8 and live more than 3 miles (4.8 km) from it. Education authorities must have regard to the safety of pupils when making arrangements for school transport: they therefore often provide transport also for children who would have to walk a shorter distance along a busy or dangerous road. In remote areas children may have to travel a long way to school, in some cases as far as 25 km every day. In a few cases travel may involve a ferry across water, although education authorities usually try to avoid this by providing a school on the island or peninsula where the children live.

Because of falling numbers of children of school age, education authorities have sometimes found it necessary to close and amalgamate schools in both rural and urban areas, a process which sometimes brings them into conflict with local communities. The provisions of the Schools (Consultation) Bill, introduced in Parliament in March 2009, relate to such circumstances. The Bill aims to create a legislative presumption against the closure of rural schools and to require local authorities to have special regard to three factors when considering such a closure: any viable alternative to closure; the likely effect on the local community; and the likely effect of different travel arrangements occasioned by the closure.

4.6. Admission Requirements and Choice of School

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 local authorities allocate children to schools in their area by defining catchment areas for each school. The Education (Scotland) Act 1980, as 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 a court case.

[Education \(Scotland\) Act 1980](#)

[Education \(Scotland\) Act 1981](#)

[Standards in Scotland's Schools etc. Act 2000](#)

4.7. Financial Support for Pupils' Families

The law ensures that no pupil is prevented from attending school because of economic need. Primary education is provided free by every local authority. (See 2.8. for description of arrangements for funding schools.) Each local authority is required also to provide books, materials, stationery and mathematical instruments. Local authorities have a duty to provide free school transport for pupils in their area attending designated schools, if they consider it necessary (See also 4.5.). Authorities also have to provide daily a free school meal and milk for pupils whose parents receive Income Support or Income-Based Jobseeker's Allowance or are asylum seekers. They may award clothing grants to children where these are needed. Free fruit is provided for all pupils in the first three years of primary education, to promote healthy eating and, as a result of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, new nutritional guidelines for school meals came into force for primary schools in 2008.

The Scottish Government has secured parliamentary agreement to legislation which extends the entitlement to free school meals to a wider range of families from August 2009 and enables local authorities to provide free school meals for all pupils in Primary 1 to Primary 3 (ages 5 to 8) from August 2010. (See 2.3. under "Health Promotion")

[Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#)

4.8. Age Levels and Grouping of Pupils

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. Each class is normally the responsibility of a class teacher who teaches all or most of the curriculum. 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. Arrangements are made in each school to enable teachers to prepare lessons and undertake professional development: these arrangements usually involve a teacher other than the class teacher teaching part of the curriculum.

In the larger primary schools there will usually be more than one class at each stage. 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 Concordat agreed in 2007 between the Scottish Government and the [Convention of Scottish Local Authorities](#) (COSLA) states that the Scottish Government and local government will work 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.

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).

Convention of Scottish Local Authorities (COSLA)

4.9. Organisation of School Time

The following two sub-sections show the organisation of time on a yearly and a weekly/daily basis.

4.9.1. Organisation of the School Year

The length of the school year, for both primary and secondary schools, is nationally determined. 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.

For pupils in both primary and secondary schools 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 (see 8.2.12.).

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. Some local authorities also have a short break in mid-February. 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. The actual dates of the school terms vary according to the local authority. Independent schools, particularly the independent boarding schools, tend to have a slightly shorter school year and some follow traditional English dates for holidays.

4.9.2. Weekly and Daily Timetable

There is no fixed daily and weekly timetable applying to all schools. 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 the school day starts at 09.00 and ends by 15.30. Just as there is no centrally set timetable, there is no fixed lesson length.

4.10. Curriculum, Subjects, Number of Hours

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 Scottish Government's National Performance Framework (see 2.3. and 1.2.).

Curriculum for Excellence

The Scottish Government's publication *Building the Curriculum 3* (June, 2008) replaces the previous guidance on curriculum design 5-14 and in the secondary sector. It indicates the future direction of education in Scotland, including the primary stages, as Curriculum for Excellence is implemented (see 2.3.). 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, as far as is possible
- 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 work for all young people at every stage
- a focus on literacy, numeracy and health and wellbeing at every stage
- appropriate pace and challenge for every child
- ensuring connections between all aspects of learning and support for learning

Curriculum for Excellence is defined broadly to include all of the activities which contribute to the development and achievements of children and young people at all stages of their schooling - the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary projects and studies, and opportunities for personal achievement.

The Experiences and Outcomes for 3-15-year olds' learning are organised in eight curriculum areas:

- 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
- Technologies.

They are described in relation to five levels

- 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).

(Level four is broadly equivalent to SCQF level 4 (see 5.17.3.)) Broad general education for ages 3-15 is defined as all of the experiences and outcomes up to and including the third level (except for the experiences and outcomes in classical languages and Ghaidlig/Gaelic, which are not expected to be pursued by all pupils), and chosen experiences and outcomes at fourth level to provide specialisation, depth, choice and progression. 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.

They can be accessed at <http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

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, to enable pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

[A Curriculum for Excellence: Experiences and Outcomes](#)

[Building the Curriculum 3](#)

4.11. Teaching Methods and Materials

Primary classes contain pupils with a wide range of abilities (and often of different ages). Class teachers must therefore have expertise in a wide range of strategies for teaching/learning and class management.

The approach to teaching is often 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. Most primary schools have a school library, which provides resources for reading for pleasure and for investigative activities. Due attention is paid to pupils' continuity of experience and progression from one stage to the next. Schools may design the curriculum in the form of discrete subjects and by linking aspects together.

The HMIE publication on self-evaluation and improvement, *How Good Is Our School? The Journey to Excellence*, (HMIE, 2006) provides descriptions of the highest quality learning activities. The following paragraphs drawn from it describe learning and teaching activities that all schools, primary and secondary, are encouraged to provide throughout the curriculum.

"Learning as personal development – meaningful in the lives of children and young people

- Relationships among children and between staff and children are friendly and staff make efforts to promote agreed school values.
- Learners enjoy most of their learning experiences, some of which are highly motivating.
- Staff are aware and take account of young people's motivations and emotions. They recognise the importance of these and how they affect young people's learning – including their need for concentration and hard work.
- Staff take steps to encourage independent learning.
- Relationships are consistently friendly and trusting, within a strong sense of community and shared values.
- Learning experiences are imaginative, creative, stimulating and challenging.
- Young people enjoy them and are fully involved.
- Staff understand and develop young people's motivations and emotions. They build on them and are successful in achieving their sustained attention and commitment to successful learning.

- Staff consistently promote curiosity, independence and confidence.
- They interact skilfully with children to support and extend their learning.
- Tasks and activities involve pupils in learning through thinking and doing, rather than by rote.
- Teachers' questions focus on key learning aims and they invite learners to think about them.
- Learners experience a wide range of learning and teaching approaches.
- Contexts for learning are challenging and enjoyable and include creative and investigative activities. Young people engage confidently in such activities and are prepared to risk making mistakes, because they understand that they can learn from them.
- Teachers' explanations of new topics and the skills pupils will learn are very clear. They fully demonstrate the links with previous learning across the curriculum and real-life situations and make new learning meaningful.
- Children often demonstrate or explain information, ideas, processes and skills to the teacher and to other learners. They understand that excellent learning means being able to show or explain it clearly to others in their own words, orally or in writing or pictures.
- Young children will be involved in 'hands on' learning.
- Staff questioning is skilled and young people's responses are always listened to and used to enhance their learning. By being regularly asked open questions, they learn to give considered answers from a personal viewpoint. Children get time to think and reflect before responding and they all expect to be invited to do so. Their answers lead to further questioning and dialogue which form coherent lines of enquiry.
- Pupils, as well as teachers, ask questions – of each other and of the teacher. Those who are not involved in discussion participate actively by listening, thinking and reflecting.
- The size of the discussion group and other contextual features are planned to meet the children's needs. Discussions with very young children, and with less confident older children, often take place in small groups.
- Teachers spend significant amounts of time actively teaching. They present material actively in a structured way. They deliver learning personally to individual pupils and groups according to their needs, rather than relying on working only through textbooks.
- Teachers continuously monitor the development of pupils' understanding, tackle difficult concepts in small steps, elaborate, enhance and exemplify.

Meeting children's learning needs

- Teachers have a comprehensive understanding of children's learning and development and provide feedback personalised for each learner. They observe learners closely, track their progress and use the information to plan their future progress. They strive to ensure continuity of learning approaches and experiences at transition stages.
- Young people often engage in co-operative learning and discussion with other learners. These activities are designed so that independent thinking by each learner contributes to the group's work. Young people build on each other's contributions to reach a common understanding while respecting minority viewpoints.
- Children consistently work at a brisk pace, but are also given sufficient time to develop and make sense of their learning, particularly in the early years.
- Teachers allocate appropriate time to instruction, signalling changes of focus in lessons, activities and episodes of learning. Time is not wasted or spent on non-progressive tasks. Where activities are repeated, this is done judiciously and with the stated aim of consolidating previous learning.
- Learning is flexible and adapted to take account of learners' interests.

- Children become more confident in their learning by being given appropriate support and challenge.
- Teachers take full account of the understanding and learning needs of all learners. Lessons and episodes of learning are well structured, with challenging goals and use of organisers. New knowledge is linked to prior learning. Ideas are linked and contextualised. Materials are presented in stages. Structured curriculum areas are taught in structured ways. Learners master basic concepts before moving on to the next steps so that they develop confidence in their abilities.
- Teachers interact sensitively with young people, as appropriate to their stage of development."

Special assistance for pupils with [Additional Support Needs](#) is described in 10.5.

[How Good Is Our School? The Journey to Excellence](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

4.12. Pupil Assessment

Teachers received guidance on the processes of assessment in the publication: National Guidelines: Assessment 5-14 (1992). This encouraged them to use on-going classwork 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 the nationally defined levels of performance. [Assessment is for Learning](#) (AifL) (see 2.3.), gave a new impetus to the practical implementation of these approaches in all local authorities. Schools have access to AifL self-evaluation toolkits on the Learning and Teaching Scotland website, <http://ltsotland.org.assess/toolkit/index.asp>, and receive support in developing approaches to assessment for learning (teachers' actions to help pupils to learn more effectively); assessment as learning (pupils involvement in self-and peer-assessment and in developing awareness of their own learning strategies); and assessment of learning (teachers' understanding of appropriate standards and use of a range of evidence to judge pupils' work in relation to them).

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.

"Planning the outcomes of learning

- Curriculum planning takes full account of the principles identified in A Curriculum for Excellence. It is based firmly on a clear identification of the needs of all young people and is designed to address and meet these needs, result in successful learning, and develop pupils' confidence, skills and ability to contribute.
- Staff plan future outcomes, both curricular and relating to personal development, after reflecting on children's previous learning. They involve young people, parents and other partners in planning future learning.
- Staff agree targets with learners, depending on their age and stage of development. These targets set clear expectations.
- Learners have a detailed awareness of the skills they will learn through engaging in the planned activities, and the kind and quality of work required to meet the aims which have been outlined.
- Staff work alongside learners as role models, encouraging them to develop a positive attitude to learning.

Assessing the outcomes of learning

- Assessment involves planned and high quality interactions with young people and is based on thoughtful and probing questions derived from the learning outcomes achieved to date. It invites pupils to think.
- Young people are clear about the kind and quality of work required to achieve success in the agreed outcomes.
- Individual learners seek and receive timely feedback about the quality of their work. They actively engage in discussion with teachers about the strengths of their work, the steps they can take to improve it, their individual ways of learning and other approaches they might use.
- Teachers enable children to develop the skills to evaluate their own and each other's work against clear criteria.
- Learners have a very clear awareness of their own learning needs, how well they are progressing towards learning targets, the links with previous learning and any action they need to take to improve their work and inform their next steps.
- Detailed tracking of progress takes place at all levels to ensure progress against shared high expectations. Staff intervene promptly if the progress of individuals is not maintained.
- Young people keep ongoing records so that they can track their pace of progress, recognise their success in achieving learning outcomes and assess the effectiveness of their own learning.
- Pupils and staff plan for, collect and use a wide range of evidence from learning activities in deciding next steps in learning and in identifying who can best help.
- Teachers use well-founded summative assessment information to evaluate learning and teaching and help them to improve their practice.
- Teams engage in reflection with their partners to agree standards, evaluate approaches to learning and ensure that all partners can maximise their contributions and take action to improve learning where necessary.
- Benchmarking for improving learning involves analysing data on the achievement of outcomes compared with expectations, using data from groups and schools working in similar contexts. Staff and teams reflect on it and take action to set the highest expectations and improve the learning of all pupils.
- Staff are successful in helping parents to understand and contribute to discussions about their children's progress, next steps in learning and the learning approaches which are most appropriate for their individual needs. These discussions involve staff and the children themselves.
- Staff are good at helping parents to understand the role they can play in supporting and improving their children's learning. Following these discussions, parents take active steps to contribute to their children's education.
- Each school demonstrates accountability for the success of its pupils by reporting appropriately to the parent body and the community about the performance of groups, as well as at the level of the whole school. It contributes to the wider reporting of the success of schools in the local area in relation to pupils' attainment levels, broader achievements and current and future participation rates in education, employment and training post-school."

The principles of Assessment is for Learning and the HMIE descriptions of good practice in assessment just quoted are central to assessment for Curriculum for Excellence, which schools are beginning to implement in 2009-10.

The levels of performance in the previous 5-14 curriculum 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 pupils. When a teacher judged that a pupil (or pupils) had largely completed one of the 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 web site 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.

Curriculum for Excellence is introducing a new, more widely spaced set of levels of attainment as shown in 4.10. The developments to date cover levels Early to Fourth, ages 3-15. 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, following publication of Building the Curriculum 5, the government's Framework for Assessment. This guidance will continue to be based on the [Assessment is for Learning](#) principles.

[Building the Curriculum 5 - A Framework for Assessment](#)

[Curriculum and Assessment in Scotland: 5-14 Guidelines](#)

[How Good Is Our School? The Journey to Excellence](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Scottish Qualifications Authority](#)

4.13. Progression of Pupils

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.

4.14. Certification

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.

4.15. Educational Guidance

In every type of school, all teaching staff are responsible for the care and guidance of pupils, though 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.

Health and personal development are integral aspects of the curriculum. Many schools call on the services of health professionals to help in promoting awareness of healthy living.

4.16. Private Education

The law permits individuals and bodies to provide education outside the local authority system. If an establishment is offering full time education for children of school age and is not a local authority school then it must be registered with the Scottish Government Schools Directorate as an independent school and is subject to inspection by HM Inspectorate of Education. This does not apply to parents who choose to educate their own children at home.

Private schools are usually called "independent schools" in Scotland. Parents pay fees for the attendance of their children at these schools. About 4% of children and young people in Scotland attend independent schools.

Independent schools vary enormously in size, ranging from fewer than 20 pupils to over 2,000. Some offer a complete education from pre-school age to 18; others are for primary age or secondary age pupils. Independent schools have some freedom in the number of days on which they have to open in the year. There is no legal requirement for an independent school to follow a particular teaching programme. In some the courses bear close resemblance to those offered in education authority schools. Others are modelled on English "preparatory schools" or "public schools" and prepare their pupils either to enter the English public schools system or to sit English examinations. A number have a very strong religious orientation. One is a specialist music school. Many children from outside Scotland attend its independent schools.

Over 75% of independent schools are members of the Scottish Council of Independent Schools (SCIS), in which they can come together to discuss matters of common interest and to organise training for their staff and governing bodies.

Independent schools are inspected by HM Inspectorate of Education in the same way as local authority schools. In carrying out such an inspection, HMIE takes into account the stated aims of the school. Since April 2005 all mainstream independent schools providing boarding have to be registered and inspected by the Scottish Commission for the Regulation of Care, in collaboration with HMIE, in accordance with the Regulation of Care (Scotland) Act 2001.

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Scottish Commission for the Regulation of Care \(the Care Commission\)](#)

[Scottish Council of Independent Schools \(SCIS\)](#)

[Regulation of Care Act 2001](#)

4.17. Organisational Variations and Alternative Structures

The range of independent schools offering primary education is indicated in 4.16.

The law also allows parents to educate their children at home and a very small number do so. Parents have to satisfy the local education authority that the education they are offering is suitable for the child's age, ability and aptitude. If the local education authority is aware of children who are being educated at home and there is evidence that they are not being provided with an efficient education, the authority has a duty to intervene.

4.18. Statistics

Further and more detailed statistics are available on the Scottish Executive web site at <http://www.scotland.gov.uk/stats/>

Publicly Funded Primary Schools (2009)

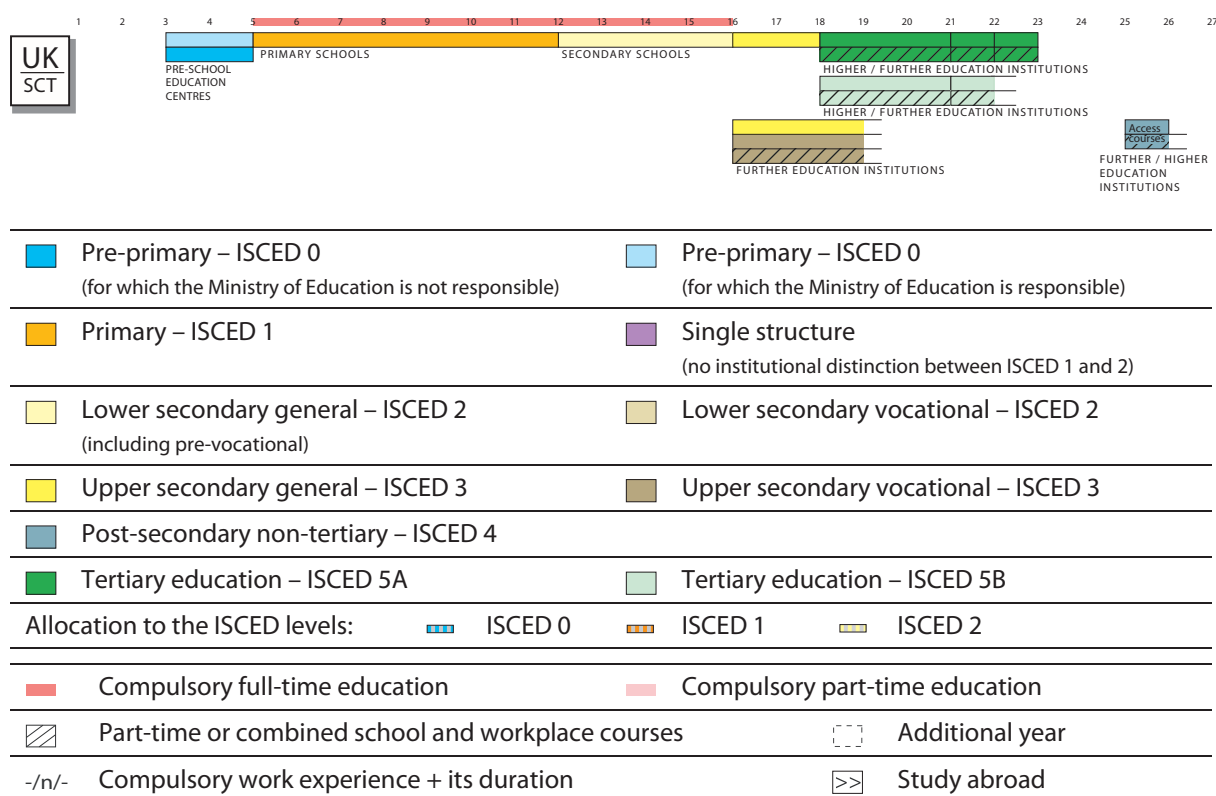
Schools	2,128
Pupils	367,146
Teachers (full-time equivalent)	23,255
Pupil teacher ratio	15.8:1
Overall expenditure on primary education (2004-2005)	£1,790m
Expenditure per pupil (2004-2005)	£4,883

Independent Primary Schools (2008)

Schools/primary departments	59
Pupils (in P1 to P7)	11,596
Teachers (full-time equivalent)	893
Pupil: teacher ratio	13.0:1

5. Secondary and Post-Secondary non-Tertiary Education

Organisation of the education system in the United Kingdom (Scotland), 2009/10



Source: Eurydice.

Secondary education extends over six years from the age of 12. All state schools are comprehensive and pupils attend them full-time for four, five or six years.

Prior to the implementation of Curriculum for Excellence in 2009-10, subject choice in year S2, or year S1 in a few schools, 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 \(SQC\)](#), formerly the [Scottish Certificate of Education \(SCE\)](#). National Qualifications are intended to cater for the whole school population. Education is not compulsory after the age of 16 (S4): some pupils leave school at that point, though most stay on for at least another year.

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 the Curriculum for Excellence (see 2.3.), which provides for a broad general education 3-15 (that is, to S3), followed by a senior stage (S4, S5 and S6), 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 from structures and approaches designed for the previous curriculum arrangements to different ones appropriate for the new curriculum, which they are beginning to implement in respect of S1-S3 from

2009-10. (The senior stage of the Curriculum for Excellence and associated changes in the qualifications system are still in the process of development.)

This chapter will describe the structures and principles of Curriculum for Excellence in relation to S1-S3 (ages 12-15), with reference also to the previous arrangements where these will probably continue to be relevant to schools' provision for S1-S3 – eg, the range of subjects typically available. In relation to S4, S5 and S6 the chapter will describe current arrangements, prior to the provision of new curricular guidelines for the senior stage of Curriculum for Excellence and the development of a new qualifications framework.

Almost all post-secondary education in Scotland which is not at tertiary level is provided in non-advanced courses in colleges (described in 6.). The secondary assessment and qualifications system is such that all pupils exit from school with certificated achievements at one or other level of National Qualifications (normally following Standard Grade or Intermediate courses). Those who then continue in education follow courses designed to enable them to progress from their existing level of attainment, either at a non-advanced level in further education or at tertiary level in a college or a higher education establishment.

5.1. Historical Overview

The history and the present pattern of secondary education in Scotland are related closely to the unfolding of the industrial revolution, starting in the latter half of the 18th century. The first secondary school to be organised as an academy, i.e., as a collection of separate subject departments, each with its own head, was established in 1746 in Ayr. Its purpose at the time was to offer a rival form of education to that of the universities, which were deemed to be institutions for training professionals (doctors, lawyers, ministers of religion) and quite unsuited to meeting the demands of the emerging industrial society. The subjects on offer in the new type of school were to be in the main practical and vocational in their orientation, although the requirements of a liberal education were not to be forgotten. The latter half of the 18th century saw a considerable expansion of such secondary schools, which adopted an organisational pattern essentially the same as that of modern secondary schools, although without the present complexity of management arrangements or a system of guidance and support for pupils.

Although elementary (primary) education became compulsory for all in Scotland in 1872, further significant expansion of secondary education did not take place until the first decade of the 20th century, when about 200 new secondary schools were founded. A number of factors contributed to its rapid development at this time. A national external examination system, overseen by the then Scotch Education Department, 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, which demanded a university degree as entry qualification and an Honours degree for those who were to teach in the later years of the secondary school. Some primary schools continued to offer education to pupils up to the age of 14 until 1936, after which date all pupils over 12 had the right to secondary education.

The series of changes which established the present-day secondary schools took place in the 1960s and 1970s 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 external examination system had until then been the responsibility of Her/His Majesty's Inspectors); the decision, also in 1965, that selection for secondary education would cease and that comprehensive schools would be introduced (a process which took about 10 years to complete); and the implementation, in 1972, of the statutory provision, still in force, to raise the school leaving age to 16. The year 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*, built on the strengths of the 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. It included equivalent levels of qualification which have been available to pupils in parallel with Standard Grade.

Schools are now beginning the practical implementation (from 2009-10) of the Curriculum for Excellence reform described in 2.3.

[Assessment for All: Report of the Committee to Review Assessment in the Third and Fourth Years of Secondary Education in Scotland](#)

[Higher Still: Opportunity for All](#)

[The Curriculum in the Third and Fourth Years of the Scottish Secondary School](#)

5.2. Ongoing Debates and Future Developments

A number of general developments are relevant to both primary and secondary schools. See 2.2. and 2.3.

5.3. Specific Legislative Framework

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. The main points of the Education (Scotland) Act 1980 which are specific to secondary education relate to the school leaving age and certain rights which pupils have. 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. The legislation (section 1(5) (a) of the 1980 Act) entitles pupils to an education adapted to their age, ability and aptitude. They 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 in the Education Acts about the curriculum is that schools must provide religious education, although parents may withdraw their children from it.

The Education (Scotland) Act 1981 allowed young people to attend schools outwith their local area, provided that there were places available. The Education (Scotland) Act 1996 affected both lower and upper secondary education in that it provided for a new examining body, the [Scottish Qualifications Authority](#) (SQA), to take over the functions of the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC). This led to changes in the external examination system. The Standards in Scotland's Schools etc. Act 2000 established a framework of improvement for all school education in Scotland.

Class sizes in secondary schools are controlled by agreements of the Scottish Negotiating Committee for Teachers. The maximum class size in S1 and S2 is 33 pupils; in S3 to S6 it is 30. Classes in certain subjects defined as "practical", e.g., science, home economics and art and design, are restricted to 20.

The Teaching Council (Scotland) Act 1965 requires teachers in secondary schools to be registered with the General Teaching Council for Scotland (GTCS) as secondary teachers of a particular subject or subjects.

Support for Learning teachers who are registered as primary teachers may, however, also be employed in secondary schools.

General Teaching Council for Scotland

Scottish Qualifications Authority

Education (Scotland) Act 1980

Education (Scotland) Act 1981

Education (Scotland) Act 1996

Standards in Scotland's Schools etc. Act 2000

Teaching Council (Scotland) Act 1965

5.4. General Objectives

In general, the secondary school aims to provide an education which, in accordance with the Curriculum for Excellence philosophy (see 2.3.), 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 their parents, of employers and of tertiary education. In the upper stage (S5 and S6) a particular aim is to enable pupils, as they move beyond school, to profit from vocational education and training or from higher education.

5.5. Types of Institution

All publicly funded secondary schools in Scotland are comprehensive and most offer six years of secondary education. 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 810: this figure is very similar to that of 2008, which was the lowest average since 1998. About a third of secondary schools had more than 1000 pupils.

All secondary schools offer a general education and, alongside it, some more vocationally oriented courses for pupils from S3 onwards. The curriculum is described in 5.13.

5.6. Geographical Accessibility

Most pupils who live in the Central Belt of Scotland live within reasonable distance of a secondary school, although those who live outside the towns may have as much as an hour's travelling time to get to school each day. Pupils whose parents choose that they attend a Roman Catholic school may have further to travel than others. In the more remote parts of Scotland, many pupils travel long distances to secondary school, sometimes in excess of 50 km in each direction. In many areas special arrangements are made in winter to provide accommodation for pupils who travel long distances. Where daily journeys would be impossibly long, or very difficult, for example where pupils live on an island without a secondary school, local authorities provide boarding accommodation or arrange with local householders to provide accommodation for pupils during the week.

In some remote areas, in particular in Orkney, Shetland and the Western Isles, there are 2-year and 4-year secondary schools, which offer only lower secondary education. These schools enable pupils to stay longer at home in circumstances where attending a 6-year secondary school would mean living in boarding

accommodation. The courses offered in these schools do not differ essentially from the courses offered in the corresponding years of larger schools. Pupils who progress to S5 and S6 from these schools do so in a larger school at a distance from their home.

There is often pressure from local communities to retain very small secondary schools. Many believe that retaining pupils in a small local school increases the chances that they will remain in their home area after leaving school. The provisions of the Schools (Consultation) Bill, introduced in Parliament in March 2009, relate to such circumstances. The Bill aims to create a legislative presumption against the closure of rural schools and to require local authorities to have special regard to three factors when considering such a closure: any viable alternative to closure; the likely effect on the local community; and the likely effect of different travel arrangements occasioned by the closure. Where small schools are retained, local authorities have to try to ensure that pupils are not disadvantaged by remaining in one. For example, for many years the local air transport system has been used in Orkney to convey specialist teachers from island to island to teach their subjects in very small secondary schools which could not justify a specialist teacher of their own.

5.7. Admission Requirements and Choice of School

All pupils are admitted to secondary education from primary schools 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](#) enter mainstream secondary schools, unless there are strong reasons why this is not the best action. Pupils with profound, complex or specific Additional Support 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 able to meet 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, as 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.

[Education \(Scotland\) Act 1980](#)

[Education \(Scotland\) Act 1981](#)

[Standards in Scotland's Schools etc. Act 2000](#)

5.8. Registration and/or Tuition Fees

There are no fees for attendance at publicly funded schools. Provision of private education is described in 5.19.

See 2.8. for description of arrangements for funding schools.

5.9. Financial Support for Pupils

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; by law, local authorities provide free all books, materials, stationery and mathematical instruments that pupils need. Entitlement to free school meals or clothing grants is the same as that applying to pupils in primary education. (See 4.7.).

Eligible school pupils receive the Education Maintenance Allowances (EMAs) for 16-19 year olds described in 6.2. In the context of 16+ Learning Choices (see 5.13.), the Government is changing EMA arrangements in 2009-10 and reforming learning provision to target resources most effectively at those most in need.

5.10. Age Levels and Grouping of Pupils

The Curriculum for Excellence arrangements (see 2.3. and 5.13.) will change the structure of secondary school education into two stages – S1-S3, the final stages of the Curriculum for Excellence broad general education 3-15, and S4-S6, the senior stage of that Curriculum.

Until the implementation of Curriculum for Excellence (from 2009-10 for education 3-15, that is up to S3), the first four years of secondary education – lower secondary education – have normally comprised two broad stages, with different emphases. S1 and S2 provided a general education as part of the 5-14 Curriculum; in S3 and S4 pupils specialised to some extent. In S4 pupils have normally taken National Qualification examinations at Standard Grade or equivalent Intermediate levels and their achievements have been recorded on their [Scottish Qualifications Certificate](#) (SQC). From session 2000-2001, schools have been able, in appropriate cases, to make use of the flexibility in the system and present pupils for external assessment in S3 (aged 15) or plan a different structure of courses leading to National Qualifications in S5.

In S1 to S4 pupils in different years are have normally been taught separately. In some schools adults may join secondary classes and be taught with school-age pupils.

Schools and subject departments within schools vary considerably as to whether teachers teach the same pupils for more than one year. In small subject departments it is inevitable that this will happen. In larger departments the school or the department itself can decide. Some schools deliberately arrange for a teacher with pastoral responsibility for a particular group of pupils to remain with that group for several years.

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. In S5 pupils normally sit examinations at Higher or a lower level of the National Qualifications framework appropriate for them. In S6 they may sit examinations at Advanced Higher, Higher or a lower level, as appropriate. 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.

Upper secondary education will probably begin at S4 when the Curriculum for Excellence is fully implemented. 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.

5.11. Specialisation of Studies

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.

Under Curriculum for Excellence, which schools are beginning to implement from 2009-10, there will be a programme of broad general education throughout S1-S3, based on Experiences and Outcomes for each subject area. Opportunities for personalisation and choice will be available. Curriculum for Excellence emphasises in-depth learning both within all curriculum areas and through inter-disciplinary and cross-curricular learning at this stage. Provision of opportunities for personalisation and choice may involve following “subject lines” within curriculum areas, as pupils move into work at the fourth level of the framework (see 5.13.), interdisciplinary groupings of experiences and outcomes from two or more curriculum areas and partnership with colleges, employers and voluntary organisations. Greater specialisation, probably involving choice of subjects will be available to pupils in the Senior stage of the framework (S4-S6), which is currently being developed.

The main options and areas of possible specialisation are indicated in 5.13.

5.12. Organisation of School Time

The following two sub-sections show the organisation of time on a yearly and a weekly/daily basis in Scottish schools.

5.12.1. Organisation of the School Year

See 4.9.1.

5.12.2. Weekly and Daily Timetable

There is no fixed daily and weekly timetable applying to all schools in Scotland. 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-period or 5-period day, with periods lasting 55 minutes or an hour. Subjects involving practical work (e.g., home economics, technical subjects, etc) may be allocated some 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.

5.13. Curriculum, Subjects, Number of Hours

The curriculum in secondary schools is not laid down by law. Advice was given to all schools in the document: Curriculum Design for the Secondary Stages (1987, updated 1999) by the Scottish Consultative Council on the Curriculum (SCCC), now Learning and Teaching Scotland (LTS). The 2001 Scottish Government Education Department Circular (3/2001) 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.

The Scottish Government's publication Building the Curriculum 3 (June 2008) replaces the previous guidance on the 3-5 curriculum, 5-14 curriculum and curriculum design in the secondary sector. It indicates the future direction of the whole of Scottish education, including the secondary stages, as the Curriculum for Excellence development is implemented (see 2.3.). 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
- 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 work for all young people at every stage
- a focus on literacy, numeracy and health and wellbeing at every stage
- appropriate pace and challenge for every child and young person
- ensuring connections between all aspects of learning and support for learning

Curriculum for Excellence is defined broadly to include four aspects, all of which contribute to the development and achievements of children and young people at all stages of their schooling –

the ethos and life of the school as a community

curriculum areas and subjects

interdisciplinary projects and studies,

opportunities for personal achievement.

In relation to curriculum areas and subjects, a structure of six levels of progress is used;

- 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).
(Level four is broadly equivalent to SCQF level 4 (see 5.17.3.))
- Senior (in S4 – S6 (age 16-18) for most pupils, but earlier for some).

Secondary schools will thus be concerned mainly with the Third to the Senior Levels in the framework, though they will also need to make appropriate provision for pupils who have not reached the Third Level on entry to secondary education.

The development to date has focused on education 3-15, the Early to the Fourth Levels, covering S1-S3 in secondary schools. Education authorities, schools, teachers and other interested bodies have taken part in a process of engagement with draft Experiences and Outcomes in eight curricular areas.

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

In planning their programmes, secondary schools will need to work collaboratively to ensure that, between all departments or faculties, they plan for all the Experiences and Outcomes across all curriculum areas. They have scope to do this in different ways. In some areas, the work of several secondary departments may provide relevant experiences for pupils and there will be potential for collaborative cross-disciplinary approaches. Schools all contribute in their different contexts to providing the appropriate experiences and helping pupils to achieve the defined outcomes.

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 through their teaching in their own curriculum areas. It also highlights the importance of inter-disciplinary activities and the reinforcement of learning across all curriculum areas.

The Experiences and Outcomes were published in April 2009. They can be accessed at <http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

Local authorities, schools and teachers are now beginning to develop their own approaches to implementing them in S1-S3 from 2009-10, building on their experience with the previous 5-14 and National Qualifications Standard Grade or Intermediate curricula in the light of the aims and principles of Curriculum for Excellence.

Further review of the curriculum for S4-S6 (15-18 year olds) will follow, in support of the aims and principles of Curriculum for Excellence and in conjunction with changes to the qualifications system.

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.

The following sub-sections describe curriculum structures relevant to lower and upper secondary education, with indications of the changes as a result of the development and implementation of Curriculum for Excellence.

[16+ Learning Choices: First Step Activity and Financial Support \(Responses\)](#)

[A Curriculum for Excellence: Experiences and Outcomes](#)

[Building the Curriculum 3](#)

[Curriculum Design for the Secondary Stages](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Learning and Teaching Scotland](#)

5.13.1. Lower Secondary Education

S1-S2 (and S3 in Curriculum for Excellence)

In S1 and S2 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 them. Most schools offer a similar range of subjects, but there is some variation. The following table shows typical provision with examples of possible variations. A school's S1/S2 curriculum has normally included the whole of the first column and one or two subjects from the second.

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

As indicated in 5.13., from 2009-10 schools are beginning to develop a broad general education based on the Curriculum for Excellence guidance and the Experiences and Outcomes defined for all curriculum areas for all pupils in S1 to S3. These new developments are focused on S1 and S2 in this initial stage. Schools are encouraged to develop their own approaches and structures to ensure that all pupils experience a coherent, broad general education. 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 (which offer additional choices for demonstrating responsibility and contributions to the community) and partnerships with colleges, youth work services, the voluntary sector and employers. As pupils move into work at 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.

S3-S4 (prior to Curriculum for Excellence) Since the mid-1980s, 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 and for 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) and the SCCC (now LTS) guidance referred to in 5.13. 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 particular subjects which pupils studied for their National Qualifications Standard Grade or Intermediate assessment (see 5.17.1.). Schools designed their S3/S4 timetable and the options "menu" to enable pupils to select subjects within modes of study yet also experience the full range of modes. 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 the full range of modes is 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 and applications	80	Choice from: Computing Studies, Craft and Design, Graphic 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.

As indicated above, Curriculum for Excellence introduces new arrangements for S3. The full implications of the review of qualifications (see 5.17.2.) and development of the Senior level of the Curriculum for Excellence framework are not yet clear. However, the modal structure based on the Munn Report 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.

Building the Curriculum 3

Curriculum Design for the Secondary Stages

The Curriculum in the Third and Fourth Years of the Scottish Secondary School

Learning and Teaching Scotland

5.13.2. Upper Secondary Education

S5-S6

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. The detail of this system is described in 5.17. From 2013 it will be replaced by arrangements resulting from the 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 require pupils to take courses 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 in S4 the highest band of award in a range of subjects at National Qualifications (NQ) Standard Grade or Intermediate level (ie, SCQF level 5 – see 5.17.3.) typically take 5 or 6 subjects at NQ Higher level (SCQF level 6) 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, at Higher or Intermediate 2 level.

For relatively high achievers, a combination in S6 of, say, two or three subjects at Advanced Higher (SCQF level 7) and one or two at Higher is not uncommon.

Higher Still: Opportunity for All

5.14. Teaching Methods and Materials

The HMIE publication on self-evaluation and improvement, *How Good Is Our School? The Journey to Excellence*, (HMIE, 2006) provides descriptions of the highest quality learning activities. The paragraphs drawn from this publication (on learning as personal development, promotion of active learning and meeting learning needs) quoted in 4.11. are therefore relevant here.

Secondary teachers use technological aids such as data projectors, personal computers (with Internet, CD-ROM and interactive facilities), electronic whiteboards, television and video and DVD recorders. Most secondary schools have a library/information centre, which provides resources for reading for pleasure and for investigative/research activities, including internet access. In many schools pupils receive guidance within various subjects and/or in special courses provided by the librarian on using sources of information, including printed reference material and the internet.

Secondary schools have a well-established system of pupil support (previously called "guidance"). Staff are appointed with the particular remit of offering personal, curricular and vocational advice to pupils. (Normally such teachers also have subject teaching responsibilities.) Schools have different ways of organising their support systems, but usually a support/guidance teacher has responsibility for a particular group of pupils either for a year or for several years. Such support is particularly important at the major decision points, when pupils are making choices about subjects to take and to drop and about future educational and careers pathways. Support staff, in collaboration with subject colleagues, also monitor pupils' progress in their curricular work and offer advice where necessary.

Special assistance for pupils with [Additional Support Needs](#) is described in 10.5. This type of support for pupils is usually organised in conjunction with the more general kind of support described in the preceding paragraph.

[How Good Is Our School? The Journey to Excellence](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

5.15. Pupil Assessment

The assessment and reporting principles of [Assessment is for Learning](#) (AifL) (see 2.3.) and *How Good Is Our School? The Journey to Excellence* (HMIE, 2006) described for primary schools in 4.12. 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.

In both lower and upper secondary education, 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. 5.17. gives an account of assessment arrangements for certification.

[How Good Is Our School? The Journey to Excellence](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

5.16. Progression of Pupils

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. Classes at this stage may therefore sometimes include both S5 and S6 pupils. (In principle, such mixing of ages in classes is possible at earlier stages, as a result of relaxation of "Age and Stage Restrictions", but is more common at the upper secondary stage).

5.17. Certification

The portfolio of qualifications is currently being reviewed to reflect the values, purposes and principles of Curriculum for Excellence and to assure their credibility to learners, parents, employers and further and higher education providers (see 2.3..) The Scottish Government published in January 2010 Building the Curriculum 5, which provides a framework for the assessment and certification changes entailed by Curriculum for Excellence.

The Scottish Credit and Qualifications Framework (SCQF – see 5.17.3.) shows the relationship of school qualifications to those available in further and higher education and also to the European Qualifications Framework.

[Building the Curriculum 5 - A Framework for Assessment](#)

5.17.1. 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 made available by the Scottish Qualifications Authority).

The Curriculum for Excellence documents Building the Curriculum 3 and Building the Curriculum 5 indicate 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, except for new National Qualifications in Literacy and Numeracy, at SCQF levels 3, 4 and 5, which are being developed for implementation from 2013 - these qualifications will be based on portfolios of work produced by pupils from S3 onwards. 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 also an exception.

S3-4 (prior to Curriculum for Excellence; and new qualifications from 2013-14))

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. This system was incorporated in the National Qualifications (NQ) structure introduced in 2000. 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, on all courses pupils (or any adult students) have to provide evidence of achievement in all the basic aspects or "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 for the course. Some elements are assessed internally, while others are covered only in the external examination. In the majority of courses attainment in oral or practical skills is usually assessed internally by the class teacher on the basis of course work. Some elements, such as Writing in English, are assessed on the basis of a folio submitted to the [Scottish Qualifications Authority](#) (SQA) 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. If an assessment is not available for any element, for whatever reason, no overall grade can be given for the course. The only exception to this is when a pupil with a particular disability follows an amended course excluding that element.

In some schools, instead of Standard Grade, pupils take NQ examinations (and associated formal internal assessment of each unit of the course) at Access or Intermediate 1 or 2 levels. (See 5.17.2. for the place of these qualifications in the overall NQ range and 5.17.3. for their SCQF levels.)

The [Scottish Qualifications Authority](#) now 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 and life 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 when they move into the workplace.

The [Scottish Qualifications Certificate](#), issued by 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 associated with the development of Curriculum for Excellence, has resulted in formal assessments of literacy and numeracy from S3 (age 15) and a new qualifications framework to be implemented from 2013-14, including:

- A new general qualification to be offered at SCQF levels 4 and 5 (see 5.17.3.), 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 will be removed, with Access 3 providing an appropriate replacement.) (See 5.17.2. for the existing range of National Qualifications.)
- Retention of National Qualifications at Access (SCQF level 3), Higher (SCQF level 6) and Advanced Higher (SCQF level 7) as points of stability.

Highers will remain the "gold standard" of the Scottish education system. However, the content of all qualifications will be updated in line with Curriculum for Excellence. Some aspects of the structure of these qualifications will also be reviewed.

Within Curriculum for Excellence the Government is also developing proposals with local authorities and schools to ensure that young people's wider achievements beyond National Qualifications are recognised more effectively.

The assessment framework provided by Building the Curriculum 5 relates to these new certification arrangements, as well as to assessment at all levels of Curriculum for Excellence.

[Assessment for All: Report of the Committee to Review Assessment in the Third and Fourth Years of Secondary Education in Scotland](#)

[Building the Curriculum 3](#)

[Building the Curriculum 5 - A Framework for Assessment](#)

[Scottish Qualifications Authority](#)

5.17.2. 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, while the Advanced Higher level is equivalent to and has replaced the Certificate of Sixth Year Studies (CSYS). (See 5.17.3. for the SCQF levels of these qualifications.)

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 the Scottish Qualifications Authority (SQA) simply for passing separate National Units at a level. Assessment of this achievement is the responsibility of school (or college) staff, moderated by 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. The vast majority of school pupils are entered for National Courses, and so undergo both internal and external summative assessment. However, in the case of the Access level of the system, pupils who achieve three associated units receive an ungraded "Cluster Award" on the basis of their teachers' assessments and do not take an external examination. 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. Pupils receive their first Core Skills profile when they are 16, on gaining Standard Grade or Access/Intermediate qualifications at school, and can build on this as they continue through education and training.

The changes to the qualifications structure and the action to enable certification of wider achievement associated with the Curriculum for Excellence development (see 5.17.1.5.17.1) are relevant to upper secondary education. In addition, the Cabinet Secretary for Education and Lifelong Learning announced in May 2008 that the qualifications system at S5-S6 will include from 2009-10 two new Baccalaureates in Sciences and Languages, comprising Higher and Advanced Higher courses together with an interdisciplinary project (see 2.3. under Assessment).

[Scottish Qualifications Authority](#)

5.17.3. Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF) brings together all mainstream Scottish Qualifications. The SCQF is the responsibility of a partnership involving the Scottish Government, the Scottish

Qualifications Authority (SQA), the Quality Assurance Agency for Higher Education (QAA) (Scotland) and Universities Scotland. The framework currently incorporates all the mainstream Scottish qualifications from Access to Doctorate level. Future changes resulting from the Curriculum for Excellence review of qualifications will in due course be related to it. It includes both academic and vocational qualifications achieved in schools, further education, higher education and the workplace. Qualifications are allocated SCQF credit points and placed at one of the twelve component levels of the framework. Individual academic qualifications are credit-rated according to their "size" in terms of notional learning hours (1 credit point for each 10 hours of learner effort, assuming a 1200 hour learning year). The SCQF is designed to make the Scottish qualifications system easier to understand for everyone, including employers, learners, and those involved in the provision of learning. It demonstrates the relationships between qualifications. It allows learners to plan progress towards their learning and career goals. Since it facilitates the transfer of credits from one qualification towards another in relevant subjects, it avoids repetition of learning.

Current and future SCQF developments will incorporate achievements in community learning and development, in aspects of college and school work not at present certificated, in the social services and health sectors and in employment. They will also enable the system to give credit to prior and experiential learning. The framework will continue to develop and expand to include other kinds of qualifications and learning.

Further information can be found at the SCQF website <http://www.scqf.org.uk>.

In December 2009 the UK Qualifications Frameworks EQF Referencing Report - Scotland Report was published.

The following table summarises the levels of the SCQF and the principal qualifications in the framework (prior to possible changes associated with Curriculum for Excellence). It also shows the EQF equivalents to the SCQF levels.

SCQF Level (SHE = Scottish higher education level)	National SQA Qualifications (units, courses and group awards)	Higher National Qualifications awarded by SQA and usually taken in colleges	Qualifications awarded by Higher Education Institutions	SVQs* (Scottish Vocational Qualifications)	Equivalent EQF level)
12 (SHE 6)			Doctorate		8
11 (SHE 5)			Masters / Postgraduate Diploma and Certificate	SVQ 5	7
10 (SHE 4)			Honours Degree		6
9 (SHE 3)			Ordinary Degree		6
8 (SHE 2)		Higher National Diploma	Diploma of Higher Education	SVQ 4	5
7 (SHE 1)	Advanced Higher	Higher National Certificate	Certificate of Higher Education		5
6	Higher			SVQ 3	4
5	Intermediate 2 / Credit Standard Grade			SVQ 2	3

4	Intermediate 1 / General Standard Grade			SVQ 1	2
3	Access 3 / Foundation Standard Grade				1
2	Access 2				
1	Access 1				

[UK Qualifications Frameworks EQF Referencing Report - Scotland Report](#)

[Quality Assurance Agency for Higher Education](#)

[Scottish Qualifications Authority](#)

[Universities Scotland](#)

5.18. Educational/Vocational Guidance, Education/Employment Links

Guidance

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. In most schools such services are now called support for pupils, rather than guidance. The publication by Her Majesty's Inspectorate of Education (HMIE), *Happy, Safe and Achieving Their Potential* (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 for supporting children derived from this report are:

At school level

Communicating values and ethos

- a positive school ethos and involving children and young people
- working with pupils to develop peer support and positive relationships
- effective whole-school approaches to avoid damage to school ethos, with commitment from all staff
- effective communication amongst all staff
- 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.

At school and authority level

Communicating values and ethos

- clear roles and expectations of staff
- creating effective relationships with partners and the community
- supporting innovation
- clear education authority policy framework and strategic direction.

Building schools' capacity to meet the standard for personal support in school

- provision for supporting staff and developing skills through training, mentoring and multi-disciplinary opportunities
- support for development of effective learning resources for education for personal and social development, with coherence and progression across stages of education
- integrated planning, implementation and evaluation of services to children
- developing with partners out of school opportunities and recognition for children and young people's achievement
- systems of quality assurance and review in school and in the authority.

In every type of school, all teaching staff are responsible for the care and support of pupils. Throughout the secondary years, however, pupils in all schools also have the extra support of specially trained support staff. These specialists provide a service in three broad 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. It is through the support system that other forms of help and advice from outside the school are channelled, such as the careers service, the psychological service and the social work service. In many schools the organisation of pastoral guidance and support for learning services has been rationalised, so that staff providing both types of support work as one team.

Careers services are provided throughout Scotland by Skills Development Scotland, (within which the former Careers Scotland is now incorporated). Skills Development Scotland delivers information, advice and guidance in schools based on accurate, up-to-date information about the labour market, including job opportunities, and the full range of vocational and academic learning and training opportunities available. The role of the Skills Development Scotland staff is important in advising school 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 or a support teacher co-operates with Skills Development Scotland staff in ensuring that pupils receive appropriate careers guidance and acts as a link with local industry and with further and higher education. Many institutions of higher education have a school liaison service.

In every case the final decisions about career or further study rest with the pupil, assisted by her/his parents and the support teacher.

Enterprise in Education

The Scottish Government's strategy for Enterprise in Education – Determined to Succeed – commits local authorities to providing enterprising and entrepreneurial learning experiences for all pupils. These include opportunities for pupils aged 14+ to pursue work-based vocational learning linked to a relevant qualification and to receive appropriately career education.

Determined to Succeed: A Review of Enterprise in Education – Scottish Executive Response

Happy, Safe and Achieving Their Potential

Her Majesty's Inspectorate of Education (HMIE)

Skills Development Scotland

5.19. Private Education

Arrangements for private education in both the primary and secondary sectors are described in 4.16.

5.20. Organisational Variations and Alternative Structures

The range of independent schools offering both primary and secondary education is indicated in 4.16.

The law also allows parents to educate their children at home and a very small number do so. Under these circumstances parents have to satisfy the local authority that the education they are offering is suitable for the child's age, ability and aptitude.

There are five specialist music schools, of which one is independent; the others are located within larger schools run by local authorities. There is also a specialist school of dance and a specialist sports school, both of which are located within schools in Glasgow. The admittance procedure to these specialist schools usually includes an audition or practical assessment and competition for places is keen. Pupils in the specialist schools follow the normal curriculum, but with adjustments to allow time to be devoted to the specialism. They normally spend additional time on the specialism in the evenings and sometimes also at weekends. Pupils in these schools take the same qualifications as those in other schools.

5.21. Statistics

Further and more detailed statistics are available on the Scottish Executive web site at <http://www.scotland.gov.uk/stats/>

Publicly Funded Secondary Schools (2009)

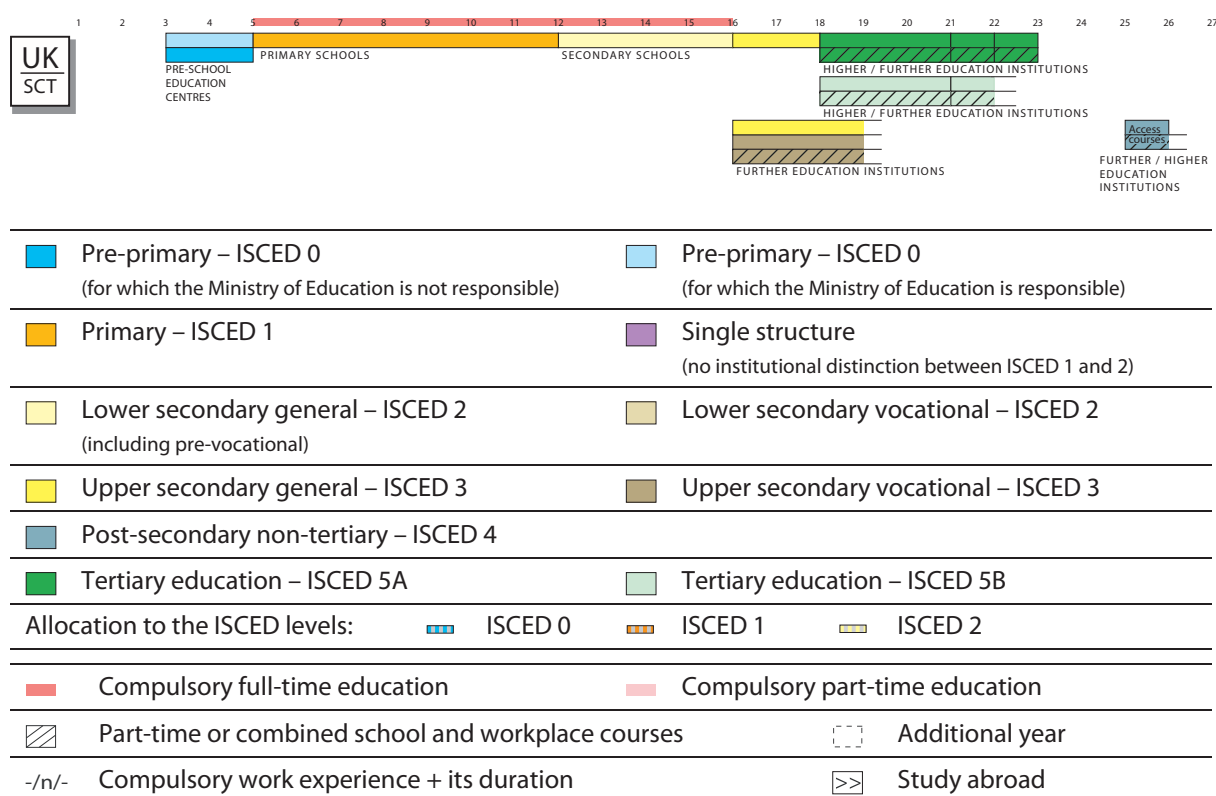
Schools	374
Pupils in S1-S4 (aged 12-16):	225,602
Pupils in S5-S6 (aged 16-18):	77,319
Teachers (full-time equivalent):	25,391
Pupil:teacher ratio:	11.9:1
Overall expenditure on secondary education (2005-2006):	£2.022m
Expenditure per pupil (2005-2006):	£6,665

Independent Secondary Schools (2008)

Schools with secondary age pupils:	54
Pupils in S1-S4 (aged 12-16):	12,078
Pupils in S5-S6 (aged 16-18):	6,031
Teachers (full-time equivalent)	2192
Pupil:teacher ratio:	8.3:1

6. Tertiary Level Education

Organisation of the education system in the United Kingdom (Scotland), 2009/10



Source: Eurydice.

This section covers the sectors normally referred to in Scotland as further education and higher education.

6.1. Historical Overview

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 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, were typically available in vocational training and further education. This situation has changed considerably in recent years.

6.1.1. Vocational Training and Further 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 reflect the needs of the world of work and to match changes in

industrial and commercial practices. Such changes were brought about, for example, by new technology, new educational thinking and the aspirations of people seeking to acquire new skills or improve the ones they already possessed.

Vocational training developed in a number of different ways.

At the beginning of the 20th century the need for high level professional and vocational education was met by the foundation of establishments called Central Institutions. These institutions, over the years, in response to a demand by various professions for high-level qualifications, came to offer degree-level courses. They tended to specialise in particular areas, such as art and architecture; music and drama; health care; food; tourism. Alongside these also grew up the Colleges of Education, which were designed to train teachers, although, as time passed, they branched out into the training of other professionals, such as social workers and youth workers.

At another level further education developed to meet the training needs of industry. The 1960s saw a considerable expansion of further education places in colleges that were part of the educational provision of local authorities. Forty-three of these colleges became incorporated (i.e., self-governing) from 1 April 1993. In the 1980s, major changes in the organisation of courses and assessment took place as a result of the then Scottish Office Education Department's 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, taking over and developing the work of the two previous examining bodies: SCOTEC for technical education and SCOTBEC for business education. 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. They 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.

Sector Skills Councils (SSCs) form a UK-wide network of representative organisations. They are regulated by the Commission for Employment and Skills, jointly established by the UK and Scottish Governments and the Welsh and Northern Ireland Assemblies. 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.

The Sector Skills Development Agency (SSDA) performs a similar function for occupational areas that are not covered by a SSC.

16+ Action Plan

[Scottish Qualifications Authority](#)

6.1.2. Universities and Higher Education

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 were 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. (The former Duncan of Jordanstone College of Art is now part of the University of Dundee.)

Colleges providing further education programmes also offer higher education courses and qualifications.

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 Government and the Scottish Government remain committed to the efficient and continuing expansion of higher education in the longer term.

6.1.3. Organisations Providing Information and Advice

Learndirect scotland, Skills Development Scotland and Futureskills Scotland provide learners with a comprehensive range of information and advice to enable them to make informed decisions about their future. Learndirect Scotland provides information on learning opportunities available throughout Scotland, from "bite-sized" through to full-time vocational courses. Careers Scotland provides in-depth guidance on possible future careers and skills required. Future Skills Scotland) assesses future skills needs in the ever changing economic climate. Learndirect scotland and Careers Scotland have now been incorporated in Skills Development Scotland (see 6.2. under Skills for Scotland).

[Futureskills Scotland](#)

[learndirect scotland](#)

[Skills Development Scotland](#)

6.2. Ongoing Debates and Future Developments

Joint Future Thinking Taskforce on Universities

The Cabinet Secretary for Education and Lifelong Learning agreed with Universities Scotland in November 2007 to establish a Joint Future Thinking Taskforce on Universities, chaired jointly by the Cabinet Secretary for Education and Lifelong Learning and the then Convener of Universities Scotland. Other members of the taskforce included university Principals, government officials and the Chair of the Scottish Funding Council.

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; and

- what opportunities can be created and what barriers will 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*, 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. A Tripartite Advisory Group (TAG) has been established to take forward the *New Horizons* outcomes and to develop a new, more open and direct relationship among the Scottish Government, the Scottish Funding Council and Universities Scotland.

Support for Students

In May 2003 the Scottish Government announced the introduction of financial support of up to £1,500 per year for all 16 to 19 year olds from low-income families in schools and colleges, to encourage them to continue their education beyond the date at which they are legally allowed to leave school. A programme to provide Education Maintenance Allowances (EMAs) for eligible 16 and 17 year olds was introduced in 2004/05. The full implementation to 16 to 19 year olds was completed in 2007/08. , In the context of 16+ Learning Choices (see 5.13.), the Government is changing EMA arrangements in 2009-10 and reforming learning provision to target resources most effectively at those most in need. Supporting a Smarter Scotland: 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, an initiative has been developed through which part-time students receive a £500.00 grant.

The Graduate Endowment Fee was part of the student support arrangements for higher education students introduced by the Education (Graduate Endowment and Student Support) (Scotland) Act 2001. For university entrants in academic year 2006-07, the endowment fee to be paid after graduation was to be £2,289. However, this fee was abolished from 1 April 2008. Additional funding for higher education student support in 2010-11 aims to benefit various groups of students, including those with childcare needs, younger students and independent and older students.

Policy now 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.

Review of Scotland's Colleges

The Review of Scotland's Colleges, which took place between 2005 and 2007, was the most comprehensive review of incorporated colleges in Scotland since they were established in 1993. The Review made 83 separate recommendations to the Scottish Government on a range of issues relating to learners, learning environments and the governance of colleges. Work is now well underway to implement the recommendations made by the Review.

Information about progress with this work can be found in e-bulletins on the Review at <http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/ebulletin>

School – College Partnerships

Lifelong Partners: a Strategy for Partnerships was launched in 2005 with a view to enhancing school/college partnerships to extend opportunities for pupils to access high quality experiences and gain full recognition for their learning with colleges.

College courses can present school pupils with opportunities to broaden curriculum choices and enrich their educational experiences. They can help pupils to achieve broad Curriculum for Excellence aims and become successful learners, confident individuals, responsible citizens and effective contributors.

As centres of vocational learning, colleges can give pupils access to specialist staff, materials and facilities which schools may be unable to offer. Skills for Scotland outlines the commitment to ensuring that vocational skills and qualifications are given equal recognition to academic learning.

Skills for Scotland

In September 2007 the Scottish Government published Skills for Scotland – A Lifelong Skills Strategy. This sets out approaches to: ensuring very good foundations for young people's skills development at school (linked to the Curriculum for Excellence aims – see 2.3.); developing potential by equipping individuals with needed skills; developing the workforce; improving the provision of advice, guidance and support services; and public investment in learning and training providers. The Strategy was presented by the Cabinet Secretary for Education and Lifelong Learning as a call to action by government, learning providers, employers, local authorities and other partners – and individual people. The publication includes appendices spelling out the action that the several partners in the Strategy need to undertake. A new body, Skills Development Scotland, was created to take the Skills Strategy forward. This brings together in the same organisation four previously separate types of provision - Careers Scotland; Scottish University for Industry (learndirect scotland, learndirect scotland for business, ILA Scotland, The Big Plus); key skills elements from Scottish Enterprise; and key skills elements from Highlands and Islands Enterprise. In February 2009 a 'Skills for Scotland Update' was published by the Scottish Government reporting on progress in respect of the three major areas in which the government wanted to effect change: a focus on individual development; a response to the needs of the economy and the demands of employers; and the creation of cohesive structures.

Action to address the economic downturn

The Scottish Government has strengthened Partnership Action for Continuing Employment (PACE) by dedicating Skills Development Scotland staff to work with Jobcentre Plus staff in supporting people facing redundancy and providing a national helpline. The Scottish Funding Council is providing an additional £7m over 18 months from January 2009 for colleges to train and provide financial support to this group of people. A PACE summit was held in February 2009 to enable key partners to consider how to make PACE even more effective.

The Scottish Government, through the Funding Council, has allocated significant further funding to colleges in 2009-10 to help them address new demands from school leavers and those seeking training arising from the economic downturn.

[16+ Learning Choices: First Step Activity and Financial Support \(Responses\)](#)

[New Horizons](#)

[School/College Review - a Strategy for Partnerships](#)

[Skills for Scotland](#)

[learndirect scotland](#)

[Scottish Funding Council \(SFC\)](#)

[Skills Development Scotland](#)

6.3. Specific Legislative Framework

The Further and Higher Education (Scotland) Act 1992 made fundamental changes in the organisation of post-school education in Scotland.

Further education colleges (now usually 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 (and later that of the Scottish Government Lifelong Learning Directorate (SGLLD)).

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, replacing the former FE Funding Unit of the then Scottish Office Education and Industry Department (later the Scottish Government Lifelong Learning Directorate (SGLLD)).

The Further and Higher Education (Scotland) Act 2005 dissolved SFEFC and SHEFC and created a new Scottish Funding Council (SFC). The 2005 Act repealed the sections of the 1992 one which referred to the old Councils. 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. The Act also extends the powers of the Scottish Public Services Ombudsman to the actions of FE and HE institutions.

In 1999 the then Scottish Executive decided to separate pre-school and school education from post-school education, training and industry. This move recognised the growing importance of lifelong learning to the economic well-being of Scotland. The Scottish Government Lifelong Learning Directorate (SGLLD) is now responsible for this post-school area.

Scottish Funding Council (SFC)

Further and Higher Education (Scotland) Act 1992

Further and Higher Education (Scotland) Act 2005

6.4. General Objectives

Further Education

By the Further and Higher Education (Scotland) Acts 1992 and 2005 further education has the task of:

- preparing a person for a vocational qualification;
- preparing a person for [Scottish Qualifications Authority](#) or comparable English qualifications;

- providing instruction for persons participating in a programme of learning who have learning difficulties;
- preparing a person for access to higher education;
- assisting persons whose first language is not English to achieve a level of competence in English language; and
- preparing a person for participation in any programme of learning.

Higher Education

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.

Scottish Qualifications Authority

Further and Higher Education (Scotland) Act 1992

Further and Higher Education (Scotland) Act 2005

6.5. Types of Institution

The Scottish system of post-school education is best described under three headings: training, further education and higher education. These headings correspond to different kinds of organisation and a different structure of responsibility. There is, however, considerable overlap between training and further education and between further education and higher education.

Training

There is a range of Government funded national training programmes which are managed and delivered by Skills Development Scotland.

Skillseekers

Skillseekers 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 - see 5.17.3.), 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 (see 6.2.) that the Skillseekers programme would be phased out as the Modern Apprenticeships programme is extended.

Get Ready for Work

Get Ready for Work, 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 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

Modern Apprenticeships, 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. Following removal of the upper age limit in March 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

Training for Work (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. Trainees on the programme can have employed or non-employed status. Non-employed trainees receive a training allowance equivalent to their benefit entitlement plus an additional £10 training premium. Trainees who receive certain benefits can choose to retain these instead, although they will not qualify for the training premium. Trainees with employed status, who are usually following a programme customised for their particular employment, receive a wage while in training.

Further Education

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 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, which are classed as higher education courses, leading to the award of a [Higher National Certificate](#) (HNC) or a [Higher National Diploma](#) (HND).

Higher Education

There are 20 higher education institutions (HEIs), comprising 15 universities (including the Open University) and 5 other institutions. HEIs are funded by the Scottish Funding Council (SFC), except for the Scottish Agricultural College, which remains a Central Institution and is funded by the Scottish Government Agriculture and Rural Development Directorate.

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.

Former higher education institutions which were specialist colleges providing pre-service and in-service courses for the training of teachers and, in some cases, a range of courses in social work, community education and leisure have now merged with the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, Strathclyde and West of Scotland.

Two HEIs, Edinburgh College of Art and Glasgow School of Art, specialise in fine art, art and design, and architecture. The University of the Highlands and Islands Millennium Institute offers a range of vocationally oriented subjects at HNC, HND, first degree and post-graduate levels. The Scottish Agricultural College has its administrative headquarters in Edinburgh and campuses in Aberdeen, Edinburgh and Ayr, where it provides courses in agricultural sciences and related disciplines. It offers full-time, part-time and short courses at HNC, HND, degree and post-graduate levels.

The Royal Scottish Academy of Music and Drama (RSAMD) has the power to award its own degrees (though not research degrees). The other higher education institutions have validation arrangements with a university or degree-awarding body, by which the university approves the courses and assessment arrangements and awards its degree to the successful candidates.

The Principals of the Scottish universities and higher education institutions meet to discuss matters of common interest and common policies in the body known as Universities Scotland.

Geographical Accessibility in Tertiary Education

Colleges are mainly situated in areas where there is a high concentration of population but some serve more sparsely populated areas. Over 90% of the population live within 30 minutes driving time of a college. In addition, all colleges provide some form of outreach facility to make learning opportunities more accessible. To provide for students in areas remote from a college, there have been considerable advances in the use of distance learning techniques. The rural colleges also receive additions to their grant allocations to take account of their location.

Most of Scotland's higher education institutions are in or very near to the major cities – Aberdeen, Dundee, Edinburgh and Glasgow. The Universities of St Andrews and Stirling are located in or just outside smaller towns with historic significance. In the Highlands and Islands the UHI Millennium Institute offers higher education at all levels across an area stretching from the Shetland Isles to Perthshire, via contractual arrangements with local colleges and research institutions. In the Scottish Borders, Heriot-Watt University offers higher education from its campus in Galashiels, which enjoys a leading position in textile design and textile technology. The University of the West of Scotland has campuses in Paisley, Ayr and Hamilton. In Dumfries and Galloway, the Universities of Glasgow and West of Scotland, the Open University, and Dumfries and Galloway College have come together to form the pioneering multi-institution Crichton Campus.

[Skills for Scotland](#)

[Scottish Funding Council \(SFC\)](#)

[Skills Development Scotland](#)

[Universities Scotland](#)

6.6. Admission Requirements

Further Education

Colleges have a very wide range of students. They work in partnership with schools to deliver courses to school aged 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 considered. 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.

Higher Education

The usual entry requirement for higher education courses is a group of awards at grades A-C in the National Qualifications Higher or Advanced Higher level examinations set by the [Scottish Qualifications Authority](#) (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. Awards in the English [General Certificate of Secondary Education](#) (GCSE) and GCE Advanced Level (or the equivalent) are also accepted. For some HE courses, particularly [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.

Many students move to a university or higher education institution to take a degree after successfully completing an HN qualification at a college. A Scottish Credit and Qualifications Framework (SCQF) mapping database informs students about the range of opportunities available for progression from a college to a university (<http://www.scqf.org.uk/college2uni/downloads.aspx>).

Applications from outside Scotland to pursue a higher education course are considered individually to ascertain the acceptability of entry qualifications.

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 (defined as applicants over the age of 21) 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.

(Note: the word "access" as used in this context of facilitating entry to higher education does not refer to the level of National Qualifications called Access.)

[Entrance Guide to Higher Education in Scotland](#)

[Scottish Qualifications Authority](#)

[Universities and Colleges Admission Services](#)

6.7. Registration and/or Tuition Fees

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

See 2.8. and 6.8. for description of funding arrangements. There are no registration fees.

6.8. Financial Support for Students

Further 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. Local authorities also have discretionary powers to offer assistance to individuals ordinarily resident in their areas who are not attending one of the incorporated colleges or who are attending a college outwith Scotland.

Education Maintenance Allowances for 16 to 19 year olds from low-income households in full-time education and new developments arising from the economic downturn are described in 6.2.

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. The income threshold for eligibility for ILAs was changed to £22,000 in 2009 to allow a larger number of people to access this funding. 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 – see the following sub-section.)

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 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. The Individual Learning Accounts (ILA) scheme provides a £500 annual grant to eligible part-time higher education students to help pay for their course. To be eligible for this part-time fee grant learners should be 16 or over and earn £22,000 a year or less. Eligible learners should be studying a part-time Higher Education course, Professional Development Award (PDAs) or [Continuing Professional Development](#) (CPD) at SCQF levels 7-11 (see 5.17.3.) and complete at least 40 SCQF credits per year (SCQF level 11 has been included for the part-time fee grant for academic year 2009-10 only; this will be subject to review.)

Eligible learners who are over 16 and studying a part-time Higher Education course that is less than 40 SCQF credits may still be able to get up to £200 towards the cost of the course.

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 £3000 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 described in the previous paragraph. In addition Scottish students can apply for bursaries being offered by universities and colleges in England and Northern Ireland.

Student Awards Agency for Scotland

6.9. 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

6.10. Branches of Study, Specialisation

Colleges

The current provision in colleges derives originally from a report of 1983 entitled 16-18s in Scotland: An Action Plan. The Action Plan, later (1985) re-titled the 16+ Action Plan, envisaged a system of vocational education which would:

- provide for 16-18-year-olds in colleges, on the Youth Training scheme and in voluntary community education classes;
- rationalise both non-advanced and advanced further education provision and ensure that they related sensibly to each other;
- use a modular curriculum as the basis of this rationalisation; and
- develop the curriculum using up-to-date thinking on curriculum design and assessment.

The module or unit, as it developed within this Action Plan, is a self-contained or separately identified part of a course leading to a "non-advanced" vocational qualification, that is, a National Certificate or National Progression Award. It normally lasts 40 hours, including time for ongoing assessment and any necessary re-teaching. The descriptor of each module specifies a level of entry, i.e., the knowledge and prior qualifications recommended before embarking on the module. A course is made up of a number of modules which are taken during a year. For example, apprentices released for one day a week to attend a college would be able to take a 5- or 6-module course during a year. Full-time students would take one of 18-21 modules.

The Scottish Qualifications Authority (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:

- 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

These groups indicate the very wide range of curricula offered by the colleges.

Universities and Higher Education Institutions

In Scotland 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.

6.11. indicates the wide range of subjects studied.

16+ Action Plan

Scottish Qualifications Authority

6.11. Curriculum

Colleges

Colleges offer a wide range of mainly vocational courses at non-advanced and advanced levels. Most consist of units (listed in the SQA catalogue) tailored to the needs of particular employment sectors or to individual student needs. Colleges can construct programmes to suit the needs of specific industries (for example, the building or semi-conductor industries) or the particular needs of local employers.

At non-advanced level, several different types of course meet the needs of industry and students:

- vocational and general education for post-16 students and trainees;
- link courses for school pupils;
- industrial pre-employment training, serving specific employer needs;
- off-the-job training for employees, including those on training schemes such as Skillseekers; and
- vocational and non-vocational evening classes.

Building on well-established links, colleges now offer many up-dating and re-training courses for local industries.

Typical programmes of study are, for example:

- programmes leading to Scottish Vocational Qualifications (SVQ), some jointly certificated by the SQA and another awarding body, such as the City and Guilds of London Institute or a professional body;
- programmes leading to national awards which prepare students for broad employment opportunities, including progression to further or higher education; these may also include credits towards Scottish Vocational Qualifications (SVQ); and
- programmes devised to suit particular industry or business needs, for example, a programme for multi-disciplinary engineering technicians from a petro-chemical plant; or a re-training programme.

Most courses lead to the [Scottish Qualifications Authority](#) (SQA) National Certificate or a National Progression Award.

Advanced level courses offered by colleges lead to [Higher National Certificates](#) and [Higher National Diplomas](#) (HNC and HND). HNCs and HNDs are long-established vocational qualifications covering a diverse and growing range of employment sectors.

Following an extensive consultation process, SQA agreed in March 2003 new design principles for HNCs and HNDs, to ensure that HN Group Awards continue to meet the current and future needs of those using the qualifications.

All HNs have been benchmarked against the Scottish Credit and Qualifications Framework (SCQF) levels and allocated SCQF credit points (see 5.17.3.). HNCs are at SCQF level 7 and have 96 credit points. HNDs are at SCQF level 8 and have 240 credit points.

All Higher National Units are written to a Unit specification, which explains:

- the knowledge and skills to be taught
- what the student has to achieve
- the standard to which the student has to perform
- the evidence required for assessment

The assessment system for HNs is described in 6.13.

(During the period 2004 to 2008 some HN Units and Group Awards were validated according to the old (1998) design rules and others according to the 2003 principles.)

Universities and Higher Education Institutions

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. Linguistics, for example, is available only at the University of Edinburgh and Slavonic Studies only at the University of Glasgow; Pharmacy and Librarianship are offered only by the Robert Gordon University and Strathclyde University and Veterinary Medicine only by the Universities of Edinburgh and Glasgow. On the other hand, 16 of the higher education institutions have Business and Management Studies. Higher education institutions also vary in the number of subjects they offer. The Universities of Edinburgh and Glasgow teach 37 of the areas listed above and the Universities of Dundee and Strathclyde 34. At the other end of the scale, some institutions, such as Edinburgh College of Art, Glasgow School of Art and the Royal Scottish Academy of Music and Drama, offer a much smaller number of specialised subjects. Students can undertake post-graduate study and research leading to higher degrees in all the institutions.

City and Guilds of London Institute

Scottish Qualifications Authority

6.12. Teaching Methods

Colleges

Although lecturing and other classroom methods are still very much in use in the colleges, there has always been a tradition also of practical work in workshop, laboratory and training kitchen. The modular nature of a very large number of the courses and the clarification of assessment criteria have both influenced learning and teaching.

Colleges have also developed various forms of open and distance learning, to create greater flexibility and choice for students as to where learning takes place, its pace and duration. Materials for learners include paper-based packs, audio and videotapes and computer-based packages. Increasingly, colleges are making available forms of distance learning based on new technologies, such as tele-conferencing, video-conferencing, on-line and networked learning. To improve access for learners, many colleges also offer courses at outreach or distributed learning centres.

In some subject areas, study in college or by some form of open or distance learning often alternates with periods of work-based learning in the student's place of employment or on a work placement arranged by the college.

HM Inspectors report on the quality of education in colleges over a four year cycle through a service level agreement with the Scottish Funding Council. See 9.4.2. for a description of their activity.

Assistance for Students with additional needs in colleges

Legislation requires colleges to have regard to the needs of students, including support needs, and to make adjustments to ensure that students with disabilities are not placed at a substantial disadvantage. They do this by offering special courses; by using [Scottish Qualifications Authority \(SQA\)](#) modules devised for the purpose; by providing support to students on mainstream courses; and by providing aids to learning for those with particular needs.

In recent years the FE sector has invested to meet the requirements of the Special Educational Needs and Disability Act 2001. The Act requires further and higher education institutions to ensure that students with disabilities are not discriminated against or placed at a substantial disadvantage. In addition, all colleges have developed inclusion and race equality policies. Staff take part in training and development

programmes focusing on disability and inclusion issues. All colleges have a least one member of staff trained in the use of technologies to assist students with [Additional Support Needs](#). Colleges have taken positive steps to ensure that they are as inclusive as possible and work with a wide range of students to meet their support needs.

In January 2005 the Scottish Government published guidance on arrangements for supporting students with additional needs in further education. The guidance document, Partnership Matters – A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with [Additional Support Needs](#) in Further Education, emphasises the importance of collaboration and partnership between all the agencies. It outlines the roles and responsibilities of the partners involved in areas such as education support, transport and personal and health care. It also explains the new duties placed on the partners by changes in legislation.

The document shares examples of good practice in collaborative working to help colleges and other agencies learn from one another. Colleges, local authorities, NHS Boards and other agencies are strongly encouraged to form local partnerships and develop agreements on supporting students in further education.

Universities and Higher Education Institutions

Lectures, seminars, tutorial groups, project work and, in appropriate subjects, laboratory work and field work are the main teaching methods of most higher education institutions. In some institutions and in some subjects there is significant use of computers in learning. There has also been extensive development of other forms of provision such as distance learning (including e-learning), open learning and flexible learning.

The Further and Higher Education (Scotland) Act 2005 introduced a new duty for the Scottish Funding Council (SFC) to enhance, as well as assess, the quality of education which it is funding. The Quality Assurance Agency (QAA) (Scotland) works alongside SFC in fulfilling this role. See 9.4.2. for a description of the QAA's activity.

Assistance for Students with additional needs in higher education

As for colleges (see above in this section), legislation requires HEIs to ensure that students with disabilities are not placed at a substantial disadvantage. HEIs do this by providing appropriate support to those who need it and adjusting courses and learning/teaching approaches where necessary.

Her Majesty's Inspectorate of Education (HMIE)

Quality Assurance Agency for Higher Education

Scottish Funding Council (SFC)

Partnership Matters – A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Support Needs in Further Education

Her Majesty's Inspectorate of Education (HMIE)

Quality Assurance Agency for Higher Education

Scottish Funding Council (SFC)

Further and Higher Education (Scotland) Act 2005

Special Educational Needs and Disability Act 2001

6.13. Student Assessment

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. 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.

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.

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.

Assessment was the first theme addressed under the new arrangements introduced by the Further and Higher Education (Scotland) Act 2005, by which the Scottish Funding Council has a duty to enhance, as well as evaluate, the quality of education which it is funding.

Scottish Funding Council (SFC)

Scottish Qualifications Authority

Further and Higher Education (Scotland) Act 2005

6.14. Progression of Students

Colleges

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.

Universities and Higher Education Institutions

Traditionally, promotion from year to year depends on passing examinations, and, in some cases, for example, for entry to Honours courses, on attaining sufficiently high grades. Often students must obtain a number of examination passes before they can progress to the next year. The exact number depends on the course and the institution. Usually two opportunities are given to sit the examinations, except in the case of final Honours examinations, which may be taken only once.

6.15. Certification

Further Education

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 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. At the advanced level the awards are Higher National Units, [Higher National Certificate](#) (HNC), [Higher National Diploma](#) (HND) and Professional Development Awards (PDAs).

The SQA is also the statutory accreditation body for Scottish Vocational Qualifications (SVQs).

The Education (Scotland) Act 1996 provided for the SQA to take over the functions of both the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC). SQA is responsible not only for awarding certificates but 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 (see 5.17.3.). It also approves education and training establishments as suitable places to offer programmes leading to these qualifications.

In addition to its awarding role, the SQA also has an accreditation function, defined in the Education (Scotland) Act 1996. This Act requires SQA to establish an Accreditation Committee. This reflects the need for a clear separation between SQA's awarding and accrediting functions, to avoid any perception of unfair

competition with the other awarding bodies whose qualifications are accredited by the SQA. Currently, the Accreditation Unit accredits Scottish Vocational Qualifications (SVQs). The work of the Accreditation Unit, since it provides a national regulatory facility, is funded by the Scottish Government Lifelong Learning Directorate.

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 ability to do a specific job, based on actual working practices in real workplace conditions. The SVQ is analogous to the [National Vocational Qualification](#) (NVQ) operating in the rest of the United Kingdom. Both are recognised as valid qualifications across the European Union.

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.

Higher Education

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. The Royal Scottish Academy of Music and Drama in Glasgow, which is not a university, has been granted the right to award degrees (though not research degrees). 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.

Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF) shows the relationships among all mainstream Scottish Qualifications in schools, further education, employment and higher education. It is fully described in 5.17.3.

City and Guilds of London Institute

Scottish Qualifications Authority

Education (Scotland) Act 1996

6.16. Educational/Vocational Guidance, Education/Employment Links

The Further and Higher Education Charter for Scotland (1993) sets out a framework of standards that students, employers and the wider community should be able to expect from colleges and higher education institutions. It covers access for students, information about courses and guidance and counselling, both in relation to their studies and to careers and further study.

Further Education

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.

Since 1992 all colleges have also become signatories to the agreement among higher education institutions concerning credit accumulation and transfer, because they offer HE courses at [Higher National Certificate](#) and [Higher National Diploma](#) levels.

Colleges have close relationships with employers in their areas, who are represented on their Boards of Management. The colleges depend for a considerable part of their work on employees being sent for training and also on employers for those parts of courses which take place in the workplace. The Further and Higher Education Charter for Scotland (1993) makes it clear that colleges should work with employers, keeping them informed about the institution, the courses offered, how they are taught, the aims and objectives of work placements, the amount of time required for study and the levels of proficiency expected. They should help employers to select appropriate education and training courses for their staff. They are also required to report to employers the progress of their employees who are taking courses and to help employers in recruiting staff.

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

Higher education institutions have arrangements to advise students on courses and to deal with their 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.

Higher education institutions have relationships with industry, commerce and the professions on several different levels. The directors of the Scottish Funding Council (SFC) meet regularly with the Scottish Government to co-ordinate planning and share information over a range of learning and training issues. SFC is also actively engaged in the National Scottish Stakeholders Group and informs HEIs about industry issues through this involvement. HEIs provide courses, for example in management, tailored to the needs of particular types of business. They have contacts with firms to help students to obtain placements when that is a requirement of their course. HEI staff carry out work for firms as consultants or on secondments. The university careers services have close contacts with the major employers of graduates. For their part, some firms commission research from higher education institutions and send their staff to them for training.

Further and Higher Education Charter for Scotland

[Scottish Funding Council \(SFC\)](#)

[Scottish Qualifications Authority](#)

6.17. Private Education

There is no institutional provision of private education in the post-school sector. Private providers do offer training and educational courses in various fields.

6.18. Organisational Variations, Alternative Structures

A number of bodies providing distance learning which serve the whole United Kingdom have many students in Scotland. Among these are the Open College and the longer established National Extension College.

In higher education, the Open University has over 15,000 students in Scotland, many studying for a first degree. It offers a very wide range of qualifications, particularly in the sciences and humanities, and shorter courses for professional updating and personal interests. It does not demand formal entrance qualifications and students can build up credits in courses leading to a degree over a number of years while still in employment, by way of private study, marked assignments and formal examinations. Although study is home-based, there is a network of 37 study-support centres throughout Scotland, which offer contact points for students to meet their tutors, counsellors and fellow students. Students can also receive help and support by telephone in their own homes. To aid its students in their studies the Open University has published a large amount of valuable teaching material, which is used far beyond the courses for which it was designed. The Open University also offers course validation to other institutions without their own degree-awarding powers.

The University of the Highlands and Islands (UHI) Millennium Institute offers higher education across the Highlands and Islands and Perthshire via contractual arrangements with local colleges and other non-SFC-funded institutions. It has developed its use of information and communications technology to link these institutions and other outreach centres. This enables students of the Institute studying in different centres to keep in touch and has made it possible for the Institute to offer networked programmes at more than one centre.

The Scottish University for Industry (SUfi) was established to promote a culture of lifelong learning across all sectors of society through its "*learndirect scotland*" branded services. It is not an educational institution, but acts as a broker between the learner and learning providers. SUfi acts as a gateway for information and advice on learning opportunities. Learners can access information and advice on courses, "bite-sized" learning, funding support and childcare through the *learndirect scotland* helpline and website (<http://www.learndirectscotland.com/>). A network of about 500 *learndirect scotland* branded learning centres has also been established throughout Scotland to take flexible, easily accessible learning into communities. SUfi has also been working with companies to encourage and enable employers and employees to undertake learning, either in the workplace or in their local learning centres. SUfi has now been incorporated into Skills Development Scotland (see 6.2. under Skills for Scotland).

learndirect scotland

Skills Development Scotland

6.19. Statistics

Statistics are collected and published separately for post-school education in colleges and higher education institutions. Further and more detailed figures are available on the Scottish Executive web site at <http://www.scotland.gov.uk/stats/>

Student Numbers in Non-Advanced Further Education (2006-2007) (1000s)

<u>In colleges</u>	
On vocational courses	351.3
On non-vocational courses	67.4
<u>In higher education institutions</u>	
On vocational courses	0.0
Total in non-advanced further education	418.7

Note: these figures do not include attendance at local authority day or evening centres for leisure classes or at other organisations offering SQA certification. Also excluded are students taking non-vocational classes in HEIs, for whom statistics are no longer collected.

Student Numbers in Higher Education (2006-2007) (1000s)

<u>In colleges</u>	
On first degree courses	0.6
On post-graduate courses	0.2
On other HE courses	48.7
Total	49.5
<u>In higher education institutions</u>	
On first degree courses	133.0
On post-graduate courses	71.5
On other HE courses	39.9
Total	244.5

Note: Students are counted for each course on which they enrol.

7. Community Learning and Development

The term "Community Learning and Development" is now used in Scotland to refer to the wide range of community-based adult learning, community capacity building and youth work.

7.1. Historical Overview

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 by a Scottish professor, James Stuart, and became the pattern for "extra-mural" education, extended by the universities to the mass of the population. In 1887, Patrick Geddes, a leader of the Extension Movement, organised the first international summer school in Europe when he brought together in Scotland leading figures in both the sciences and the liberal arts.

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. The Workers' Educational Association (WEA) was established in Scotland just before 1914 and in 1921 the National Council of Labour Colleges took forward the pioneering work of the 19th century, training the working classes for involvement in local and central government. 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 informal further education in a way which allowed the local authorities to co-operate with universities, as well as voluntary bodies such as the WEA, in the adult education field.

The origins of the youth services lie in the voluntary sector in the early 20th century, with such agencies as the Scouts, Guides and Young Men's Christian Association (YMCA). There was a particular emphasis on personal and social development with a Christian ethic. After 1945 local authorities became significant providers by way of youth and community services. 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 organisations, not necessarily linked to larger voluntary organisations. 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 and with young people at risk.

Since the publication of the seminal Adult Education: The Challenge of Change (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 informal, 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 Minister for Education 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 (the Osler Report).

The aims of community education were identified as to:

- support personal development in community contexts
- build community capacity
- draw together and maximise the resources which can support community learning and development.

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 – 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 Partnerships, to assist them in implementing the guidance in ways that focus on the needs and capacities of their own communities.

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 (2003). It has a role also in the Skills for Scotland Strategy (see 6.2.).

The agency, Learning Connections, Communities Scotland, was incorporated in the Scottish Government Lifelong Learning Directorate in 2007.

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.

Adult Education: The Challenge of Change

Communities: Change Through Learning

Community Learning and Development: The Way Forward

Life Through Learning Through Life: The Lifelong Learning Strategy for Scotland

Working and Learning Together to Build Stronger Communities

Workers' Educational Association (WEA)

7.2. Ongoing Debates and Future Developments

Upskilling the Community Learning and Development Workforce

The Scottish Government Lifelong Learning Directorate (within which Learning Connections, Communities Scotland has been incorporated) is now taking forward a national programme to support the up-skilling of the CLD workforce. The aim of this programme is to improve outcomes for individuals and communities in Scotland, through more effective and higher quality community learning and development practice. Successful delivery of this programme will depend on close working with the Standards Council for CLD as well as a range of key national partners.

The Scottish Government has identified resources for this programme and the target group for this investment is the CLD workforce. The aim is for this investment to make a serious and long-term impact through developing more effective CLD practice.

Performance Information Project (PIP)

Current national priorities include more effective measurement of inputs, outputs and outcomes in Community Learning and Development at local and national levels.

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.

The Scottish Government Lifelong Learning Directorate (within which Learning Connections, Communities Scotland has been incorporated) is now taking forward action in partnership with practitioners to follow up the recently completed Performance Information Project. This has developed a national framework to: guide CLD partnerships in their approaches to performance information; make the generation of meaningful core data at national level possible; support 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.

Key future developments are likely to involve the regular collection of information on inputs and outputs of CLD and further development of the longitudinal research into outcomes. It will also include a programme of support to enable CLD Partnerships and organisations at a local level to raise their ability to collect and use performance information effectively.

Adult Literacies and Numeracy in Scotland

In July 2001 the Scottish Government published the Adult Literacy and Numeracy in Scotland 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 literacies

- 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
- (Prior to the current Government policy not to ring-fence any local authority funding) strategic plans submitted by all the partnerships, indicating how the funding would be used.
- In January 2003, the Learning Connections team within Communities Scotland was set up, focusing on research, development, training, quality, and the promotion of adult literacy and numeracy. In 2007, this team moved into the Lifelong Learning Directorate.

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.

The Scottish approach to adult literacies

The ALNIS report defines adult literacies as:

"The ability to read, write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners."

The Scottish approach to adult literacies adopts a social practice model, which sees literacies as a key dimension of community regeneration and a part of the wider lifelong learning agenda. Such an approach recognises that:

- literacy and numeracy are complex capabilities, rather than a simple set of basic skills;
- learners are more likely to develop and retain knowledge, skills and understanding if they see them as relevant to their own context and everyday literacy practices.

Tutors are encouraged to negotiate an individual learning plan, selecting the knowledge and skills that are most relevant to the individual learner's goals.

In January 2008 the Scottish Government published New Light on Adult Literacy and Numeracy in Scotland: Evidence from the 2004 survey of the 1970 British Cohort Study (BCS70) and is in the process of reviewing the Adult Literacies and Numeracy Strategy. A national survey of adult literacy and numeracy is being conducted. It aims to establish a baseline against which to evaluate the success of future initiatives to improve literacy and numeracy

ESOL

The Scottish Government's Adult ESOL (English for Speakers of Other Languages) Strategy for Scotland 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.

The strategy offers a number of national and regional solutions to complement existing wider planning structures for a range of ESOL providers in various settings, including colleges, communities, voluntary organisations and workplaces.

To support the work of the strategy, a National ESOL Panel has been set up to monitor the quantity and quality of provision in Scotland and to lead the co-ordination of all aspects of the strategy across all sectors, regions and interests. 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.

Further information on these developments can be found at <http://www.esolscotland.com/nationalpanel.html>.

A national ESOL website has been created to promote ESOL provision across Scotland, share resources and identify professional development opportunities - <http://www.esolscotland.com/>.

The Standards Council for Community Learning and Development in Scotland

In November 2006 The Standards Council for Community Learning and Development in Scotland was approved by the then First Minister. The current government, elected in 2007, also gave its support to the

development and after an interim period of establishment, over 50 practitioners, employers, training providers and other interested parties were selected through an independent process to serve on the four committees. Its main functions are: to approve professional qualifications and training opportunities for everyone involved in CLD; to explore a registration system for everyone delivering community learning and development; and to support induction to the profession and provide access to continuous professional development. Its specific responsibilities are to:

- Professionally approve CLD training, skills and development opportunities;
- Consider and implement a system of registration for CLD practitioners;
- Work with employers and Lifelong Learning UK to ensure high quality workforce development strategies, including the design of their supported induction;
- Advocate on behalf of the sector on matters pertaining to registration, training courses and [Continuing Professional Development](#) in CLD;
- Advise government with regard to registration, training courses and CPD in CLD.

The Council has formally taken over the role of Community Education Validation and Endorsement (CeVe) to professionally approve community learning and development courses.

[Adult ESOL Strategy for Scotland](#)

[Adult Literacy and Numeracy in Scotland \(ALNIS\)](#)

[New Light on Adult Literacy and Numeracy in Scotland](#)

[Standards Council for Community Learning and Development](#)

7.3. Specific Legislative Framework

Under the Further and Higher Education (Scotland) Act 1992 (section 1) the Scottish Ministers have a duty to secure the provision of further education in Scotland. The Act also empowers local authorities (in section 2) to provide adult education as part of further education provision. This type of further education is now known as community learning and development. After the publication of *Communities: Change Through Learning* (1999) the Government published SOEID Circular 4/99, which gave guidance to local authorities. They were asked to work with other organisations with an active interest in informal education to produce Community Learning Strategies. Using these Strategies to provide guidance, the local authorities were then 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)*, in January 2004 – this guidance superseded Circular 4/99. 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. Building on WALT (which remains the Government's national guidance on CLD), this sets out key challenges for local authorities and their partners in making sure that the impact of CLD is maximised across the country. The joint statement acknowledges the contribution CLD makes to a range of national outcomes; the important role it has in Scotland's lifelong learning system; and the growing importance COSLA and the Government attach to CLD.

Organising Body

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.

Communities: Change Through Learning

Working and Learning Together to Build Stronger Communities

Convention of Scottish Local Authorities (COSLA)

Further and Higher Education (Scotland) Act 1992

7.4. General Objectives

The general aims 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, 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.

7.5. Types of Institution

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. Among these are the [Scottish Qualifications Authority \(SQA\)](#), the Scotland's Colleges, Learning and Teaching Scotland (LTS) and the Scottish Government Lifelong Learning Directorate (SGLLD). 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 describe types of institution offering direct provision.

Learning and Teaching Scotland

Scotland's Colleges

Scottish Qualifications Authority

7.5.1. Educational Institutions

Adult education and training is offered by community learning and development services of local authorities, voluntary organisations, 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 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, such as the misuse of drugs.

7.5.2. Other Bodies Providing Adult Education

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 and with community organisations.

Local authorities play a crucial role in co-ordinating the development of community learning strategies and plans and co-ordinating local action on adult literacy and numeracy with partners from colleges, the voluntary sector and other providers.

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.

There is also a wide range of voluntary organisations involved in aspects of community learning which are not normally grouped in Scotland under the heading of adult education.

Colleges

The 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

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

HEI have 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 – see 5.17.3. - 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.

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. It also contributes indirectly through the educational content of some of its other programmes. Local broadcasting also makes a notable, though more modest, contribution.

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 the Scotland's Learning Partnership.

Yearly use of time

In post-school education there are different 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. The Scottish universities have traditionally operated a 3-term year, with approximately 10 weeks in each term. However, a number of universities have now adopted a 2-semester system. A recent development has been an experiment with a third (summer) semester to extend the academic year.

Weekly and Daily Timetables

In post-school education weekly and daily timetables depend on the course being taken.

Learning Link Scotland

Scotland's Learning Partnership

Scottish Qualifications Authority

Workers' Educational Association (WEA)

7.6. Geographical Accessibility

For geographical accessibility in further and higher education, see 6.5.

Community learning and development provision is primarily community-based: services, resources and programmes are provided at the local level, e.g., in villages and neighbourhoods. Because of resource

constraints and priorities, particular attention is given to ensuring appropriate staffing in disadvantaged communities. There is a widespread infrastructure of community education centres and village halls across Scotland used for community learning and development. There has been an increase in the use of ICT in recent years in rural communities, to complement outreach activities provided by colleges and others.

7.7. Admission Requirements

A key function of Community Learning and Development is to engage people who would not be engaged by "traditional" educational provision. Many courses offered through adult education have no formal entry requirements. This is true of certain courses across the whole range from basic education to degree level courses. Most of the courses at lower academic levels can be entered without previous qualifications, but it is also possible to take courses leading to recognised qualifications in the Open College or leading to a degree of the Open University without formal entrance qualifications.

In other courses the normal entry requirements are considerably reduced for adult learners. Successful completion of an access course is often sufficient. Some courses in higher education which still demand some formal qualifications reduce the level required for adult candidates and provide teaching during the course in areas where qualifications would have been required. In other courses the Accreditation of Prior Learning (APL), which involves taking into account assessable experience which candidates may have already gained in employment, can take the place of some formal qualifications.

In cases where mature students have already taken certain courses and wish to undertake a more advanced course there is a system of credit transfer in the Scottish Credit and Qualifications Framework (SCQF – see 5.17.3.), by which previous courses taken may count towards a qualification.

Target groups include women returners, disadvantaged groups, those seeking professional updating, adults wishing to extend their general knowledge and the long-term unemployed (in the Government's New Deal programme). In some cases courses are run specifically for certain groups, for example for ethnic minorities, particularly in the form of English for Speakers of Other Languages (ESOL), for industry, for students with [Additional Support Needs](#), for those serving sentences in prison, for groups and individuals in deprived areas, and for the elderly.

7.8. Registration and/or Tuition Fees

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 2.8.

7.9. Financial Support for Learners

See 6.8. Provisions described there are also relevant to Community Learning and Development.

7.10. Main Areas of Specialisation

Because adult education is not a stage or level of education but is defined by those who receive it rather than by what is offered, its coverage is enormous. People's own concerns and interests are often the starting point. For adults who simply wish to learn it provides opportunities to satisfy their own interests. For adults in employment it provides learning opportunities linked with that employment. It provides also for adults with [Additional Support Needs](#), such as those arising from low levels of literacy or from disabilities or long-term unemployment. Each of these categories requires a wide range of provision, ranging from courses intended to stimulate interest to vocational training, professional training and academic study. Courses are offered at all levels.

As well as enormous variety in the curricula offered and the subjects taken, which vary both according to the level of the course and the people taking it, there is also great variety in the length of courses. Some may last only for a few weeks and others for several years, according to the mode in which they are taken. One of the major advantages of some of the more advanced courses for adult learners, such as the Open University courses, is that they allow people to take qualifications at a pace which allows them to follow their normal employment while taking the course.

7.11. Teaching Methods

Although some courses for adults are delivered on a full-time basis during the day, many involve part-time attendance, including at weekends or in the evenings. 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. Many courses involve formal lectures, seminars and discussions, but there is now much use of flexible learning, involving computers, taped lectures and telephone links with a tutor, or attendance at an out-station, using, for example, an electronic whiteboard or video teleconferencing. These last methods are particularly effective for students living in the more remote areas.

In community contexts, the community learning and development 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 varies greatly according to circumstances. Programmes are negotiated with local people. Community learning and development approaches place particular emphasis upon linking learning with social action on issues of local concern, such as health, crime and the environment.

7.12. 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 (see 7.2.). 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.

Current providers of CLD initial qualifying training include the Universities of Aberdeen, Dundee, Strathclyde, Edinburgh and Glasgow, the George Williams YMCA College (which offers a distance-learning route), the

International Christian College and a number of colleges. 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.

Standards Council for Community Learning and Development

7.13. Learner Assessment/ Progression

Evaluation of learners' work against the intended learning outcomes of the courses which they are taking is important in adult education, as in other parts of the educational system. A particularly important aspect is the evaluation of the learning from experience which adults may bring to education. They may have gained this from their working life or elsewhere. Through life-and work-based learning many people have acquired knowledge and skills which are not recognised by certification but ought to be. In order that these employees may receive credit for this learning and develop a basis of qualifications from which they can go further, systems known as the Recognition of Prior Learning (RPL), by which earlier learning may be assessed and certificated, are currently in place in some colleges.

The first step is to advertise for those who wish to have their acquired knowledge and skills considered. There then follows an initial interview with guidance staff at a college to ascertain whether there may be sufficient reason to proceed with an assessment. If there is, the applicant is then advised on how to collect and arrange the evidence. The assessment phase consists of a number of sub-steps:

- preparation of evidence for assessment;
- submission of evidence portfolio;
- consideration of evidence by an assessor (not the counsellor);
- main assessment interviews;
- further assessment interviews, as necessary;
- feedback to applicant on likely outcome;
- announcement of assessment result; and
- quality assurance of the process and the result by the [Scottish Qualifications Authority](#).

The process is completed with the offer of advice to the applicant on further study options.

Much of the evaluation in adult education is linked to guidance, one of the aims of which is to help adults assess their educational development and make appropriate choices. Evaluation is also concerned with whether the adults' needs have been met.

The Scottish Credit and Qualifications Framework (SCQF) (see 5.17.3.) provides a common framework to raise understanding of the range of Scottish qualifications and to enable a range of learning to be recognised and given credit. It is a key tool for CLD in supporting access and progression. Work on Recognition of Prior Learning (RPL) is being taken forward in the context of the SCQF.

Scottish Qualifications Authority

7.14. Certification

The majority of community learning and development activities and programmes are non-certificated. However, some CLD programmes of learning have been allocated to a level, credit rated and certificated through the SCQF partnership. Adult literacies learners within CLD may choose to undertake Core Skills Units

certificated by the [Scottish Qualifications Authority](#) (SQA). Adults in schools aim for SQA examinations and certification. Those learning in the workplace or in colleges may aim for National Units, National or [Higher National Certificates](#) and Scottish Vocational Qualifications. Those studying in further or higher education may be able to accumulate credit towards degree awards or professional recognition. In fact, many do so through the Open College or the Open University or by taking more traditional types of course on a part-time or full-time basis.

[Scottish Qualifications Authority](#)

7.15. Education/Employment Links

Some of the arrangements for links with employers described in 6.16. apply to aspects of community learning and development.

7.16. Private Education

There is no institutional provision of private education in the community learning and development sector. Private providers do offer training and educational courses in various fields.

7.17. Statistics

The Community Learning and Development (CLD) Activity Survey 2007 covered all 32 local authorities. 95 non-local authority partners providing CLD also responded. It is accessible at <http://www.scotland.gov.uk/Publications/2008/07/29152428/1>

In total across Scotland it reported that, during the week of 5-11 November 2007:

Adult learning opportunities provided directly by local authorities: number accessed	62,855 (+10% since 2006)
Youth work opportunities provided directly by local authorities; number accessed	90,317 (-5% since 2006)
Community groups supported directly by local authorities	3,699 (-22% since 2006)
Adult learning opportunities provided by non-local authority partners: number accessed	8,383
Youth work opportunities provided by non-local authority partners; number accessed	4,332
Community groups supported by non-local authority partners	409

The 2008 CLD Workforce Survey, commissioned by the Scottish Government and carried out by Lifelong Learning UK, showed the following figures for Scotland.

Community based adult learning workers	3,241
Youth workers	11,137
Community capacity building workers	625
Other workers delivering CLD work	1,484

No statistics are available for other forms of CLD.

8. Teachers and Education Staff

This chapter sets out training requirements and conditions of service for school and other education staff.

8.1. Initial Training of Teachers

All who wish to teach in publicly funded nursery, primary, secondary and special schools in Scotland are required to hold a Teaching Qualification (TQ), in order to be registered with the General Teaching Council for Scotland (GTCS). Registration is required before a teacher can be employed by a local authority in Scotland.

A Teaching Qualification may be gained by one of three routes:

- To become a primary teacher or 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 certain 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 university degree and wish to teach in either a primary or a secondary school can take a one-year university course for a [Professional Graduate Diploma in Education](#) (PGDE), leading either to a Teaching Qualification (Primary) or a Teaching Qualification (Secondary).

Teachers in colleges may, and the majority do, undertake training leading to a Teaching Qualification (Further Education). They may also thereafter register with the GTCS. There is, however, no legal requirement for them to do either.

Training of teachers in higher education is a matter for individual institutions and no national training is offered.

In the field of community learning and development, adult education workers are required to have undertaken at least three years of study up to [Higher National Diploma](#) level and degree courses are provided for them in the universities providing teacher education.

[General Teaching Council for Scotland](#)

8.1.1. Historical Overview: Initial Training of 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. However, the first teacher training college was built in 1837 by the Glasgow Education Society, which was a lay body. The Government gave some financial support to the early efforts to provide training but one of its most positive actions was in the 1872 Education (Scotland) Act, which laid down that every principal teacher (i.e., head teacher in those days) appointed to a public school should hold a certificate of competency from the then Scotch Education Department. The training that was offered in the early years was designed for those who taught in elementary (i.e., primary) schools, but the training colleges also provided personal education for their students. By the end of the 19th century, arrangements were being made for concurrent courses with the universities. Teacher training for secondary schools also began to appear in the latter half of the 19th century and was provided initially by the universities.

In 1905 the Scottish Education Department rationalised the situation and set up a system of training 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. Primary teachers would receive a general education and professional training (or, if they were already graduates, a professional training). Secondary teachers would already be graduates or would have taken a qualification in music, art or other practical subjects and would therefore receive only professional training.

From the early 1920s onwards a National Committee ensured a uniform system of training throughout the country. By the 1930s all non-graduate teachers received a training of at least three years and the proportion of teachers who were graduates with a one-year professional qualification was very high.

In the 1950s and 1960s difficulties arose over the supply of teachers for the greatly increased pupil numbers at the time. In 1965 concern about the standards of the profession brought about the establishment of the General Teaching Council (GTCS) by the Teaching Council (Scotland) Act of that year. 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. Following the Further and Higher Education (Scotland) Act 1992 all the colleges of education were incorporated into universities.

General Teaching Council for Scotland

Further and Higher Education (Scotland) Act 1992

Teaching Council (Scotland) Act 1965

8.1.2. Ongoing Debates and Future Developments: Initial Training of Teachers

The main current issue is the Government's commitment to reduce class sizes in the first three years of primary education, P1-P3, although in the current financial crisis this is proving difficult. There is also a need to recruit enough students into initial teacher education to ensure replacements for the large numbers of teachers currently in post who are approaching retirement.

8.1.3. Specific Legislative Framework

Two main Acts of Parliament affect the initial education of teachers: the Teaching Council (Scotland) Act 1965 and the Further and Higher Education (Scotland) Act 1992. The specific legal basis of initial teacher education lies in Regulations, in particular the Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993 and the Memorandum on Entry Requirements to Courses of Teacher Education in Scotland, which is issued periodically by the Scottish Government Schools Directorate (SGSD).

Decision-making Bodies in Initial Training

Scottish Ministers, through SGSD, control the training of teachers in Scotland in a number of ways. The approval of Scottish Ministers is required for courses of training for teachers in schools. SGSD publishes guidelines specifying conditions under which that approval is given. Minimum entry requirements to teacher training are nationally prescribed and published in the Memorandum on Entry Requirements to Courses of Teacher Education in Scotland, which has the force of regulation. The equivalent measures for lecturers in colleges are effected through the Scottish Government Lifelong Learning Directorate (SGLLD).

Annually, SGSD undertakes a teacher workforce planning exercise which results in guidance to the Scottish Funding Council (SFC) on the numbers of newly qualified teachers required. The SFC is responsible for setting intakes to the different types of teacher training courses and for ensuring, through its funding allocations and in other ways, that the planned intake numbers are not exceeded.

Scottish Ministers receive advice on teacher education from the General Teaching Council for Scotland (GTCS), a statutory body of which the majority of members are elected by the teaching profession. The GTCS, in collaboration with the Scottish Government, has developed and published The Standard for Initial Teacher Education, which sets out the competences expected of prospective teachers at the end of their initial teacher education period. The GTCS maintains a register of teachers in Scotland who are permitted to teach in publicly funded schools and no teacher may teach in such a school without registration. (The GTCS also registers teachers in further education, but registration is not a prerequisite of teaching in a college.) Teachers who have achieved the Teaching Qualification (TQ) are provisionally registered with the General Teaching Council for Scotland (GTCS). Full registration then follows a period of probation and assessment and achievement of the GTCS' Standard for Full Registration.

[Memorandum on Entry Requirements to Courses of Teacher Education in Scotland](#)

[The Standard for Full Registration](#)

[The Standard for Initial Teacher Education](#)

[General Teaching Council for Scotland](#)

[Scottish Funding Council \(SFC\)](#)

[Further and Higher Education \(Scotland\) Act 1992](#)

[Teachers \(Education, Training and Recommendation for Registration\) Regulations 1993](#)

[Teaching Council \(Scotland\) Act 1965](#)

8.1.4. Institutions, Level and Models of Training Institutions Responsible for Initial Training

Teacher education is offered in eight universities: Aberdeen, Dundee, Edinburgh, Glasgow, Stirling, Strathclyde, West of Scotland and the Open University.

Most secondary teachers' training courses lead to a [Professional Graduate Diploma in Education](#) (PGDE). However, the Universities of Edinburgh, Glasgow and Strathclyde offer specialist Bachelor of Education (B.Ed) courses for secondary teachers in technology. The University of Glasgow, in association with the Royal Scottish Academy of Music and Drama, offers a B.Ed course in music. The University of Edinburgh offers a B.Ed course in physical education. In addition, some universities (Stirling, Aberdeen and Glasgow) offer combined degrees which include subject study, study of education and school experience. The Open University in Scotland offers a PGDE course in mathematics

Four universities – Aberdeen, Dundee, Stirling and Strathclyde – are approved by the Enterprise and Lifelong Directorate, on behalf of Scottish Ministers, to offer courses leading to the award of a Teaching Qualification (Further Education). There is no standard TQ (FE): the institutions offer a variety of courses ranging from Certificate to Masters. They are undertaken mostly on a part-time basis by staff already in employment. It is not compulsory for FE lecturers to gain the qualification. Other institutions, including individual colleges and consortia of colleges, may seek approval from the FE Professional Development Forum (PDF) to provide initial teacher training units which will carry credit towards the full TQ (FE). National guidelines specify that a

condition for higher education institutions to be recognised as providers of the TQ (FE) is their acceptance of between 50% and 80% of course credits by transfer from other approved providers.

8.1.5. Admission Requirements

The minimum entrance requirements for places on teacher education courses in Scotland are set out in the publication: Memorandum on Entry Requirements to Courses of Teacher Education in Scotland. Requirements vary according to whether the candidate is taking an initial degree (B.Ed) leading to a Teaching Qualification or a [Professional Graduate Diploma in Education](#) (PGDE). They also vary to some extent between entry to courses leading to a TQ (Primary Education) and a TQ (Secondary Education). Entry to a TQ (Further Education) carries its own requirements.

[Memorandum on Entry Requirements to Courses of Teacher Education in Scotland](#)

8.1.5.1. Admission Requirements for Pre-School Education

The admission requirements for teachers in nursery schools and departments are the same as for primary teachers. 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, which is normally offered in colleges. Since nursery nurses are not teachers, these courses are not covered by the Memorandum on Entry Requirements and the General Teaching Council for Scotland does not register nursery nurses.

Registration of all staff other than teachers working in early education and childcare by the Scottish Social Services Council (SSSC) came into force from 2006. The process of registering all staff is continuing. In order to register, all staff working in early years services, including early years education, are required either to possess a relevant qualification or be working towards one. SSSC published its qualification criteria for registration in March 2004.

[Memorandum on Entry Requirements to Courses of Teacher Education in Scotland](#)

[General Teaching Council for Scotland](#)

[Scottish Social Services Council](#)

8.1.5.2. Admission Requirements for Primary Education

In recent years most primary teachers have entered the profession through [Professional Graduate Diploma in Education](#) (PGDE) course. A slightly smaller number have taken the course leading to a Bachelor of Education (B.Ed) degree.

Entry qualifications to the 4-year course leading to the B.Ed degree and a Teaching Qualification (Primary Education) are very similar to the general qualifications for entry to university in Scotland. Candidates are expected to hold the [Scottish Qualifications Certificate](#) with three passes at Higher level (Grade C or above) and a Standard Grade or Intermediate award in two further subjects. More specifically, passes in English at Higher level (Grade C or above) and in mathematics at Standard Grade (Credit, Grade 1 or 2) or Intermediate 2, or equivalent qualifications, are necessary. There is a minimum entry age of 17 to B.Ed courses.

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 elsewhere. Candidates also require passes in English at Higher level (Grade C or above) and mathematics at Standard Grade (Credit, Grade 1 or 2) or Intermediate 2 of the [Scottish Qualifications Certificate](#), or equivalent qualifications.

8.1.5.3. Admission Requirements for Secondary Education

Most secondary teachers enter initial teacher education to obtain the [Professional Graduate Diploma in Education](#) (PGDE) after taking a degree. A few enter the profession through the Bachelor of Education (B.Ed) degree, which is offered in music, physical education and technology, and a few through combined degrees which include subject study, study of education and school experience. Entry to the PGDE course leading to a Teaching Qualification (Secondary Education), which is awarded in a named subject or subjects, requires a degree of a United Kingdom university (or one of an equivalent standard from an institution elsewhere) in which the candidate has sufficient breadth and depth of study for teaching the subject in secondary schools. A pass in English at [Scottish Qualifications Certificate](#) Higher level (Grade C or above), or an equivalent qualification, is also necessary. Some subjects also have other specific requirements. For instance, those intending to teach a modern foreign language must satisfy the initial teacher education institution of their oral proficiency in the language: they are required to have spent a period of residence in a country in which the language is spoken.

Entry qualifications to B.Ed degree courses in music, physical education and technology leading to a Teaching Qualification (Secondary Education) are specified by the institution to which the candidate applies. A pass in English at [Scottish Qualifications Certificate](#) Higher level (Grade C or above), or an equivalent qualification, is necessary. In the case of music and physical education, candidates have to satisfy the initial teacher education institution that they have the necessary technical skills to profit from the course. There is a minimum entry age of 17 to B.Ed courses.

Where professional studies in education form part of the degree course, for example in the University of Stirling or for certain courses in the Universities of Aberdeen and Glasgow, basic admission requirements are the same as for any other undergraduate course in the university. Students must have the required pass in Higher English (Grade C or above), or an equivalent qualification, at the time of entry to the education component of the course.

A list of possible equivalences to the Higher English and Standard Grade/Intermediate 2 mathematics normally expected is published in the Memorandum on Entry Requirements.

[Memorandum on Entry Requirements to Courses of Teacher Education in Scotland](#)

8.1.5.4. Admission Requirements for Further Education

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.

A list of possible equivalences to the Higher English and Standard Grade mathematics normally expected is published in the Memorandum on Entry Requirements.

[Memorandum on Entry Requirements to Courses of Teacher Education in Scotland](#)

8.1.5.5. Admission Requirements for Higher Education

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.

8.1.6. Curriculum, Special Skills, Specialisation

The document, Guidelines for Initial Teacher Education Courses, revised in 2006 by the Scottish Executive Education Department (now Scottish Government Schools Directorate), sets out general and specific conditions for all courses which involve the training of school teachers. It deals with safeguards for academic standards, acceptability to the General Teaching Council for Scotland, the professional orientation of the course, the importance of experience in schools, the need for joint planning of such experience with school staff and the time to be spent on school experience in each type of course. It sets out the general competences prerequisite 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. Also included is a list of desirable attitudes in a teacher which the course should encourage. These competences are further elaborated in The Standard for Initial Teacher Education (revised 2006) published by the General Teaching Council for Scotland. The generic competences specified in this Standard in effect form the basis of the curriculum (and of assessment) in all initial teacher education courses.

The Guidelines encourage teacher education institutions to ensure that their courses use practical experience in schools as a context for consideration of the theoretical aspects of education. They are expected to 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 learning and variety in the teaching approaches.

[Guidelines for Initial Teacher Education Courses in Scotland](#)

[The Standard for Initial Teacher Education](#)

[General Teaching Council for Scotland](#)

8.1.6.1. Curriculum, Special Skills, Specialisation for Pre-School Education

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. Nursery teachers must first obtain a Teaching Qualification.

Since 2006, childcare workers other than teachers are required to register with the Scottish Social Services Council (and to hold or be working towards a recognised qualification).

Nursery nurses can train in a college on a course which concentrates on pre-school children and their needs or they can obtain their qualification through a vocational course. Currently the most widely recognised are the [Higher National Certificate](#) in Childcare and Education and the Scottish Vocational Qualification (SVQ) Level 3 in Early Years Care and Education. Various qualifications are also suitable for other staff involved in the sector. A full breakdown of qualifications available for the early years workforce can be found in the booklet Working with Children: A Guide to Qualifications and Careers in Early Education, Childcare and Playwork.

[Working with Children](#)

[Scottish Social Services Council](#)

8.1.6.2. Curriculum, Special Skills, Specialisation for Primary Education

Courses leading to the Teaching Qualification (Primary Education) are based on the Guidelines for Initial Teacher Education Courses (2006) and are designed to enable students to achieve the General Teaching Council for Scotland's Standard for Initial Teacher Education (revised in 2006).

The B.Ed degree (a 4-year course) 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 [continuing professional development](#) 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 practice different teaching styles; to develop the attributes of a primary teacher; and to gain some experience of the operation of a school as a whole.

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 processes of 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. As in the 4-year B.Ed course, the school experience element provides the focus for the 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.

[Guidelines for Initial Teacher Education Courses in Scotland](#)

8.1.6.3. Curriculum, Special Skills, Specialisation for Secondary Education

The courses leading to the Teaching Qualification (Secondary Education) are based on the Guidelines for Initial Teacher Education Courses (2006) and are designed to enable students to achieve the General Teaching Council for Scotland's Standard for Initial Teacher Education (revised in 2006). Most students aiming at the TQ (Secondary Education) take the one-year [Professional Graduate Diploma in Education \(PGDE\)](#) 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 are concerned 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. In some cases they study further aspects of their subjects which are part of the school curriculum but did not feature in their degree course.

In the University of Stirling professional training is offered concurrently with certain subject degree courses. Students take one semester of professional studies during their course and another (which includes the school placement element demanded by the Guidelines) after their main degree is completed. In this way students obtain a General degree or an Honours degree with a TQ (Secondary Education) in, respectively, three and a half years or four and a half years. Similar arrangements exist in respect of certain courses in the Universities of Glasgow and Aberdeen.

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.

Guidelines for Initial Teacher Education Courses in Scotland

8.1.6.4. Curriculum, Special Skills, Specialisation for Further Education

The current course leading to the Teaching Qualification (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. Other teacher education institutions may also seek the approval of Scottish Ministers to provide the course, if they satisfy the criteria laid out in the National Guidelines.

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). Further units of initial teacher training and [Continuing Professional Development](#) may be developed by providers, including higher education institutions, colleges and consortia of colleges, for approval by the PDF and subsequent publication in the National Index.

[Scottish Qualifications Authority](#)

8.1.7. Evaluation, Certificates

Prospective teachers in initial teacher education are expected to achieve the Standard for Initial Teacher Education specified by the General Teaching Council for Scotland (GTCS), in collaboration with the Scottish Government. This Standard was revised in 2006 to take account of the Curriculum for Excellence developments (see 2.3.) Assessment of prospective teachers' attainment of the competences required by the Standard is carried out by members of staff in the universities 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. Assessment of other elements of the course is by written examination or by submission of students' project work. 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.

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 and achievement of the Standard 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 also requires satisfactory evidence that the newly qualified teacher does not have a criminal record which would make him or her unsuitable to work with children.

8.2.5. contains more information about the process of entering the teaching profession.

[The Standard for Initial Teacher Education](#)

[General Teaching Council for Scotland](#)

8.1.8. Alternative Training Pathways

The provision described in 8.1.4. and 8.1.6. is what is available in Scotland. There are no alternative pathways. However, the General Teaching Council for Scotland has procedures for recognising teaching qualifications obtained elsewhere. See 8.2.5.

[General Teaching Council for Scotland](#)

8.2. Conditions of Service of Teachers

The local authorities appoint and employ school teachers in the public sector. However, conditions of service are negotiated at the national level by the Scottish Negotiating Committee for Teachers (SNCT), a body comprising membership from the local authority employers, teacher organisations and the Scottish Government. The SNCT negotiates issues including pay, working week, annual leave, class sizes, sick leave, maternity/family leave, discipline and grievance frameworks, main duties of teachers and staff development.

There are also arrangements for teacher organisations and local authorities to conclude agreements at the local level which either vary certain national conditions of service or deal with matters which are not part of the national negotiations. Each local authority has a Local Negotiating Committee for Teachers to deal with local issues such as allowances, appointment procedures, promotion procedures, specific duties and remits, disciplinary and grievance procedures. All local agreements must be reported to the national negotiating committee (SNCT) for information.

8.2.1. Historical Overview: Conditions of Service of Teachers

After 1872, the rules governing the conduct of schools, which included the length of the school day and year and the size of classes, were laid down in Codes, as the regulations of the Scotch (later Scottish) Education Department were called. Very soon after 1872 a school year of 200 days, 6 hours per day, 5 days per week was laid down. Although at first salaries were left to the discretion of School Boards, over the years the qualifications and gender of the teachers and the level of school in which they taught became determining factors. This situation continued, with some modifications, into the 1970s. Appointment and dismissal were in the hands of the local authority, which appointed teachers to its general service and not to particular schools. In practice, Scottish teachers enjoyed considerable security of tenure. Retirement pensions for teachers were introduced at the end of the 19th century.

In the 1940s a National Joint Council, on which teachers were represented, was set up to advise on salaries. Gradually over the next decades certain changes were accepted, such as equal pay for women and, eventually, a common salary scale for all teachers.

Teachers' status was boosted in 1965, when training and admission to the profession and the professional standards of behaviour of teachers became the responsibility of the General Teaching Council (GTCS) for Scotland.

General Teaching Council for Scotland

8.2.2. Ongoing Debates and Future Developments: Conditions of Service of Teachers

Specialist teachers in primary schools

In May 2003 the Scottish Government announced its intention to increase the number and range of specialist teachers working with primary pupils, particularly by allowing teachers to move between secondary and primary schools.

8.2.3. Specific Legislative Framework

The Education (Scotland) Act 1980, as amended in 1981, gave the (then) Secretary of State power to set up the Scottish Joint Negotiating Committee (SJNC) for Teaching Staff in School Education. This body, which has now been replaced by the Scottish Negotiating Committee for Teachers (SNCT), promulgated the present conditions of service and negotiated the salaries of Scottish teachers in publicly funded schools. The conditions of service are not directly laid down by law but are incorporated into the teacher's contract with his or her employing authority.

Decision-making Bodies for Teachers' Conditions of Service

The Scottish Negotiating Committee for Teachers (SNCT) (see 8.2.) is the forum in which legally binding agreements about conditions of service are reached. Changes to salaries and conditions of service of teachers are outlined in circulars issued by the SNCT.

The General Teaching Council for Scotland (GTCS) is the body which ensures that teachers are academically qualified when they enter the profession and have received appropriate professional training. Newly qualified teachers are granted provisional registration on taking up their first post but final registration at the end of their probation period depends on the Council receiving satisfactory reports on their work. GTCS also has disciplinary powers. In certain circumstances, for example, in the case of some criminal convictions, it can remove a teacher's name from the register. This means that the teacher can no longer be employed by a local authority.

General Teaching Council for Scotland

Education (Scotland) Act 1980

Education (Scotland) Act 1981

8.2.4. Planning Policy

The Scottish Government carries out an annual teacher workforce planning exercise to inform the Scottish Funding Council about the number of new teachers required.

The statistical model is based on pupil projections and current pupil-teacher ratios. It takes account of the age profile of the teaching profession and the numbers retiring, leaving and returning. A Teacher Workforce Planning Group, with representatives of local authorities, universities, teacher unions and the General Teaching Council for Scotland, oversees the exercise. Its results are published annually.

The Scottish Government intends to make early years and early intervention key policy areas and is committed to reducing P1-P3 classes to a maximum of 18 and to increasing pre-school children's contact with teachers. It is also committed to significant increases in the numbers entering initial teacher education, to ensure appropriate replacement of teachers approaching retirement.

General Teaching Council for Scotland

Scottish Funding Council (SFC)

8.2.5. Entry to the Profession

Entry to the teaching profession in Scotland for teachers who wish to work in publicly funded schools is through registration with the General Teaching Council for Scotland (GTCS). To remain on the register, a teacher or lecturer has to pay a small fee annually. Registration is not required for appointment in an independent (private) school. However, many of the independent schools in Scotland have a policy of employing only teachers who have received professional training and are registered, or of encouraging unregistered members of staff to take the appropriate steps to qualify for registration.

To register with the GTCS the candidate must hold one or more of the Teaching Qualifications awarded by a Scottish university, which require achievement of the Standard for Initial Teacher Education. Teachers who have been trained outside Scotland and who have suitable qualifications may be exceptionally admitted to the GTCS's Register of Teachers, in some cases after taking additional training. The requirements to be satisfied before such teachers are accorded registration are prescribed in a statement of principles for the exceptional admission of teachers to the Register published by the GTCS under Section 8 of the Teaching Council (Scotland) Act 1965.

Teachers from countries of the European Union (and from some other countries) who are recognised as teachers in their own country may be registered by the GTCS. If their native language is not English, they must satisfy the Council that their command of English is sufficient to allow them to teach effectively. Procedures are laid down for this contingency.

Registration is accorded, in the first instance, on a provisional basis. Full registration is granted to teachers who have satisfactorily demonstrated that they have achieved the Standard for Full Registration during a period of probationary service. Since August 2002, all newly qualified teachers who have trained at a Scottish university and are considered to be "home students" have access to a probationary training post for one school year immediately following qualification. This is called the Teacher Induction Scheme. The probationary post has a maximum class commitment of 0.7 Full-time Equivalent (FTE), with the remaining 0.3 available for professional development. Each probationer has a nominated induction tutor to provide advice, support and guidance.

At the end of the probationary period, the GTCS can:

- grant the teacher full registration; or
- extend the period of probation; or
- cancel the provisional registration.

An application and any consequent registration are confined to the subject or subjects which have been taught by the applicant during the period of provisional registration.

Registration with the GTCS is not mandatory for lecturers in colleges but is open to them on completion of a course leading to the award of the Teaching Qualification (Further Education) and if they meet certain conditions. Many college lecturers have taken courses of professional training and are registered with the GTCS. Registration is accorded in the first instance on a provisional basis. Final registration is granted to lecturers subject usually to the submission of a professional reference. The probation period is not an obligation in further education. Further education lecturers holding a recognised subject qualification in secondary education may apply for full registration in that subject in further education.

Normally, recruitment to particular posts in a publicly funded school is through response to advertisements placed by the local authority. Candidates submit their qualifications and a statement of relevant experience. After consideration of these by local authority staff and the head teacher of the school, a short list of candidates is drawn up and interviews take place. Typically the interviewers include the head teacher, a local authority representative and other relevant staff, sometimes from another school. In the case of the appointment of head teachers, the [Parents' Council](#) has a formal role at both the short list and interview stages.

In colleges and private schools similar procedures are conducted on behalf of the Board of Management or the Board of Governors.

[The Standard for Full Registration](#)

[The Standard for Initial Teacher Education](#)

[General Teaching Council for Scotland](#)

[Teaching Council \(Scotland\) Act 1965](#)

8.2.6. Professional Status

Teachers are employees of local authorities (or of the Board of Governors or the proprietor of an independent school). They are not civil servants. The service contract is a civil contract. Most teachers work on full-time, permanent contracts, though local authorities also employ teachers on fixed term contracts, for instance, to replace staff expected to be absent for a lengthy period. About 6% of teachers in state primary and secondary education work on part-time contracts.

8.2.7. Replacement Measures

In primary and secondary schools in the public sector, replacement staff must be qualified teachers. In further education and private schools, where a teaching qualification is not obligatory, replacements similarly may lack a formal qualification.

Most local authorities and some individual institutions in all sectors keep a register of "supply teachers", who can be approached to replace absent staff on a temporary basis. In most cases teacher colleagues of an absent member of staff are expected to use some of their time free of class contact to cover the absence for a short period. Arrangements relating to the use of supply teachers are made locally by education authorities, who may, in some cases, delegate the responsibility to the head teachers of schools, as part of the system of devolved management of resources.

8.2.8. Supporting Measures for Teachers

The head teacher, the senior promoted staff and principal teachers of a school have responsibility for supporting all their staff, providing leadership, a good working ethos, encouragement, praise and, where necessary, specific professional development and pastoral support. In the case of new teachers in their probationary period, schools usually identify a particular senior member of staff who is responsible for supporting them, in collaboration with the principal teachers heading the departments or faculties in which they work. Probationary teachers have less class contact time than fully qualified staff (see 8.2.5.) and are expected to discuss with the school manager responsible for them how best to develop the strengths and address any weaknesses in their teaching. The professional profile they bring with them from their initial teacher education course is the basis of such discussion.

Local authorities normally have formal arrangements in place for resolving any disputes or grievances which staff may have in their working situation. A member of staff involved in such a dispute or grievance may be supported by a representative of a teachers' organisation or by a school colleague.

8.2.9. Evaluation of Teachers

Teachers are not evaluated individually.

Arrangements for school self-evaluation and for inspection of schools are described in 9.

8.2.10. In-service Training

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.

A customised programme of Continuing Professional Development is in the joint interests of local authorities and teachers. CPD supports teachers' learning from Initial Teacher Education right through to headship, to enhance their professional competence and maximise their potential.

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 Century entitles all teachers to a contractual 35 hours of Continuing Professional Development (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 or the local authority.

The Scottish Government Schools Directorate distributed to all local authorities and teachers in 2002 guidance entitled Professional Review and Development. This provides a CPD framework relevant to different stages of teachers' careers. It is based on the three Standards:

- Standard for Full Registration (normally achieved at the end of the probationary year in teaching) -
- Standard for [Chartered Teacher](#) (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; there are a number of ways to do this: by

undertaking the Scottish Qualification for Headship (SQH), through local authorities appointment procedures and through the Scottish Government's "Flexible Routes to Headship").

These Standards are all competence-based.

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).

[A Teaching Profession for the 21st Century](#)

[The Standard for Chartered Teacher](#)

[The Standard for Full Registration](#)

[The Standard for Headship](#)

8.2.10.1. Historical Overview: In-service Training

There was little in-service training in Scotland before the 1960s. Teachers could attend courses held in the summer holidays or at weekends by the teacher training institutions and organisations with an interest in particular subjects. There were also a few courses leading to additional qualifications for those teaching the youngest children and children with special needs. At another level, during the 1950s, the universities, which had for many years offered higher degrees in education on a full-time basis, provided opportunities for part-time study and some serving teachers took advantage of this to acquire a Master's degree.

The curricular changes which took place in the 1960s and the acceptance of the fact that teachers' initial qualification was not sufficient for a whole career led to a great increase in the provision by both the training institutions and local authorities. From the 1970s teachers were released in school time for in-service training. A National Committee on the In-Service Training of Teachers was set up to oversee developments.

In the later 1970s the needs of teachers in school came more sharply into focus. The fall in numbers in initial training at that time allowed the training institutions to provide a better service to schools. The local authorities appointed more educational advisers and expanded their capacity to offer in-service training. Some provided large-scale and ambitious courses for their teachers. On the national level the need to provide training for head teachers was recognised. A unit linked to Moray House College of Education (now part of the Faculty of Education of the University of Edinburgh) was set up to provide this.

The 1980s saw various initiatives to improve teachers' qualifications, for example, in-service diploma and degree courses mainly for teachers in primary schools who were not graduates. Previously, teachers in service had been able to obtain at degree level only the Master's qualification offered by the universities. Not all the attempts in the 1970s and 1980s to provide a structure of in-service qualifications and to meet the needs of teachers were successful - hence the 1990s initiative recognising the importance of proper identification of teachers' needs before providing opportunities for [Continuing Professional Development](#).

8.2.10.2. Educational Legislation

Powers have been granted to teacher education institutions to provide [Continuing Professional Development](#) courses. Since the 2001 agreement with the teaching profession on salaries and conditions of service, teachers have to participate in [Continuing Professional Development](#). Modular courses have also been developed to enable teachers to become [chartered teachers](#) and to achieve the Scottish Qualification for Headship.

8.2.10.3. Decision-making Bodies

The identification of CPD needs is the responsibility of teachers themselves, of schools and of local and national authorities. Increasingly, the starting point in the process is professional review and development (see 8.2.10.).

8.2.10.4. Types of Institution and Provision

The main providers of CPD are the local authorities, the schools themselves, often with outside support, and the universities responsible for teacher education. SGSD also mounts each year a number of national conferences, usually in the universities or involving university staff. Other national bodies, such as Learning and Teaching Scotland, run courses which teachers may apply to attend. Some private companies also offer CPD.

At the local authority level educational advisers organise courses which teachers have the opportunity to attend. Many of these courses rely on the local authorities' own resources and personnel, but frequently outside speakers are involved, eg, from the universities, Learning and Teaching Scotland, HM Inspectorate of Education or the business community.

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 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 and so to ensuring the best quality learning experiences for pupils.

Her Majesty's Inspectorate of Education (HMIE)

Learning and Teaching Scotland

8.2.10.5. Admission requirements

The only general admission requirement to CPD courses is that, normally, the teacher should be serving in a school, although up-dating courses have been run from time to time for teachers not currently in employment or those returning from teaching overseas. Certain courses require that participants be teaching in a particular sector of education, e.g., courses leading to certificates in Additional Support Needs, nursery education, early education or pupil support.

8.2.10.6. Curriculum, Duration of Studies, Specialisation

The content of CPD courses can vary considerably according to the intended market. There is therefore no set curriculum or duration for them. However, for major courses which lead to the award of a certificate, diploma or degree offered by the universities there are general rules about the number of hours of teaching and study at the different levels and the number of modules which must be completed. The Standard for Chartered Teacher and the Standard for Headship specify competences which form the basis of curriculum (and assessment) for, respectively, Chartered Teacher courses and the Scottish Qualification for Headship.

Government initiatives in curriculum and quality assurance influence much current CPD. For example, school self-evaluation and improvement planning, the process of professional review and development, the classroom use of assessment for learning, the implementation of the Curriculum for Excellence, achievement of chartered teacher status and training of head teachers through the Scottish Qualification for Headship are current areas of CPD activity.

[The Standard for Chartered Teacher](#)

[The Standard for Headship](#)

8.2.10.7. Methods

When in-service training first started, much of it involved attendance at formal lectures, although there were always courses which were classroom-based. Over the years the pattern has changed and CPD now includes a wide variety of activities in which teachers play an active part. Most formal courses, and in particular those in the [Chartered Teacher](#) Programme, emphasise the importance of linking theory to practice, critical reflection on one's own experience, discussion and collaboration with colleagues and improving the quality of pupils' learning. On-line and interactive video technologies are often used in CPD programmes.

8.2.10.8. Assessment and Certification

Many university courses lead to the award of a certificate (after the equivalent of one term's study), diploma (after the equivalent of one year's study), or degree, additional to teachers' academic and initial teaching qualifications. Examples are the Certificate and Diploma in Support for Learning or in [Additional Support Needs](#), the Master of Education (MEd) degree and the different levels of the [Chartered Teacher](#) qualifications (which lead eventually to a Master's degree). The Scottish Qualification for Headship is another important formal qualification. Assessment for both the Chartered Teacher and the Headship qualifications is based on their respective Standards.

[The Standard for Chartered Teacher](#)

[The Standard for Headship](#)

8.2.11. Salaries

Teachers' salaries are negotiated through the Scottish Negotiating Committee for Teachers (SNCT) – see 8.2.

Unpromoted teachers in school education (including nursery schools) are paid on the Common Scale. From April 2010, this starts at £21,438 for all probationary teachers in their induction year. Once fully registered, teachers move onto a scale of 6 salary points from £25,716 to £34,200. Increments are granted, up to the limit of the scale, on 1 April each year. The salary scale introduced for those wishing to achieve [Chartered Teacher](#) status is £35,253 to £41,925.

Staff in principal teacher posts (see 8.2.13.) are paid at a higher rate than those on the Common Scale. Their salaries depend on several factors including school roll and responsibilities for management, policy development and whole school activities. The current principal teacher scale has 8 points from £37,284 to £48,120

Senior promoted staff in schools (head teachers and depute head teachers) are paid a salary determined by the same factors as apply to principal teachers. The salary scale for head teacher and depute head teacher posts has 20 points from £42,288 to £82,542. Teachers with appropriate qualifications employed in a special

school or special unit attached to a mainstream primary school and head teachers of primary schools with such units for children over the age of 12 may receive further allowances. There are also additions to salary for teachers employed in remote areas.

Qualified teachers in nursery schools are also subject to SNCT rates of pay.

8.2.12. Working Time and Holidays

Working Hours

In accordance with the recommendations of the McCrone Committee of Inquiry in A Teaching Profession for the 21st Century, teachers' working week is one of 35 hours. Though there were some variations in different types of school in the past, since 2006 class contact for teachers in all school sectors amounts to a maximum of 22.5 hours.

30% of the difference between the maximum class contact time and the 35-hour working is for work relevant to individual teaching duties, including preparation and correction of pupils' work. The use of the remaining time is subject to agreement at school level and should be planned to include a range of activities such as:

- additional time for preparation and correction
 - parent meetings
 - staff meetings
 - formal assessment
 - preparation of reports, records, etc
 - curriculum development
 - forward planning
 - additional supervised pupil activity
 - professional review and [continuing professional development](#)
- The plan of activities, taking into account the particular needs of the school, is drawn up by the head teacher, in consultation with staff, within guidelines provided by the local authority. The timetable of activities for each school term should, if possible, be published at least one week before the end of the preceding term.

In addition, all teachers have a contractual minimum of 35 hours of [Continuing Professional Development](#) per annum (see 8.2.10.).

Typical working hours in further education are 32.5 hours per week, exclusive of lunch breaks and intervals. A lecturer is required to attend college for 10 sessions each week, normally totalling not more than 30 hours. The remaining 2.5 hours are normally spent on duties in the college or elsewhere. The weekly maximum class contact time is typically 24 hours. The annual maximum class contact time is generally 860 hours.

Holidays

The school year for pupils comprises 190 days (195 days for teachers, who spend 5 days in school without pupils in [Continuing Professional Development](#) activities – see 8.2.10.) School days are Monday to Friday each week. The dates for major school holidays are not fixed nationally but by the local authorities. However, there is a general pattern. There are school holidays usually for about six weeks in summer in the months of July and August, for a week or sometimes more in October, for the period covering Christmas and New Year, and for a fortnight in April, coinciding with or near to Easter. Some local authorities also have a short winter break in February. Scotland, unlike the rest of the United Kingdom, does not have general holidays on Bank Holidays but operates a system of local holidays. [Parents' Councils](#) have the power to decide, within the total number of days available, which local holidays will be taken by their school.

Special leave may be granted to teachers for jury service, examinations, family illness or bereavement. The period of sick leave or illness allowance which the teacher receives depends on whether he or she is appointed in a permanent or temporary capacity. A teacher absent from duty on account of illness or injury receives full salary or half salary for periods which depend on length of service.

Teachers are entitled to 39 weeks paid maternity leave, beginning not earlier than the 11th week before the expected week of childbirth, if they have at least 26 weeks continuous service at that point. Paid maternity leave comprises 13 weeks at full salary (made up of a combination of salary and statutory maternity pay); and, provided that the teacher's average weekly earnings are not less than the lower earnings limit for liability to make National Insurance contributions, 26 weeks at statutory maternity pay only. The teacher is required to give her employer at least 21 days prior notification of the expected week of childbirth.

Teachers who have completed 26 weeks continuous service by the 11th week before the expected week of childbirth have the right to an additional 13 weeks unpaid maternity leave if they so wish. They must give 21 days notice of any early return to work.

Arrangements exist for teachers to take other family leave for paternity or adoption, if required.

Duties of Teachers and Chartered Teachers in all Schools

The following outline has been the basis of job descriptions in local authorities since 2002.

Subject to the policies of the school and the local authority, the duties of teachers, promoted and unpromoted, are to perform such tasks as the head teacher shall direct, having reasonable regard to overall teacher workload related to the following categories:

- teaching assigned classes, with associated preparation and correction
- developing the school curriculum
- assessing, recording and reporting on the work of pupils
- preparing pupils for examinations and assisting with their administration
- providing advice and guidance to pupils on issues related to their education
- promoting and safeguarding the health, welfare and safety of pupils
- working in partnership with parents, support staff and other professionals
- undertaking appropriate and agreed [Continuing Professional Development](#)
- participating in issues related to school planning, raising achievement and individual review
- contributing towards good order and the wider needs of the school.

Duties of Principal Teachers

(See 8.2.13.)

The following outline similarly serves as the basis for job descriptions in local authorities.

Subject to the policies of the school and the education authority, the duties of principal teachers, curriculum and pastoral, are to perform such tasks as the head teacher shall direct, having reasonable regard to overall teacher workload related to the following categories:

Principal Teachers Curriculum

- responsibility for the leadership, good management and strategic direction of colleagues
- curriculum development and quality assurance
- contributing to the development of school policy in relation to the behaviour management of pupils
- the management and guidance of colleagues

- reviewing the [Continuing Professional Development](#) (CPD) needs, career development and performance of colleagues
- the provision of advice, support and guidance to colleagues

Principal Teachers Pastoral

- responsibility for the leadership, good management and strategic direction of pastoral care within the school
- the development of school policy for the behaviour management of pupils
- assisting in the management, deployment and development of pastoral care staff
- implementation of whole-school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- working in partnership with colleagues, parents, other specialist agencies and staff in other schools, as appropriate.

In some primary and secondary schools new approaches to allocating management responsibilities have now created principal teacher posts with pastoral and other responsibilities, including, for example, leadership in curricular development, learning and teaching, [continuing professional development](#) or school improvement activities.

A Teaching Profession for the 21st Century

8.2.13. Promotion, Advancement

Career opportunities within schools reflect the simplified career structure introduced from April 2002. The structure is common to the primary and secondary sectors and comprises four levels:

CLASSROOM TEACHER (PROBATION/MAIN GRADE)	
PRINCIPAL TEACHER	CHARTERED TEACHER
DEPUTE HEAD TEACHER	
HEAD TEACHER	

Progression from probationer to main grade status depends on successful completion of the Standard for Full Registration.

Principal teacher is the first line management position. Staff normally progress to this level by applying for advertised posts. Any teacher qualified for the position may apply for a vacant management post in any local authority.

The structure also provides a career track for those who prefer to remain in the classroom, without management responsibility. Such teachers would progress from being a [Probationer Teacher](#) to Main grade status and then to [Chartered Teacher](#) status, rather than that of Principal Teacher. Teachers wishing to commence study leading to [Chartered Teacher](#) status must demonstrate a commitment to their own [Continuing Professional Development](#). [Chartered Teacher](#) status requires achievement of the Standard for Chartered Teacher, either through successful completion of a programme of modular courses designed to enhance classroom practice or by submitting a portfolio of evidence of prior learning.

Progression to depute head teacher and head teacher status is also by application for advertised posts. Applicants for head teacher posts must demonstrate achievement of the Standard for Headship, by either holding the Scottish Qualification for Headship or having equivalent experience and skills. (See also 8.3.1.)

The Standard for Chartered Teacher

The Standard for Headship

8.2.14. Transfers

Teachers are appointed by a local authority to its service and therefore, when necessary, a local authority can move a teacher to another school. Some local authorities, when faced with a surplus of teachers in certain subjects, have offered re-training in another subject. In principle, the regulations allow for a local authority to appoint a teacher to any post for which she or he is considered to have appropriate professional knowledge and skills.

All teachers can apply for posts in schools in the local authority which employs them and in any other local authority and most movement of staff takes place in this way. When teachers move to new posts their pension rights are conserved. If they move to another post at the same level they retain their place on the salary scale. Many moves, however, are made for promotion.

The minimum period of notice which an unpromoted teacher must give on resigning from a post is four weeks. For promoted teachers eight weeks notice is required. These periods of notice normally apply only when a teacher is moving from one local authority to another.

8.2.15. Dismissal

Local authorities have powers to grant early retirement and redundancy payments to their staff. They also have powers of dismissal on disciplinary grounds. A person cannot be employed by a local authority if the General Teaching Council for Scotland, after investigation by its Disciplinary Committee, has found her/him to be incompetent or otherwise unsuitable as a teacher.

As a general rule, the local authority should give a minimum period of notice of dismissal or early retirement of one week for each year of continuous service to a teacher, but with a minimum of four weeks and a maximum of twelve.

General Teaching Council for Scotland

8.2.16. Retirement and Pensions

The normal retirement age for teachers is 65. However, employers have a duty to consider requests from employees to work beyond that age. In practice, many retire early.

Teachers who are over 18 and under 55 at date of entry into service and are in full-time employment are members of the Teachers' Superannuation Scheme. Teachers who are on part-time service may voluntarily join the scheme, as may teachers who are over 55 at their date of entry into full-time employment in education.

The scheme provides the following:

- retirement benefits
- death benefits
- widows' pensions
- children's pensions
- dependants' pensions

Contributions by employees attract full income tax relief. Contributions are paid by employers, who also pay supplementary contributions to meet deficiency charges. The contribution of employers is fixed every five

years after an actuarial review of the scheme. Teachers' contributions are deducted from their salaries at the rate of 6%.

8.3. School Administrative and/or Management Staff

Head teachers and depute head teachers in publicly funded schools carry responsibility for effective management of all aspects of the work of their school, within the policies and frameworks of the local authority. Their detailed duties are set out in 8.3.2.3.

8.3.1. Requirements for Appointment as a School Head

Prospective head teachers and depute head teachers are normally already promoted staff in primary or secondary schools who apply for posts in the relevant sector advertised by local authorities. They submit applications, describing their qualifications and experience and may then be short-listed and called for interview. The local authority and the [Parents' Council](#) have roles in the process of selecting the short list and in conducting the interview. An applicant for a head teacher post must demonstrate achievement of the Standard for Headship, either by holding the Scottish Qualification for Headship or by providing evidence of comparable experience and skills. Usually a head teacher or depute head teacher from another school also sits on the interviewing panel. In colleges and independent schools, the Board of Management or the Board of Governors normally operates a similar system for appointing senior staff.

The key characteristics and qualities of candidates sought by those involved in the appointment process are set out in the Standard for Headship and also in *How Good Is Our School?*, the guide to school self-evaluation published by Her Majesty's Inspectors of Schools (revised edition, 2007).

[How Good Is Our School? \(3\)](#)

[The Standard for Headship](#)

8.3.2. Conditions of Service of Head Teachers

Head teachers' conditions of service are in essence those applicable to all teachers (see 8.2.).

8.3.2.1. On-going Debates and Future Developments: Conditions of Service of Head Teachers

The most recent issue has been the requirement from 2005 that all head teachers demonstrate achievement of the Standard for Headship.

[The Standard for Headship](#)

8.3.2.2. Salaries

Senior promoted staff in schools (head teachers and depute head teachers) are paid a salary which is determined by the same factors listed for principal teachers in 8.2.11. From April 2010 the salary scale for head teacher and depute head teacher posts has 20 points from £42,288 to £82,542

8.3.2.3. Working Time and Holidays

Working Time

In essence, the working time arrangements for all teachers derived from the agreement, A Teaching Profession for the 21st Century, based on the recommendations of the McCrone Report, (described in 8.2.12. apply to head teachers and depute head teachers. However, most head teachers do not have a class contact role and this role is reduced for depute head teachers.

Duties of Primary Head Teachers (and Depute Head Teachers)

Local authorities delegate to head teachers responsibility for the administration and management of schools. In carrying out their duties head teachers rely heavily on the co-operation of their staff, especially promoted members of the team. The role of the depute head teacher is to assist and, where necessary, to deputise for the head teacher in the conduct of school affairs.

Within the terms of A Teaching Profession for the 21st Century, the duties of the head teacher (and of the depute head teacher when deputising for the head teacher) are as follows.

The role of the head teacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the local authority under the overall direction of the Director of Education. The head teacher shall be accountable to the local authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- responsibility for the leadership, good management and strategic direction of the school
- responsibility for school policy for the behaviour management of pupils
- management of all staff and the provision of professional advice and guidance to colleagues
- management and development of the school curriculum
- advice to the [Parents' Council](#) and participation in the selection and appointment of the staff of the school
- promotion of the [continuing professional development](#) of all staff, ensuring that they have an annual review of their development needs
- working in partnership with parents, other professionals, agencies and schools,
- management of the health and safety of all within the school premises.

Administration involves day-to-day organisation of the school, keeping records, preparation of documentation and returns for the local authority and the Scottish Government Schools Directorate. It also includes supervision of the work of non-teaching staff such as janitors and secretaries.

Crucial, however, to the success of any school is the head teacher's management of staff, resources, curriculum, learning and teaching, pupil assessment, liaison, public relations, school ethos and improvement planning. In all of these areas the head teacher's vision, leadership and ability to enthuse and empower both staff and pupils are very important.

Management of staff includes identifying their needs through a system of professional review and development and providing access to appropriate [Continuing Professional Development](#) activities.

Management of resources is ultimately the responsibility of the head teacher. However, it is common for staff to be involved in agreeing resource priorities for the school as a whole, as well as for individual classes in a primary school or departments in a secondary. Under the arrangements for devolved school management (DSM), the local authorities should allocate as much as possible of the available financial resources (albeit with certain restrictions on spending powers) to the schools themselves (in effect, to the head teachers) for

expenditure on books, materials and equipment and other aspects of school life. The local authority may also supply funding to meet special or new needs, such as stocking a new library, running a school minibus or acquiring expensive items of equipment. Schools also benefit from fund-raising by parents' groups and by their own enterprises, ranging from sponsored activities to school shops. Head teachers are expected to carry out a regular, comprehensive review of resources and report to the [Parents' Council](#).

Management of the curriculum, learning and teaching and pupil assessment is a particularly important part of the head teacher's work. For example, head teachers are responsible for ensuring their schools have appropriate curricular programmes, tailored to their needs and resources and drawing on the advice in national curriculum guidelines. In practice, primary teachers usually work together with their head teacher to discuss and formulate how the curriculum can best be implemented in their school, often taking advice and help provided by their local authority. Each teacher is expected to produce a planned programme and to record coverage of the work done, taking due account of the abilities and progress of his/her class and the individual pupils in it. Head teachers discuss these plans and records regularly with each teacher to ensure that the work is appropriate and to monitor the continuity and progression of pupils' classroom experiences, both during the school year and from one year to the next. Evidence on pupils' progress in attaining defined curricular outcomes is also taken into account. In some schools head teachers also promote improvement of learning and teaching strategies through observation and discussion with staff.

Management of liaison covers the school's links with the local authority and the support services, such as those in the medical, psychological service and social work fields. It also involves relations with pre-school establishments and with the secondary school or schools to which pupils will transfer. Management of public relations involves all the interaction between a school and its [Parents' Council](#), parents and community.

An overarching aspect of effective management is the establishment and maintenance of a very good school ethos, a highly positive atmosphere, in which pupils feel secure and are encouraged to learn, an ambience in which relationships and discipline are good and both morale and expectations are high. A very good school ethos is increasingly seen as important not only for academic success but also for links with the world of work and the development of values such as good citizenship and a positive international outlook.

Management of school improvement involves leading staff in evaluation of the school's work and performance and planning for its future. All schools are required to have a School Improvement Plan. Usually such a plan looks ahead for 2-3 years. It is submitted to the local authority for approval, should take account of the authority's priorities as well as the school's own and should cover significant aspects of the work of the school. It should state clearly what specific actions the school proposes to take to improve its work and performance. Proposed action has to be budgeted for within the financial limits set by the local authority.

Duties of Secondary Head Teachers (and Depute Head Teachers)

As with primary schools, responsibility for the administration and management of secondary schools is delegated to the head teacher. The role of the depute head teachers is to assist and, where necessary, to deputise for the head teacher in the conduct of school affairs.

Secondary head teachers (and depute head teachers when deputising for the head teacher) carry the same responsibilities as are indicated above for primary head teachers. Some aspects of these responsibilities differ in secondary schools, because of differences in the size of the school, its staff and the promoted staff team and in the requirements of secondary education by comparison with primary.

Significant additions to management responsibility shared among the head teacher and the depute head teachers include, for example, organising and ensuring implementation of a curriculum offering appropriate choices in accordance with the principles of the Curriculum for Excellence. Secondary schools are responsible for constructing their own curriculum and timetable. The construction of the timetable is usually a major responsibility for a member of the senior promoted staff. It normally takes into account the advice in the

national curricular guidelines and the strategy of the local authority and the school itself to ensure optimal provision for the school's pupils. It also takes account of the advice of the local authority, through its advisory service and its policy statements, on such matters as equality of opportunity for pupils and multi-cultural education. Management of assessment in secondary schools, too, assumes significant proportions: the school's assessment of pupils is taken into account in many subjects for the award of the [Scottish Qualifications Certificate](#) (SQC) and administration of external examinations set by the [Scottish Qualifications Authority](#) is a responsibility of school management.

Staff management includes leadership of, liaison with and evaluation of the typically wide range of subject departments, principal teachers holding various responsibilities, pastoral and support for learning teachers and non-teaching staff. It is very important in all secondary schools, many of which may have a hundred or more members of staff. As in primary schools, it includes identifying the needs of teachers by means of a system of professional review and development and provision of access to suitable [Continuing Professional Development](#) activities.

Management of liaison in secondary schools includes, as well as the school's links with the local authority and its support services, links with the associated primary schools and relations with colleges and universities. In some areas, where certain subjects in the senior classes may be taught in one establishment – school or college – but not in another nearby, liaison about timetabling is particularly important to enable senior pupils to commute.

Public relations are important in secondary schools – with the [Parents' Council](#), with parents and with the community. Relations must also be developed with local commerce and industry, so that places may be found for work experience for senior pupils and so that staff, particularly guidance staff, may have knowledge of local industrial and commercial concerns.

(2.6.4. includes description of the main frameworks for the management of schools and other educational establishments.)

Holidays

Head teachers and depute head teachers have the same holiday entitlement as all teachers (see 8.2.12.).

A Teaching Profession for the 21st Century

[Scottish Qualifications Authority](#)

8.4. Staff involved in Monitoring Educational Quality

The role of inspectors is fully explained in 9.4.2.

HM Inspectorate of Education (HMIE) is an Executive Agency of the Scottish Ministers under the terms of the Scotland Act 1998. It operates independently and impartially whilst remaining directly accountable to Scottish Ministers for the standards of its work. Agency status safeguards the independence of inspection, review and reporting activities within the overall context of Scottish Ministers' strategic objectives for the Scottish education and lifelong learning system and for safeguarding children. Her Majesty's Senior Chief Inspector leads HMIE and has direct access to appropriate Scottish Ministers.

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Scotland Act 1998](#)

8.4.1. Requirements for Appointment as an Inspector

Her Majesty's Inspectors (HMIs) are appointed by the Queen on the recommendation of the First Minister, after applying for available posts in an open competition and taking part in an interviewing/assessment process. Successful candidates are likely to have demonstrated high levels of capability as teachers and managers within the education system. They may have been principal teachers, depute head teachers, head teachers, managers in a college, senior community learning and development (CLD) practitioners, or members of local authority or university/higher education institution staff. If they fall into either of the last two categories, they would normally be expected to have previous successful school, college, or CLD experience. Inspectors from backgrounds in social work, youth justice, health, policing and care have recently joined HMIE on a permanent and seconded basis to deliver children's services inspections, which encompass elements of educational provision.

Her Majesty's Inspectorate of Education (HMIE)

8.4.2. Conditions of Service: HMIE

Since HM Inspectorate of Education (HMIE) is an Executive Agency of the Scottish Ministers under the terms of the Scotland Act 1998, HMIs are subject to the conditions of service of government civil servants in Scotland.

Her Majesty's Inspectorate of Education (HMIE)

Scotland Act 1998

8.5. Educational Staff responsible for Support and Guidance

See 4.15., 5.14., 5.18. and 6.16. for the support/guidance roles played by teachers in various institutions. All teachers have a general pastoral responsibility for their pupils/students. Secondary schools and colleges have trained staff who devote a significant proportion of their time to support/guidance activities, though they normally also teach one or more aspects of the curriculum.

Primary and secondary schools and colleges also have support for learning staff, whose role is principally (though not wholly) to help meet the [Additional Support Needs](#) which pupils/students may have. Arrangements for the deployment of such staff vary across the country. In some local authorities there is a central team of specialist support staff who visit schools as required. In these authorities there may or may not be also support for learning staff permanently based in particular schools. In some cases, central support staff in a local authority may run special units, for example for pupils with a need for help with behavioural difficulties.

The role of support for learning staff in various establishments is described in 4.11., 5.14., 6.12. 6.12.6.12. and **10.5.3.**

8.6. Other Educational Staff or Staff Working with Schools

Almost all schools in Scotland have non-teaching staff either on a full-time or part-time basis. In primary schools these are normally secretarial staff (even small schools are likely to have some secretarial help a few hours per week), janitors, who are responsible for the care of the property, and sometimes auxiliaries, who support teachers in a wide variety of ways. In secondary schools there are likely to be several non-teaching members of staff in these categories. Secondary schools normally have in addition a technician, or more than one technician, if they are large schools, and may also have a librarian. Some schools also have instructors

who teach pupils to play musical instruments. Special schools and mainstream schools often have auxiliaries to help children with particular [Additional Support Needs](#). These members of staff are employed by the local authority and receive salaries negotiated separately by the various trade unions and organisations which represent them.

In post-school education many of the institutions, both in further education and higher education, have large staffs, both administrative and technical, whose salary rates are negotiated with the institution.

8.7. Statistics

Further and more detailed statistics are available on the Scottish Government web site at <http://www.scotland.gov.uk/stats/>

Initial training of teachers (2007-2008)

For primary school teaching:	
On B.Ed course (4 years):	1,355
On PGDE course (1 year):	1,200
Total:	2,555
For secondary school teaching	
On B.Ed course (4 years):	202
On PGDE course (1 year):	905
Total:	907

In-service training (Continuing Professional Development) of teachers

Data not available.

Some statistics relating to numbers of teachers are given in 4.18. and 5.21.

9. Evaluation of Educational Institutions and the Education System

This chapter sets out in detail the evaluation arrangements applying to all the sectors of Scottish education.

9.1. Historical Overview

Scotland has a very long history of external evaluation of its schools. The Act of the Scottish Parliament For Settling of Schools in 1696 laid the duty on each of the presbyteries of the church to inspect the parish schools which had been established. 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 developed.

At one time, internal pre-school, school and college self-evaluation had not been formalised, although over the years many head teachers, particularly in secondary schools, used results in external examinations as one measure of the effectiveness of individual teachers and subject departments. Prior to 1983, school inspections led to reports that recorded evaluative judgements and provided feedback to schools and their education authorities, but were not published. The change to published inspection reports in 1983 encouraged the sharing of the criteria for HMIE evaluations and use of these by schools for their own self-evaluation.

In 1996, HM Inspectorate of Education published *How Good Is Our School?* (most recently revised in 2007), to help schools evaluate their work. It also published *The Child at the Centre* (most recently revised in 2007), to provide similar support for pre-school centres. These documents propose questions to address in the self-evaluation process and offer a set of Quality Indicators against which the school or pre-school centre can judge its work. The most recent version of the Quality Indicators was developed by HMIE in partnership with practitioners. The Indicators embody good practice and establish a common language of quality. A subset of them is employed by HMIE in inspecting schools and pre-school centres.

In recent years, Scotland has become identified internationally with a particular approach to accountability and improvement which is built on an explicit combination of internal and external evaluation. The premise of the approach is that schools must take responsibility for the quality of the education which they provide and be committed to continuous improvement. Its centrepiece is the set of Quality Indicators set out in *How Good Is Our School?*

HMIE initiated the process of systematic internal and external quality assurance in colleges with its 1998 publication *Quality Matters*. In 1999 responsibility for quality assurance in colleges passed to the then Scottish Further Education Funding Council (SFEFC) - now the Scottish Funding Council (SFC). On behalf of SFC, HMIE published in 2000 a quality assurance framework - *Standards and Quality in Further Education: Quality Framework for Scottish FE Colleges* - and then a revised version in 2004. Following the report of SFC's Joint Quality Review Group and consultation across the college sector, HMIE published revised *External Quality Arrangements for Scotland's Colleges* in September 2008.

HMIE published the first self-evaluation framework for community learning and development, *How Good Is Our Community Learning and Development?*, in May 2002. 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. *How Good Is Our Community Learning and Development?* was updated to reflect changes in policy and practice in April 2006.

From 2004, HMIE took the lead in developing inspections of services for children, beginning with child protection, and published in 2005 the first self-evaluation framework for child protection services *How Well Are Children and Young People Protected and Their Needs Met?* This was followed in 2006 by the publication of a generic framework for self-evaluation of children's services - *A Guide to Evaluating Services for Children and Young People*. Prior to the second cycle of child protection inspections from February 2009 HMIE published a revised self-evaluation framework *How Well Do We Protect Children and Meet Their Needs?* In November 2009 HMIE published *How Well Do We Protect Scotland's Children?*, a summative report on the findings of child protection inspections 2005-2009.

The Scottish Government announced decisions on the reorganisation of scrutiny bodies in Scotland in November 2008. As part of this reorganisation, it is anticipated that HMIE's functions in relation to inspection of child protection and the integration of children's services will in due course pass to a new body responsible for scrutiny of social care and social work from April 2011.

[A Guide to Evaluating Services for Children and Young People](#)

[External Quality Arrangements for Scotland's Colleges](#)

[How Good is Our Community Learning and Development?](#)

[How Good Is Our School? \(3\)](#)

[How Well Are Children Protected and Their Needs Met?](#)

[How Well Do We Protect Children and Meet Their Needs?](#)

[How Well Do We Protect Scotland's Children?](#)

[Quality Matters](#)

[Standards and Quality in Further Education](#)

[The Child at the Centre](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Scottish Funding Council \(SFC\)](#)

9.2. Ongoing Debates and Future Developments

The school inspection model now 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. New models of inspection were introduced in August 2008, linked to the establishment of a National Performance Framework for Scotland in the Government's 2007 Spending Review (see 1.2.) and the publication in late 2007 of a report by Professor Lorne Crerar on Scrutiny of Public Services in Scotland. HMIE is reviewing its work in line with the Government's response to the Crerar review. The required developments are well aligned with HMIE's existing direction of travel towards reduced pre-inspection preparation for establishments, greater use of school self-evaluation as the starting point for more proportionate inspections, further-developed focus on learners and on professional engagement with staff, and clearer and more concise reporting.

The initiation in summer, 2006, of the series of publications *How Good Is Our School? The Journey to Excellence* and a change in the inspection reporting model (see 9.4.1. and 9.4.2. under Inspection of Schools) are key means by which HMIE is now seeking to encourage schools in the pursuit of excellence in all aspects of their work. The *Journey to Excellence* publications are in 5 parts –

Part 1: Aiming for Excellence

Explores the concept of excellence and what is meant by 'learning' and by 'barriers to learning' and introduces ten dimensions of excellence.

Part 2: Exploring Excellence

Explores each of the ten dimensions in detail, gives practical examples drawn from real schools and demonstrates the journey from 'good' to 'great'.

Part 3 - How Good is Our School? and The Child at the Centre

These are the publications referred to in 9.1. that set out the Quality Indicators for self-evaluation in schools and early years settings.

Part 4 - Planning for Excellence

Shows how schools can use the dimensions of excellence alongside the quality indicators in Part 3 to plan for, and deliver, excellence.

Part 5 - Exploring excellence in Scottish schools

An online digital resource for professional development containing a large number of video clips and print resources exemplifying excellence across education sectors and partner agencies, summaries of educational research and the perspectives of well-known national figures and educational professionals and researchers.

HMIE has strengthened the role of each inspection in supporting improvements. HMIE and local authorities also collaborate to ensure that, where necessary, establishments receive follow-through support after inspections to help them effect improvements. (See also 9.4.2. under Inspection of Schools.)

HMIE will play a key role in evaluating progress in the implementation of Curriculum for Excellence. This will include evaluating progress in planning, reviewing and prioritising the curriculum through self-evaluation and improvement planning and in applying key ideas and principles from Curriculum for Excellence. Across the sectors, HMIE will evaluate how staff in schools and other centres are working together and with partners to develop their understanding of Curriculum for Excellence ideas and put them into practice, supported by a plan for [continuing professional development](#). There will be a particular focus on how staff identify and measure improvements in learners' experiences and in standards of achievement; how they communicate with and involve parents; and how they collaborate to plan and support learners' progress in the senior phase secondary school.

As part of the quality assurance and moderation processes for Curriculum for Excellence, HMIE will comment in inspection reports on the effectiveness of improvement through self-evaluation and make recommendations where further action is needed. HMIE will aim where practicable to include within its inspection programme in any one year at least one school in every group of associated secondary + primary schools and will review arrangements for moderation of assessment standards and arrangements within the group of schools.

How Good Is Our School? The Journey to Excellence

Her Majesty's Inspectorate of Education (HMIE)

9.3. Administrative and Legislative Framework

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 inspects the education functions of all local authorities in a five-year cycle. Under the terms of the Teaching and Higher Education Act 1998, HMIE has powers to inspect education provided by higher education institutions for teachers and persons preparing to be teachers.

HMIE also engages with colleges on an annual basis and undertakes reviews over a four-year period, through annual service level agreements with the Scottish Funding Council (SFC). HMIE is also empowered under the Education (Scotland) Act 1980 to inspect the further education provision of local authorities, which is interpreted as including community learning and development. Recent developments in HMIE's approach are described in 9.4.2.

Under the Children (Scotland) Act 1995 or the Regulation of Care Act 2001, HMIE collaborates with the Scottish Commission for the Regulation of Care (The Care Commission) in the registration and inspection of care services which incorporate an educational element. In pre-school settings, these services include local authority nursery schools (and nursery classes within primary schools), nursery classes within independent schools and private and voluntary nurseries and playgroups which receive funds to provide pre-school education for three to five-year-old children in partnership with local authorities. For older children they include residential special schools and secure units, school hostels and residential care in independent boarding schools. The Public Sector Reform Bill currently before the Scottish Parliament will repeal the Regulation of Care Act 2001 and replace it with a general duty of cooperation among scrutiny bodies.

Under The School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004 (Commencement No. 2 and Transitional Provisions) Order 2005) HMIE has been asked to advise Ministers, through the Registrar of Independent Schools, on the suitability of establishments seeking registration to function as a school. In doing so, HMIE advises the Registrar on the appropriateness of the documentation submitted by the school and conducts a pre-registration visit before the school begins to operate and a post-registration inspection approximately nine months after the school has been granted permission to operate.

Under the Joint Inspection of Children's Services and Social Work Services (Scotland) Act 2006, HMIE has been leading on child protection inspections and on development of joint inspections of services to protect children. Forthcoming legislation that will establish a new scrutiny body for social work and social care will change the basis for HMIE's involvement in this area. Forthcoming legislation, the Public Sector Reform (Scotland) Bill, will establish a new scrutiny body for social work and social care and change the basis for HMIE's involvement in this area.

Her Majesty's Inspectorate of Education (HMIE)

Scottish Commission for the Regulation of Care (the Care Commission)

Scottish Funding Council (SFC)

Children (Scotland) Act 1995

Education (Scotland) Act 1980

Joint Inspection of Children's Services and Social Work Services (Scotland) Act (2006)

Regulation of Care Act 2001

School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004

Standards in Scotland's Schools etc. Act 2000

Teaching and Higher Education Act 1998

9.4. Evaluation of Schools and Institutions

Three types of evaluation are applied to the work of schools: internal school self-evaluation, evaluation by the local authority and inspection by HMIE.

Colleges, higher education institutions and local authorities are also expected to be self-evaluative and are subject to forms of external evaluation. The following sections explain the various systems.

Her Majesty's Inspectorate of Education (HMIE)

9.4.1. Internal Evaluation

At institutional level, schools are responsible themselves for monitoring and evaluating their performance and progress and they are required by the Standards in Scotland's Schools Act 2000 to produce an annual Standards and Quality report.

As indicated in 9.1. and 9.2., HMIE has published guidance to assist schools in self-evaluation using quality indicators, in preparing improvement plans and in using examination results and other data in the process. In particular, schools and local authorities make wide use of the publication *How Good Is Our School?* (revised 2007), the Standard Tables and Charts (STACs), available on the ScotXed website to support the use of examination results in school evaluation, and related analyses on the HMIE extranet. The *How Good Is Our School? The Journey to Excellence* publications described in 9.2. are also available.

The Child at the Centre (HMIE, 2007), provides similar guidance for the pre-school sector. In addition the National Care Standards, published by the Scottish Government specify *requirements* that must be met in respect of child care.

Colleges' strategic and operational plans, which are required by the Scottish Funding Council (SFC), form a key point of reference for both evaluating quality improvement and forward planning. Until 2008, most colleges viewed the SFC/HMIE Standards and Quality in Further Education: Quality Framework for Scottish FE Colleges (2004) as the point of reference for self-evaluation. Since 2000, it had been open to colleges to adopt whatever arrangements and frameworks they chose for internal self-evaluation and this principle of being able to adopt their own approaches was formally endorsed by SFC in advice to colleges on quality in June 2008 (Guidance to Colleges on Quality).

How Good Is Our Community Learning and Development? gives self-evaluation guidance for that field.

Quality Management in Education (2) in 2006 set out linked quality indicators that provide the basis for local education authority self-evaluation.

<http://www.hmie.gov.uk/documents/publication/qme2seqi.html>

HMIE has also published *How Well Are Children Protected and Their Needs Met?* (2005). This framework of Quality Indicators was revised and reissued in March 2009 as *How Well Do We Protect Children and Meet Their Needs?*

A Guide to Evaluating Services for Children and Young People (2006) provides a self-evaluation framework for children's services more broadly.

All this national guidance emphasises the importance of all staff being actively involved in school/pre-school establishment/college/service self-evaluation, under the leadership of the head teacher or principal and the senior management team.

[A Guide to Evaluating Services for Children and Young People](#)

[Guidance to Colleges on Quality](#)

[How Good is Our Community Learning and Development?](#)

[How Good Is Our School? \(3\)](#)

[How Good Is Our School? The Journey to Excellence](#)

[How Well Are Children Protected and Their Needs Met?](#)

[How Well Do We Protect Children and Meet Their Needs?](#)

[National Care Standards](#)

[Quality Management in Education](#)

[Standards and Quality in Further Education](#)

[The Child at the Centre](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Scottish Funding Council \(SFC\)](#)

[Standards in Scotland's Schools etc. Act 2000](#)

9.4.1.1. Internal Evaluation at Pre-School and Primary Levels

Pre-school establishments and primary schools (including special schools), like other educational establishments, are required to produce improvement plans which state their overall aims, set out the conclusions from self-evaluation and indicate their objectives. The aim is to ensure that by setting common targets, with deadlines, the staff agree to a common view of desirable action and actually take it. The process is likely to be carried forward by various groupings within the establishment under the leadership of the head teacher and using the relevant national guidance (see 9.4.1.). It includes consideration of various types of evidence arising from monitoring activities conducted by the head teacher, other managers or staff to check on progress towards the agreed objectives.

9.4.1.2. Internal Evaluation at Secondary Level

In principle, the same approaches as in primary schools apply in secondary schools (including special schools). In a secondary school, the processes of self-evaluation and improvement planning are inevitably complex, involving large numbers of staff. Monitoring progress towards objectives in a secondary school requires a wide variety of techniques. Among those currently in use are review teams, questionnaires, checklists, interviews, team teaching, classroom observation, shadowing pupils as they work in various subjects, systematic planning and reporting and discussion groups.

9.4.1.3. Internal Evaluation in Colleges

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 strategic plans are approved by their Boards of Management and submitted to the SFC. 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. SFC funds a free service, Student Participation in Quality Scotland (sparqs), to promote student participation in quality assurance and enhancement in both further and higher education.

Scottish Funding Council (SFC)

sparqs

9.4.1.4. Internal Evaluation in Higher Education Institutions

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 (see 9.4.2.) The Enhancement-led Institutional Review Handbook: Scotland (Second Edition), 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.

Enhancement-led Institutional Review Handbook (Second Edition)

Quality Assurance Agency for Higher Education

9.4.2. External Evaluation

Evaluation at National Level

Evaluation at national level in schools, pre-school, local authorities (see 9.5.) community learning and development and colleges is carried out by HM Inspectorate of Education (HMIE), using subsets of its published quality indicators. In the case of the college sector, HMIE is contracted to provide a range of evaluative and enhancement activity by the Scottish Funding Council (SFC). Evaluation at national level in university level higher education is the responsibility of the SFC and the Quality Assurance Agency (QAA) for Higher Education, whose remit relating to quality assurance procedures extends over the whole of the United Kingdom. QAA (Scotland) has delegated responsibilities from the QAA Board for managing QAA work in Scotland.

The HMIE publication Improving Scottish Education (2008) provides an overview of strengths and future development needs in Scottish education other than higher education.

Role of HMIE

HMIE is an Executive Agency of the Scottish Ministers under the terms of the Scotland Act 1998. It carries out inspections under the legislative arrangements described in 9.3.

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 and reviews and commissions from Scottish Ministers and others
- 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, relevant directorates of the Scottish Government and key national bodies
- provide professional advice and guidance to bodies responsible for the funding, management, quality and delivery of education

HMIE's Corporate Plan 2008-2011 provides an overview of the purposes of HMIE activity and its linkage to supporting national outcomes. It can be accessed at <http://www.hmie.gov.uk/documents/publication/CP.pdf>

HMIE's evidence and analyses ensure an extensive and thorough overall knowledge of the system. It 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 publishes reports on inspections and reviews of individual establishments and services: pre-school centres, schools, the education functions of local authorities, community learning and development provision and colleges. It also publishes evaluations of education as a whole. There are several types of these broader reports, including "aspect reports", on the quality of particular facets of educational provision; "portraits", 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; and, from 2009, a series of Learning Together – Opening Up Learning reports providing exemplification of effective partnerships of various kinds in promoting very good learning. In any year, HMI may visit establishments in addition to those in the main inspection or review programmes to obtain particular evidence for aspect reports.

HMIE published its reports Improving Scottish Education in February 2006 and Improving Scottish Education 2005-2008 in December 2008. These two reports use a broader approach than the previous series on Standards and Quality in Scottish Schools (primary and secondary): the 2008 report evaluates all of the education sectors for which HMIE has inspection and review responsibilities and both aim specifically to promote and support improvement across the system. The 2008 report also looks at the impact of local authorities on education provision and reviews the quality of provision for multi-agency child protection arrangements across the country.

HMIE has published on behalf of the SFC aspect reports on key areas in the college sector, such as Expanding Opportunities, A Report on School-college Partnership Programmes in Scotland; Assessing, Recording and Analysing Learner Progress and Outcomes; and International Activity in Scotland's Colleges. It has also published papers providing briefing and professional advice for SFC Officers.

HMIE's strategic priorities for 2009-10 include programmes of inspection in pre-school centres, schools and child protection services to enable them to give assurance to parents, Ministers and the general public. Evaluations from these inspections will contribute to the Government's data for selected national indicators within the National Performance Framework (see [LINK\\$1.2.##/LINK\\$](#) , especially under The Cabinet Secretary for Education and Lifelong Learning). There will be a programme of follow-through inspections in pre-school centres, schools, residential special provision, secure units, community learning and development and child protection services. Follow-through inspections are proportionate: resources are targeted at those establishments and services most in need of support.

HMIE will carry out validated self-evaluation of the educational functions of an agreed number of local authorities and will inspect educational psychology services in those authorities which have not yet had these services inspected. In conjunction with a range of other bodies, HMIE will undertake programmes of inspections/reviews of:

- colleges;
- voluntary sector organisations;
- learning, skills and employability provision in prisons
- independent schools seeking registration.

Other aspects of HMIE's strategic activities include publication of advice on self-evaluation, dissemination and encouragement of good practice in all aspects of education and provision of advice to Scottish Ministers and relevant Directorates of the Scottish Government on key programmes, including Curriculum for Excellence, Getting It Right For Every Child, The Early Years and Early Intervention Framework, Skills for Scotland and More Choices, More Chances.

The HMIE Annual Report gives a full account of all strategic priorities and targets (the 2008-09 report is available at <http://www.hmie.gov.uk/documents/publication/119217%20annual%20report.pdf>)

Inspection of Schools

Inspection of schools is based on the HMIE publication, *How Good Is Our School?* (revised 2007), which sets out the quality indicators used by the inspectors. The inspectors also refer in secondary schools to the nationally produced and electronically available Standard Tables and Charts (STACs) that support the use of examination results in school evaluation.

The school inspection model focuses on the school's success in raising achievement, supporting pupils and promoting educational inclusion, whilst also assessing its capacity for self-evaluation and ensuring continuous improvement. Chapter headings in the published report include: "How well do young people learn and achieve?"; "How well do staff work with others to support young people's learning?"; "Does the school have high expectations of all young people?"; "Are staff and young people actively involved in improving their school community?"; and "Does the school have a clear sense of direction?". The inspection process also uses a six-point scale, Excellent, Very Good, Good, Satisfactory, Weak and Unsatisfactory to evaluate five quality indicators representing central aspects of schools' work. An intended purpose of this scale is to encourage schools to pursue excellence in all aspects of their work.

Since April 2008, every school and pre-school inspection incorporates a focus on services for children, based on a Getting It Right For Every Child approach to meeting children's learning needs.

"Proportionate" follow-through arrangements are linked to the inspection model. The extent of follow-through activity depends on how effective the school has been found to be and its capacity to improve. HM Inspectors will spend most time monitoring and supporting those schools causing most concern. In other cases they may ask the local authority to take the lead in monitoring and reporting on progress in addressing development needs identified by the inspection. Sometimes they may also revisit a school to explore further and disseminate very good practice.

Where an inspected school demonstrates very effective self-evaluation, the inspection team may confirm its evaluations and cease evaluative activity at an early stage, with the option of switching to other activity that supports the school's improvement agenda.

To help ensure that stakeholder views are fully taken into account, most school inspection teams contain a "lay member" who is not involved professionally in education. The lay member is not involved in the evaluation of professional matters but can deal with such areas as relations with parents and employers and what it is like to be a pupil or student. Inspection teams (in all aspects of education) also frequently include at least one "Associate Assessor". Associate Assessors are practising teachers, head teachers, college lecturers or

managers from colleges or other educational establishments or services. They contribute directly in the inspection to the evaluation of professional issues.

As indicated in 9.3., the Scottish Commission for the Regulation of Care (The Care Commission) and HMIE also carry out inspections in pre-school establishments and relating to the care and welfare of residential pupils in schools which have boarding arrangements, depending on the nature of their provision. Where HMIE inspects with Scottish Commission for the Regulation of Care (The Care Commission), National Care Standards are used alongside quality indicators from How Good Is Our School? or, for pre-school education, The Child at the Centre.

All school inspections survey and consider the views of staff, pupils and parents on the school and these views are recorded in the published report. All reports list key strengths and the main points on which the school has to take action.

Evaluation of Education Authorities

HM Inspectors have used the quality indicators set out in the document, Quality Management in Education (2) (2006), in their inspection of local authority education services. All 32 local authority education services were inspected during a first cycle of inspection in the period 2000-2005.

The second cycle of inspections was introduced in 2006. Quality Management in Education (2006) is a substantial revision and updating of the earlier document to take account of changes in legislation, policy and practice and to align it more closely with other quality frameworks used by HMIE and other inspectorates. These frameworks are consistent with the European Foundation for Quality Model (EFQM). The main changes were:

- the introduction of an overarching framework which focuses on impact and outcomes;
- the development of new quality indicators and illustrations which reflect the new framework and which make it more useful as a self-evaluation tool;
- the introduction of elements of proportionality, so that HMIE resources are applied most effectively to secure quality improvement in line with Best Value principles;
- the move to provide more integration between inspection programmes and reduce burdens on local authorities;
- a move from a four-point scale to a six-point one, which enables HMIE to grade evaluations more accurately, recognise excellence and align the inspections of schools with those of local authorities; and
- new styles of inspection reports that aim to provide fast and detailed feedback for local authorities and are more accessible for stakeholders.

A key feature of this system of inspection is a move towards an intelligence-led, proportionate approach. This retains and develops the critical link between inspection and self-evaluation. HMIE aims to optimise the use of information gathered from both inspection and self-evaluation. The approach helped to ensure that inspection supports service delivery and is firmly focused on improvement of the outcomes for learners. "Intelligence-led" inspection means that inspectors begin the process by analysing all the available evidence on the quality of education within the local authority. Inspectors carried out audit trails and other investigations and deployed resources to gather more evidence only where it is necessary to do so.

This approach has been taken a step further in 2009 with the end of the formal cycle of inspection of education authorities. HMIE has put in place an approach called Validated Self-Evaluation. This approach is an elective process: local education authorities can ask HMIE to support their self-evaluation and to give an external view. It gives further significance to self-evaluation, develops capacity at the local level and provides public assurance in a proportionate way.

Reviews of Colleges

Colleges are engaged with annually and reviewed by HMIE (on behalf of SFC) on the basis of External Quality Arrangements for Scotland's Colleges (HMIE, 2008). College reviews take place over a four-year period. There is a minimum form of core review, but the scope and focus of each college's review is informed by HMIE's series of annual engagements with colleges and by associated analysis of publicly available information. HMIE discontinued the four-point scale grading of quality elements in college reviews after 2007-08 and the summary evaluations of each review are now conveyed through four "confidence statements" relating to learner progress and outcomes, the learning experience, learner engagement, and quality culture.

Review reports may in some cases be followed up formally to establish how well the main points for action in the original report have been addressed.

The institutionally-focused college review programme is supported by an annual series of sectoral aspect reports dealing with subject areas or with other key aspects of college provision.

Inspection of Community Learning and Development

HMIE uses the publication *How Good Is Our Community Learning and Development?* as the basis of inspection of provision in this area. Since September 2008, HMIE has associated 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.

Evaluation of Higher Education Institutions

The Quality Assurance Agency (QAA) (Scotland) is part of a UK-wide independent body, the QAA for Higher Education, the role of which is to ensure public confidence in both the quality of teaching and learning and the standards of qualifications in HEIs. It does this by:

- publishing a UK-wide code of practice on quality assurance of teaching and learning;
- providing national qualification frameworks for higher education (one for Scotland and one for the rest of the UK);
- disseminating UK-wide subject benchmark information; and
- running a system of external reviews of HEIs, including the universities.

A Quality Working Group of Universities Scotland, the Scottish Funding Council, the National Union of Students (Scotland) and QAA Scotland developed and implemented the arrangements for quality assurance in Scottish HEIs, called Enhancement-led Institutional Review (ELIR). The *Enhancement-led Institutional Review Handbook: Scotland (Second Edition)*, published by QAA in 2008, shows the details of the system. The focus is on the institution's ability to manage the standards of its academic awards and the quality of the learning opportunities it provides for its students. The ELIR method consists of four integrated elements: an annual discussion with each institution; the production by the institution of a Reflective Analysis (RA), based on its own programme of institution-level reviews, covering a period of no more than six years; a review visit following the submission of the RA; and sector-wide feedback on the learning points from ELIR activity. Central factors are three fundamental principles identified in the Scottish Funding Council's Joint Quality Review Group (JQRG) 2007 report - high quality learning across all provision; student engagement; and a culture of quality and continuous improvement – and the national programme of Enhancement Themes provided by the Quality Enhancement Framework, aimed at developing and sharing good practice in

learning and teaching in higher education. These provide a rich repertoire of reference points for institutions to draw on in developing their own policies and practice. The ELIR system provides public information about quality, based on addressing the different needs of a range of stakeholders, including students and employers. It makes provision for participation by student representatives in institutional quality systems, supported by a national development service (sparqs);

As indicated in 9.3., HMIE has powers to inspect provision by higher education institutions of education for teachers or persons preparing to be teachers.

[Enhancement-led Institutional Review Handbook \(Second Edition\)](#)

[External Quality Arrangements for Scotland's Colleges](#)

[How Good is Our Community Learning and Development?](#)

[How Good Is Our School? \(3\)](#)

[Improving Scottish Education](#)

[Improving Scottish Education 2005-2008](#)

[Learning Together - Opening Up Learning](#)

[National Care Standards](#)

[Quality Management in Education](#)

[The Child at the Centre](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Quality Assurance Agency for Higher Education](#)

[Scottish Commission for the Regulation of Care \(the Care Commission\)](#)

[Scottish Funding Council \(SFC\)](#)

[sparqs](#)

[Universities Scotland](#)

[Scotland Act 1998](#)

9.5. Evaluation of the Education System

Evaluation at National Level

The activities and publications of HMIE, described in the previous sections, provide much of the basis for judgements about the quality of the educational system as a whole. Other factors taken into account are the patterns of pupils/students' performance in [Scottish Qualifications Authority](#) national examinations and in the [Scottish Survey of Achievement](#). 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.

The HMIE publication *Improving Scottish Education* (2008) provides an overview of strengths and future development needs in Scottish education other than higher education.

Evaluation at Local Education Authority Level

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". The Act set out a framework for establishing national priorities in education, a system of local authority and school planning to meet related national and local objectives and a requirement to report publicly on progress in meeting these objectives. The Act also gave HMIE power to inspect the education functions of all local authorities over a five-year period.

In accordance with the Act, local authorities place a high priority on self-evaluation and on validation of school self-evaluation. Authorities had already begun to develop systems of self-evaluation prior to the Act, usually using the quality indicators developed by HMIE in partnership with local authorities and Audit Scotland and set out in the document: *Quality Management in Education* (2). The indicators integrate the processes of Best Value, a Scottish Government initiative for audit and continuous improvement applying to the public sector as a whole. HMIE is currently working with local authorities and Audit Scotland to develop a more proportionate form of inspection with a strong emphasis on self-evaluation (see 9.4.2). In March 2004 Ministers announced there would be a new multi-disciplinary children's services inspection team led by HMIE. Its first task would be to undertake inspections of child protection services in all 32 local authority areas and to put in place from 2008 integrated inspections for all services for children. The inspectorates and agencies involved are Her Majesty's Inspectorate of Education (HMIE), Social Work Inspection Agency (SWIA), The Scottish Commission for the Regulation of Care (The Care Commission), Her Majesty's Chief Inspector of Constabulary (HMIC), the NHS Quality Improvement Scotland; (NHS QIS).

Ministers announced a second cycle of child protection inspections in February 2009. In order to support a more proportionate second cycle HMIE published a revised framework for self-evaluation *How Well Do We Protect Children and Meet Their Needs?*

The Scottish Government announced decisions on the reorganisation of scrutiny bodies in Scotland in November 2008. As part of this reorganisation, it is anticipated that HMIE's functions in relation to inspection of child protection and the integration of children's services will in due course pass to a new body responsible for scrutiny of social care and social work.

The Scottish Government announced decisions on the reorganisation of scrutiny bodies in Scotland in November 2008. As part of this reorganisation, it is anticipated that HMIE's functions in relation to inspection of child protection will in due course pass to a new body responsible for scrutiny of social care and social work.

[How Well Do We Protect Children and Meet Their Needs?](#)

[Improving Scottish Education 2005-2008](#)

[Quality Management in Education](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Scottish Commission for the Regulation of Care \(the Care Commission\)](#)

[Scottish Qualifications Authority](#)

[Standards in Scotland's Schools etc. Act 2000](#)

9.6. Research into Education linked to Evaluation of the Education System

The Education Analytical Services Division commissions and funds a range of research projects, many of which provide evaluations of the education system or of innovations and initiatives within it. Details of current projects are available on the Scottish Government website. All education publications can be found in the publications archive section of the web site:

<http://www.scotland.gov.uk/Publications/Search>

Information specifically about recent, current and planned Scottish Government Educational Research can be found at: <http://www.scotland.gov.uk/Topics/Statistics/14478/218>

Education Analytical Services Division (EAS)

9.7. Statistics

Inspection Statistics 2009

Number of HM Inspectors	108
Number of Assistant Inspectors	24
Number of Associate Assessors	459

Background statistical information on the educational context and attainment of secondary schools and education authorities is available on the HMIE extranet. This information is available for use not only by HMIE during inspections but also by schools and education authorities as part of their own monitoring and self-evaluation. Information on attainment of similar schools and authorities is also provided in order to help with benchmarking.

Questionnaires evaluating the inspection process are sent to the various stakeholders after an inspection. Results from these questionnaires are fed into the HMIE quality groups with a view to monitoring and continually improving the process. Evidence from these questionnaires is published in the Annual Report.

(The 2008-09 report is available at
(<http://www.hmie.gov.uk/documents/publication/119217%20annual%20report.pdf>).

10. Additional Support Needs

The term [Additional Support Needs](#) is now used in Scotland. It has a different meaning to the previously used term "Special Educational Needs" (SEN). The Education (Additional Support for Learning) (Scotland) Act 2004 states that a child or young person has Additional Support Needs "where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person." The Act introduced a framework for supporting all children and young people who require additional support, long or short-term, in order to help them make the most of their education. Most pupils with additional support needs are included in mainstream schools, although special schools also exist for pupils with particular types of need. Additional Support Needs may arise from the learning environment, family circumstances, disability or health needs and social and emotional factors. The Scottish Government (SG) does not direct local authorities on how specifically to meet pupils' Additional Support Needs. However, the 2004 Act requires them to secure adequate and efficient education for each child or young person for whose school education they are responsible and SG has provided a code of practice which gives local authorities and other agencies guidance on their functions under the Act. The Education (Additional Support for Learning) (Scotland) Act 2009 amends and strengthens the 2004 Act. Following the Standards in Scotland's Schools etc. Act 2000, local authorities must also secure that education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. This Act also requires that pupils be educated in mainstream schools, except under certain specified exceptional circumstances.

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)

[Standards in Scotland's Schools etc. Act 2000](#)

10.1. Historical Overview

Special education in Scotland has its roots in the 18th century. In 1775 Samuel Johnson wrote in his Journey to the Western Isles: "There is one subject of philosophical curiosity to be found in Edinburgh which no other city has to show; a college of the deaf and dumb, who are taught to speak, to write, to practice arithmetic by a gentleman whose name is Braidwood." He was referring to a school which Braidwood founded in 1760. It became Donaldson's College, which continues to provide school education for deaf pupils at its new location in Linlithgow. This is the earliest recorded mention of provision for disabled children in Britain. The Glasgow Society for the Education of the Deaf and Dumb, founded in 1819, set up a school. By the end of the 19th century there were four institutions catering for the deaf and dumb and four for the blind. The 20th century saw the creation of classes and then schools for other children who had "special educational needs". By 1930 there were 60 such classes and 52 special schools.

In the 1920s a number of "child guidance clinics" were set up to study and advise on children with disabilities, thus providing the foundation of the present local authority psychological services.

In the years post-1945 there was both interest in and concern about special education. A series of reports culminated in 1954 in a set of Regulations which defined categories of "special educational treatment". By the 1970s there was a move away from the approach through categories. It was recognised that the concept of "ineducability" previously applied to many children was inappropriate. By the Education (Mentally Handicapped Children) (Scotland) Act 1974 the institutions which had cared for such children were transferred to education and teachers were appointed to them to replace the previous "instructors".

Two important reports dating from 1978 laid the foundation for the assessment and recording of special educational needs: the report by HM Inspectors of Schools (now HMIE) on The Education of Pupils with Learning Difficulties in Scottish Primary and Secondary Schools and the Report of the Committee of Enquiry on Special Educational Needs, known as the Warnock Report (which applied to the whole of the United Kingdom). The former report was superseded by the 1994 HMI report: Effective Provision for Special Educational Needs and by A Manual of Good Practice in Special Educational Needs (SOEID, 1999). In 1999 an Advisory Committee also published its report on Educational Provision for Children with Severe, Low-Incidence Disabilities (the Riddell Report). Following this report the Scottish Government published in June 2000 a Special Educational Needs Programme of Action. In January 2003, the Executive published Moving Forward! Additional Support for Learning, which set out the planned strategic framework for additional support for learning, including the development of legislation. In 2004, the Scottish Parliament passed the Education (Additional Support for Learning) (Scotland) Act, which introduced a new framework for meeting the [Additional Support Needs](#) of all children and young people. The 2009 Act of the same name clarifies and strengthens the provisions of the 2004 Act.

The Scottish Government publication Ambitious Excellent Schools – Agenda For Action set out the agenda for developments in Scottish schools, including information on plans for support for learning. Building the Curriculum 3, which offers guidance on a framework for learning and teaching in taking forward Curriculum for Excellence, reaffirms as one of the key principles the chance for every child to achieve to their highest levels through appropriate personal support and challenge.

[A Manual of Good Practice in Special Educational Needs](#)

[Ambitious Excellent Schools – our agenda for action](#)

[Building the Curriculum 3](#)

[Effective Provision for Special Educational Needs](#)

[The Education of Pupils with Learning Difficulties in Scottish Primary and Secondary Schools](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)

[Education \(Mentally Handicapped Children\) \(Scotland\) Act 1974](#)

[Standards in Scotland's Schools etc. Act 2000](#)

10.2. Ongoing Debates and Future Developments

Most children with [additional support needs](#) are in mainstream schools: only about 1% of all Scottish children are in special schools. The mainstreaming policy continues to be a subject of debate, largely amongst parents and practitioners. There is by no means consensus. The Scottish Government therefore recognises that a range of provision is required, including special provision, to meet effectively the spectrum of individual additional support needs.

The report Moving to Mainstream, prepared by Audit Scotland in partnership with HMIE, reported on the inclusion of pupils with special educational needs in mainstream schools. In addition, as part of the monitoring of the implementation of the mainstreaming duty introduced in the 2000 Act, the Scottish Government commissioned the Scottish Council for Research in Education to evaluate the mainstreaming of children with special educational needs. The report, published in January 2006, found that the presumption of mainstreaming policy had not had an impact on general pupil attainment and that there had been no

significant decline in the number of children with social, emotional and behavioural difficulties being educated in special schools. The focus of the system continues to be the most appropriate provision for each child or young person, in accordance with Curriculum for Excellence principles that education should develop every individual pupil's abilities to their fullest potential and promote equality and community involvement for all.

The education system is now taking action to ensure that the provisions of the Education (Additional Support for Learning) (Scotland) Act 2009, which strengthens and clarifies the original policy intention of the Education (Additional Support for Learning) (Scotland) Act 2004, are implemented. See 10.5.1.

Moving to Mainstream

Her Majesty's Inspectorate of Education (HMIE)

Scottish Council for Research in Education

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

Standards in Scotland's Schools etc. Act 2000

10.3. Definition and Diagnosis of the Target Group(s)

Pupils recognised as having **additional support needs** constitute a broad group. Additional support needs may arise from the learning environment, family circumstances, which may include a home language other than English, disability or health needs and social and emotional factors. The group also includes able pupils who require additional support to reach their full potential. A child or young person may have additional support needs for a short or a long period of time.

Local authorities have a duty to identify the additional support needs of each child or young person having them and to keep under consideration the additional needs identified and the adequacy of the support provided to meet them. They also have to publish information about their arrangements for doing so.

Local authorities and schools identify most children and young people with additional support needs through their arrangements for assessing learning and for monitoring individual educational progress. Where more specific assessment is required, this could include discussion with the parents and professionals involved and should build on other information available. Such specific assessment procedures would normally identify need for and recommend effective multi-agency consultation and/or collaborative working.

Typically the process would follow this path, though variations of it occur:

- the teacher identifies children who need a greater level of attention or planning than is generally required
- the teacher consults with and seeks help from other school support, such as management and support for learning staff
- if action at this stage does not resolve the issue, the school, in consultation with parents, seeks information and advice from local authority services, such as a visiting teacher or educational psychologist
- the teacher and the school use this information and advice in their practice with the child in school
- if further action is needed, support from appropriate agencies outwith education may be required

In addition, the 2004 Act, supported by the 2009 one, gives parents the right to request that their child be assessed for additional support needs and for a co-ordinated support plan (see 10.5.). They can also ask for

one or more of specific types of assessment to be carried out, i.e., educational, medical or psychological. The statutory code of practice relating to the 2004 Act - Supporting Children's Learning: Code of Practice

and Circular1/2009 (on the 2009 one) provide guidance for local authorities on their functions under the two Acts.

Circular 1/2009: The Education (Additional Support for Learning) (Scotland) Act 2009

Supporting Children's Learning: Code of Practice

Supporting Children's Learning: Code of Practice

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

10.4. Financial Support for Pupils' Families

Local authorities are bound to provide appropriate support for pupils with [additional support needs](#) without charge to their families. As part of their general funding of schools, local authorities make such provision as learning support staff in mainstream schools to help pupils with additional support needs. Other provision to support these pupils may be provided by local authority peripatetic staff and educational psychologists.

10.5. Special Provision within Mainstream Education

Local authorities and schools educate children with additional support needs, including disabled children, in mainstream schools. Funding is available within general local government revenue for improvements to buildings, equipment and staffing to facilitate this. Almost 99% of all children in Scotland are educated in mainstream schools. The quite wide range of additional support needs met in them is indicated in 10.3.

Some local authorities concentrate resources and specialist support in specific mainstream schools to help, for example, visually impaired or hearing impaired pupils from a broad geographical area cope successfully in normal classes. Many pupils who require additional support receive it from support for learning staff in their own school or from visiting staff from the authority's central support for learning service (see 10.5.3.).

The Education (Additional Support for Learning) (Scotland) Act 2004, supported by the 2009 Act with the same title, requires local authorities to prepare a co-ordinated support plan for each child and young person with additional support needs arising from complex or multiple factors who requires support from the local authority and from at least one other agency (such as a health board, social work department or further or higher education institution). The key function of this strategic planning document is precisely to ensure effective co-ordination of support to enable the child or young person achieve educational objectives.

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

10.5.1. Specific Legislative Framework

The most important pieces of legislation which affects the provision for [additional support needs](#) are the two Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009. However, other legislation also supports this group of children and young people, including:

- the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- the UK Special Educational Needs and Disability Act 2001
- the Standards in Scotland's Schools etc. Act 2000
- the Self-Governing Schools Etc (Scotland) Act 1989
- the Disabled Persons (Services, Consultation and Representation) Act 1986
- the Disability Equality Duty (2006), enforced by the Equality and Human Rights Commission.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the framework within which additional support is provided to **each** child or young person for whose school education an local authority is responsible. This primary legislation is supported by a suite of Regulations, which contain procedural detail on specific aspects of the framework. In addition, The publication Support for Learning: Code of Practice provides guidance for local authorities and other agencies on their functions under the Act.

The Education (Additional Support for Learning) (Scotland) Act 2009 clarifies and amends provisions of the 2004 Act, while strengthening its ethos and policy intention. Circular 1/2009 spells out for local authorities the implications of the 2009 Act. Areas on which the circular provides advice include placing requests (for a child to be admitted to a particular school) and placing request appeals; mediation services and dispute resolution; arrangements between education authorities; definition of 'additional support' to include services outwith education; and collection of data and availability of information on additional support needs.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 requires education providers to improve access to education for pupils with disabilities and gives all parents the right to access their children's educational records.

Amendments to the Disability Discrimination Act 1995 introduced by the Special Educational Needs and Disability Act 2001 extend the provisions of the 1995 Act to education. They make it unlawful for local authorities to discriminate against disabled pupils and prospective pupils in the provision of education and associated services and in respect of admissions and exclusions. The Code of Practice for Schools, published by the Disability Rights Commission, provides guidance on how the new duties under the Disability Discrimination Act (1995) should be interpreted.

The Standards in Scotland's Schools etc Scotland Act 2000 placed a new duty on local authorities to ensure that the education they provide is directed to the development of the personality, talents and mental and physical abilities of children and young persons to their fullest potential. It also requires local authorities to provide education in mainstream schools for all children, except under certain specified circumstances: these are where educating the child in a mainstream school would

- be unsuited to her/his abilities and aptitudes; or
- be incompatible with provision of efficient education for those with whom the child would be educated; or
- incur unreasonable costs.

The Disabled Persons (Services, Consultation and Representation) Act 1986 is an Act of Parliament relevant to the whole of the United Kingdom. It contains a special section dealing with disabled children, which applies to Scotland.

[Circular 1/2009: The Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)

[Supporting Children's Learning: Code of Practice](#)

Equality and Human Rights Commission

Disability Discrimination Act 1995

Disabled Persons (Services, Consultation and Representation) Act 1986

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002

Self-Governing Schools etc (Scotland) Act 1989

Special Educational Needs and Disability Act 2001

Standards in Scotland's Schools etc. Act 2000

10.5.2. General Objectives

The general aim is to identify the additional support needed by individual pupils to participate fully in education and to provide this support in a context of equality of opportunity for all pupils.

10.5.3. Specific Support Measures

The term "remedial teaching" has not been used in Scotland for many years. Pupils and students in mainstream education with [additional support needs](#) follow the normal pattern of primary and secondary education and experience the same range of learning and teaching methods as other pupils. The learning support teacher, who may be employed in the school or may work in a central local authority service supporting several schools, has the key role in helping pupils with learning difficulties or additional support needs in mainstream schools by:

- offering consultancy to the management team in the school or to class teachers on policies and practices related to additional support needs
- working in mainstream classes alongside class or subject teachers to give support to all pupils, including those identified as having additional support needs;
- providing individual or small group tutorial support to pupils with additional support needs;
- offering advice to colleagues on the curricular programmes being provided; and
- providing, at the request of the head teacher, staff development and in-service training for colleagues.

In many cases pupils with additional support needs will have Individualised Educational Programmes (IEPs), which are used as a basis for planning, setting targets and ensuring that pupils make progress. In some cases an IEP may specify curricular modifications for a particular pupil. All teachers of a pupil with an IEP are expected to be aware of it and to take account of it. In all cases the methods used relate to the nature of the individual pupil's needs.

Under the Education (Additional Support for Learning) Acts 2004 and 2009, local authorities have specific duties in relation to the identification of, and provision for, the "complex" or "multiple" needs which some pupils have. A key role is the provision of a co-ordinated support plan for the work of the local authority's own services and of other agencies (such as health, social work, Careers Scotland/Skills Development Scotland and further and higher education institutions), to make planning for the most vulnerable children and young people as effective as possible. Depending on the needs of the pupils, many professions may be

involved in their care and education. Psychologists, doctors, nurses, speech and language therapists, occupational therapists, physiotherapists and social workers all have an important part to play in the care and education of some children. The developments to improve and co-ordinate effectively care of vulnerable children referred to under "Rights of the Child and Child Protection" in 2.3. are relevant. The role of learning support assistants and auxiliaries is particularly important, especially when children require physical care or constant attention or help when travelling. In some cases, children's needs may require other planning mechanisms, too, for example, an IEP or care plan. Multi-agency planning makes it possible to share information across a number of plans and to co-ordinate the support provided by agencies to achieve specific educational objectives.

Skills Development Scotland

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

10.6. Separate Special Provision

For pupils with very significant [additional support needs](#), there is a variety of provision, including day or residential special schools or units and special classes. Sometimes these schools provide for a particular group of pupils with similar additional support needs, such as those related to visual or hearing impairment or physical disability. Special schools are encouraged to develop strategies for enabling pupils to interact with the community or with neighbouring schools.

In addition to local authority provision, a small number of schools are run by independent Boards of Governors or by charitable organisations, but supported financially by the Scottish Government. These grant-aided schools offer residential and day provision for pupils with a specified range of needs.

There are also independent special schools providing for pupils with additional support needs, including those deriving from social, emotional and behavioural difficulties.

If they think it is appropriate to do so, local authorities may place pupils with additional support needs in the grant-aided schools or in the independent special schools and meet the cost of fees. It is also possible for local authorities to send children with additional support needs to schools outside Scotland and even outside the United Kingdom.

The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 enable parents of a child with additional support needs to make a placing request for their child to attend any school under the management of a local authority. This includes a local authority nursery school or one run privately by a partner with whom the authority collaborates in providing pre-school education. Parents may also request that their child attend an independent special school or a grant-aided special school in Scotland.

There has been for many years educational provision for children in hospitals, both for those who are long-term patients because of illness and for some children in psychiatric hospitals. In the latter case it is now policy to have children in hospital only if they require medical attention.

A further group of children are those who have been committed for legal reasons to Secure Units. They receive appropriate education for their age and current level of attainment.

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Additional Support for Learning) (Scotland) Act 2009

10.6.1. Specific Legislative Framework

The legislative framework set out in 10.5.1. is relevant to special schools.

10.6.2. General Objectives

As in mainstream schools, the general aim is to identify the nature and extent of the individual pupil's [additional support needs](#) and to provide appropriate means of meeting them in a context of equality of opportunity for all pupils.

10.6.3. Geographical Accessibility

All Scottish local authorities make provision for special schools and for inclusion of pupils with [additional support needs](#) in mainstream schools. Where necessary, transport is provided. There are examples of local authorities co-operating so that children with additional support needs may attend a school in a different authority from the one responsible for them but which is geographically more convenient and/or educationally more suitable.

10.6.4. Admission Requirements and Choice of School

Pupils in special schools have [additional support needs](#) which can be best met within a special school setting. Whilst pupils in special schools may have a co-ordinated support plan (see 10.5.3.), possession of such a plan is not one of the criteria for admission to specialist provision.

10.6.5. Age Levels and Grouping of Pupils

In special schools or units, the size of the group or class is related to the size of the school/unit and the nature of the pupils' needs. Pupils in such schools are usually grouped according to the extent of their needs and are, therefore, often accommodated in mixed age groups, although the schools also try to ensure that age bands are not too wide.

10.6.6. Organisation of the School Year

The organisation of the school year in special schools and units is similar to that in mainstream schools.

In 2002 the Scottish Government issued guidance to local authorities to assist them in considering and reviewing their policies relating to the length of the school week for pupils in special schools and units. It is expected that pupils in special schools will generally have the same length of school week as their counterparts in mainstream schools.

10.6.7. Curriculum, Subjects

There is no separate curriculum for pupils with [additional support needs](#). The curriculum offered will take into account the nature and extent of their needs. Curriculum for Excellence documentation, including Building the Curriculum 2 and 3, and the published Experiences and Outcomes (see 2.3.) provide guidance

on the education of all pupils, including those with additional support needs. Curriculum for Excellence incorporates appropriate opportunities for curricular adaptation and development in response to a pupil's individual needs. Provision has been made by the Scottish Qualifications Authority (SQA) to enable all those with additional support needs to follow the framework of National Qualifications at secondary school and at college. Pupils and students with various types of additional support needs have been encouraged to go forward for certification at National Qualifications Access, Standard Grade or Intermediate, Higher and Advanced Higher levels, as appropriate, and such encouragement will continue as the new curriculum and qualifications arrangements are implemented.

[A Curriculum for Excellence: Experiences and Outcomes](#)

[Building the Curriculum 2](#)

[Building the Curriculum 3](#)

[Scottish Qualifications Authority](#)

10.6.8. Teaching Methods and Materials

No one approach is laid down specifically for teaching pupils with [additional support needs](#). The generic principles derived from the HMIE publication *How Good Is Our School? – the Journey to Excellence* and set out in 4.11. are broadly relevant to the learning of pupils with additional support needs. In many cases pupils will receive individual attention and will work in small groups. As in mainstream schools, many pupils with additional support needs in special schools or units have Individualised Educational Programmes (IEPs), which are a basis for planning, setting targets and ensuring that pupils make progress. In all cases the particular methods used relate to the nature of the individual pupil's needs.

Through the 'Books for All' programme an on-line database of accessible curriculum materials is being created so that pupils with a 'print disability' can access curriculum materials in a format which meets their needs. This will benefit many pupils including those who are visually impaired or are dyslexic. It is also possible, where required, for pupils to use digital examination papers where, for example, the text is 'read' by the computer.

[How Good Is Our School? The Journey to Excellence](#)

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

10.6.9. Progression of Pupils

Pupil Evaluation

The principles of the [Assessment is for Learning](#) Programme and the HMIE formulation of them quoted in 4.12. are central to assessment of all pupils' learning and progress, including those with [additional support needs](#). Because the aim is to provide appropriate education for each pupil and to meet particular needs, continuous formative assessment - assessment for learning and the development of pupils' own awareness of what and how they are learning – is particularly appropriate. (There may also be a place for the use of standardised tests, depending on the nature of the pupil's needs.)

Promotion to the Next Class

There are no special conditions for promotion of pupils with [additional support needs](#) from stage to stage and most progress through school with others of their age group. A small number, because of their particular disabilities and their need for specialist care, remain in a particular group or class where their needs can be met.

[Her Majesty's Inspectorate of Education \(HMIE\)](#)

10.6.10. Educational/ Vocational Guidance, Education/Employment Links

Support and guidance for pupils with [additional support needs](#) in special schools is largely in the hands of educational psychologists, medical staff when appropriate, class teachers and, particularly in secondary schools, teachers specifically trained in support/guidance. Inspections of special schools have highlighted the generally high quality of support/guidance offered to pupils in these schools.

Transition points in education have been identified as particularly challenging for pupils with additional support needs. The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 place duties on local authorities and other agencies to plan pro-actively, wherever possible, for the transition points in a child's or young person's education. This planning can include input from agencies such as the careers service within Skills Development Scotland and colleges and higher education institutions. Post-school transition planning should be completed 12 months before the date of the young person leaving school.

In 1999 the Beattie Committee, set up to examine post-16 education and training provision for young people with [additional support needs](#), made the following key recommendations in its report, *Implementing Inclusiveness: Realising Potential*:

- an "Implementing Inclusiveness" network should be established both at national and local levels;
- improvements should be made in guidance and support arrangements during transition to post-school learning or employment;
- inclusiveness policies should be developed in colleges and by training providers;
- disability statements should be introduced by colleges and improvements should be made in accessibility and supply of equipment for young people with disabilities.

A National Action Group has taken forward the recommendations in the report.

In colleges, guidance, support and opportunities for students with additional support needs have greatly improved in recent years.

[Implementing Inclusiveness: Realising Potential](#)

[Skills Development Scotland](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)

10.6.11. Certification

Most pupils with [additional support needs](#) follow the National Qualifications framework provided by the Scottish Qualifications Authority (SQA), leading to appropriate certificates. It is possible for pupils with significant additional support needs to obtain a [Scottish Qualifications Certificate](#). Special arrangements are frequently made to enable pupils who have specific needs to cope with examination conditions.

[Scottish Qualifications Authority](#)

10.6.12. Private Education

The place of independent and grant-aided schools in the education of pupils with [additional support needs](#) is indicated in 10.6.

10.7. Special Measures for Children/Pupils of Immigrants

There are no specific national arrangements for the education of the children of immigrants or asylum seekers, who normally attend their local mainstream school. The Scottish Government has, however, taken steps to ensure that the children of asylum seekers, if they have been in Scotland for at least 3 years, have the same access to further and higher education as Scottish children. Each local authority makes provision as needed for support, for example in the form of specialist teaching of English for Speakers of Other Languages (ESOL). Schools' pastoral and support for learning staff are usually closely involved to help ensure that these pupils feel well integrated into the school community and make appropriate academic progress. Some of the action indicated under Rights of the Child and Child Protection in Education in 2.3. is relevant.

Tuition in Italian sponsored by the Italian Consulate has been provided for a number of years in one or two primary schools. There are "weekend schools" for immigrant children run by the Chinese community. Several local authority schools in the west of Scotland teach Urdu. A French school and a Dutch primary school (both in Aberdeen) provide for the children of families mainly employed in the North Sea oil industry. A Japanese school operates on Saturdays (in Edinburgh) for the children of Japanese parents involved in high technology industries in central Scotland.

In 2006, the Scottish Government, in partnership with the Centre for Education for Racial Equality in Scotland, the Scottish English as an Additional Language Co-ordinating Council and Learning and Teaching Scotland, produced *Learning in 2+ Languages – Ensuring Effective Inclusion for Bilingual Learners*. This provides examples of good practice for teachers, educational establishments and local authorities.

[Learning in 2+ Languages – Ensuring Effective Inclusion for Bilingual Learners](#)

[Learning and Teaching Scotland](#)

10.8. Statistics

Further and more detailed statistics are available on the Scottish Government web site at <http://www.scotland.gov.uk/stats/>

Publicly funded schools: Pupils with Additional Support Needs (2008)

In 2009, 44,176 pupils (6.5%) had additional support needs (68% of these were boys – a slight decrease by comparison with recent years).

37,504 (85% of them) are in mainstream schools. They make up 5.6% of mainstream school pupils.

The most common reasons for provision of additional support were a learning disability (13.6 pupils per 1000) and social, emotional and behavioural difficulties (13.7 per 1000).

	All time in mainstream classes		Some time in mainstream classes		Mainstream school but non-mainstream classes		Special school	
2005	22,788	66%	3,879	11%	873	3%	7,037	20%
2006	24,195	67%	4,394	12%	957	3%	6,975	19%
2007	25,454	70%	3,860	11%	997	3%	6,709	18%
2008	27,616	71%	3,275	8%	1,069	3%	6,756	17%
2009	33,395	75%	3,128	7%	981	2.2%	6,673	15%

Special Schools

Publicly funded schools (2009)

Schools	190
Pupils:	6673
Teachers (full-time equivalent):	1985
Pupil:teacher ratio:	3.4:1
Overall expenditure on special education	£509m

Independent schools (2008)

Schools	41
Pupils (Almost all funded by local authorities)	1.020
Teachers (full-time equivalent):	344
Pupil:teacher ratio:	3.0

11. International Education

The term 'International Education' is used in Scotland in preference to 'the European and International Dimension in Education'.

Information can also be found at: <http://www.scotland.gov.uk/Topics/Education/Schools/Excellence/IE>

11.1. Historical Overview

Historically Scotland has had very close links with mainland Europe, notably with France (with whom a bi-lateral agreement in education and training was signed by Ministers on 30 November 2004), but also with the Low Countries, Scandinavia, Poland and the Baltic States. Scotland has also had, for about a century, an Italian community which maintains close links with Italy. More recently, there have been fruitful contacts with many countries and legislative regions of Europe at central government policy level, including formal agreements signed with Bavaria, Tuscany, North Rhine Westphalia and Catalunya, and twinning arrangements involving Scottish cities and towns have led to cultural links worldwide. Many exchanges through schools have been supported by the EU's SOCRATES Programme.

11.1.1. School education

There has been a long tradition in Scotland of school links developing an international perspective in schools. However, the most significant documents formalising international education's place within school education were first published in 2001 (An International Outlook: Educating Young Scots about the World, <http://www.scotland.gov.uk/Resource/Doc/158299/0042867.pdf>) and The Global Dimension in the Curriculum, now in a revised 2007 edition, (<http://www.ltscotland.org.uk/citizenship/globaldimensions/index.asp>).

See 11.5. 11.5.11

A further step towards its incorporation into the school curriculum has come with the inclusion of international education as a cross-curricular theme in the Curriculum for Excellence (see 2.3.).

An International Outlook – Educating Young Scots about the World

11.1.2. Further and Higher Education

These sectors are committed to European and international activities, offering opportunities to students and staff alike to participate in exchanges, study visits and international work experience.

The Scottish Government published in March 2007 a document, International Lifelong Learning – Scotland's Contribution, which outlines a number of objectives to internationalize Scottish further and higher education: (<http://www.scotland.gov.uk/Resource/Doc/171024/0047885.pdf>).

11.1.3. Community Learning and Development

In community learning and development the commitment to developing and maintaining international education has long been discernible. Responsibility for individual programmes in these fields lies with local providers, such as university Continuing Education departments, voluntary organisations like the Workers' Educational Association (WEA) and local authority community learning and development (CLD) services.

Think Global: Act Local. (<http://www.scotland.gov.uk/Resource/Doc/47074/0023902.pdf>) was published by the Scottish Government in April 2003 and distributed widely across the CLD sector. The core aim of this publication is to promote the international dimension in CLD. It is the companion document to An International Outlook (2001).

An International Outlook – Educating Young Scots about the World

Think Global, Act Local: International Education in Communities

Workers' Educational Association (WEA)

11.2. Ongoing Debates and Future Developments

The Scottish Continuing International Professional Development programme (SCIPD), launched in April 2007, pools funding previously administered by three separate organizers to create a single administration for overseas study visits for school education professionals. It is run by Learning and Teaching Scotland (LTS), where a new post of Director of International Education and a team of staff have been created to deliver this programme and to promote international education to the Scottish school education community. More information can be found here:

<http://www.ltsotland.org.uk/internationaleducation>

International education is viewed as part of a broad approach to developing Scotland's young people as Global Citizens, an inclusive perspective which also includes education for Citizenship and Sustainable Development.

HM Inspectorate of Education published in February 2010 its good practice guide for international education, Learning Together: International Education: Responsible, Global Citizens.

Learning Together: International Education: responsible, global citizens

Learning and Teaching Scotland

11.3. National Policy Guidelines/Specific Legislative Framework

The Scottish Government's international education agenda has two main areas of activity: international education policy in Scottish school education and benchmarking Scottish education against other high performing systems.

International Education Policy

International education is very broad and can involve a wide range of activities including:

- learning about different cultures, traditions and languages within the classroom
- communicating with students in another country through collaborative activities and joint projects
- visiting other countries or hosting international visitors

The experience gained through such international education opportunities helps young people acquire the knowledge, values, attitudes and skills necessary to succeed in an increasingly interdependent world.

International Benchmarking

Comparing Scotland's education system and performance with other countries provides an insight into the country's strengths and weaknesses in an international context. Such international comparisons are promoted in various ways, eg:

- Participation in international attainment studies e.g., PISA, PIRLS and TIMSS.
- Engagement with the Organisation for Economic Cooperation and Development (OECD).
- Development of bilateral links that encourage co-operation and the sharing of approaches between learners, practitioners and policy makers.
- Encouraging ad-hoc contact between officials and practitioners in Scotland with systems that are displaying particularly good practice in priority policy areas.

As a devolved administration, Scotland has no representation in European and international inter-governmental organisations. However, the Scottish Government feeds views to UK Government Departments to contribute to a UK position. Scottish Government officials sit on a number of groups and committees as part of the UK delegation, e.g., the Bologna Follow Up Group, Eurydice as well as a number of EU working groups.

In general, Scottish education policy is initiated according to national needs and in consultation with national stakeholders, not from priorities set at a European or international level. While an international dimension may be incorporated into the policy making process, this is as part of the general evidence gathering to seek examples of good practice in other countries and regions.

The Scottish Government has published a number of European and International strategy documents which include objectives relating to education. The most recent of these relate to links with China, and work is ongoing in relation to links with India and a refreshed USA plan.

11.4. National Programmes and Initiatives

Work in the areas outlined in 11.3. is ongoing. A significant milestone was reached in December 2007, with the publication of the OECD's review of national policy – The Quality and Equity of Schooling in Scotland. This review, commissioned by the Scottish Government, 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. One major challenge is an achievement gap that opens up late in primary education and widens through early secondary years: children from poorer backgrounds are more likely than others to under-achieve. A second challenge for Scotland is to achieve broader and more successful participation in upper secondary education and greater equity in higher education.

There are currently many varied initiatives offered by the numerous delivery agencies working in international education in Scotland and the UK including through the following bodies:

- Learning and Teaching Scotland (LTS)
- Scottish Qualifications Authority (SQA)
- British Council Scotland
- The 32 Scottish Local Authority International Co-ordinators
- The UK Government Department for International Development (DfID)
- ECOTEC
- The Office of the European Commission in Scotland
- The Office of the European Parliament in Scotland
- YouthLink Scotland

- Connect Youth
- The League for the Exchange of Commonwealth Teachers
- Link Community Development
- The Commonwealth Youth Exchange Council
- International Development Education Association of Scotland (IDEAS)
- The Scottish Development Education Centres
- Achievers International
- The Scottish European Educational Trust
- The European Documentation Centre Network
- UNESCO

The creation of the post of Head of International Education within Learning and Teaching Scotland streamlines access to international education opportunities in Scottish schools. The new SCIPD scheme has also created new opportunities for bilateral and multilateral initiatives (see 11.2.).

British Council Scotland

Eurodesk

Learning and Teaching Scotland

Scottish Qualifications Authority

11.4.1. Bilateral programmes

The main initiatives for bilateral cooperation are Co-operation Agreements between Scotland and each of France, Malawi and China.

Since 2008 Learning and Teaching Scotland has worked with Scottish local authorities to set up seven Confucius Classroom hubs in schools around Scotland, and an online hub for the whole country, following an agreement with the Hanban (the Office of Chinese Language Council International) to promote the teaching of Chinese language and culture. Two more Confucius Classrooms will launch in 2010. Further details about the Confucius Classrooms hubs and the LTS online hub serving all Scottish local authorities are at <http://www.ltsotland.org.uk/mfile/confuciusclassrooms/index.asp>

More information on these bilateral links can be found at:

- <http://www.scotland.gov.uk/Topics/Education/Schools/Excellence/IE>
- The strategy documents described in 11.3. are also relevant

Learning and Teaching Scotland

11.4.2. Multi-lateral programmes

As well as opportunities offered by the delivery agencies mentioned above, the main sources of multi-lateral programmes are the European Union Lifelong Learning Programme. The British Council is the UK National Agency for Comenius and Erasmus. ECOTEC is the UK National Agency for the Leonardo, Grundtvig and Transversal programmes. More information can be found here:

<http://www.lifelonglearningprogramme.org.uk/>

British Council Scotland

11.5. International Education through the Curriculum

A guidance document which promoted the global and intercultural dimension in education was *The Global Dimension in the Curriculum* (2001), published by Learning and Teaching Scotland in conjunction with the Scottish Government, the UK Department for International Development (DFID) and the International Development Education Association of Scotland (IDEAS). *The Global Dimension in the Curriculum* was reprinted in 2002 because of its high uptake in universities involved in teacher education. To take account of most recent education policy initiatives and other developments, a revised and up-dated version was published in May 2007.

However, with the change in government after the 2007 election, a new emphasis in Scottish Government policy emerged. International Education is an integral part of the Curriculum for Excellence development (see 2.3.) and seeks to promote Global Citizenship. The aim is to enable Scottish young people to have an understanding of Scottish heritage, history and environment and of the place of Scotland in the world – to develop a strong sense of Scottish culture while learning about other societies. International Education, Citizenship and Education for Sustainable Development are all being developed within Curriculum for Excellence in an interlinked way. The Experiences and Outcomes for each curricular area and advice about cross-curricular activities give attention to these themes.

The role of Learning and Teaching Scotland (LTS) is to promote these themes by developing teachers' awareness of them and effective pedagogy for them through, e.g. through SCIPD (see 11.2.) and study visits focusing on a range of practical learning and teaching issues. Recent study visits have involved exploration of, for example: leadership development in Ontario, mentoring new teachers in Santa Cruz, the EU in Brussels, Scottish culture and heritage in Nova Scotia, and Holocaust Education in Germany. Visits have also been made to more than a dozen other countries.

The International Education Masterclass (IEMC) professional development programme was designed to build capacity at local level to promote and support activity in schools. It was managed by Learning and Teaching Scotland and funded by the Scottish Government. It brought together participants from each Scottish local authority and other national organisations. The first Masterclass residential programme for local authority international education coordinators began the process in March 2006. Since then, around 120 more teachers and education staff have participated in the programme, forming a professional learning community and working towards higher levels of activity in schools.

An online community in the national schools intranet GLOW <http://www.glowscotland.org.uk> exists to support education professionals in their international education activity in Scotland. It provides a forum for all the coordinators, Masterclassers and others who are involved in professional learning communities (such as Link Community Development 'Global Teachers'), where they can share views and ideas on policy and practice, exchange information and resources and develop new practice.

There is also ongoing work to incorporate international education into initial teacher education and formal continuing professional development. LTS has developed a module in international education for teachers working towards [Chartered Teacher](#) status (see 8.2.9.).

The work of the Scottish Government with the various organisations listed in 11.4. also promotes and supports integrated development of international education.

Certification

There are no specific qualifications in European Studies on offer within the range of Scottish National Qualifications, although there is an international dimension to a number of courses and units in subjects such as modern studies, geography, history, English, etc.

11.6. Mobility and Exchange

Scotland has participated in all the major EU Programmes associated with education and training.

In addition to EU programmes, there are mobility and exchange opportunities for both students and staff in the national initiatives mentioned in 11.4.

11.7. Statistics

2007-09

Study visits by Scottish teachers as part of SCIPD programme	401
Participants in International Masterclass	128

GLOSSARY

Additional Support Needs (ASN) : The key concept now underpinning all kinds of provision to support learning, in mainstream or special education, in circumstances where, to benefit fully from education, the pupil has need for additional support beyond that offered in an ordinary mainstream school. This concept is central to the Education (Additional Support for Learning) (Scotland) Act 2004.

Assessment is for Learning (AifL, AifL) : The major national assessment programme currently being developed in all education authorities.

Assessment of Achievement Programme (AAP) : The former national sampling programme of assessment to monitor standards in English, mathematics, science and certain other subjects. Now replaced by the Scottish Survey of Achievement.

Chartered Teacher : A fully qualified school teacher who has undertaken specially designed additional qualifications.

Continuing Professional Development (CPD) : The term now used to cover the range of types of staff development available to Scottish teachers - in school-based collaboration, in their education authority and in provision of courses, etc, nationally or in universities.

Convention of Scottish Local Authorities (COSLA) : An organisation representing the views of the local authorities as a body.

General Certificate of Secondary Education (GCSE) : The 16+ qualifications obtained in England.

General Scottish Vocational Qualification (GSVQ, General Scottish Vocational Qualifications) : A vocational qualification available from SQA, usually achieved in college or work-based training.

Higher National Certificate (HNC, Higher National Certificates) : A one-year higher education qualification in a vocational area, normally achieved through study in a college.

Higher National Diploma (HND, Higher National Diplomas) : A two-year higher education qualification in a vocational area, normally achieved through study in a college (incorporating HNC).

Main Grade Teacher : A fully qualified school teacher who does not hold a promoted post and has not achieved the status of Chartered Teacher

National Vocational Qualifications (NVQ, National Vocational Qualification) : A vocational qualification available in England, usually achieved in college or work-based training.

Parents' Council : A representative body, elected by the parents of children at a school, to liaise with the school management about a range of issues.

Parents' Forum : All the parents of children at a school, who have a legal right to various types of information about the school

Probationer Teacher : A school teacher who has just completed initial training and is pursuing the Standard for Full Registration with the General Teaching Council (Scotland) in a teaching post.

Professional Graduate Diploma in Education (PGDE) : The one-year qualification undertaken by graduates to enable them to teach in Scottish primary or secondary schools.

Scottish Certificate of Education (SCE) : Formerly the name of the national qualifications at 16+ and 17+, until replaced by the Scottish Qualifications Certificate (SQC), q.v.

Scottish Qualifications Authority (SQA) : The single body responsible for national qualifications in Scotland.

Scottish Qualifications Certificate (SQC) : The name of the national qualifications at 16+ and 17+.

Scottish Survey of Achievement (SSA) : The national sampling programme of assessment to monitor standards in English, mathematics, science and certain other subjects. Replaces the Assessment of Achievement Programme.

LEGISLATION

Adoption and Children (Scotland) Act 2007 (*Act of the Scottish Parliament*) : 2007, asp 4,

http://www.opsi.gov.uk/legislation/scotland/acts2007/asp_20070004_en_1,

http://www.opsi.gov.uk/legislation/scotland/acts2007/asp_20070004_en_1

Roles and duties of local authorities and bodies involved in all aspects of the process of adoption of children.

Children (Scotland) Act 1995 (*Act of Parliament*) : 1995, c.36, <http://www.legislation.hmso.gov.uk/acts.htm>

A law concerned generally with children but also containing provisions concerning boarding accommodation in schools.

Children Act 1989 (*Act of Parliament*) : 1989, c.41, <http://www.legislation.hmso.gov.uk/acts.htm>

A law mainly applying to England and Wales but laying the duty (which also applied in Scotland) on local authorities of registering pre-school groups.

Disability Discrimination Act 1995 (*Act of Parliament*) : 1995, <http://www.legislation.hmso.gov.uk/acts.htm>,
<http://>

Disabled Persons (Services, Consultation and Representation) Act 1986 (*Act of Parliament*) : 1986, c.33,

<http://www.tso.co.uk/bookshop>

A law applying to the whole of the UK but with a section on the treatment of disabled children applying only to Scotland.

Education (Additional Support for Learning) (Scotland) Act 2004 (*Act of the Scottish Parliament*) : 2004,

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

This Act places a responsibility on education authorities to ensure that every child or young person who needs additional support beyond that normally provided in a mainstream school to benefit fully from education and to fulfil their potential receives the appropriate support.

Education (Additional Support for Learning) (Scotland) Act 2009 (*Act of the Scottish Parliament*) : June

2009, asp 7, http://www.opsi.gov.uk/legislation/scotland/acts2009/asp_20090007_en_1,

http://www.opsi.gov.uk/legislation/scotland/acts2009/asp_20090007_en_1

Amendments to the 2004 Act with the same title, to clarify and strengthen its provisions.

Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 (*Act of the Scottish Parliament*) : <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Education (Graduate Endowment and Student Support) (Scotland) Act 2001 (*Act of the Scottish*

Parliament) : 2001, asp6, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Education (Mentally Handicapped Children) (Scotland) Act 1974 (*Act of Parliament*) : 1974, c.27,

<http://www.tso.co.uk/bookshop>

Made education authorities responsible for the education of profoundly mentally handicapped children opening the way to provide them with education as well as care.

Education (Scotland) Act 1980 (*Act of Parliament*) : 1980, (number unavailable),

<http://www.tso.co.uk/bookshop>

Education (Scotland) Act 1981 (*Act of Parliament*) : 1981, (number unavailable),
<http://www.tso.co.uk/bookshop>

Education (Scotland) Act 1996 (*Act of Parliament*) : 1996, c.43, <http://www.legislation.hmso.gov.uk/acts.htm>
Set up the Scottish Qualifications Authority to take the place of the Scottish Examination Board and the Scottish Vocational Education Council; made provision for grant to be paid to those providing pre-school education; amended the School Boards Act; and gave powers to the Secretary of State to make regulations about testing and assessment in early secondary education.

Education and Training (Scotland) Act 2000 (*Act of the Scottish Parliament*) : 2000, asp8,
<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Further and Higher Education (Scotland) Act 1992 (*Act of Parliament*) : 1992, c.37,
<http://www.legislation.hmso.gov.uk/acts.htm>

Further and Higher Education (Scotland) Act 2005 (*Act of the Scottish Parliament*) : 2005,
<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Joint Inspection of Children's Services and Social Work Services (Scotland) Act (2006) (*Act of the Scottish Parliament*) : 2006, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>
Provides for joint inspections of services to protect children.

Local Government (Access to Information) Act 1985 (*Act of Parliament*) : 1985, (number unavailable),
<http://www.tso.co.uk/bookshop>

Local Government (Scotland) Act 1973 (*Act of Parliament*) : 1973, (number unavailable),
<http://www.tso.co.uk/bookshop>

Local Government (Scotland) Act 1975 (*Act of Parliament*) : 1975, (number unavailable),
<http://www.tso.co.uk/bookshop>
A law which laid down some provisions concerning the structure and operation of local government.

Local Government etc (Scotland) Act 1994 (*Act of Parliament*) : 1994, c.37,
<http://www.legislation.hmso.gov.uk/acts.htm>
A law reforming local government in Scotland by setting up 32 single tier all-purpose authorities to replace the 12 Regional and Islands Authorities.

Local Government in Scotland Act 2003 (*Act of the Scottish Parliament*) : <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Regulation of Care Act 2001 (*Act of the Scottish Parliament*) : 2001, c.11, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>
Under this Act all local authorities are required to register private nurseries and pre-school playgroups.

School Boards (Scotland) Act 1988 (*Act of Parliament*) : 1988, c.47,
<http://www.legislation.hmso.gov.uk/acts.htm>
Gave schools the right to have an elected School Board with a majority of parents.

School Education (Amendment) (Scotland) Act 2002 (*Act of the Scottish Parliament*) : 2002, asp2,
<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004 (*Act of the Scottish Parliament*) : 2004, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Schools (General) Regulations 1975 (*Statutory Instrument*) : 1975, 1975/1135, <http://www.tso.co.uk/bookshop>
A wide ranging set of regulations concerned with the administration of schools.

Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (*Act of the Scottish Parliament*) : 2007, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Scotland Act 1998 (*Act of Parliament*) : 1998, <http://www.legislation.hmso.gov.uk/acts.htm>, <http://www.legislation.hmso.gov.uk/acts.htm>

Scottish Local Government (Elections) Act 2002 (*Act of the Scottish Parliament*) : 2002, asp1, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Scottish Public Services Ombudsman Act 2002 (*Act of the Scottish Parliament*) : 2002, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>
Makes provision for the post of Scottish Public Services Ombudsman, to whom appeals may be made in cases of dissatisfaction with public services.

Scottish Qualifications Authority Act 2002 (*Act of the Scottish Parliament*) : 2002, asp14, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Scottish Schools (Parental Involvement) Act 2006 (*Act of the Scottish Parliament*) : 2006, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>

Self-Governing Schools etc (Scotland) Act 1989 (*Act of Parliament*) : 1989, c.39, <http://www.legislation.hmso.gov.uk/acts.htm>

Allowed schools to opt out of education authority control and to become self-governing. Had a number of additional clauses dealing with general matters, for example with Further Education, and recording of pupils with special educational needs.

Social Work (Scotland) Act 1968 (*Act of Parliament*) : 1968, c.49, <http://www.tso.co.uk/bookshop>
Among its provisions enabled social work departments in local authorities to provide for pre-school children.

Special Educational Needs and Disability Act 2001 (*Act of Parliament*) : 2001, c.10, <http://www.legislation.hmso.gov.uk/acts.htm>
This Act gives school pupils and post-school students the right to be educated alongside their able-bodied peers, on the same educational programmes and in the same educational establishments.

Standards in Scotland's Schools etc. Act 2000 (*Act of the Scottish Parliament*) : 2000, asp6, <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>
This Act sets out measures to modernise the teaching profession and enhance its status and establishes a framework of improvement for school education in Scotland.

Teachers (Education, Training and Recommendation for Registration) Regulations 1993 (*Statutory Instrument*) : 1993, 1993/2732 (S254), <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/s-stat.htm>
Granted powers to the Secretary of State to control certain aspects of the initial training of teachers.

Teaching and Higher Education Act 1998 (*Act of Parliament*) : 1998,
<http://www.legislation.hmso.gov.uk/acts.htm>, <http://>

Teaching Council (Scotland) Act 1965 (*Act of Parliament*) : 1965, (number unavailable),
<http://www.tso.co.uk/bookshop>

The Looked After Children (Scotland) Regulations 2009 (*Scottish statutory instrument*) : June 2009, 210,
http://www.opsi.gov.uk/legislation/scotland/ssi2009/ssi_20090210_en_1,
http://www.opsi.gov.uk/legislation/scotland/ssi2009/ssi_20090210_en_1
All aspects of the care of looked after children

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (*Act of the Scottish Parliament*) : 2007,
<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/about.htm>, <http://>

INSTITUTIONS

Association of Directors of Education in Scotland

Tel: +44 (0)1236 812311

E-mail: General Secretary: Stodterj@stirling.gov.uk

The body which represents the Directors of Education in the local authorities and provides a forum for discussion of common issues.

British Council Scotland

The Tun 4 Jackson's Entry Holyrood Road Edinburgh EH8 8PJ

Tel: +44 (0)131-524-5700

Fax: +44 (0)131-524-5701

Website: <http://www.britishcouncil.org/scotland>

The British Council promotes Britain overseas. The Scottish Directorate of the British Council exists to ensure that the distinctive aspects of Scottish culture, training, research and technology are represented in the work of the British Council overseas. It develops international links, international seminars, provides international links between universities and industry, encourages international collaboration and exchange, and leads the Scottish Consortium of English Language Schools.

Care and Learning Alliance

Dochfour Rd

Dochfour Rd

Inverness

Dochfour Rd

Dochfour Rd

Inverness IV3 5EB

Dochfour Drive

Inverness IV3 5EB

IV3 5EB

Tel: +44 (0)1463 703033

E-mail: info@careandlearning.co.uk

Website: <http://www.careandlearning.co.uk>

Care & Learning Alliance offers a one-door approach to a broad range of Childcare and family support services. We have over 300 members working throughout the Highlands, Moray and Argyll & Bute. Childcare & Learning Support Services for children 0 - 18 and their families. Offers a broad range of services for children aged 0-18 and their families throughout the Highlands, Moray and Argyll and Bute

Church of Scotland Education Department

121 George Street EDINBURGH EH3 7HX

Tel: +44 (0)131-225-5722

Fax: +44 (0)131-220-3113

Website: <http://www.churchofscotland.org.uk>

The national (protestant, presbyterian) church in Scotland - its education department represents its views on education in national debate.

City and Guilds of London Institute

1 Gilpspur St. London WC2N 6EZ

Tel: 0171 294 2468

Fax: 0171 294 2400

E-mail: www.city-and-guilds.co.uk

A long-established organisation offering vocational qualifications.

Convention of Scottish Local Authorities (COSLA)

Rosebery House 9 Haymarket Terrace Edinburgh EH12 5XZ SCOTLAND

Tel: +44 (0) 131 474 9200

Fax: +44 (0) 131 474 9292
E-mail: enquiries@cosla.gov.uk
Website: <http://www.cosla.gov.uk>
The national body which represents local authorities in Scotland.

ECCTIS Ltd

Oriel House Oriel Road CHELTENHAM GL50 1XP
Tel: +44 (0)1242-252627
Fax: +44 (0)1242-258600
E-mail: enquiries@ecctis.co.uk
Website: <http://www.ecctis.co.uk>
ECCTIS incorporates: UK NARIC The National Recognition Information Centre for the United Kingdom provides official comparability of international qualifications. This service is provided on behalf of people coming to the UK to work and study and is of value to education institutions, employers and other organisations that recruit internationally. UK NRP The UK National Reference Point for Vocational Qualifications, the UK national agency responsible for the evaluation of international vocational qualifications and the central point of information for UK vocational education and training. UK NEC The UK National Europass Centre, responsible for the coordination, management and promotion of all UK activities related to Europass and its documents. Europass is the European initiative designed to help people to make their skills and qualifications clearly and easily understood and to move around Europe.

Education Analytical Services Division (EAS)

SEED (Area 1B) Scottish Executive Education Department Victoria Quay EDINBURGH EH6 6QQ
Tel: +44 (0)131-244-0756
Fax: +44 (0)131-244-0354
E-mail: ceu@scotland.gsi.gov.uk
Website: <http://www.scotland.gov.uk>
Promotes evidence-based policy making in education through use of business planning, economic analysis, statistics, educational research and policy evaluation

Educational Institute of Scotland

46 Moray Place EDINBURGH EH3 6BH
Tel: +44 (0)131-225-6244
Fax: +44 (0)131-220-3151
Website: <http://www.eis.org.uk>
The largest teaching union in Scotland, representing most primary and secondary teachers and lecturers in further education.

Equality and Human Rights Commission

The Optima Building 58 Robertson Street Glasgow G2 8DU
Tel: Telephone 0141 228 5910 (non helpline calls only)
Fax: Fax 0141 228 5912
E-mail: scotland@equalityhumanrights.com
Website: <http://www.equalityhumanrights.com/scotland/>
Organisation to promote equality and human rights, and to create a fairer Britain. Provides advice and guidance, working to implement the legislative framework and raising awareness of rights.

Eurodesk

Community Learning Scotland Rosebery House 9 Haymarket Terrace EDINBURGH EH12 5EZ
Tel: +44 (0)131-313-2488
Fax: +44 (0)131-313-6800
E-mail: info@cls.dircon.co.uk
Website: <http://www.eurodesk.org>
A service offering information on the European Commission's policies and programmes to professional workers in the fields of education, training and youth.

Futureskills Scotland

Scottish Government

3rd Floor
Meridian Court
Cadogan Street
Glasgow
G2 6AT

Tel: 0044 (0)141 242 5454

E-mail: futureskills@scotland.gsi.gov.uk

Website: <http://www.scotland.gov.uk/Topics/Economy/labour-market>

Supports informed decision-making in the Scottish labour market by: improving access to labour market information and intelligence; providing a consistent, common view of the Scottish labour market; commissioning independent research into specific labour market issues; sponsoring and publishing a series of expert briefings to stimulate informed debate around current labour market topics.

General Teaching Council for Scotland

Clerwood House 96 Clermiston Road EDINBURGH EH12 6UT

Tel: +44 (0)131-314-6000

Fax: +44 (0)131-314-6001

E-mail: gtcs@gtcs.org.uk

Website: <http://www.gtcs.org.uk>

The body set up under the Teaching Council (Scotland) Act 1965 to keep under review the standards of education, training and fitness to teach of entrants to the teaching profession and to maintain a register of teachers in Scotland. (Registration is an essential condition of employment for teachers in schools in the public sector)

Her Majesty's Inspectorate of Education (HMIE)

Denholm House Almondvale Business Park Almondvale Way Livingston EH54 6GA

Tel: +44 (0)1506 600200

Fax: +44 (0)1506 600337

E-mail: enquiries@hmie.gsi.gov.uk

Website: <http://www.hmie.gov.uk>

HMIE is responsible for evaluation of all aspects of education other than higher education in Scotland and for the promotion of good practice and improvement.

Highlands and Islands Enterprise

Bridge House 20 Bridge Street INVERNESS IV1 1QR

Tel: +44 (0)1463-234171

Fax: +44 (0)1463-244469

E-mail: HIE.General@hient.co.uk

Website: <http://www.hie.co.uk>

HIE promotes economic development, including inward investment, in the highlands and islands of Scotland.

learnirect scotland

Website: <http://www.learnirectscotland.com/>

Provides advice and support in finding learning opportunities to improve job prospects and careers and in obtaining financial support for learning.

Learning and Teaching Scotland

The Optima 58 Robertson St. Glasgow G2 8DU

Tel: +44 (0)8700 100297

Fax: +44 (0)141 5050

E-mail: enquiries@ltscotland.org.uk

Website: <http://www.ltscotland.org.uk>

LT Scotland was formed in 1999 from the merger of the Scottish Consultative Council on the Curriculum and the Scottish Council for Educational Technology. It is the major national body providing advice and support on the curriculum and pedagogy, including e-learning.

Learning Link Scotland

Suite 6
2 Commercial Street
Edinburgh
EH6 6JA
Tel: 0044 (0) 131 553 7992
Fax: 0044 (0) 131 553 3870
E-mail: info@learninglinkscotland.org.uk
Website: <http://www.learninglinkscotland.org.uk/>

Quality Assurance Agency for Higher Education

183 St Vincent Street GLASGOW G2 5QD
Tel: +44 (0)141-572-3420
Fax: +44 (0)141-572-3421
E-mail: comms@qaa.ac.uk
Website: <http://www.qaa.ac.uk>
A UK body which has the task of ensuring that quality assurance procedures are in place in all higher education institutions.

Scotland's Learning Partnership

22 Hill Street Edinburgh EH2 3JZ
Tel: 0044 (0) 131 220 5567
Fax: 0044 (0) 131 225 5686.
Website: <http://www.salp.org.uk/about/contact/>
SLP is a national partnership of adult learners and providers in Scotland.

Scotland's Colleges

Scotland's Colleges
Argyll Court
Castle Business Park
Stirling
FK9 4TY
Scotland's Colleges
Argyll Court
Castle Business Park
Stirling
FK9 4T
United Kingdom
Tel: +44 (0) 1786 892000
Website: <http://www.sfeu.ac.uk>
Organisation to support further education.

Scottish Catholic Education Service

75 Craig Park GLASGOW G31 2HD
Tel: +44 (0)141-556-4727
Fax: +44 (0)141-551-8467
E-mail: mail@sces.uk.com
Website: <http://www.sces.uk.com>
The Scottish Catholic Education Service (SCES) was established by the Catholic Education Commission on behalf of the Bishops' Conference of Scotland to support Catholic education.

Scottish Commission for the Regulation of Care (the Care Commission)

11 Riverside Drive Dundee DD1 4NY
Tel: +44 (0)1382 207100
Fax: +44 (0)1382 207289
Website: <http://www.carecommission.com>

Scottish Council for Development and Industry

23 Chester Street EDINBURGH EH3 7EN

Tel: +44 (0)131-225-7911

Fax: +44 (0)131-220-2116

E-mail: edinburgh@scdi.org.uk

Website: <http://www.scdi.org.uk>

The SCDI is a broadly based body which includes representatives from industry, commerce, trade associations, professional bodies, local authorities, trade unions, universities, colleges and the churches. It has the aim of creating a more prosperous Scotland. It exchanges views on economic matters with visitors to Scotland and specialists; it takes the initiative in advising the Scottish Executive on important business and economic issues; it is involved in the development of business within Scotland and overseas; and it has a considerable interest in enterprise education.

Scottish Council for Research in Education

University of Glasgow St. Andrew's Building

11 Eldon St. Glasgow G3 6NH

Tel: +44 (0)141 330 3490

Fax: +44 (0)141 330 3491

E-mail: info@scre.ac.uk

Website: <http://www.scre.ac.uk>

Carries out research on all aspects of education and acts as a national forum for debate about educational research issues.

Scottish Council of Independent Schools (SCIS)

21 Melville Street Edinburgh EH3 7PE

Tel: +44 (0)131 220 2106

Fax: +44 (0)131 225 8594

E-mail: information@scis.org.uk

Website: <http://www.scis.org.uk>

Most private schools in Scotland are members of this body, which provides a range of services to the independent schools sector.

Scottish Enterprise

150 Broomielaw/5 Atlantic Quay Glasgow G2 8LU

Tel: +44 (0)141-248-2700

Fax: +44 (0)141-221-3217

E-mail: enquiries@scotent.co.uk

Website: <http://www.scottish-enterprise.com>

Scottish Enterprise promotes inward investment to Scotland by foreign companies. It also has the task of 'selling' Scotland abroad and assisting Scottish companies to market their goods abroad.

Scottish Funding Council (SFC)

Donaldson House 97 Haymarket Terrace EDINBURGH EH12 5HD

Tel: +44 (0)131-313-6500

Fax: +44 (0)131-313-6501

E-mail: info@SSC.ac.uk

Website: <http://www.sfc.ac.uk>

The SFC is responsible for funding directly further education in the 43 incorporated colleges and higher education in these colleges and in universities, using finance provided by the Government.

Scottish Government

Victoria Quay

Edinburgh

EH6 6QQ

Tel: +44 (0)131 556 8400

Website: <http://www.scotland.gov.uk/>

Since the election of a new government in 2007, the name now used for the body administering all devolved policy in Scotland. Previously called the Scottish Executive.

Scottish Government Directorate for Children, Young People and Social Care

Victoria Quay

Edinburgh

EH6 6QQ

Tel: +44 (0)131 556 8400

Website: <http://www.scotland.gov.uk/>

Responsible for pre-school education, childcare, social work and legal provision for young people, including youth justice.

Scottish Government Lifelong Learning Directorate (SGLLD)

Victoria Quay

Edinburgh

EH6 6QQ

Tel: +44 (0)131 556 8400

Website: <http://www.scotland.gov.uk/>

Responsible for post-school education, training, lifelong learning and industry and linking Scotland's economic development with the education and training necessary to stimulate and maintain it.

Scottish Government Schools Directorate (SGSD)

Victoria Quay

Edinburgh

EH6 6QQ

Tel: +44 (0)131 556 8400

Website: <http://www.scotland.gov.uk/>

Responsible for Schools, Teachers, Curriculum, Support for Learning and Qualifications, Assessment and Skills.

Scottish Parent Teacher Council

53 George Street EDINBURGH EH2 2HT

Tel: +44 (0)131-226-1917 / 4378

Fax: +44 (0)131-226-4378

E-mail: sptc@sptc.info

Website: <http://www.sptc.info>

The body which brings together and represents Parent-Teacher groups throughout Scotland.

Scottish Pre-school Play Association

SPPA National Centre 45 Finnieston Street Glasgow G3 8JU

Tel: +44 (0)141-221-4148

Fax: +44 (0)141-221-6043

Website: <http://www.sppa.org.uk/>

The national body which works to support playgroups toddler groups and under-5 groups in Scotland. It supports children and families in Scotland through the development of quality, early education and childcare services.

Scottish Qualifications Authority

The Optima 58 Robertson St. Glasgow G2 8DU

Tel: +44 (0)845 279 1000

Fax: +44 (0)845-242-2244

E-mail: mail@sqa.org.uk

Website: <http://www.sqa.org.uk>

The Scottish Qualifications Authority came into being on April 1 1997 as a result of a merger between the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC). It provides academic and vocational qualifications at all stages of education for students in schools and colleges throughout Scotland.

Scottish Social Services Council

Compass House 16 Riverside Drive

Dundee DD14NY

Tel: 01382 207101

Website: <http://www.sssc.uk.com/Homepage.htm> (16. 02.09)

The regulatory body for the Scottish social services workforce.

SKILL, The National Bureau for Students with Disabilities

The National Bureau for Students with Disabilities 336 Brixton Road LONDON SW9 7AA

Tel: +44 (0)171-274-0565

Fax: +44 (0)171-450-0650

E-mail: info@SKILL.org.uk

Website: <http://www.skill.org.uk>

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Skills Development Scotland

150 Broomielaw

Atlantic Quay

Glasgow

G2 8LU

Tel: 0141 225 6710 0044 (0)141 225 6710 0044 (0)141 225 6710

Fax: 0044 (0)141 225 6711

E-mail: info@skillsdevelopmentscotland.co.uk

Website: <http://www.skillsdevelopmentscotland.co.uk>

Provides careers and training advice and support.

sparqs

12a Union Street

Edinburgh EH1 3LU

Tel: 0131 622 6599

E-mail: info@sparqs.ac.uk

Website: <http://www.sparqs.ac.uk/> (17. 02. 2009)

A free service, funded by the Scottish Funding Council, to assist and support students, students' associations and institutions to improve the effectiveness of and engagement in quality assurance and enhancement in further and higher education establishments across Scotland.

Standards Council for Community Learning and Development

Website: <http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/StandardsCouncil>

Student Awards Agency for Scotland

Gyleview House 3 Redheughs Rigg EDINBURGH EH12 9HH

Tel: +44 (0)131-244-5883

Fax: +44 (0)131-244-5887

E-mail: saas.geu@scotland.gsi.gov.uk

Website: <http://www.saas.gov.uk>

The agency which is concerned with the payment of government grants to Scottish students in Higher Education.

Student Loans Company (SLC)

100 Bothwell Street GLASGOW G2 7JD

Tel: +44 (0)800-405010

Fax: +44 (0)141-306-2005

Website: <http://www.slc.co.uk>

Scottish domiciled and EU students may be eligible to take out a loan from the Student Loans Company to cover their study expenses and living costs.

The Scottish Public Services Ombudsman

4 Melville St. EDINBURGH EH3 7NS

Tel: +44 (0)800 377 7330

Fax: +44 (0)800 377 7331

E-mail: ask@spso.org.uk

Website: <http://www.spso.org.uk>

The SPSO investigates complaints about most bodies providing public services in Scotland, including Councils, The National Health Service, the Scottish Executive, Housing Associations, public authorities and colleges and universities.

UK Commission for Employment and Skills

28 - 30 Grosvenor Gardens

London

SW1W 0TT

Tel: 0044 (0)207 881 8900

Fax: 0044 (0)207 881 8899

E-mail: info@ukces.org.uk

Website: <http://>

To benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a world-class leader in productivity, in employment and in having a fair and inclusive society, in the context of a fast-changing global economy.

Universities and Colleges Admission Services

PO Box 67 CHELTENHAM GL50 3SF

Tel: +44 (0)1242-227788

Fax: +44 (0)1242-544961

E-mail: enq@ucas.ac.uk

Website: <http://www.ucas.ac.uk>

UCAS deals with admissions to Higher Education Institutions over the whole of the United Kingdom

Universities Scotland

53 Hanover Street EDINBURGH EH2 2PJ

Tel: +44 (0)131-226-1111

Fax: +44 (0)131-226-1100

E-mail: .

Website: <http://www.universities-scotland.ac.uk>

A committee involving all the Principals of Higher Education Institutions in Scotland are members which, through its own meetings and its sub-committees, deals with matters of common interest to the institutions (e.g. admission requirements).

Workers' Educational Association (WEA)

Riddle's Court 332 Lawnmarket EDINBURGH EH1 2PG

Tel: +44 (0)131-226-3456

Fax: +44 (0)131-220-0306

E-mail: hq@weascotland.org.uk

Website: <http://www.weascotland.org.uk>

The WEA is a national, democratic, voluntary organisation which seeks to encourage access to education throughout life for those adults who have experienced barriers to learning as a result of economic circumstances, social isolation, limited confidence, low self-esteem or lack of educational opportunity.

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