

2003

Education and Training in Scotland
National Dossier

INTRODUCTION

Welcome to the 2003 edition of the **National Dossier on Education and Training in Scotland**.

This comprehensive and up to date guide to all sectors of education and training in Scotland is published annually by the Scottish Executive Education Department (SEED). The Dossier is part-funded by the European Commission's SOCRATES Programme via the **Eurydice Network** for information on European education and training systems. The aim of Eurydice is to promote greater cooperation and mutual understanding across European education systems, and a wider appreciation of the similarities and differences which characterise the various systems. We are very grateful for their continuing support with this publication.

The information contained in the National Dossier is based on wide consultation with policy divisions in the Scottish Executive, especially those in the Scottish Executive Education Department and the Scottish Executive Enterprise and Lifelong Learning Department, and with HM Inspectorate of Education.

This latest edition contains a new chapter 11 - *The European & International Dimension in Education* - which describes key aspects of the increasingly global nature of Scottish education. Other sections, notably *Further & Higher Education* (chapter 6) and *Teachers and Other Education Staff* (chapter 8) have also undergone various changes in order to present the information in as clear and user-friendly a way as possible for a large reference document of this nature. We have also included for the first time a CD-ROM version, and a detailed subject index at the back to complement the Contents pages in order to aid navigation around the document and help you find what you want.

Scotland's National Dossier is part of a wider European database on education and training. This database is called **Eurybase** and is updated annually by all thirty countries of the Eurydice network. The network comprises European Union (EU), European Economic Area (EEA) and EU applicant countries, with each National Dossier following the same format and layout conventions for ease of comparison across countries. Eurybase can be consulted on the Eurydice web site at <http://www.eurydice.org> under the Eurybase menu.

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We would like to thank all those who have contributed to the content and publication of this year's Dossier, not least Ernie Spencer, recently retired HMI, for his painstaking work on updating much of the content; and likewise Dr Laurence Errington for his meticulous work in compiling the new subject index.

We hope that you find the 2003 edition of National Dossier both helpful and informative.

International Relations Unit
Scottish Executive Education Department (SEED)

May 2003

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1. Political and Economic Background

1.1 Historical Perspective, Politics and Political Parties

Under the terms of the Act of Union of 1707 the separate governments of Scotland and England were united under one Parliament (a century after James VI of Scotland united the two kingdoms in 1603 on his accession to the throne of England) to form Great Britain. Scotland's separate legal system and her national church were safeguarded under the settlement, which also made provision for the office, within government, of a Secretary for Scotland and for continuation of the historic Privy Council, which had seen to 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 Secretary for Scotland also assumed responsibility at that time 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, the Scottish Office Education and Industry Department in 1995; and in 1999 the new Scottish Executive set up an Education Department and an Enterprise and Lifelong Learning Department.) 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.

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 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 and the Scottish Socialist Party. 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.

1.2 Main Executive and Legislative Bodies

Scotland remains a full part of the United Kingdom and many matters which can more effectively and beneficially be administered on a UK basis, for example foreign policy, defence and economic policy, continue to be governed from the UK Parliament and Executive. However, a significant amount of legislative power has been devolved to the new Scottish Parliament in Edinburgh. The main executive body is the Scottish Executive which has taken over most of the staff and duties of The Scottish Office. The headquarters of the Scottish Executive are in Edinburgh.

1.2.1 Government

1.2.1.1 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;
- * transport safety and legislation;
- * various other matters subject to UK or GB regulation or operation, e.g. UK Research Councils, nuclear safety, control and safety of medicines, Ordnance Survey, regulation of broadcasting, the National Lottery, data protection and equal opportunities.

1.2.1.2 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.

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 Executive and to represent Scottish interests in the Cabinet. The Secretary of State is currently supported by one Minister of State and works in close co-operation with the Lord Advocate for Scotland.

1.2.1.3 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 on 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 Scottish Executive 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 able to command the majority support of the Parliament. The First Minister, with the approval of the Queen, appoints other Ministers and determines portfolios. The members of the Scottish Executive, who are collectively known as the Scottish Ministers, comprise the First Minister, the other Ministers whom he or she has appointed and the Lord Advocate and the Solicitor General for Scotland. The Scottish Ministers are responsible to the Parliament for the work of the Scottish Executive 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, but more detailed work is done in committee.

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 Executive's proposals as well as having wide-ranging, investigative functions. The procedures of Parliament are set out in its Standing Orders (Edition 2, published on 20 January 2000) which were based on the recommendations in the Report of the Consultative Steering Group (CSG) of the Scottish Parliament: *Shaping Scotland's Parliament*.

1.2.1.4 The Minister for Education and Young People

There are 10 Ministers in the Scottish Executive, supported by 10 deputy ministers. The Minister for Education and Young People is responsible for pre-school and school education in Scotland. The Minister is supported by a Deputy Minister. To assist the Minister there is an Education Department which administers national policy on pre-school and school education.

1.2.1.5 The Minister for Enterprise, Transport, and Lifelong Learning

Since the re-establishment of the Scottish Parliament in 1999, a number of significant changes have been made by the Scottish Executive in the organisation of the civil service departments. One of the major changes has been to separate pre-school and school education from post-school education, training and industry. Responsibility for the latter now rests with the Minister for Enterprise, Transport, and Lifelong Learning.

1.2.1.6 The Minister for Social Justice

The Minister for Social Justice has overall responsibility for community learning and development policy, although policies relating to young people and adult learning, including adult literacy and numeracy, rest with the Minister for Education and Young people and the Minister for Enterprise, Transport and Lifelong Learning, respectively. Community learning and development is seen as a key component of community regeneration and social inclusion policies.

1.2.1.7 The Scottish Executive

The Scottish Executive is organised into seven Departments and the Corporate Services. The Departments are:

The Scottish Executive Rural Affairs Department (SERAD)

The Scottish Executive Development Department (SEDD)
The Scottish Executive Education Department (SEED)
The Scottish Executive Enterprise and Lifelong Learning Department (SEELLD)
The Scottish Executive Health Department (SEHD)
The Scottish Executive Justice Department (SEJD)
The Scottish Executive Finance and Central Services Department (SEFCSD)

Each Department is under the charge of a Secretary who is responsible to the Scottish Ministers for the work of his/her Department. In the Scottish Executive Health Department the Chief Executive of the National Health Service in Scotland largely performs this function, although there is also a Public Health Policy Unit which is headed by the Chief Medical Officer. The Finance and Central Services Department covers such areas as constitutional policy, Parliamentary liaison, Cabinet secretariat, external relations, Parliamentary drafting and legal advisers, finance, local government and the Media and Communications Group. Under the chairmanship of the Permanent Under-Secretary of State, as head of the Scottish Executive, the Heads of Department constitute a Management Group which exercises corporate responsibility for the work of the Executive and for the allocation of resources in accordance with Ministerial priorities.

The staff of the Scottish Executive work almost entirely in Scotland, although a small number of staff are based at the Scottish Executive European Union Office (SEEUO) in Brussels.

1.2.1.8 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 (asp 11). Her task is to investigate complaints made by members of the public who allege to have suffered an injustice or hardship as a consequence of maladministration or service failure on the part of public bodies involved in devolved Scottish affairs. She also examines complaints about refusals of access to official information.

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

When an investigation has been completed a detailed report containing the Ombudsman's findings is prepared by the Ombudsman. 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.

1.2.1.9 Local Authorities

In terms 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 with an estimated population (2001) of 629,501 and the smallest is Orkney Islands with a population of 19,600. 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	
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, Cinemas, Taxis, Liquor	Flood Prevention
Libraries	Coast Protection
Archives	Community centres
Museums and Art Galleries	Caravan Sites
Listed Buildings, Ancient Monuments and War Memorials	Allotments
Conservation Areas	Parks
Nature Conservation	Leisure and Recreation
	Countryside
	Tourism

1.2.1.10 Local Government: Members

The members of the council of each local authority are elected every four years, although there is currently legislation going through Parliament to change the term of councils to four years. The most recent election was held in 1999 with the next due on 1 May 2003 (the same day as elections to the Scottish parliament). The councils vary considerably in size both by area and population. Voting takes place by secret ballot at arranged polling stations. Candidates for election as councillors must be aged 21 or over.

As with Members of Parliament the elected members of the local authorities have a dual role to play - that of their constituency interests and that of their shared participation in the work, policy and decisions of the council. Councillors are not paid a salary but receive certain allowances.

1.2.1.11 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, and 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.

1.2.1.12 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 forthcoming Local Government Bill (Spring 2003) will require local authorities to work in partnership with other public service agencies in Community Planning.

1.2.1.13 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 Executive Finance and Central Services Department is responsible for the oversight of constitutional and financial local government matters, whereas town and country planning, urban regeneration, housing, roads and transport issues are managed by the Executive's Development Department. The Scottish Executive Education Department is concerned also with social work, the arts, libraries and sport. The Scottish Executive Justice Department has responsibility for civil and criminal law, prisons, police and fire services.

The Scottish Executive exerts influence on local government policy and programmes partly by advice and partly by financial means. The various Scottish Executive Departments may consider submissions by local authorities where the First Minister's consent is required, such as for structure plans. In the case of police forces, fire services and schools, there is provision for inspection of local services by the central authority to ensure that adequate standards are maintained. In general, however, each Department of the Scottish Executive provides local authorities with advice and assistance on their functions by issuing Circulars as the need arises.

The First Minister for Scotland and the other Ministers at the Scottish Executive 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.

1.2.1.14 Relations with the Public

Local authorities are encouraged to make the public aware of their activities, functions and sub-committee meetings, and to allow the public to attend meetings and to inspect minutes, agendas and reports prepared for such meetings, unless such attendance or inspection 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). Complaints of injustice caused by maladministration by a local authority can be made to the Scottish Public Services Ombudsman. In their dealings with the public local authorities are encouraged to adopt the principles of the Citizen's Charter and Best Value. The forthcoming Local Government Bill (Spring 2003) will enhance the duties of local authorities and their community planning partners to consult local communities on planning and service delivery issues.

1.12.1.15 The Forthcoming Local Government Bill and Community Planning

Community Planning is essentially a process to promote and encourage joined-up working and 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. It is also recognised as a key mechanism for progressing national priorities, such as education, and for linking them better with local priorities.

Community Planning will receive a statutory underpinning from the Local Government Bill currently being considered by Parliament and likely to receive Royal Assent in Spring 2003. This Act will place a duty on local authorities to “initiate, facilitate and maintain” the Community Planning process. It will also place a duty on key public bodies, such as Police, Health Boards and Enterprise Companies to “participate” in the process. The Bill will require local authorities, as facilitators, to co-operate with community bodies and other public bodies as appropriate in the Community Planning process. There will be 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 Executive.

1.2.1.16 Internal Organisation and Management

Provisions in the Local Government (Scotland) Act 1973 allow authorities to delegate almost all decisions to a committee, sub-committee or officer of the authority. In order to modernise this decision-making structure the Leadership Advisory Panel (LAP) was set up to advise councils. It published a report in June 2001 which encouraged councils to undertake a self-review of management of business and working practices under guiding principles of accountability and accessibility, offering advice and support. These self-reviews, and new structures emerging from them, were then assessed against the criteria set out in the LAP report.

Councils are now introducing procedures which reaffirm and strengthen their important community leadership role by moving towards new ways of doing business. As each council has a diverse nature, the best structure is the one that works most effectively for that particular area and in that particular council. Each council has a different model and variation but these can be grouped into three main categories: streamlined committee structures which ensure a more cross-cutting approach to policy development through a smaller number of new thematic committees rather than the old departmental ones; executives where there is a concentration of decision-making powers in the hands of a limited number of elected members; and finally, the devolved and partially devolved structures where there has been a shift towards moving decision-making from the centre to local area committees.

Although the precise structure varies from one local authority to another, local authorities tend to operate through a number of separate departments corresponding to their chosen structure. In many authorities 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

under their Chief Executive for education, 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. Decisions on educational matters would normally be made by the executive in these councils, although legislative requirements such as those concerning the involvement of church representatives in the decision-making process should not be breached.

1.2.1.17 *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 Executive Departments. In particular, this is the body with which the First Minister consults about financial support to local authorities.

1.3 Religions

1.3.1 *Religion*

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, which comprises the ‘minister’, as the clergy are known in Scotland, and the ruling ‘elders’ in each parish and which is responsible for all decisions at parish level; the Presbytery, which comprises 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 and is presided over by an elected ‘Moderator’, a position of some importance in Scotland. The General Assembly very often discusses the major issues of the day, including education, and its views on them are widely reported. The General Assembly has an education committee which deals with matters in Scottish education which affect the Church. From the latter half of the 16th century until 1872 the Church of Scotland carried the main responsibility for elementary education and, even after education had become the responsibility of central government, it dominated the system of School Boards through to 1918, when they were replaced by education 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 allegiance back as far as pre-Reformation days; 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, responsibility for the schools was handed over to the State 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. It has a committee, the Catholic Education Commission (CEC), which concerns itself with matters in Scottish education which affect the Church.

In addition to various other Christian denominations, several other world faiths (notably Jewish, Muslim, Hindu and Sikh) are practised, in the main by ethnic minority groups. With the exception of two Jewish primary schools, however, one private and one public, and one private Muslim school, there are no schools in Scotland specifically for children belonging to other faiths.

1.4 Official and Minority Languages

1.4.1 Official Language

English is the official language of government, business, education, the law and other professions. It is spoken everywhere in Scotland, albeit alongside Scottish-English in most areas and Gaelic in parts of the Highlands and many of the Western Isles.

1.4.2 Minority Languages

The UK Government signed the Council of Europe Charter for Regional or Minority Languages on 2 March 2000. The Scots language will be covered by Part II of the Charter, with Gaelic being specified under Part III. The UK Government ratified the Charter on 27 March 2001.

The 2001 Census of Population recorded that 65,674 people in Scotland were able to speak, read or write Gaelic. This is 1.3% of the Scottish population, and represents a 6% decline compared with the 1991 census figures. However, the 2001 census recorded that 92,396 people were able to understand, speak, read or write Gaelic, which is 1.9% of the population. 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 education authorities to report on their plans for Gaelic provision in their annual *Improvement Objectives Report*. Gaelic also features in one of the *National Priorities* in education (see 2.2.1.1) and can now be found at all levels of education: pre-school, primary, secondary, further and higher education, and 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 nurseries 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. Gaelic language for learners and native speakers has been taught in secondary schools for many years and there is increasing Gaelic-medium provision at secondary level. Several further education colleges provide Gaelic language courses, including Sabhal Mor 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 Scottish Executive will spend £14m on support for the language in 2003-04, including £8.5m on Gaelic broadcasting and over £3.5m on Gaelic education.

The Scots language survives in Scotland in the form of dialects 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 with the aim of teaching a proper awareness and appreciation of the language. The Scottish Arts Council provides financial support to a number of Scots language organisations.

A number of other languages are spoken by groups which have come into the country as migrants at various times. The Italian community in Scotland, which was established in the nineteenth century and still maintains close contacts with Italy, retains its own language. Tuition in Italian sponsored by the Italian Consulate has been provided for a number of years in one or two primary schools. Cantonese is the main language of the Chinese community (there are now no fewer than 12 Chinese 'weekend schools' operating in Scotland) and other groups originally from the Indian sub-continent have brought their languages (among them Punjabi, Gujarati, Urdu, Hindi and Bengali) to Scotland. Several education 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, whilst a Japanese school operates on Saturdays (in Edinburgh) for the children of Japanese parents involved in the many high technology industries in central Scotland.

1.5 Demographic Indicators

1.5.1 Population

The estimated population of Scotland on 30 June 2001 was 5.1 million, accounting for 9% of the population of the United Kingdom. Following a decline over most of the 1980s, small increases were recorded in each year up until 1995. Since then there has been a gradual decline in population until 2001 when a slight increase was seen. 19% of the population in the census year, 2001, was aged 15 or under, compared with just over 20% in 1991 (almost 23% in 1981), but the number of children of school age seems to have stabilised. Over the same period the proportion of those aged 65 and over increased from 15% to 16%. The population is very unevenly spread, with almost 70% living in the relatively narrow Central Belt closely associated with the two major river estuaries of the Forth and the Clyde and including Scotland's two largest cities, Glasgow (population 578,710) (2001 census) and Edinburgh (population 449,020). Population in other parts of Scotland is very thinly spread. Although the average population density of the districts forming the Central Belt is about 2.8 persons per hectare, the overall figure for Scotland as a whole is 0.65 persons per hectare and 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 7,792,000 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, which are little more than rocks, are included) of which over 100 are inhabited and 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. Although the Central Belt, which includes the estuaries of the rivers Forth and Clyde, is fairly heavily populated and is the industrial centre of the country, the hilly and

mountainous nature of most of the country means that in large areas of Scotland people are few and communication depends very much on road transport, ferries and air transport.

1.6 Economic Indicators

1.6.1 Economic Conditions

Gross Domestic Product (GDP) in Scotland totalled £64.1 billion in 1999, an average level of £12,512 per head. This represents a current price increase between 1989 and 1999 similar to the current price growth in the UK as a whole over the same period. The largest elements in the GDP are manufacturing (21%); real estate, renting and business services (17%); health and social work (8%); and wholesale and retail (11%). Manufacturing in Scotland has declined but it is also undergoing 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 64% 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, outside that area, 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.

1.6.2 Unemployment

Scotland has a history of fairly high levels of unemployment and during the 1980s the unemployment rate (International Labour Organisation definition) rose to 14.9% (1987). Between then and 1990 there was a steady decline to about 9.3% overall but unemployment has risen and fallen again over recent years. In Spring 2002 it stood at 6.8% (with male unemployment at 7.7% and female unemployment at 5.9%), compared to 5.2 in the United Kingdom as a whole. The overall figures, however, also conceal a very wide range of levels of unemployment in different parts of the country.

1.7 Statistics

1.7.1 Statistical Data

1.7.1.1 Population

Population (millions)	1989	1999	2001
Total	5.08	5.07	5.06
Males	2.44	2.44	2.43
Females	2.64	2.63	2.63
Population (%)			
Aged 0-15	20.1	19.6	19.2
Aged 16-64	64.9	64.7	64.9
Aged 65-74	8.6	8.8	8.8
Aged 75+	6.4	6.9	7.1
Live births per 1,000 of population	12.5	10.9	10.4

1.7.1.2 Unemployment

Unemployment	1987	1990	2002
	14.9%	9.3%	6.8% (male 7.7%, female 5.9%)

1.7.1.3 Gross National Product (Gross Domestic Product (GDP))

GDP (billions)	1985	1997	1999
	25.2	58.6	64.1

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

2.1 Historical Overview

2.1.1 History of Education

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 but by the 16th century the burghs (towns) were also involved in founding schools. In 1560 the Protestant reformer, John Knox, called for the setting up of elementary schools 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 in large areas of the country by the mid-19th century a very large proportion of the population was literate. However, after the Scottish Parliament was merged with the Westminster Parliament in 1707, it was not until 1840, when the first inspector of schools for Scotland was appointed, that major Government intervention in the education system of Scotland was resumed.

In 1864 a Commission was set up to examine the state of education in Scotland and this led to the most important event in education in Scotland 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, taking education out of the hands of the churches and making it the responsibility of local elected bodies, the School Boards, at the same time allowing the right to opt out of religious education. It 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 was not moved to Edinburgh until 1922. Its formation, however, served to take 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 and 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 together with associated 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 met through the change from selective to comprehensive schools and by changes in the public examination system to make it more accessible to a larger number, with 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 specific working parties, the Scottish Examination Board (SEB) (now the Scottish Qualifications Authority) 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 provision, not only through evening classes but, more importantly, through full-time and day-release courses, taught in almost 50 new further education colleges.

In secondary education changes continued throughout the 1970s and 1980s and 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) at age 16. The latter report provided the basis for the current examination system, which has the aim of providing for the whole school population at school leaving age. 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.

All of these developments were accompanied by the elaboration of sophisticated guidance, counselling and careers advisory services in schools and colleges. In addition, there were substantial developments in educational research, mainly through the Scottish Council for Research in Education (SCRE) and in the support given in the area of new technology. Learning and Teaching Scotland (LTS) (formerly the Scottish Council for Educational Technology (SCET)) is responsible for assisting and promoting development in this latter area, 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 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 with an increase in the number of universities and the

establishment of the Scottish Higher Education Funding Council (SHEFC) in 1992 and the Scottish Further Education Funding Council (SFEFC) in 1998.

Looking to the future in a constantly changing world, the Scottish Executive Education Department recently held a National Debate on Education. The debate was launched in March 2002 and the discussion phase ran until the end of June. It is estimated that 20,000 people participated directly in the Debate. An independent team of researchers at the University of Edinburgh analysed the responses and the main themes expressed by those who provided feedback were reported to the Scottish Parliament in October 2002. The Executive has developed its response to the Debate - Educating for Excellence - which was published 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, with such bodies as the Scouts and the Workers' Educational Association. University extra mural departments have also long been involved in supporting non-vocational adult learning. Since the Second World War 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 education 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 Executive published Community Learning and Development: The Way Forward, which outlines current Scottish Executive policy in this area.

2.2 Fundamental Principles and Basic Legislation

The principles which underpin Scottish education and the relevant legislation are set out in separate sections below. The principles are not laid down by law. They are partly a reflection of Government policy 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.

2.2.1 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 survive and 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 Scotland 2000). The trend to greater differentiation of classroom work to match the range of abilities present

and the increased attention to young people with special educational 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 proceed to further or higher education, with financial assistance if necessary. Since the Second World War this opportunity has been considerably extended by increasing the number of places available in further education (vocational) and higher education. There has also been expansion in informal education, with greater attention being given, for example, to community-based educational activities both for adults and young people.

Society, however, also has claims on the education system, and education for participation in a changing society implies that all learners have to identify their own needs, as far as possible, and become responsible for their own learning. Society requires an educated populace to create the wealth which can bring stability, progress and innovation. It also needs people who can provide the services which allow society to sustain its growth, maintain its health and well-being and offer the range of cultural and leisure activities which bring enrichment and satisfaction. It depends on people who act as custodians of its values and stewards of its resources and who willingly and responsibly participate in the democratic process by which society regulates itself in response to changes in social, economic and cultural circumstances. The Scottish education system is therefore expected to promote the autonomy of individuals and at the same time to equip them to fulfil, on the basis of interdependence, the variety of roles which society demands.

2.2.1.1 Current National Priorities in School Education

In the Standards in Scotland's Schools etc. Act 2000 a framework for the improvement of the performance of schools was set out. Under this framework, the local authorities are required to publish plans showing improvement objectives for the schools in their areas. The schools themselves are required to publish 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.

Under section 4 of the Act the Scottish Ministers were required to define national priorities in school education. These priorities have been defined as follows:

- to raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement, including examination results;
- to support and develop the skills of teachers and the self-discipline of pupils, and to enhance school environments so that they are conducive to teaching and learning;
- to promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages;
- to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society; and

- to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

The Scottish Executive, through its financial support of the National Grid for Learning (NGfL) in Scotland, seeks to raise the standards of schools by supporting, sustaining and renewing ICT developments in schools as well as developing the ICT skills of teachers and pupils. Funding of the NGfL has seen investment of over £90 m between 1999-2002 and an additional £40 m announced for 2002-2004. Since its launch in 1998 the NGfL programme has had a major impact on access to ICT in schools; it has already moved pupil:computer ratios from 34:1 in primary schools and 12:1 in secondary schools (1998) to 11:1 and 5:1 (2001); it has helped 19,000 teachers to buy their own computers through the 'Computers for Teachers' scheme and between 1999 and 2002, 44,000 teachers enrolled for the New Opportunities Fund ICT training (93% of FTE teacher population). The Masterclass programme of staff development began in 2002 and has built on the NOF training to produce 600 local ICT champions to help local authorities integrate ICT into their corporate professional development plans. In addition the Scottish Executive in partnership with Learning and Teaching Scotland is carrying out a major programme of digital content procurement for 2003-2004.

Through education all children can have the best chance to develop, to learn, and to fulfil their future potential. As well as teachers and pupils, the built environment contributes to the learning experience. The school has a big impact on a child's development - it should be a modern, safe, secure environment, where children can learn and grow. In order to facilitate this, the Scottish Executive has launched the biggest ever school building programme in Scotland. This is a step change in the level of investment to deliver a modern learning environment for the future. The Minister for Education and Young People announced a £1.15 billion package of investment in June 2002 through 15 public private partnership projects to build schools. This investment will lead to 300 significantly refurbished or rebuilt schools across Scotland over the next few years. In March 2003 Ministers announced stage two of this package of PPP investment, supporting a further £748 million of capital investment which should see around 75 school buildings improved in 9 more local authority areas. The Executive will continue discussion with 5 other Authorities about further development of their proposed PPP projects. Other substantial ongoing investment includes the Schools Fund and general local authority capital expenditure on schools.

The Scottish Executive and CoSLA published Building Our Future Scotland's School Estate, a long-term strategy for the school estate in February 2003. This sets out a vision to achieve a well built, well designed and well managed school estate over the long term. This includes a strategic framework to implement that vision locally and to create a school estate that meets the needs of children, and that is sustainable. The Scottish Executive is now taking forward work on more detailed issues, such as the development of guidance on school estate management, core facts and design, along with initiatives to promote shared learning, in partnership with local authorities and others.

2.2.2 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 but apply specifically and only to Scotland. 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. Following devolution, new legislation dealing with education is a matter for the Scottish Parliament.

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 education authorities or to Her Majesty's Inspectors of Education in connection with the provision 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 special educational needs, and the Scottish Ministers' control over the training of teachers, as in the Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993. Currently, curriculum is not governed by legislation in Scotland, apart from the stipulation that religious education is compulsory, unless parents 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 education authorities to provide pre-school education, lays down the ages between which education is compulsory, lays a duty on parents to see that their child is educated and on education 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 was amended in 1981 to give parents the right to choose the school to which to send their children and set up the assisted places scheme for independent schools (a scheme which is now being phased out). 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 and set up machinery for determining the pay and conditions of service of teachers. The Education (Scotland) Act 1996 is concerned with setting up of 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 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 for teachers in Scotland. 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. The Standards in Scotland's Schools etc Scotland Act 2000 gave every child in Scotland a right to education for the first time, outlined measures to modernise the teaching profession and enhance its status, and established a framework of improvement for school education. The framework includes a new set of *National Priorities* for school education (see 2.2.1.1). The Great Britain Special Educational Needs and Disability Act 2001 gives 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.

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.

2.3 Compulsory Education

2.3.1 Compulsory Education

In Scotland, 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 education 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. Many younger children voluntarily attend nursery schools before beginning primary school at age 5. Pupils transfer to secondary at around 12 and many stay on after the age of 16 for one or two additional years before proceeding to training or post-school education in further education (FE) colleges or higher education (HE) institutions. Pupils may also leave at 16. In 2001-2002 about 70% of 16-year-olds stayed on in school and 62% of 17-year-olds stayed on in full-time education, either in school or further education or higher education.

Schools are required by law to keep a register of the names of all pupils and to record their attendance in the morning and afternoon of each day of the school year. An absence from school normally requires to be explained by a letter from the parent giving a reason for the absence. Education authorities have means of monitoring the attendance of pupils and have officers who follow up pupils who are consistently absent or whose reasons for absence are regarded as insufficient. Parents may be prosecuted if their children do not attend school regularly.

2.4 General Structure and Defining Moments in Educational Guidance

2.4.1 Education System

Age	Stage	Establishments
3-5	<i>Pre-school education (optional)</i>	Nursery schools Nursery classes in primary schools Day nurseries Playgroups
5-12	<i>Primary education (compulsory)</i>	Primary schools
12-16	<i>Secondary education, 4 years (compulsory)</i>	Secondary schools (comprehensive and co-educational)
14	Guidance offered to pupils to help them select subjects for continuing study in years S3 and S4 from within a general framework	
15	Guidance offered to pupils to help them select subjects for study in upper secondary or further education college, or to choose an appropriate training course or find employment	
16-18	<i>Upper secondary education (optional)</i>	Secondary schools (comprehensive and co-educational) Education 16-18 can also take place in FE colleges
	Subjects are studied at different levels for National Qualifications in S5 and S6 Certain subjects may be taken in S6 only for the Advanced Higher level.	
17	Guidance is offered in relation to continuing study in S6 or transition to further or higher	

education or to training or to employment at the end of S5

- 18 Guidance is offered in relation to further or higher education, training or employment at the end of S6

Training (vocational)

Scottish Vocational Qualifications (SVQ) courses and Modern Apprenticeships By independent providers (in training centres) or by contract with FE colleges

Further education

Further education colleges

Courses are either non-advanced or advanced.

Non-advanced courses comprise:

- Vocational and general studies
- Pre-employment courses
- Link courses for school pupils
- Off-the-job training for employees
- Evening classes

Advanced courses comprise:

- Higher National Certificate courses
- Higher National Diploma courses
- Discrete or franchised degree courses

Higher education

Higher education institutions (including universities and all FE colleges)

Courses offered comprise:

- Degree level courses
- Higher National Certificate courses
- Higher National Diploma courses
- Professional training courses

2.4.2 Branches of Study

The branches of study at each stage are indicated in the relevant sections for Pre-primary education (3.7), Primary Education (4.7), Secondary Education (5.3), Higher Education (6.3) and Adult Education (7.6).

2.5 General Administration

2.5.1 Educational Administration

Although the Scottish Executive plays an important part in the administration of Scottish education, many of the executive powers are, for school education, devolved to the education authorities and in some cases to the schools themselves. In further education the institutions themselves are responsible for most of their own administration, as is the case in higher education. However, in both further education and higher education a role is played by the Scottish Further Education Funding Council (SFEFC) and the Scottish Higher Education Funding Council (SHEFC) respectively, which are responsible for the allocation of funding and for quality assurance.

2.5.1.1 General Administration at National Level

The Minister for Education and Young People and the Minister for Enterprise, Transport, and Lifelong Learning are directly responsible to the Scottish Parliament for the overall supervision and development of the education and training services in Scotland and for legislation affecting Scottish education and training. Education and training policy is developed in line with the policies of the Scottish Executive and is administered by the Scottish Executive Education Department (SEED) and the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD). The Scottish Further Education Funding Council (SFEFC) is responsible for the funding of teaching and a certain amount of research in the 46 FE colleges as is the Scottish Higher Education Funding Council (SHEFC) for the funding of teaching and some research in the 22 Scottish HE institutions.

The Ministers for Social Justice, Education and Young People and Enterprise, Transport and Lifelong Learning share responsibility for community learning and development policy. The Scottish Executive Development Department (SEDD), together with SEELLD and SEED administer policy in this area. Communities Scotland established in 2001 is an Executive Agency with responsibility for supporting community learning and development practice including professional training.

The Scottish Executive Education Department (SEED)

The person in charge of the Scottish Executive Education Department (SEED) bears the title of Secretary and Head of the Department. The SEED is divided into 5 main Groups as follows:

- Schools
- Children and Young People
- Tourism, Culture and Sport
- Social Work Services Inspectorate
- Information, Analysis and Communication

Each of the Groups is sub-divided into Divisions and/or Branches or Teams which deal with particular topics. The Chief Architect, the Chief Social Work Adviser and the Chief Statistician also have a role as heads of their professions across the Scottish Executive.

The Department 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. SEED 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. Information, Analysis and Communication Division has responsibility, in relation to education and young people, for producing statistics, promoting international links, managing the Department's research programme and carrying out economic analysis and evaluation of policy. Just over £1m is spent annually by SEED on directly commissioned policy-related educational research.

The Department 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 for the improvement of pupil and student attainment. LTS also works closely with the SEED in taking forward Government initiatives in information and communication technology (ICT) in education.

The SEED administers Government policy for pre-school and nursery education, childcare, social work and legal provision for people, including youth justice. It funds the Scottish Children's Reporters Administration (SCRA), an NDPB which administers the Children's Panel system for young offenders. It pays grant to the grant-aided residential special schools; it supports a student allowance scheme operated by the Student Awards Agency for Scotland (SAAS); and, together with the General Teaching Council (GTC), it oversees teacher training and supply. The Department also manages the youth work dimension of community learning and development policy in Scotland. It operates a grant scheme to support national voluntary youth organisations and Youth Link Scotland, the national youth agency, which is responsible for the promotion and development of youth work in both the statutory and voluntary sectors.

The SEED co-ordinates the activities of education 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 education 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 SEED encourages the development of the arts and architecture, cultural and built heritage, and sports and recreation in Scotland. The SEED funds the National Galleries, Library and Museums of Scotland, and provides funds to support the work of the Scottish Arts Council, Scottish Screen, Sport Scotland and a wide range of other bodies, including the Scottish Museums Council. The Department is also responsible for architectural policy, policy on Gaelic and on broadcasting in Scotland.

The SEED also has responsibility for two executive agencies: Historic Scotland and Her Majesty's Inspectorate of Education (HMIE). Historic Scotland is responsible for care of, and public access to, the monuments and historic buildings in the care of the First Minister. HMIE sets educational standards, provides professional advice to Ministers and local authorities and carries out inspections of the work of schools, further education colleges, and local authority education services, reporting publicly on completion of all such inspections.

Social Work Inspectorate staff in the Department 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 Executive.

The Scottish Executive Enterprise and Lifelong Learning Department (SEELLD)

The Scottish Executive Enterprise and Lifelong Learning Department (SEELLD) administers Scottish Executive 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.

The further education colleges are now (since 1 July 1999) funded by the Scottish Executive through the Scottish Further Education Funding Council (SFEFC). Evaluation of the quality of education in these colleges is the responsibility of HM Inspectorate of Education (HMIE).

Although the Scottish Executive provides the finance for the system of higher education, the Scottish Higher Education Funding Council (SHEFC) is responsible for the allocation of funds to the higher education institutions and for assessment of the quality of education offered in them.

The Scottish Executive set up *learndirect scotland* as Scotland's one-stop shop for encouraging people to get into learning and to make learning available *when, where* and *how* it best suits their needs. *learndirect scotland* will work alongside organisations such as the Enterprise Networks, Careers Scotland and Future Skills Scotland to ensure the learner has access to all the information they need to allow them to make informed choices when trying to identify learning they would like undertake.

SEELLD manages the development of 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 2001 SEELLD published a new strategy for Adult Literacy and Numeracy and provides funding to Community Learning Partnerships for local provision and at national level a new Centre for Adult Literacy and Numeracy at Communities Scotland.

2.5.1.2 General Administration at Regional Level

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 in Scotland.

2.5.1.3 General Administration at Local Level

The 32 local authorities (district authorities) in Scotland have direct responsibility for the provision of schools, the employment of educational staff, the provision and financing of most educational services, and the implementation of Scottish Executive policies in education. School Boards are the official forum for contact between parents and the individual school.

The Local Authorities

Local authorities have a statutory duty to provide adequate and efficient school education, to make provision for special educational needs and to provide the teaching of Gaelic in schools in Gaelic-speaking areas. They have an obligation to make arrangements for pupils who are excluded from or cannot attend school. They also have a duty to provide adequate facilities for recreational and sporting activities. They are responsible for the construction of buildings, the employment of teachers and other school staff and the provision of equipment and teaching materials. They exercise responsibility for the curriculum taught in schools, taking account of national guidance.

An important development since April 1999 has been the setting up of 62 New Community School projects involving over 400 schools with the aim of raising standards and promoting social inclusion. While there is no single model for New Community Schools, most bring several existing schools together to work as a cluster, with a team of professionals providing a range of services including education, social work, family support and health education. Integration of services is a key feature of new community schools and the Scottish Executive is committed to rolling out the new community school approach to every school by 2007, and is making £78m available between 2002-03 and 2005-06 to support this initiative.

Scottish schools are all working towards becoming Health Promoting School by 2007 and a Scottish Health Promoting Schools Unit was set up to assist them with this in May 2002. The vision for the Unit is that by contributing to personal, community and national well-being, the work of the Scottish Health Promoting Schools Unit should play its part in making Scotland a place where young people are enabled, within healthy and supportive environments, to make healthy, wise and discerning choices about their own lives and their roles in an inclusive society.

In 2000 a group was established to look at the issue of discipline in schools in Scotland, the group was called Discipline Task Group (DTG). The DTG published a report, "Better Behaviour – Better Learning", which made 36 recommendations aimed at improving discipline in schools, and therefore the provision and enjoyment of education in Scotland, for all concerned. The recommendations in the DTG report arose from extensive consultation with teachers, pupils, parents and a wide range of other professionals and interest parties. These recommendations are currently being implemented by the Scottish Executive, local authorities and individual schools following the Joint Action Plan published in December 2001.

Local authorities are also required to provide community learning and development encompassing adult education, youth work and community work, the activities of voluntary organisations, educational support for specific groups such as ethnic minorities and those with disabilities, and the promotion of lifelong learning. The 1998 report: *Communities: Change through Learning* and subsequent SO Circular 4/99 have 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 which should be produced in association with communities and the range of organisations (including the voluntary sector) which offer educational opportunities to them. In June 2002 the Scottish Executive published *Community Learning and Development: The Way Forward*, which confirmed the change of terminology from 'community education' to 'community learning and development' and outlined policy

in this area. The Scottish Executive is currently revising SO Circular 4/99 and new Guidance will be published in April 2004.

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

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 most 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. Local authorities have adopted very different structures.

The following table illustrates some of the new 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		

School Boards

One further local body, the School Board, has a role in the provision of public education. School Boards currently operate in 82% of State primary schools, 97% of secondary schools and 61% of special schools.

School Boards provide an official forum for the expression of parental views and the exercise of parental influence through elected representatives. The School Boards (Scotland) Act 1988 gives every public school in Scotland the opportunity of forming a School Board consisting of elected parent and staff members and members co-opted from the local community. The majority of members must be parents of children at the school.

School Boards provide an effective input of parents' views on the provision of school education at the level of the individual school. They have wide powers to ask for information about their own school and about other schools in the education authority's area. These powers include the right to receive and comment upon detailed statements concerning the school's finances. The Education (Scotland) Act 1996 and the Standards in Scotland's Schools etc. Scotland Act 2000 make some changes in the rules governing the organisation of School Boards. The latter Act also sets out that School Boards should exercise their functions with a view to raising the standard of education at the school.

2.5.1.4 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.

Pre-School Establishments

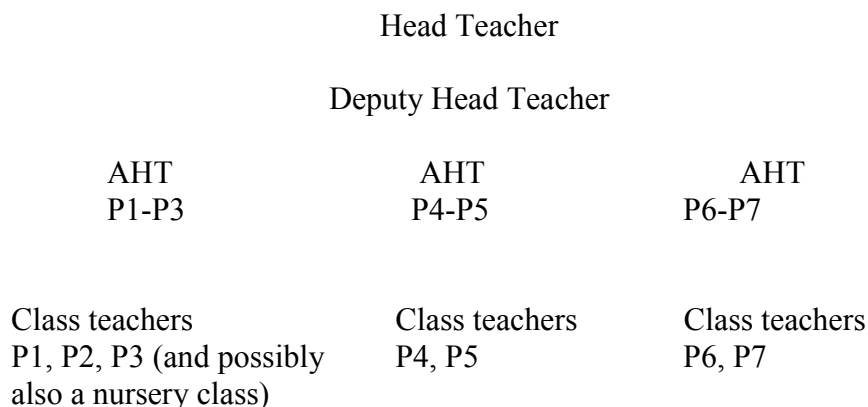
In the past local authority nurseries were to be staffed by qualified teachers on the basis of one teacher to twenty children. However in January 2002 *Guidance on Involvement of Teachers in Pre-school education* was introduced. It recognises that practice on the ground has changed and that teachers are 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 range of skills and experience of all staff involved. This will become easier with the repeal of the pre-school sections of the Schools Code in 2003. Local authority nurseries will become subject to the same staff ratios as all other early years centres (ratio of one staff member to ten children for less than four hours, one to eight for over four hours).

Primary Schools

Every Scottish primary school must have a head teacher in charge, although in primary schools of fewer than 200 pupils the head teacher (HT) will also normally be responsible for teaching a class. Larger primary schools will also have a deputy head teacher (DHT). There are currently also assistant head teachers (AHT), the number being determined by the number of pupils in the school. A school with more than 220 pupils will almost certainly have one assistant head teacher; if there is only one AHT, that person is most likely to be responsible for primaries 1 to 3 and possibly also a nursery class. The largest primary schools, those with a roll in excess of 500 pupils, will have three AHTs. When the roll is considerably in excess of 500, an additional AHT may be justified. The current structure for such large schools is illustrated in the chart below. It is usual for promoted staff below the level of head teacher to have whole or part responsibility for teaching a class. In addition to these promoted staff, a

number of class teachers are designated senior teachers and will usually have a responsibility for one or more aspects of the general work of the school.

CURRENT PRIMARY SCHOOL ORGANISATION (EXAMPLE)



From April 2002 there will be a change to the career structure for all teachers employed in local authority schools in Scotland. The post of Assistant Head Teacher (AHT) will disappear and be subsumed in the Deputy Head Teacher band. In the first instance, all class teachers will become Maingrade teachers in the new structure, unless they are still in their probationary period, but with the possibility of becoming Chartered Teachers, if appropriately qualified.

Duties of the Primary Head Teacher (and Deputy Head Teacher)

Responsibility is delegated from education authorities to head teachers for the administration and management of schools. In carrying out their specific duties head teachers rely heavily on the co-operation of their staffs, especially promoted members of the team. The role of the deputy head teacher is to assist and, where necessary, to deputise for the head teacher in the conduct of school affairs.

Within the terms of the Agreement on the McCrone Report recommendations, the duties of the head teacher (and of the deputy head teacher when deputising for the head teacher) are now stated as follows and come into force on 1 April 2002:

“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 education authority under the overall direction of the Director of Education. The head teacher shall be accountable to the education 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*
- *the management of all staff, and the provision of professional advice and guidance to colleagues*
- *the management and development of the school curriculum*

- *to act as adviser to the School Board and to participate in the selection and appointment of the staff of the school*
- *to promote the CPD of all staff and to ensure that all staff have an annual review of their development needs*
- *working in partnership with parents, other professionals, agencies and schools*
- *to manage the health and safety of all within the school premises.”*

Administration is concerned with the day-to-day organisation of the school, the keeping of records, the preparation of documentation and returns for the education authority and the SEED as well as the 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, pupil assessment, liaison, public relations, school ethos and development plan.

Management of staff is an important area for the primary head teacher and includes the responsibility of identifying their needs for development through a system of appraisal. Management of resources is ultimately the responsibility of the head teacher of every primary school but there is an expectation that all teachers will play their part in managing resources. It is common for priorities to be agreed about resources required for the school as a whole, rather than for individual classes. The School Boards (Scotland) Act 1988 required education authorities to make available to each of their head teachers such funds as they considered necessary for expenditure on books, materials and equipment, but under the new arrangements for devolved school management (DSM) the education authorities must allocate at least 80% of the available financial resources (albeit with certain restrictions on spending powers) to the schools themselves (in effect, to the head teachers). The education authority may also supply funding to meet special or new needs such as the stocking of a new library or the running costs of a school minibus, or to meet the cost of 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. It is now also expected of head teachers that they carry out a regular, comprehensive review of resources and report accordingly to the School Board.

Management of the curriculum and of pupil assessment is a particularly important part of the head teacher's work. In 1993 the SEED (then SOED) completed the publication of a comprehensive series of documents setting out advice on the curriculum of primary schools, under the title: *Curriculum and Assessment in Scotland: 5-14 National Guidelines*. Schools are expected to use these documents to provide their own programmes tailored to their needs and resources. It is the responsibility of each head teacher to see that this is done and that teachers take account of the advice provided. In practice, teachers work together to discuss and formulate how the curriculum can best be implemented in their school, frequently taking advice and help provided by their education authority. Each teacher is expected, taking due account of the abilities and progress of his/her class and the individual pupils in it, to produce a planned programme and to record coverage of the work done, usually on a monthly basis. 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. The results of the new assessments of performance which have been devised within the 5-14 Programme are also taken into account.

Management of liaison covers the school's links with the education authority and the support services such as the medical service, the psychological service and the social work service. It also involves relations with pre-school establishments and with the secondary school or schools to which the primary school will send on its pupils. Management of public relations involves all the interaction between a school and its School Board, its parents and community. In recent years considerable attention has been given to school ethos, i.e. to developing and maintaining a positive atmosphere in which pupils feel secure and are encouraged to learn, an ambience in which relationships are sound, discipline is good, and both morale and expectations are high.

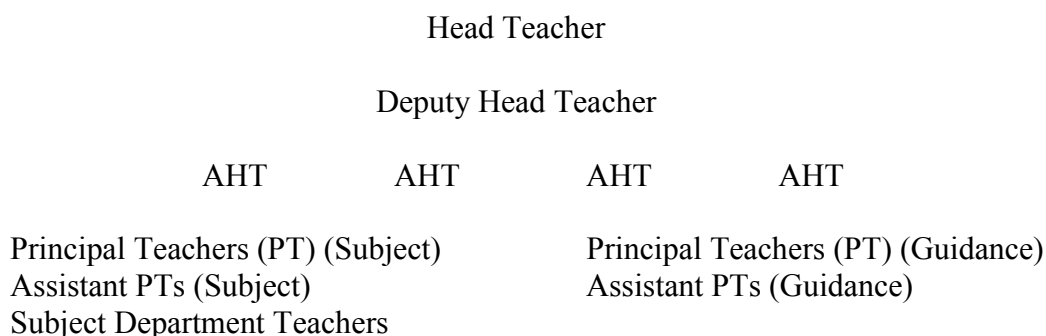
Management of school development involves evaluation of how well the school is functioning and performing overall and then planning for its future. Every primary school is now required to have a School Development Plan, updated annually and covering the following 2-3 years. The plan, which must be submitted to the education authority for approval, must state the school's aims, indicate the results of its self-evaluation and state clearly what specific actions it proposes to take to improve its own performance. Proposed actions have to be budgeted for within the financial limits set by the education authority.

Secondary Schools

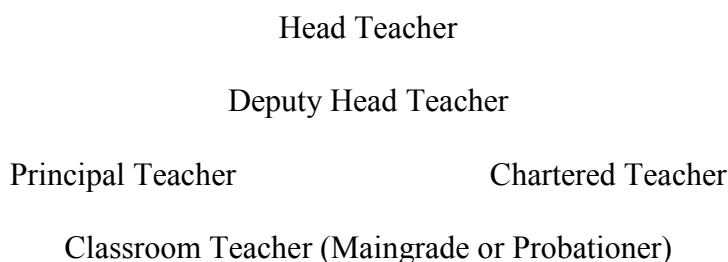
In the late 1960s and early 1970s many new secondary schools were built or older ones extended in order to cope with a large secondary school population. At the same time all secondary schools gradually became comprehensive and acquired a fairly complex management structure and a pupil guidance system. The senior management team of a secondary school, often referred to also as the senior promoted staff, consists of a head teacher (HT), sometimes referred to as the rector, who is non-teaching and has an administrative, management and public relations role, a deputy head teacher (DHT), who normally has a limited teaching commitment in addition to considerable administrative duties, and currently, several assistant head teachers (AHT), depending on the size of the school. The AHTs may have responsibility for particular year groups or for groups of subject departments, but all have teaching duties as well for about half of the week. At middle management level are the heads of subject departments and their first assistants (principal teacher (PT) and assistant principal teacher (APT) respectively) and specially trained guidance staff (all of them also occupying posts of principal teacher or assistant principal teacher).

Each of these three groups of staff - senior management, middle management (subject) and middle management (guidance) - meets separately on a regular basis and occasionally they meet 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 such as in-service training or special educational needs or to tackle ad hoc issues such as the development of new assessment and reporting procedures or the organisation of particular extra-curricular events in the school calendar. A number of class teachers will also have been designated senior teachers and will have been allocated responsibility for particular aspects of the school's work.

CURRENT SECONDARY SCHOOL ORGANISATION (EXAMPLE)



From April 2002 there will be a change to the career structure for all teachers employed in local authority schools in Scotland. The post of Assistant Head Teacher (AHT) will disappear and be subsumed in the Deputy Head Teacher (DHT) band. The posts of Assistant Principal Teacher (Subject/Guidance) will also disappear. The posts of Principal Teacher (Subject/Guidance) will remain but be reclassified as Principal Teacher (Curriculum/Pastoral) and there will be opportunities for teachers at a new basic or Maingrade level to become Chartered Teachers paid on the same level of salary as Principal Teachers. The improved and simplified career structure will in fact be common across all sectors of schooling (primary, secondary and special) and will look as follows:



Duties of the Secondary Head Teacher (and Deputy Head Teacher)

As with primary schools, responsibility for the administration and management of secondaries is delegated to the head teacher. The role of the deputy head teacher is to assist and, where necessary, to deputise for the head teacher in the conduct of school affairs.

Within the terms of the Agreement on the McCrone Report recommendations, the duties of the head teacher (and of the deputy head teacher when deputising for the head teacher) are now stated as follows and come into force on 1 April 2002:

“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 education authority under the overall direction of the Director of Education. The head teacher shall be accountable to the education 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*

- *the management of all staff, and the provision of professional advice and guidance to colleagues*
- *the management and development of the school curriculum*
- *to act as adviser to the School Board and to participate in the selection and appointment of the staff of the school*
- *to promote the CPD of all staff and to ensure that all staff have an annual review of their development needs*
- *working in partnership with parents, other professionals, agencies and schools*
- *to manage the health and safety of all within the school premises.”*

Administration is concerned with the day-to-day organisation and running of the school, the keeping of records, the preparation of documentation and returns for the education authority and the SEED as well as the supervision of the work of non-teaching staff such as janitors, secretaries and technicians.

Management responsibility covers staff, resources, curriculum, pupil assessment and external examinations, liaison, public relations, school ethos and the institution's development plan.

Staff management is important in all secondary schools, many of which may have a hundred or more members of staff. It includes identifying the needs for the continuing professional development (CPD) of teachers by means of a system of appraisal and the provision of suitable staff development activities.

Management of resources has become a major responsibility for the head teacher and senior promoted staff (deputy and assistant head teachers) as education authorities have given them more control over their own funding. The School Boards (Scotland) Act 1988 required education authorities to make available to each of their head teachers such funds as they considered necessary for expenditure on books, materials and equipment. A more recent Government policy of devolving management to schools, however, meant that by 1 April 1996 all secondary schools were responsible for managing at least 80% of their resources, including staffing and general running costs as well as books, materials and equipment. In addition to the funds allocated by the education authority, many secondary schools benefit from funds raised by parents or by activities which they initiate themselves. Resource management is important at all levels of the school and all staff have a degree of responsibility in this area.

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 will take into account, for example, the advice from the SEED in the documents setting out the 5-14 Programme, as far as they apply to pupils aged 12 to 14, the advice on curriculum balance offered by Learning and Teaching Scotland (LTS), and also the advice of the education authority, as provided by its advisory service and in its policy statements, for example on such matters as equality of opportunity for pupils and multi-cultural education. Management of assessment in secondary schools, too, assumes significant proportions, as the school's assessment of pupils is taken into account in a number of subjects for the award of the Scottish Certificate of Education (SCE), now re-named the Scottish Qualifications Certificate (SQC).

Management of liaison covers the school's links with the education authority and the support services such as the medical service, the psychological service and the social work service. It

also encompasses the links which secondary schools make with their associated ('feeder') primary schools and their relations with further education colleges and higher education. In some areas where certain subjects in the senior classes may be taught in one establishment - school or further education college - but not in another nearby, liaison over timetabling is particularly important to enable senior pupils to commute.

Public relations are important in secondary schools - with the School Board, 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 a knowledge of local industrial and commercial concerns.

In recent years considerable attention has been given to school ethos, i.e. to developing and maintaining a highly positive atmosphere in which pupils feel secure and are encouraged to learn, an ambience in which relationships are sound, discipline is good, and both morale and expectations are high. The concept of a good school ethos is increasingly seen as relating also to the establishment of sound links with the world of work and to the development of values of good citizenship and a positive international outlook.

Every secondary school is now required to produce a School Development Plan annually. This involves the senior promoted staff in evaluation of the school's performance and planning ahead for the next 2-3 years. Planning must now include specific target-setting for school improvement, as advised by the SEED. The final plan, which must be submitted to the education authority for approval, should take account of the authority's priorities as well as its own and should cover almost every aspect of the work of the school. It should state clearly what specific actions the school proposes to take to improve its own performance. Proposed actions have to be budgeted for within the financial limits set by the education authority.

[Note: The duties of classroom teachers and principal teachers are set out in section 8.2.10.]

Post-School Education

Publicly funded post-school education is provided at three levels. Vocational education in the form of further education is provided by further education (FE) colleges, which are self-governing bodies funded directly by a grant from central Government, channelled through the new Scottish Further Education Funding Council (SFEFC) since 1 July 1999. Non-vocational education in the form of community learning and development is provided by local authorities, voluntary organisations and other educational bodies, such as further education colleges and universities. Higher education, on the other hand, is offered in universities and other higher education institutions and these are the responsibility of the Scottish Higher Education Funding Council (SHEFC). All Scottish FE colleges, however, also offer some higher education courses - at Higher National Certificate (HNC) or Higher National Diploma (HND) level or both, and in some cases also at degree level - as well as non-advanced vocational courses.

Further Education Colleges

Scotland's 46 FE colleges provide much of the country's vocational education and training as well as a wide range of higher education courses, mainly at HNC and HND level, 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.

In accordance with the provisions of the Further and Higher Education (Scotland) Act 1992, 43 FE colleges became incorporated (i.e. self-governing) with effect from 1 April 1993. Since Bell College of Technology, Hamilton, was designated as a higher education institution in August 2001, however, the number of incorporated FE colleges is now 42. The FE colleges are governed by Boards of Management comprising up to 16 members. (The two colleges in Orkney and Shetland are under the management of the Islands' Councils which receive 100% grant for them. Grant is also provided to two other colleges: Sabhal Mor Ostaig (the Gaelic college) and Newbattle Abbey College.) Half the members of each Board of Management are drawn from local industry and commerce, the remainder consisting of the College Principal, two members of staff, a student representative and four '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, e.g. in relation to quality assurance, funding or part-funding of capital projects and, since 1996, 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, e.g. building, commerce, 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 a considerable number of non-teaching administrative staff in the larger colleges.

Community Learning and Development Organisations

All 32 Scottish local authorities provide community learning and development support, increasingly targeted at the more disadvantaged communities (of place and interest). Funding for this work is provided via a discrete line in the GAE and currently stands at about £100m. Additional Scottish Executive funding has been made available for adult literacy and numeracy work to community learning partnerships. Local authorities employ over 1300 qualified community education practitioners, together with a larger number of part time and sessional staff. Local authority services have become more diverse in recent years and have adopted a range of service 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, most particularly in the area of work with young people. The majority of trained practitioners are now employed in the voluntary sector. Voluntary organisations receive funding from the Scottish Executive, local authorities and such bodies as the Lottery. Staffing and funding in this sector tends 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 community learning and development approaches.

Higher Education Institutions

There are at present in Scotland 21 higher education institutions. 20 of these (14 universities, including the Open University, and 6 other HEIs) are funded directly by the Scottish Higher Education Funding Council (SHEFC); one institution, the Scottish Agricultural College, is funded by the Scottish Executive Environment & Rural Affairs Department (SEERAD) and offers specialised courses in agriculture-related disciplines.

Each institution is run by a governing body, known either as a Board of Governors or a Court, consisting of c.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, who 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, of cognate subjects and the scope for inter-Faculty co-operation is fully exploited.

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 the Court 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 (seven have more than 12,000 students) and complex organisations. They employ large numbers of staff, including library staff and technicians. Considerable responsibility is delegated in most of them to the Faculties and departments for teaching and research, and work which is purely administrative is carried out by non-academic staff.

2.6 Private Education

2.6.1 Private Education

The law permits individuals and bodies to provide education outside the education authority system, with certain provisos. In the case of groups of fewer than five pupils of school age, those offering the education must prove to the satisfaction of the education authority that they are providing satisfactory education. If there are five or more pupils of school age, the school must be registered with the SEED and is subject to inspection by HM Inspectorate of Education before final registration is granted. HM Inspectors have to be satisfied that the premises conform to certain basic accommodation standards, that the owners are 'fit and

proper persons' to run such an establishment and that the teachers are similarly acceptable. The Standards in Scotland's Schools etc. Act 2000 makes some changes to the arrangements for the registration of private schools. It requires prospective managers of any new private school to apply for provisional registration before the school becomes operational and it gives Scottish Ministers wider powers to refuse provisional registration. Private schools in Scotland are normally referred to as independent schools. Only a very small proportion of children and young people in Scotland (approximately 4%) attend such schools. Parents pay fees for the attendance of their children at these 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. Most of the larger 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 addition, as a result of the Children (Scotland) Act 1995, a programme of inspections of the care and welfare of residential pupils in independent schools which are boarding schools is carried out by HM Inspectors. The Standards in Scotland's Schools etc. Act 2000 further adds to this to allow Scottish Ministers to serve a Notice of Complaint on an independent school in a case of "failure to provide adequately for the welfare of a child or children attending the school".

2.7 Internal Consultation Between Levels of Education

2.7.1 *Organising Body*

There is no single formal body responsible for organising consultation among the various providers and levels of education. There are several organisations which promote and engage in consultation, including SEED/SEELD centrally.

2.7.2 *Educational Administration*

At national level consultation takes place regularly between the SEED/SEELLD 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. At local level consultation takes place between schools, FE colleges and higher education institutions. In 2002 the Scottish Executive established a cross Scottish Executive community learning and development group encompassing SEED, SEDD, SEELLD and HMIE.

There are a number of agencies for educational development, most of them originally set up by Government for this purpose, which are used, as appropriate, for consultation on curriculum and assessment at the national level. Among the members of these bodies are

teaching staff from different kinds of educational establishments as well as other educationists and representatives from outside education.

Communities Scotland (CS)

This is an Executive Agency with overall responsibility for community regeneration. In 2002 it took over lead responsibility for supporting community learning and development from Community Learning Scotland (CLS). This includes responsibility for professional training in this field. In 2001 Ministers decided to close CLS as the single one door development centre and to support the development of more discrete national development centres supporting, e.g. youth work and adult literacy with the transfer of CLS functions to YouthLink Scotland and Communities Scotland.

The General Teaching Council (GTC) for Scotland

The GTC was established in 1965 and is statutorily responsible for maintaining a register of teachers in Scotland and for the establishment and monitoring of professional teaching standards. The Minister for Education must, by law, consult the GTC on matters concerning teacher education.

Learning and Teaching Scotland (LTS)

LTS is a body on which various educational interests are represented and which advises on the schools' curriculum and promotes the use of new technologies for more effective teaching and learning. It offers up-to-date educational information through its wide range of publications and provides some open learning resources, educational software, including films and videos, and training courses associated with 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).

One particular responsibility of Learning and Teaching Scotland is to support the development of the National Grid for Learning (NGfL) in Scotland. A consultation document: *Connecting the Learning Society*, was widely circulated in October 1997. This led to the publication of the SOEID strategy paper: *Implementing the National Grid for Learning in Scotland*, in August 1998, which set targets as well as describing the arrangements for managing the development of the Grid in Scotland.

The NGfL is a key Government initiative aimed at securing the benefits of advanced networked information technologies for education and lifelong learning. The NGfL is developing high quality learning material which will be available on the Internet to schools and colleges, teachers, lecturers, pupils, students and other learners. It also operates a programme aimed at delivering the infrastructure of cable and networks, the hardware, the services and the training required to establish a modern, comprehensive information and communications technology system for all schools and colleges. An annual progress report is published by SEED (www.scotland.gov.uk/library5/education/nglr2-00.asp).

One of the first achievements of the NGfL in Scotland has been the setting up of a website, called Parent Zone, (<http://www.ngflscotland.gov.uk/parentzone>) which provides information to parents on placing requests, school term dates, school inspection reports and a wide range of education issues.

The Scottish Council for Research in Education (SCRE)

The SCRE carries out research on all aspects of education and acts as a national forum for debate about educational research issues in Scotland. It has recently merged with the University of Glasgow Faculty of Education.

The Scottish Further Education Funding Council (SFEFC)

The SFEFC is a statutory body established in 1999 to administer the funding of further education colleges in Scotland and to oversee evaluative procedures for these institutions.

The Scottish Further Education Unit (SFEU)

The objectives of the 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.

The Scottish Higher Education Funding Council (SHEFC)

The SHEFC is a statutory body established in 1993 to administer the funding of all higher education institutions, including universities, and to oversee evaluative procedures for such institutions.

The Scottish Negotiating Committee for Teachers (SNCT)

Since 1 April 2001 the Scottish Joint Negotiating Committee (SJNC) for Teaching Staff in School Education has been replaced by a new negotiating body for teachers: The Scottish Negotiating Committee for Teachers (SNCT). The SNCT's task is to take forward the collective bargaining arrangements for school teachers in Scotland. Work in this area is underpinned by the agreement reached with the profession on the recommendations contained in the McCrone report: *A Teaching Profession for the 21st Century*.

The SNCT is fully tripartite, with representatives from the teaching unions, employers and the Scottish Executive. It is supported by five Working Groups who are taking forward detailed work on the agreement. The Working Groups are dealing with:

- * Career Structure
- * Conditions of Service
- * Discipline
- * Educational Psychologists and Advisers
- * Support Staff

The final decision-making rests with the SNCT.

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 and further education colleges 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.

Associations

In the school sector there is regular and frequent consultation between the SEED and the Association of Directors of Education in Scotland (ADES) and also consultation with the two associations representing head teachers: the Headteachers' Association of Scotland (HAS) for secondary head teachers and the Association of Head Teachers in Scotland (AHTS) for primary education.

In further education the Principals of the FE colleges are consulted by the SEELLD, often through the Association of Scottish Colleges (ASC), and in higher education there are 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), which is 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: the Educational Institute of Scotland (EIS), which represents both teachers in schools and lecturers in further and higher education; the Scottish Secondary Teachers' Association (SSTA), the Professional Association of Teachers (PAT) and the National Association of Schoolmasters/Union of Women Teachers (NAS/UWT). In further and higher education, lecturers are also represented by the Scottish Further and Higher Education Association (SFHEA).

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).

Institutions

Consultation at institution level tends to take place between individual institutions and to be concerned with making transfer from one stage of education to another easier. Consultation also takes place where courses are shared between institutions and where pupils 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 the various forms of pre-school provision, and most pre-school establishments, especially local authority nursery schools and day nurseries, do provide some form of progress report on the pre-school year children who have been with them. The 1999 *Curriculum Framework for Children 3-5* deals with the kind of education which is appropriate for children in the two years before they enter school. The primary school will then take steps to ensure that the primary school curriculum builds on the full range of children's pre-school experiences. Sometimes children who have attended the same nursery school or playgroup are deliberately placed in the same P1 class or seated close together in class. Particular attention is paid to children who are signalled as having special educational needs. The concern for a smooth transition from home or informal, pre-school education to the more formal educational experience of the first year of primary school also means that primary schools usually have a carefully structured induction

programme involving parents, visits to the school in advance of entry, a shorter school day for a time, and a curriculum that at first closely resembles that of pre-school establishments. The SEED has also made available to education authorities and establishments a model pre-school/primary transition record to use or adapt to suit local circumstances.

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 its pupils at the age of 12. Traditionally, there was a divide between primary and secondary education; in recent years considerable moves have been made to make the transition of pupils from one to the other easier and to build up connections in the curriculum. Particularly since the decision was taken to develop the new curriculum in Scotland to cover pupils from 5 to 14, the need for good relations and dialogue between primary and secondary schools has become greater. Secondary schools frequently designate a promoted member of staff to be responsible for these contacts. In some secondary schools, particularly in rural areas, where there may be as many as 20 or more associated primary schools, the task of promoting communication is not easy. The SEED has, however, provided an exemplar primary/secondary pupil transition record for education authorities and establishments to use or adapt to suit local circumstances.

Links between Secondary Schools and Post-School Provision

Secondary schools often have links with further education colleges, particularly when arrangements exist for their pupils to take courses in these colleges. Links also exist to help to keep schools informed so that pupils continuing their education in the further education system may have up-to-date advice about what it offers. Institutions of higher education frequently have members of staff who have the responsibility of making contact with schools and keeping them informed about courses in their institutions.

Links between 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.

2.8 Participation by and Consultation with Various Actors in Social Life

2.8.1 Participation

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. An important role in education is also played by the teacher associations.

2.8.1.1 Participation by Parents in Schooling

Relations with parents are particularly important for all schools. The School Boards (Scotland) Act 1988 gives every public school in Scotland the opportunity of forming a School Board consisting of elected parent and staff members and members co-opted from the local community. In May 2001 approximately 82% of primary schools, 97% of secondary

schools and 61% of special schools had School Boards. School Boards provide an official forum for the expression of parental views and the exercise of parental influence through elected representatives. The majority of members must be parents of children at the school. By law, parents' rights are:

- to 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;
- to choice of school, within certain limits;
- to receive information about their child's progress;
- to an appeal in cases of non-admission and exclusion and over decisions with regard to a Record of Needs;
- to assessment of and help with any special educational needs which their child may have;
- to access records kept by the school on their child;
- to have religious education and observance provided at school (but parents may withdraw their children from either or both);
- to information about education and schools in their area;
- to a vote and the right to stand in School Board elections; and
- to information from the School Board or Parent-Teacher Association about its activities and decisions.

Parents have the responsibility to provide for the education of their child, either by ensuring that they attend school regularly, or by other means such as providing education at home. Parents are expected to support their child's education by encouraging and supporting learning at home. Parents should make their child aware that they are interested in how he or she is getting on at school, encourage respect for the school, the teachers and other pupils, talk to the school about any problems or difficulties the child may have, attend parents' meetings, and support the school policies as described in the school's handbook. Parents also have a responsibility to support the work of the School Board or Parent-Teacher Association and to consider standing as a member. Parents are consulted when the schools which their children attend are inspected by HM Inspectorate of Education and their views are recorded in the published report on the school.

Participation by Parents in Pre-School Education

Relations with parents occupy an important place in the *Curriculum Framework for Children 3-5* (1999) and in the Requirements of Grant which govern public funding for pre-school education. Parents are strongly encouraged to maintain close contact with local authority nursery schools and classes, day nurseries and private nurseries. 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 nursery establishment, its aims and its activities. They are also invited to visit the nursery and to help out by reading to the children, playing with them, supervising the use of glue or paint during art/craft activities, helping the children to put on outdoor clothing, taking part in short excursions, and so on. Their child's progress is frequently reported to them and discussed with them and they are often encouraged to learn more about child development.

In the case of pre-school playgroups, parents are closely and actively involved in their running. The parents employ the play-leader but are themselves expected to take part in the daily running of the playgroup and in its different activities.

Participation by Parents in Primary Education

In addition to the formal machinery of the School Board, which has a legal status and to which parents elect representatives, many schools have active Parent or Parent-Teacher Associations in which parents combine to work in support of the school. There are regular meetings between parents and staff at which the progress of their children is discussed and parents are encouraged to raise with the school any matters which concern them. The direct involvement of parents in the work of primary schools can also be considerable, both in providing help in school, for example by assisting with school libraries, and on excursions which pupils undertake from school, and in fund-raising for the benefit of the school.

Participation by Parents in Secondary Education

Consultation with parents is regarded as extremely important in the secondary school. In addition to other regular meetings at which parents are invited to come to the school at any time to discuss their children's progress, secondary schools also consider it important to give opportunities to parents for consultation at the end of pupils' second year (S2) and the end of their fourth year (S4) when important curricular decisions have to be made.

As in the case of primary schools decision-making at the formal level on behalf of parents is by the School Board but Parent Associations and Parent-Teacher Associations also exist in which parents combine to work on behalf of the school. Parents tend to be less directly involved in secondary schools than they often are in primary schools but these associations can make very considerable contributions to the running of the school.

2.8.1.2 Participation by and Consultation with Industry in Schooling

Links with industry provide considerable benefits to pupils, employers, teachers, parents and the community. For pupils they offer opportunities for development through widening experience, supporting the transition from education to working life and helping them see purpose to their education. For businesses, links with education provide contact with potential future employees and customers as well as helping to keep industry informed about current educational developments and practice. Through their involvement with business and industry, teachers gain insight into business processes and management techniques, experience which can provide a motivating context for their own continuing professional development.

The National Centre: Education for Work and Enterprise, which is based at the University of Strathclyde, has produced a wide range of high quality teaching resources designed to support enterprise education. In close collaboration with the Bank of Scotland, the Centre has developed a small grants scheme which gives teachers the opportunity to set up their own enterprise projects within 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.

Participation by and Consultation with Industry in Primary Education

Pupils are encouraged throughout the primary school progressively to know more about the world of work in a wide range of ways: by learning about jobs which people do, by direct

contact with them, by learning to use tools safely, by conducting simple market research, by suggesting and carrying out fund-raising initiatives, and by appropriate visits to places where people work.

Participation by and Consultation with Industry in Secondary Education

Many schools have established links with local industries, and local networks have been formed in some places to 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. A new programme of business placements for teachers has been developed which is designed to offer quality experiences to them outwith the classroom and encourage greater participation by business in school.

2.8.1.3 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.

2.8.1.4 Participation by and Consultation with Agencies which train those who will deal with children

Nursery schools and classes are often also training places, particularly for teachers and nursery nurses. For example, all primary teachers in Scotland are required to have a placement in pre-school education during their training. Nursery schools and classes are also used for training placements for others who work with small children. Good contacts are therefore essential between the nursery school or class 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 and in this way they come into contact with the staff and resources of the teacher education institutions.

2.8.1.5 Participation by and Consultation with Teacher Associations

The school teacher associations, of which there are four 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), in addition to their involvement with the pay and conditions of service of teachers, also take a considerable interest in curriculum matters and in any proposals for reform of the education system. There are also two head teachers' associations: the Association of Head Teachers in Scotland (AHTS) for primary head teachers and the Headteachers' Association of Scotland (HAS) for secondary head teachers. The EIS also represents lecturers in the further education and higher education sectors, as does the Scottish Further and Higher Education Association (SFHEA), and many university teachers belong to the Association of University Teachers (Scotland) (AUTS), part of a wider United Kingdom organisation.

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

A framework of standards for relationships between institutions in post-school education 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 SEELLD (then SOED):

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

For employers, institutions should provide information to help them recruit employees, through understanding of the qualifications available and levels of proficiency attained, and select appropriate programmes for their staff. Such information should include the range of courses offered, the type of teaching provided, the levels of competence which students are expected to reach, 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 what they provide and give employers opportunities to make their views known or make complaints.

The local community should have access to institutions of post-school education which should publicise facilities that are open to the public. In the case of further education colleges they should have access to a summary of the colleges' development plans.

2.8.1.7 Participation by Communities.

Following SO Circular 4/99, community interests and service users are required to be consulted in the development of community learning strategies and plans. The introduction of Best Value and Community Planning has strengthened the requirement upon service providers to consult community/consumer interests. Community learning and development practice places high emphasis upon youth and community empowerment.

2.9 Educational Guidance Services

2.9.1 Guidance

In Scotland the provision of guidance services is a feature of all educational institutions both in the public and private sectors and in both schools and post-school educational institutions. Guidance in secondary schools has now been established since the 1970s and recent years have seen the growth and development of guidance services in further and higher education.

2.9.1.1 Guidance in Schools

In every type of school, all teaching staff are responsible for the care and guidance of pupils. Throughout the secondary years, however, pupils in all schools also have the extra support of specially trained guidance staff. These specialists provide a service in three broad areas: personal guidance, curricular guidance and vocational guidance. In addition, such 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 guidance system that other forms of support and advice from outside the school are channelled, such as the careers service, the psychological service and the social work service.

Careers services are provided throughout Scotland by Careers Scotland. Careers Scotland was established by the Scottish Executive in April 2002. It replaces the 17 careers service companies jointly formed by Local Enterprise Companies (LEC) and education authorities (EA). Careers Scotland delivers information, advice and guidance in schools based on accurate and current information about the labour market and the full range of opportunities available. The role of the Careers Scotland staff is crucially important in advising school pupils on appropriate vocational opportunities and in assisting them to assess their own potential.

In every case the final decisions rest with the pupil, assisted by his/her parents, as well as by the guidance teacher.

2.9.1.2 Guidance and Support in Post-School Education

All institutions of further and higher education offer student guidance, counselling services and on-going support, with specially appointed staff providing the same kinds of personal, curricular and vocational help as guidance staff in schools. In every case the final decisions rest with the student. The careers service in the various institutions can also play a vital role for students in obtaining jobs at the end of their course.

In post-school education, institutions, by the terms of the *Further and Higher Education Charter for Scotland* (1993), are expected to provide advice and guidance on a number of different levels. Through a prospectus they will give information about the courses offered, the resources available to students, for example libraries and access to computers, the health, welfare, social and recreational facilities, and links with industry. In relation to individual courses, they generally provide a range of information, including, for example, details of aims and content, entry requirements, how the course is taught, the qualifications awarded on completion, the possibilities of further study, and careers to which it may lead, as well as details of fees payable, extra expenses likely to be incurred and the support offered. Information is also provided about accommodation for students, child-care support and support for overseas students. On a more personal level, there are various counselling and guidance services, which differ in their organisation from institution to institution but which are designed to give help and advice to students about personal problems and about their progress on their course.

In addition to arrangements made by individual institutions, there are a number of other sources of information designed to help students. These are either published as books or are databases which are available for consultation:

(a) In book form:

The Big Official UCAS Guide to University and College Entrance (which sets out entrance procedures for higher education for the whole of the United Kingdom);

Entrance Guide to Higher Education in Scotland – Universities Scotland;

Scottish Directory of Further Education and Training for those with Special Needs; and

Disability and Higher Education - SKILL (published by Hobsons).

(b) Databases:

ECCTIS (Education Counselling and Credit Transfer Information System) - This gives information on a UK basis of vacancies on higher education courses and on provision for students with disabilities;

GATEWAY - This database, produced by the former Strathclyde Region, provides comprehensive guidance on careers and courses; and

TAP (Training Access Points) - These are very widely available (e.g. through Job Centres and some public libraries) and offer information on education and training opportunities.

2.10 School Calendar

2.10.1 Arrangement of School Time

The length of the school year is nationally determined. Since 1 April 2001 the actual number of hours for teachers in education authority schools is determined by the Scottish Negotiating Committee for Teachers (SNCT). Teachers in education authority schools are required to work a 35-hour week.

The length of the academic year in post-school education is a matter for the institutions themselves.

2.10.1.1 School Year

For school pupils the academic year covers three terms and lasts a minimum of 190 days (38 weeks). Teachers work one week more, devoting five days to in-service training as part of their contract. Universities normally operate 3 x 10-week terms (a situation which is at the moment undergoing some change) but other post-school institutions offering further and higher education have an academic year closer in length and division to the school year.

The school year begins in mid-August and there are breaks of one or two weeks in October, December and April, the length of the break being a matter for decision by each education authority. Some education authorities also have a short break in mid-February. Schools also have a small number of single day holidays, usually on Mondays, which are determined locally and reflect Scotland's system of local holidays. The closure for the longer summer

holidays takes place around the end of June. The actual dates of the school terms vary according to the education authority. Independent schools, particularly the independent boarding schools, tend to have a slightly shorter school year and some follow traditional English dates for holidays.

In post-school education there are different patterns according to whether the courses are courses of vocational training or higher education. Further 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. In the higher education sector 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 the American 2-semester system, pioneered in Scotland by the University of Stirling. A recent development has been an experiment with a third (summer) semester to extend the academic year.

2.10.1.2 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 education authorities. Authorities do, however, operate very closely to a norm of 25 hours for primary schools (with reduced hours for infants) and 27.5 hours for secondary schools. There can be as much as an hour's difference in opening times and closing times and very great variation in the length and timing of the lunch break according to locality. Daily timetables are entirely a matter for the school. In post-school education weekly and daily timetables depend on the course being taken.

Weekly and Daily Timetable in Pre-School Education

Nursery schools and classes usually operate on the basis of two 2.5 hour sessions per day, starting at 9.00 am and 1.00 pm, usually with different children in each session. In some areas children attend only on certain days of the week. Playgroups normally have a 2-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.

Weekly and Daily Timetable in Primary Education

The widely accepted norm for the length of the pupil week in primary schools is 25 hours (with reduced hours for infants). There are usually two school openings a day - morning and afternoon - which are separated by a break for lunch. The lengths of the morning and afternoon are not fixed and the length of the lunch break can vary considerably from place to place. The school day is in most cases encompassed between the hours of 9.00 am and 4.00 pm. There is no centrally set timetable, nor is there a fixed lesson length.

Weekly and Daily Timetable in Secondary Education

Schools have considerable freedom to decide on the pattern of their own timetables, given that the standard norm for the length of the pupil week is 27.5 hours. For many years Scottish secondary schools operated a daily timetable with 8 periods, usually of 40 minutes each, giving a 40-period week to which was added 10 to 15 minutes per day in which teachers responsible for a group of pupils in a particular year met their group to check attendance and deal with various administrative matters. Subjects involving practical work (e.g. home economics, technical subjects, etc) were usually allocated blocks of double periods. Recently,

there has been a good deal of experimenting with period length and many schools now operate a 6-period day and some a 5-period day, with periods lasting 55 minutes or an hour.

Weekly and Daily Timetable in Post-School Education

In further and higher education the daily and weekly timetables for students depend on the courses which the students are taking and on the establishment's own rules for the classes to be attended in each course.

2.11 Geographical Accessibility

2.11.1 School Distribution

Because Scotland has large areas which are relatively under-populated, provision of education in some of its remoter areas is very expensive and sometimes it is necessary to travel quite long distances in order to study. However, work is ongoing to make post-school learning more accessible through the use of information and communication technology (ICT) and the development of outreach facilities.

2.11.1.1 Geographical Accessibility in Pre-School Education

Recent measures have meant that previous geographical accessibility problems with regard to pre-school education have been largely overcome. Funding has enabled local authorities, including those in the more remote areas of Scotland, to fulfil their obligation to secure free, part time pre-school education for 3 and 4 year olds whose parents wish it. (From 1st April 2002 funding for pre-school education of £137 million was re-integrated into the local government settlement. This figure included a rural weighting of £6.4 million.) As part of the Scottish Budget for 2003-2006 there is again provision of significant additional resources within Grant-Aided Expenditure (GAE) to support local authorities' role in the implementation of the Childcare Strategy. There will continue to be a rural weighting and it is anticipated that this funding will help Childcare Partnerships in rural areas to make further progress in expanding the availability of childcare.

Furthermore, local authorities can choose to facilitate transport provision so that access to pre-school education and childcare places is not compromised in rural areas. Under Section 37 of the 2000 Act they have the power to provide transport, free of charge, to and from places which provide pre-school education, although it does not place authorities under a duty to do so.

2.11.1.2 Geographical Accessibility in Primary Education

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, as, in many parts of Scotland, they were built at a central point in the parish, and not necessarily in a village, to suit a 19th century distribution of rural population. Children are, therefore, usually transported to school by bus or car if they live more than 2 miles (3.2 km) from it, although education authorities can, in special circumstances, provide transport for children who would otherwise have to walk a shorter distance along a busy or dangerous road. In remote areas primary school children may have to travel a long way to school, in some cases as far as 25 km every day and in one or two cases involving crossing of water, although education authorities usually try to avoid this by providing a school on the island or peninsula

from which the children come. Because of falling numbers of children of school age, education authorities have 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.

2.11.1.3 Geographical Accessibility in Secondary Education

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 farther to travel than others. In the remoter 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 have to be 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 where there is no secondary school, education authorities provide boarding accommodation or make arrangements with local householders to provide accommodation for pupils during the week. There is, however, often pressure from local communities to retain very small secondary schools. Education authorities then have to try to ensure that pupils are not disadvantaged by remaining in a small school. 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 classes in very small secondary schools which could not justify a specialist teacher of their own.

2.11.1.4 Geographical Accessibility in Post-School Education

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

Most of Scotland's higher education institutions are in or very near to the major cities – Aberdeen, Dundee, Edinburgh and Glasgow – although the University of St Andrews is situated in the town of St Andrews, the traditional home of golf, in Fife and the University of Stirling is located just outside the historic town of Stirling. In the Highlands and Islands the University of the Highlands and Islands (UHI) Millennium Institute offers higher education at all levels across an area stretching from the Shetland Isles to Perthshire, via contractual arrangements with locally based colleges of further education and other non-SHEFC-funded institutions. In the Scottish Borders the Heriot-Watt University offers higher education from its campus in Galashiels, which enjoys a leading position in textile design and textile technology. In Dumfries and Galloway, in the south west, the Universities of Glasgow and Paisley, the Open University, Bell College of Technology and Dumfries and Galloway College have come together to form the pioneering multi-institution Crichton Campus.

Community learning and development provision is primarily community-based in the sense of the provision of services, resources and programmes at the local level eg in villages and neighbourhoods. Due to resource constraints and priorities particular attention is given to the provision of staffing support within 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 reaching rural communities, together with outreach activities provided by colleges and others.

2.12 Choice of School

2.12.1 Choice of School

The Education (Scotland) Act 1980, as amended in 1981 and 2000, gives parents the right to send their children to the school of their choice, although it lays down some restrictions on this right. It also provides for a right of appeal to the courts if a request is turned down by the education authority. In practice, it is usually possible for schools to accommodate children whose parents wish them to attend, but there are sometimes more requests for places than there are places available at a particular school and it is not always possible to obtain a place on demand. Choice of school in Scotland is limited in the more rural areas by geography and in no sector more so than in pre-school education.

2.13 Administrative Monitoring and Inspection

2.13.1 Inspection

At national level evaluation of the work of schools, colleges of further education and organisations in the field of community learning and development and youth work is carried out in Scotland by HM Inspectors of Education, whose right of entry to schools and other educational institutions was confirmed by the Education (Scotland) Act 1980. Education authorities also carry out quality assessment of the various aspects of the educational provision which they make and produce reports for internal use. At higher education level administrative monitoring and quality assessment are matters for the Scottish Higher Education Funding Council (SHEFC).

2.13.1.1 HM Inspectorate of Education

HM Inspectorate of Education (HMIE) assumed full status as an Executive Agency of the Scottish Executive Education Department on 1 April 2001. As an Executive Agency, HM Inspectorate operates independently and impartially, whilst remaining directly accountable to Scottish Ministers for the standards of its work. Her Majesty's Inspectors (HMIs) are appointed by the Queen on the recommendation of the First Minister, which guarantees their independence. Her Majesty's Senior Chief Inspector leads HMIE and has direct access to appropriate Scottish Ministers.

Under the Education (Scotland) Act 1980, HMI have the right to enter schools, including independent (non-state) schools, for the purpose of inspection. They also have the right to inspect certain other types of educational provision, including community learning and development services. The Standards in Scotland's Schools etc Act 2000 requires that HMIE inspect the education functions of all local authorities within five years. HMIE also works collaboratively with key stakeholders in developing quality assurance procedures for initial teacher education. Under the terms of the Teaching and Higher Education Act 1998, the Minister may request HMIE to undertake aspect reviews of initial teacher education. HMIE

also undertakes reviews of colleges of further education over a 4-year cycle, through a service agreement with the Scottish Further Education Funding Council (SFEFC).

HMIE plays a key role in promoting improvements in standards, quality and attainment in Scottish education through first-hand, independent evaluation.

The Inspectorate:

- * undertakes and publishes evaluations of educational provision and providers in a wide range of establishments, community learning and the education functions of local authorities, through an annual programme of inspections and review, and commissions from the Scottish Ministers and others;
- * investigates key aspects of education and publishes national reports which describe the overall standards and quality of sectors or aspects of education in Scotland, identify strengths and indicate where improvement is needed;
- * collates, analyses and publishes evidence from all its evaluative activities to identify and promote best practice and assist those responsible for the funding, management, quality and delivery of education to draw on effective approaches to improving the quality of education and raising attainment;
- * maintains regular contact and effective partnerships with a wide range of key local, national and international bodies, such as education authorities, individual further education colleges and Learning and Teaching Scotland (LTS) to enable identified best practice to inform and improve their work and keep up to date with developments.

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 Departments of the Scottish Executive and key national bodies with information about current and emerging educational issues and the performance of the system as a whole and with professional advice to inform educational developments and assist in policy formulation.

2.13.1.2 Administrative Inspection and Control in Higher Education

Inspection of further education colleges and of higher education work carried out by them is undertaken by HM Inspectors of Education, through a service agreement with the Scottish Further Education Funding Council (SFEFC).

The Scottish Higher Education Funding Council (SHEFC) is required by statute to secure that arrangements are made for assessing the quality of provision in institutions which it funds. Since September 2000 it does so via the Quality Assurance Agency (QAA) for Higher Education, a UK-wide body established by the university sector to assure and enhance the quality and standards of higher education. The QAA audits the quality of teaching in cognate subjects across institutions as well as the effectiveness of quality assurance mechanisms within individual institutions. Its reports are published.

2.14 Financing, Education Budget

2.14.1 Financing, Educational Budget and Financial Resources

The Scottish Executive supports school education and community learning and development as an element in the grant which it pays annually to local authorities. The actual amount

allocated by the local authorities to education is their own responsibility. Day-to-day responsibility for spending is delegated to a considerable extent to schools themselves. Further education colleges are now funded by the Scottish Executive through the Scottish Further Education Funding Council (SFEFC) which was set up on 1 January 1999 but assumed full powers only on 1 July 1999. Higher education is funded by the Executive through the Scottish Higher Education Funding Council (SHEFC) and by fees from students. Further education colleges and higher education institutions also have income from services which they provide in such fields as training, research and specialist advice.

2.14.1.1 Financing of School Education

Education is the most expensive service provided by local authorities, absorbing just over half of their annual expenditure. Along 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 and to the ownership of private property), non-domestic rates (a tax on business premises) and from an annual grant payable from the Scottish Executive. Once the education budget is agreed, the education committee in each local authority 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, to a considerable extent (at least 80%) responsible on a day-to-day basis for managing their own budgets. These arrangements apply to current expenditure on salaries, running costs, teaching materials and a number of other items.

Capital expenditure on new buildings, modernisation projects and equipment is financed by the education authorities within broad capital expenditure limits laid down annually by Government. These limits cover all local authority capital programmes.

2.14.1.2 Financing of Post-School Education and Training

The financing of post-school education differs depending on whether it is classed as vocational training, further education or higher education. The major distinction between training and the other two forms of post-school training is that, in the case of training, the funding is used to provide courses, while in the other cases the funding supports the colleges and universities themselves. Further education colleges, with a very small number of exceptions, were funded directly by the Government until 30 June 1999. However, since 1 July 1999, the Scottish Further Education Funding Council (SFEFC) now funds FE colleges, using financial resources made available by the Scottish Executive. Higher education institutions are funded through the Scottish Higher Education Funding Council (SHEFC). The financing of community learning and development is primarily via the annual grant to local authorities from the Scottish Executive.

Training

Financing for training of 16 to 24-year-olds is the responsibility of the Minister for Enterprise 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 Executive provides funding for the 46 Scottish Further Education colleges through the Scottish Further Education Funding Council (SFEFC). The SFEFC funds the 42 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 SFEFC 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 by the Scottish Executive through the Scottish Higher Education Funding Council (SHEFC) which is responsible for distributing funding to the individual institutions for teaching, research and associated activities. 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.

Teaching in Higher Education

Funding for teaching is allocated by means of a formula which uses broad funding groups, each consisting of subjects that are academically similar. The funding is sub-divided into provision for undergraduate, taught post-graduate, 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 £5,500 for engineering and technology.

The units of resource represent the broad relativities between the different subject areas. To arrive at the institution's allocation for teaching, the relevant unit resource is multiplied by the number of students to be funded by the Council and an appropriate deduction is made for tuition fees paid by, or on behalf of, the student.

In October 1998 the Scottish Higher Education Funding Council undertook a broad-ranging consultation to inform a fundamental review of its method of funding teaching. The outcome of the review will be published in the near future.

In addition to student places which are funded by the Council at the full unit of resource, institutions are free to enrol some additional students for whom they receive only the tuition fee element. During the current period of consolidation of student numbers the total number of full-time and sandwich undergraduate students is controlled. Part-time and post-graduate students may be freely enrolled.

Research in Higher Education

About 95% of the Council's funding in support of research (totalling over £100m) is distributed to institutions using a formula based on the results of a quinquennial Research Assessment Exercise (RAE) which is carried out on a UK-wide basis by the SHEFC itself and the other UK funding bodies. Departments rated lowest on the scale, which runs from 1 up to 5, do not receive research funding. Those departments rated 3 to 5 are weighted in the formula, so that the higher-rated departments receive more funds per volume of research activity. The results of the latest RAE were published in December 2001.

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 Funding Council, independently of the RAE, to reflect its wish to promote research in certain priority areas.

The three Higher Education Funding Councils in the UK are undertaking fundamental reviews of their policies and methods for the funding and support of research. The Scottish Higher Education Funding Council (SHEFC) launched its review in February 2000 by publishing a consultation document: *Research and the Knowledge Age*.

The SHEFC expects that any new methods of supporting research will begin to influence funding from about 2002-2003, following the Research Assessment Exercise (RAE) in 2001. However, any new methods of assessing research are unlikely to be introduced before 2005-2006.

Capital in Higher Education

The SHEFC allocates resources for capital projects and equipment. While the Council will continue to provide support for capital projects to which it agreed in earlier years, capital funding will, increasingly, be allocated on a formula basis.

2.15 Economic Accessibility, Financial Aid

2.15.1 Grant, Fees and Access to Education

It is a general principle in Scotland, embodied in law, that school education is available to all regardless of income, and the whole of compulsory education is provided at no cost to the pupil.

2.15.1.1 Economic Accessibility and Financial Aid at the Pre-School Level

Since 1st April 2002 local authorities have had the duty to secure universal access to free, part time pre-school education for all 3 and 4 year olds whose parents wish it. Furthermore, the 2000 Act specifically empowers local authorities to secure pre-school education beyond the terms of their statutory duty for those who require it. An example of this is the provision of pre-school education with additional "wraparound" care for children aged 3-5 for whom such extended service is judged beneficial

In addition as part of a package to help reduce child poverty and support parental employment in disadvantaged areas money is available through the New Opportunities Fund (NOF) to help support out-of- school care and other childcare initiatives. £21.5million is available from 2002-06 in new NOF initiatives. Also the Childcare Tax Credit worth over £30million per annum in Scotland is available to help families with childcare costs.

2.15.1.2 Economic Accessibility and Financial Aid at the Primary Level

The law ensures that no pupil is prevented from attending school because of economic need. Primary education is provided free by every education authority. Each education authority is required also to provide books, materials, stationery and mathematical instruments. Education authorities have a duty to provide free school transport for pupils in their area attending designated schools, if they consider it necessary. All authorities provide free school transport

for pupils under the age of 8 years who live more than 2 miles (3.2 km) from their school, and 3 miles (4.8 km) for any other pupils, but many provide free transport to pupils within those distances after taking safety considerations in individual circumstances into account. They also have a duty to provide a free school meal and milk for pupils whose parents are in receipt of Income Support or Income-Based Jobseekers Allowance or are asylum seekers. They have a discretionary power to provide school clothing or clothing grants where they consider it necessary.

2.15.1.3 Economic Accessibility and Financial Aid at the Secondary Level

Measures have been taken to ensure that there is no economic bar to pupils attending secondary school up to the statutory leaving age. As in the case of primary education, free transport is available to pupils living at a distance from school; all books, materials, stationery and mathematical instruments are by law to be provided free by education authorities. Entitlement to free school meals, clothing or clothing grants is the same as that applying to pupils in primary education.

2.15.1.4 Economic Accessibility and Financial Aid at the Post-School Level

The Student Awards Agency for Scotland (SAAS) has responsibility for providing assistance (through the Students' Allowances Scheme) to students undertaking full-time and some part-time higher education courses in universities or further education colleges. Eligible full-time Scottish-domiciled 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). Scottish-domiciled students studying elsewhere in the UK may have to contribute to the cost of their tuition fees. Some students will also be eligible to receive extra help through non-repayable supplementary grants. From session 2001-2002 the Scottish Executive introduced a Young Students' Bursary Scheme and a Mature Students' Bursary Fund. Eligible students attending Scottish institutions can apply for these additional funds. There is also a loan available to part-time students studying at least 50% of a full-time course either through attendance at the institution or by distance learning. EU students studying eligible courses at a Scottish institution may also be entitled to free tuition fees.

Individual Learning Accounts (ILA), which became available in Scotland from September 2000, have helped some 110,000 people to invest in their own learning; they had to be 18 or over and not in full-time higher education or in receipt of public funding for the learning in question. Members of the scheme were eligible for discounts of 20% or 80% up to maxima of £100 and £200 respectively. The ILA scheme was brought to a close, however, in December 2001. Consideration is now being given to what future arrangements might be put in place to support individual learning.

Since autumn 2000, tuition fees have been abolished for Scottish domiciled students and EU students who undertake full-time non-advanced courses. In addition, some part-time students in receipt of state benefits may also be eligible to have their fees waived. The FE 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 education authorities also have discretionary powers to offer assistance to individuals ordinarily resident in their areas, who are not attending one of the 42 incorporated colleges or who are attending a college outwith Scotland.

Education Maintenance Allowances have been piloted since 1999 with the aim of increasing the number of young people from low-income households remaining in full-time education at school or further education college. The pilots now cover 45 local authorities in the UK, including East Ayrshire in Scotland, and will run over three years.

2.16 Statistics

Further and more detailed statistics to supplement student numbers and gross expenditure given here are available on the Scottish Executive web site at <http://www.scotland.gov.uk/stats/>.

2.16.1 Statistical Data

2.16.1.1 Numbers in Formal Education

These statistics cover pre-school, school and post-school education. The data relating to schools come from the school census taken in September 2001.

In Publicly Funded and Independent (i.e. Private) Schools

Numbers in pre-school and school education at January 2002 and September 2001 respectively.

Pre-school education	
Centres (Nursery Schools/Departments/Others)	2,597
Children	98,769
Percentage of 3-year-olds attending	73%
Percentage of 4-year-olds attending	91%
Teachers (Full-time equivalent)	1,811
Primary	
Schools	2,271
Pupils	420,523
Teachers (Full-time equivalent)	22,289
Pupil:Teacher Ratio	18.9:1
Secondary	
Schools	387
Pupils	316,368
Teachers (Full-time equivalent)	24,552
Pupil:Teacher Ratio	12.9:1
Special	
Schools/Departments (incl. SEN units)	197
Pupils	8,183
Teachers (Full-time equivalent)	2029
Pupil:Teacher Ratio	4.0:1

Independent	
Schools	155
Pupils	30,400
Teachers (Full-time equivalent)	3,272
Pupil:Teacher Ratio	9.3:1

In Further and Higher Education

Student Enrolments in non-advanced Further Education (2000-2001) (in 000s)

Vocational	390.1
Non-vocational	228.0
Total	618.1

Students in Higher Education (2000-2001) (in 000s)

Full-time HE students (in HEIs)	142.7
Full-time HE students (in FE colleges)	27.6
Part-time HE students (in HEIs)	65.8
Part-time HE students (in FE colleges)	36.5
Total	272.6

In Community Learning and Development

Collection of statistics in this area is under review

2.16.1.2 Financing and Education Budget

Expenditure on Education in 2000-2001 (in £m)

Schools	
Nursery	137.0
Primary	876.5
Secondary	975.0
Special	200.0 (estimate)
Specific Grants	195.0
Meals and Milk	55.0 (estimate)
Maintenance Grants, including Student Loans	305.1
Other Expenditure, including Youth Service and Pupil Transport	161.0 (estimate)
Further Education, including Adult Education	425.8*
Higher Education, including Teacher Training*	709.4*
Other Education Expenditure	212.0 (estimate)

[* Includes Scottish Higher Education Funding Council (SHEFC) running costs and expenditure on HE teaching, research and special initiatives.]

Total Expenditure - Schools & Tertiary Sectors (2000-2001) (in £m)

Central Government	
Total Expenditure (inc. specific grants)	1,494.0
Local Government	
Current Expenditure	3023.6
Capital Expenditure	143

3. Pre-School Education

3.1 Historical Overview

3.1.1 History of Education

Nursery education, as such, was slow to be established in Scotland. Before 1872 it was not uncommon to find children under the age of 5 in school but until the Act of that year, which set school age at 5, very few younger children found their way into school. The first nursery, run on lines developed by Margaret McMillan in London, was opened in Edinburgh in 1906 and 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 education authorities to establish nursery schools if there was sufficient demand from parents. However, other pressures in education meant that, after a short period which saw the number of nurseries rise to just over 80, almost all in the four major cities and catering mainly for children in deprived social circumstances, there was little further expansion until the 1970s. These nurseries were supplemented by a few independent nurseries, also in the major cities, which catered for children whose parents could afford to pay for nursery education. The 1970s brought a major report on nursery education, *Before Five*, and an expansion of nursery education through the establishment of nursery classes in primary schools and the introduction of part-time nursery education, with some children attending in the morning and others in the afternoon.

In recent years, in recognition of the importance of pre-school education, it has been Government policy to provide a pre-school education place for every 4-year-old and, eventually, for all 3-year-olds as well. In recent years increased recognition of the importance of pre-school education has led to a commitment to secure free, part time pre-school education for all 3 and 4 year olds whose parents wish it.

3.2 Specific Legislative Framework

3.2.1 Educational Legislation

The Scottish Parliament passed the Standards in Scotland's Schools etc Scotland Act 2000 which places local authorities under a duty to secure pre-school provision for eligible children in their area. This legislation came into effect in April 2002. Latest figures (for academic year 2001-02) show 96% of 4 years olds and 85% of 3 year olds are participating in pre-school education.

The Scottish Commission for the Regulation of Care (the Care Commission) and the Scottish Social Services Council (the Council) were set up under the Regulation of Care (Scotland) Act 2001 to regulate, respectively, care services and the social care workforce. The Care Commission, which became operational on 1 April 2002, is regulating a wide range of care services, including childminding and day care of children, whether provided by local authorities or the independent sector, by inspecting them against legislative requirements and national care standards. Inspection of centres providing pre-school education conducted by HMIE is now replaced with inspections undertaken by the Care Commission working jointly with HMIE. These inspections apply to all kinds of centres offering pre-school education, including nursery schools and classes. The Council 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). Nursery nurses (along with the remainder of the 32,000 early years and childcare workforce) are in the second tranche of staff to be registered, and this is unlikely to take place until 2005/6.

As part of the Scottish Budget 2003-2006, Ministers recently announced the provision of significant additional resources within Grant Aided Expenditure (GAE) to support local authorities' role in the implementation of the Childcare Strategy. The total Childcare Strategy resources within GAE for the budget period amount to £19.25m in 2003-04, £29.75m in 2004-05 and £40.75m in 2005-06.

3.3 Types of Institutions

3.3.1 Educational Institutions

There is a growing appreciation that education and care in the pre-school setting are interlinked. As such, 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 function of Childcare Partnerships 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. As such each of these sectors now contributes to the government's commitment to provide a free, part time pre-school education place for all 3 and 4 year olds whose parents want one.

Consequently pre-school education provision can be separated into types of provision; that which provides pre-school education on a free part time basis to 3 and 4 year olds, and that which provides supplementary care and education.

3.3.1.1 Pre-school education

Since April 1st 2002 local authorities have had the duty to secure free, part time pre-school education for all 3 and 4 year olds whose parents wish it. Many local authorities provide pre-school education through their education departments in the form of nursery schools or nursery classes in primary schools. Most nursery schools are small with places for 40-60 children at any one time, although in some parts of Scotland there are larger units. A nursery class 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 nursery class. 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 and in some authorities only on certain days in the week. Children with priority needs, however, may well attend for the whole day. Through the Childcare Partnerships a large number of private nurseries also contribute towards securing free, part time nursery education for 3 and 4-year-olds in nursery classes which are very similar to those in the public sector.

Similarly 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 of pre-school education.

3.3.1.2 Other types of local authority, voluntary and private sector provision

Aside from free part-time provision, a variety of other pre-school provision also exists. 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, 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 in the form of 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 nursery 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

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 Highland Pre-school Services (HPS). These playgroups are run by parents who will in many cases pay a trained play leader to take charge of the group, although sometimes groups are run by volunteers from the community. Playgroups belonging to the SPPA and HPS have an agreed code of practice, and training is provided by the organisation for those who work with pre-school children and 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. The maximum number of children permitted in any one playgroup is 24. It is very common for children to attend a pre-school playgroup for a year before attending a nursery school or class, and children who spend only part of a day or week in a nursery quite often continue to attend a playgroup when they are not at the nursery.

The private sector also offers all-day care and education, often to working parents. There are also a number of nursery classes attached to independent (private) schools. For the care of children whose parents are working, some industrial and commercial firms, as well as major national and local government offices, offer day-care facilities. Childminders have had to register with the Care Commission since 1 April 2002.

3.4 Admission Requirements

3.4.1 Admission Requirements

All children aged 3 and 4 years are entitled to pre-school education. (See section 3.2.2, Educational Legislation).

3.5 Levels and Age Groups

3.5.1 Class Composition

The range of types of provision is indicated in sections 3.3.1.1 and 3.3.1.2 above.

3.6 General Objectives

3.6.1 Aims of Education

The aims for 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* are:

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

3.7 Curriculum, Subjects, Number of Hours

3.7.1 Curriculum

A *Curriculum Framework for Children 3-5* was published in 1999 by SCCC (now LTS). It deals with key aspects of children's development and learning and offers guidance on effective learning, staff interaction with children, partnership with parents, appropriate provision for children with special educational needs, equal opportunities and effective transition to the primary school. Currently, in pre-school classes and groups, 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. Their observation of natural objects and investigating their 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.

During every half-day session it is expected that all children will take part in a number of balanced range of play activities. Sessions would normally last around two and a half to three hours.

3.8 Methods

3.8.1 Teaching Method

Most nursery schools and classes and day nurseries 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 which is available 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 the purpose-built accommodation.

The local environment is also an important resource for pre-school education, allowing excursions to be undertaken, for example to local shops, the park or the fire station.

The starting point for learning through play is staff planning effectively for the provision of a range of suitable learning contexts (areas and activities) with a clear set of objectives which meet the needs of all children. In the course of enabling the children to participate meaningfully in the various activities, staff observe the reactions of individual children, allow them to take initiatives or pursue particular interests and intervene only when necessary to demonstrate their sharing of the children's enthusiasm or to help them extend or develop their skills.

3.9 Pupil Evaluation

3.9.1 Evaluation - Pupils

The progress which children make is continuously assessed, discussed with parents and used in planning the next steps in their learning and development. Increasingly, children's progress is also discussed and written reports shared with the primary school to which they transfer at the end of the pre-school year. An exemplar transition record has been provided for education authorities and establishments to use or adapt to local circumstances. Many authorities have developed their own model of transition records.

3.10 Special Assistance for Pupils

3.10.1 Remedial Teaching

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

Some 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 quite 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 special educational needs or as coming from families which require special support. Children in this category are given priority in the allocation of nursery

places. They will be admitted early and, in some cases, if it is thought that they would benefit, they remain in the nursery 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 nursery schools and classes and day nurseries, and continue to support children whom they have referred to them. Where there is appropriate support and training, the nursery establishments themselves give careful attention to pupils who need additional support. In the best practice they are the responsibility of one adult (a teacher in the case of nursery schools) who has the task of devising special programmes and overseeing their implementation. Detailed records of progress are usually kept in such cases.

3.11 Organisational Variations, Alternative Structures

3.11.1 Alternative Schools

Given the demographic and geographical issues that arise in rural areas, a number of innovative forms of provision have been developed in order to expand the availability of pre-school education, including the use of mobile pre-school centres and peripatetic teaching services. These alternative structures, in addition to the rural weightings provided in funding, have enabled all local authorities to fulfil their duty of providing free part time pre-school education to all those 3 and 4 year olds whose parents wish it.

3.12 Statistics

3.12.1 Statistical Data

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

Pre-School Education Centres (January 2002)

Number of local authority centres	1,511
Number of other providers (in partnership with local authorities)	1,086
Number of children attending	98,769
Percentage of 4-year-olds attending	91%
Percentage of 3-year-olds attending	73%
Teachers (Full-time equivalent)	1,811
Overall pre-school expenditure (2000-2001)	£137.0m

4. Primary Education

4.1 Historical Overview

4.1.1 History of Education

The idea of elementary or primary education for all children from the age of 5 years goes back well over 400 years 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 but the Union of Parliaments in 1707 between Scotland and England delayed further Government intervention in this respect until the Education (Scotland) Act of 1872 finally ensured compulsory primary education. After 1890, primary education was provided free. From then until 1965 the content and methods of primary education developed very gradually. The publication in that year by the then Scottish Education Department of *Primary Education in Scotland* (The Primary Memorandum) 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. Since 1988 a revised curriculum developed by the Scottish Executive Education Department (SEED) using working parties of teachers and educationists has been developed in a series of advisory documents and this is now being implemented as the 5-14 Programme.

4.2 Specific Legislative Framework

4.2.1 Educational Legislation

Primary education is defined by law in Scotland as education that is appropriate for children who have not attained the age of 12 years. However, the Education Acts lay down very little that is specific to the primary school as, to a great extent, they are mainly concerned with conferring powers on education authorities. One matter which is dealt with, however, is the question of the age at which education becomes compulsory and the Education (Scotland) Act 1980 deals at some length with how the age is to be determined and interpreted. The only stipulation in the Education Acts about the curriculum is that religious education is compulsory, although parents have certain rights to remove their children from it. A number of provisions in the Acts have important consequences for the primary school: the provision that it is the parents' duty to provide efficient education and that it is the education authority's duty to provide adequate and efficient education for their area; the provision in the 1981 amendment Act to the Education (Scotland) Act 1980 that parents can choose the school to which they send their children; and the various provisions which allow education authorities to support children in economic need.

Regulations made by the Scottish Minister for Education and Young People (formerly by the Secretary of State), as a result of powers granted in the various Education Acts, are also important and deal with a range of matters which concern the administration of primary schools, 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.

4.3 Types of Institutions

4.3.1 Educational Institutions/Primary Schools

Primary education in Scotland provided by the education 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 exist which take pupils for the first two or three years of primary education and pupils transfer thereafter to a primary school for the rest of their primary education. Primary schools providing the full seven years of primary education vary considerably in size, from schools in rural areas of fewer than 20 pupils, with one teacher who is both teacher and head teacher, to schools of over 600 pupils, with several classes at each stage and several promoted members of staff. Just over one-third of the primary schools in Scotland have fewer than 100 pupils, and less than one in ten have 400 or more pupils.

4.4 Admission Requirements

4.4.1 Admission Requirements

The law requires that all children between the ages of 5 and 16 should receive education and therefore the age of admission to primary school is 5. However, children normally only enter school at the beginning of the academic session in the month of August. The law provides for a date to be set each year (normally taken to be 1 March) so that children born before that date will be admitted to school at age 4 in August of the previous year and children who are born on or after that date will be admitted in August of that year.

4.5 Levels and Age Groups

4.5.1 Class Composition

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. Education authorities frequently 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.

In the larger primary schools there will usually be more than one class at each stage, the normal maximum class size, by regulation, being currently 33. In 1998, however, regulations came into force which ensured that by August 2001 children in the first three years of primary education (P1 - P3) were taught in classes with a maximum of 30 pupils. In smaller schools children of a number of different stages will be combined in one class with one teacher. As far as possible the education 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 will teach all children in one class.

Three broad stages are normally distinguished in primary schools: P1 to P3 (the infant or early education stage); P4 and P5 (the middle stage); and P6 and P7 (the upper primary stage).

4.6 General Objectives

4.6.1 The Aims of Education

In general terms the purpose of primary schooling is to provide a broad basic education concentrating on enabling children to read, write and count, but also introducing them to ways of examining 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 and acceptable behaviour. Increasingly, pupils are being made aware of the impact of technology on society and are introduced to the use of computers from an early stage.

4.7 Curriculum, Subjects, Number of Hours

4.7.1 Curriculum

The curriculum in Scottish primary schools is not determined by statute or regulation but by advice from the SEED in the various publications under the general title of the 5-14 Programme. The aim of the curriculum is to provide breadth, balance, coherence and progression, and to attain this the curriculum has been divided into a number of broad areas, set in an appropriate balance. Progression is measured by attainment of 6 levels based on an expectation of the performance of the majority of pupils at certain ages between 5 and 14. It is recognised that pupils learn at different rates and some will reach the various levels before others. The curricular areas are:

- language
- mathematics
- environmental studies
- expressive arts
- religious and moral education,
- health education and personal and social development

Some aspects, such as information and communication technology, are developed in all areas of the curriculum.

The class teacher is expected to be able to teach all aspects of the curriculum but, in practice, may well receive support for at least part of the year from visiting teachers of art, drama, music and physical education.

Knowledge and understanding of language and use of the skills of talking, listening, reading and writing permeate the curriculum but are the particular concern in the English Language element of the curriculum and in the pupils' study of a modern European language which is now taught to almost all pupils in the last two years of primary education. For those children who are native speakers of Gaelic a number of schools teach in that language and in some schools pupils are able to learn Gaelic as a second language.

The development of knowledge, understanding and skills in mathematics includes dealing with number, money and measurement. There is emphasis on the acquisition of computational skills, information handling (which is concerned with the collection and organisation of facts and figures), and study of shape, position and movement. In all of these pupils are expected to develop skills of problem-solving and enquiry and a mathematical vocabulary.

As the pupils mature, they refine and extend their study of the environment in its social, geographical, historical and scientific and technological aspects.

From the earliest years, expressive arts (music, art, physical education and drama) provide for the development of important practical skills and techniques, the expression of feelings and ideas, and evaluation and appreciation of the work of others.

Religious and moral education promotes a broader, growing awareness of spiritual values and beliefs. Health education is delivered as part of a comprehensive programme of personal and social education. This is intended to ensure that information is given, not in isolation but as part of a programme aimed at helping young people to develop sound lifestyle choices and healthy living. Careers education and enterprise also form part of personal and social education. The Schools Enterprise Programme gives primary school pupils experience of quality enterprise projects, which are in most cases related to other subjects being taught. From the school year 2003-04, this programme will be extended in primary schools. It will also be extended into secondary schools (see relevant references in sections 5.3.1 and 5.3.2).

While time allocations to the various curricular aspects are not determined by regulation, the *5-14 National Guidelines* recommend that in each week 20% of the available time should be devoted to language, 15% to mathematics, 15% to environmental studies, 15% to expressive arts, and 15% to religious and moral education, health education and personal and social development. This leaves 20% of the time flexible - to be allocated at the discretion of the school.

The SEED issued to education authorities in August 2001 a circular (Circular 3/2001) setting out the flexibility in the delivery of the school curriculum available around and within current guidance on the curriculum.

4.8 Methods

4.8.1 Teaching Method

Methods in the primary school are determined by the fact that classes are of mixed abilities (and often of mixed ages). Class teachers must therefore have expertise in a variety of class control mechanisms and in a wide range of teaching/learning techniques.

An outside observer in a Scottish primary classroom would notice that the approach to teaching was a judicious mixture of whole-class, group and individual pupil techniques, with particular attention being given to pupils needing support with learning. The use of group methods is particularly characteristic and for them to be successful the pupils must be trained to work co-operatively as well as independently, following a programme laid down daily by the class teacher. The approach to teaching and learning in primary schools is expected to pay due attention to pupils' continuity of experience from one stage to the next and to curricular

progression within stages. The programme may be delivered either in the form of discrete subjects or by an integrated approach which links together aspects of the curriculum.

Modern educational technology has its place in Scottish primary schools to support learning. Most primary schools make use of the many available television programmes which are broadcast by the BBC and Independent Television (ITV), often recording the programmes to allow more flexible use. Schools also use programmes broadcast on radio or made available by the BBC as tape-recordings. Computers have become established learning tools in all primary schools and some schools have been very imaginative in using them, for example to encourage children to write, to collect and store information about the environment, to develop contacts and project work with schools in other countries and to provide practice in mathematics.

4.9 Pupil Evaluation

4.9.1 Evaluation - Pupil

Teachers assess their pupils' progress in a variety of ways which include watching them work, discussing their work with them, setting special tasks in which the teacher can make judgements about the pupils' performance, and setting tests, some of which will be school tests and others national. They are given guidance on the process of evaluation in the publication: *National Guidelines: Assessment 5-14*. Teachers can use National Tests in English language (reading and writing) and mathematics to confirm their professional judgement of the attainment levels reached by pupils. When a teacher judges that a pupil (or pupils) has/have largely completed one of the five levels (A-E) of the curriculum in the National Guidelines covering these subjects, he or she selects a test unit at the appropriate level from a catalogue published annually and sets it for the pupil(s). These National Tests do not lead to certification of pupils but are a means of helping teachers to ensure that their assessments are in line with nationally agreed standards. Under the terms of Departmental Circular 12/92, education authorities have agreed to ensure that schools, using nationally devised questions in this way, confirm pupils' progress in English language and mathematics and report the results of the tests individually to parents. From August 2003, National tests will be replaced by more robust new National Assessments, which, over time, will become available for additional areas of the curriculum.

For reporting on the progress of pupils to parents an exemplar report has been devised which gives information on the level of attainment in each aspect of the curriculum. This report also provides parents with information on their child's personal and social development in school. The report contains a form which allows parents to comment on it and to note points which could be discussed at parent-teacher meetings. Guidance suggests that all reports should comment on pupils' strengths and development needs, provide an overall assessment of levels of attainment, identify suitable next steps in learning, and provide an opportunity for parents to respond to the report to a named teacher.

4.10 Promotion

4.10.1 Promotion to the Next Class

Pupils in primary schools in Scotland are normally promoted automatically by age from year to year.

4.11 Certification

4.11.1 Certification

There are normally no certificates awarded to pupils for work in the primary school.

4.12 Special Assistance for Pupils

4.12.1 Remedial Teaching

The phrase “remedial teaching” is no longer in use in Scotland. The *5-14 National Guidelines* give advice to class teachers on how to adapt their teaching programmes to cater for the needs of individual pupils and groups of pupils. Class teachers also generally have the assistance of visiting or full-time learning support teachers who are attached to primary schools specifically to offer advice and training to other members of staff and to give additional tuition, often on a one-to-one basis, to children with additional support needs. Such learning support teachers in fact fulfil a number of functions:

- they assess the learning difficulties of pupils and offer pedagogical advice to class teachers;
- they teach alongside colleagues in classrooms, offering help specifically to children who are experiencing difficulties;
- they may withdraw children from the classroom at certain times to provide intensive tuition; and
- they organise in-service training in schools to assist their colleagues in handling children’s learning difficulties.

These learning support teachers also represent the main channel through which other forms of external support may be offered to the school, in particular the help of the psychological service, the health service (which is responsible for speech therapists, for example) and the social work department, whose officers may be responsible for offering help to families with children in the school.

A growing number of pupils with specific needs are being provided for in mainstream primary schools.

4.13 Organisational Variations, Alternative Structures

4.13.1 Alternative Schools

Primary education is offered in a number of independent (private) schools, which are mainly situated in or near the urban areas. These range from very small schools, some run by groups with a particular religious orientation, to large primary departments with 1,000 pupils or more in the large independent schools in the cities. Some of the independent schools, on the model of the English preparatory school, take pupils mainly from the 8-13 age range and prepare them for the Common Entrance Examination for the English ‘public school’ system. A number of children from outside Scotland attend its independent schools.

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 education authority that the education they are offering is suitable for the child's age, ability and aptitude.

4.14 Statistics

4.14.1 Statistical Data

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

Publicly Funded Primary Schools (September 2001)

Number of primary schools	2,271
Number of pupils	420,523
Number of teachers	22,289
Pupil:teacher ratio	18.9:1
Overall expenditure (2000-2001)	£876.5m
Expenditure per pupil (1999-2000)	£2,042

Independent Primary Schools (September 2001)

Number of primary schools/primary departments	65
Number of pupils (in P1 to P7)	11,725

5. Secondary Education

5.1 Historical Overview

5.1.1 History of Education

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 the town of Ayr on the south-west coast. 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 the presence of a system of guidance for pupils.

Although elementary (primary) education was made 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, beginning with the introduction of a new Ordinary Grade examination in 1962 (later replaced by Standard Grade assessment for all, normally at the end of S4) 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 HM 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 bring about); and the implementation, in 1972, of the statutory provision, which is still in force, to raise the school leaving age to 16.

The year 1977 also 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 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*, build on the strengths of the current system and aim to provide more demanding targets for all upper secondary pupils while not sacrificing

the potential for breadth which has always characterised the Scottish system. The new system of National Qualifications is being phased in over a period of 3 to 5 years, starting in 1999.

5.2 Specific Legislative Framework

5.2.1 Educational Legislation

The current legislative framework applies equally to primary and secondary education and is for the most part concerned with powers given to education 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 only leave at the following Christmas. The legislation (section 1(5)(a) of the 1980 Act) entitles pupils to receive an education in which regard is had 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.

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) and pointed the way to changes in the external examination system. The Standards in Scotland's Schools etc. Act 2000 has established a framework of improvement for school education in Scotland.

Class sizes in secondary schools are controlled by Scottish Joint Negotiating Committee (SJNC) (now the Scottish Negotiating Committee for Teachers) agreements. The maximum class size in stages S1 and S2 is 33 pupils, decreasing in the later stages to 30 pupils. The size of classes in certain subjects defined as 'practical', e.g. science, home economics and art, is restricted to 20.

As a consequence of the Teaching Council (Scotland) Act 1965, teachers in secondary schools must be registered with the General Teaching Council for Scotland (GTCS) as secondary teachers of a particular subject or subjects. Learning Support teachers who are registered as primary teachers, however, may also be employed in secondary schools.

5.3 General Description of the Structure of Secondary Education

Secondary education in Scotland extends over six years from the age of 12. Education, however, is not compulsory after the age of 16 and a number of pupils leave school at that point. 16 is also the age at which pupils take the examinations for the Scottish Qualifications Certificate (SQC), formerly the Scottish Certificate of Education (SCE), at Standard Grade or newer National Qualifications equivalents, examinations intended to cater for the whole school population. Education up to 16 can therefore conveniently be designated Lower Secondary Education and that between 16 and 18 Upper Secondary Education.

Education authority secondary schools vary in size from under 100 pupils to around 2,000. However, the majority of Scottish secondary schools have between 400 and 1,200 pupils.

5.3.1 *The First Four Years of Secondary Education*

The first four (compulsory) years of secondary education, start in S1 at age 12, after primary education, and finish in S4 at age 16, when pupils may leave school.

Types of Institution

Although publicly funded secondary schools in Scotland are comprehensive in character and most offer six years of secondary education, in the more 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. The justification for these is that they keep pupils longer at home in circumstances where they would need to stay away from home to attend a 6-year secondary school. 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 courses offered in these schools do not differ essentially from the courses offered in the corresponding years of larger schools. All secondary schools offer a general education and, alongside it, some more vocationally oriented courses for pupils from the third year of secondary education onwards.

Admission Requirements

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. Many pupils with additional support needs enter mainstream secondary schools. Pupils with profound, complex or specific special educational needs which require continuing review, for example children with visual or hearing impairments, will have the most appropriate school placement decided after full assessment and consultation with their parents. Where they attend mainstream schooling, they may, in some authority areas, be accommodated in a secondary school which has a specialist unit which caters for their particular needs.

Levels and Age Groups

The first four years of secondary education are divided into two broad stages, each of which has a different emphasis. The first two years (S1 and S2) provide a general education as part of the 5-14 Curriculum; the second two years (S3 and S4) have elements of specialism and of vocational education for all. These two stages culminate in the award of the Scottish Qualifications Certificate (SQC) at Standard Grade or equivalent National Qualification levels. From session 1999-2000, however, schools have been able, in appropriate cases, to take advantage of flexibility in the system and present pupils for Standard Grade assessment in S3.

In the first four years of secondary education pupils in different years are normally taught separately. However, 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 classes for more than one year. In small subject departments it is inevitable that this will happen. In larger departments the matter is one for the school or the department itself to decide. Some schools, however, deliberately see to it that the teacher with

administrative responsibility for a particular group of pupils remains with that group for several years or that the same member of the guidance team retains a connection with a class of pupils for more than one year.

Branches of Study and Specialisation

All secondary schools offer a similar range of subjects at each stage. The main subjects at each stage are the same but what is offered beyond these is a matter for the school to decide and is governed by such factors as the size of the school and the particular qualifications of its staff. At the first stage of secondary education (S1/S2) a certain range of subjects, common to all schools, represents most of the curriculum. At the second stage (S3/S4) there is normally a greater element of choice both in the particular subjects to be taken within the 'modes of study and activity', for example, the particular branch of science to be studied, and in the additional subjects which are on offer, including vocationally based courses.

The SEED issued to education authorities in August 2001 a circular (Circular 3/2001) setting out the flexibility in the delivery of the school curriculum available around and within current guidance on the curriculum.

Aims of Education

The secondary school sets out to provide an education which prepares pupils for a place in society and which meets their personal, social and vocational wishes, and the expectations of their parents, of employers and of tertiary education.

Curriculum, Subjects, Number of Hours

The curriculum in Scottish secondary schools is not laid down by law, but advice on the curriculum of the secondary school is given to all schools by the SCCC (now LTS) document: *Curriculum Design for the Secondary Stages* (1987, updated 1999).

Curriculum in the First Two Years of Secondary Education

In S1 and S2 all pupils undertake a common course with a wide range of subjects, based on the 5-14 curriculum but with some subjects which will be new to pupils. Schools vary in the number of subjects or courses which they offer in S1/S2. An outline of typical provision, however, is shown in the following table:

Common to all secondary 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	Social education
Music	A second modern foreign language
Physical education	Computing
Religious and moral education	

A school's S1/S2 curriculum will normally be drawn up using the whole of the first column above and one or two subjects from the second.

Near the end of S2, the school presents pupils with an option sheet for courses in S3/S4. Pupils then choose courses from the menu offered which usually comprises a 'core' of subjects and an optional element (about 25-30% of the time available) where free choice obtains. An emphasis is laid on preparation for more specialised study and training, and for later life, but all pupils are expected to continue to the age of 16 with the study of English, mathematics, a science, and a social subject. They also now have an entitlement to continue the study of a foreign language.

Curriculum in the Second Two Years of Secondary Education

Schools base 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 LTS (then SCCC) guidance as contained in the document: *Curriculum Design for the Secondary Stages* (1987, updated 1999) Schools therefore design their curriculum for the second two years of secondary education 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 addition to the full 2-year courses in S3 and S4, schools are now able to offer a variety of short courses. The most common format for such courses is that of so-called National Units leading to the award of National Qualifications by the Scottish Qualifications Authority (SQA).

National Qualification unit courses can be used to complement the curriculum at S3/S4 and are available in a wide range of subjects. SQC (formerly SCE) Short Courses have also been available since 1988. These are now available in 14 subject areas, the most popular of which are Religious and Moral Education and Creative and Aesthetic Studies. The SQC Short Courses are being replaced by National Units leading to the new National Qualifications brought in through the Higher Still programme. However, such Short Courses are being phased out from 2002 - entries for them will be accepted until 2004. Schools can also offer Short Courses which they have devised themselves but which do not lead to national certification.

In S3 and S4 each mode is allocated a certain amount of time over two years and this determines the time allocated to particular subjects which pupils are studying for their Standard Grade assessment. The following table, reproduced from the *Curriculum Design for the Secondary Stages* (1999), sets out the recommended allocations of time:

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 represent aspects of general education, ‘Technological activities and applications’ covers a range of subjects which provide a more technical and vocational education. All pupils in S3/S4 are 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 currently take a full 160-hour course in a subject in this mode.

Methods

The gradual introduction of mixed-ability classes to the first two years of secondary education and beyond, following the development of comprehensive secondary education in the late 1960s and early 1970s, served to heighten considerably teachers’ awareness of the range of abilities which they had to deal with and led to the elaboration of a much greater range of teaching techniques than before. The need to change teaching and learning approaches was further underlined by the growing understanding of lifelong learning as society developed and the consequent greater importance of adult autonomy in learning.

In Scotland the third major factor which challenged traditional whole-class teaching was the reform of the examination system at age 16, a reform which was designed to ensure that all school leavers received a certificate detailing what they knew and could do. The reform, which introduced Standard Grade assessment, brought in new syllabuses and associated teaching and assessment methods which placed much greater emphasis on individual pupils’ assignments, problem-solving activities, investigative work, exploratory talk, reporting techniques, resource-based learning, use of new technology and independent study. At the same time all courses were re-structured into short units with continuous, formative assessment built in so that both teachers and pupils could observe progress more clearly. The development means that most secondary school teachers now blend whole-class, direct teaching with group teaching approaches, and pay particular attention to slow learners. Following on from their primary school experience, most secondary pupils are now well able

to work co-operatively or independently within groups according to a programme or work schedule devised by the teacher.

To support their teaching and their pupils' learning, teachers in many subject departments have at their disposal a range of technological aids such as overhead projectors, personal computers (most with Internet, CD-ROM and interactive facilities), television sets and video recorders as well as an extensive school library which in some cases is staffed by a professional librarian.

Pupil Evaluation

Assessment of pupils' progress is carried out at a number of different levels and the methods used may vary according to the subject and the course being taken. In some subjects, particularly in those where work has been divided up into modules and where pupils may progress through these modules at their own rate, continuous assessment is often used and emphasis is on meeting the criteria which have been laid down to measure success in completing the module. Summative assessment in the form of written examinations, usually on two occasions in the year, is normal in many subjects.

The Education (Scotland) Act 1996 gives the Minister for Education powers to make regulations concerning the testing and assessment of pupils in S1 and S2. This implies the testing of all pupils in the first two years of secondary education in English and mathematics as part of the 5-14 Programme.

Promotion

In Scotland promotion from year to year is normally by age, i.e., pupils move on from stage to stage irrespective of their performance in any single year.

Certification

At the end of the four years of lower secondary education pupils are eligible to receive the Scottish Qualifications Certificate (Standard Grade) (formerly the Scottish Certificate of Education) of the Scottish Qualifications Authority (SQA). This profile-type certificate, intended to be attainable by all pupils, is gained by external examination together with an element of assessment carried out by the school itself and moderated by the SQA. The Age and Stage Restrictions, however, which regulate when young people may take their Standard Grade and Higher Grade examinations have recently been relaxed and from session 1999-2000 schools have, in appropriate cases, presented candidates for Standard Grade examinations in S3.

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 argued for a new Standard Grade system covering S3 and S4. In Standard Grade courses, pupils are assessed against performance standards related to three levels of award: Foundation, General and Credit. Criteria for achievement for each level have been set out which give a description of what candidates achieving the award 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 candidates.

Within a Level, e.g. Credit, on all courses candidates have to provide evidence of achievement in all the basic aspects or ‘elements’ of the subject. For example in English, candidates receive 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. Elements are assessed in a variety of ways. In the majority of courses candidates have to demonstrate attainment in oral or practical skills and these skills are usually assessed internally by the class teacher on the basis of work done during the course. 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. Others are assessed only through a written examination. In all cases, even where an element is assessed externally, teachers submit estimates to the SQA, which may be used to improve the Authority’s grades in cases of disagreement. 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 candidate with a particular disability follows an amended course excluding that element.

The official certificate issued by the SQA setting out a pupil’s achievement in Standard Grade courses also records any of the National Qualifications units which have been successfully completed. The school is responsible for carrying out the assessments of the work of pupils on these Short Courses but the SQA moderates school assessments to make sure that national standards are maintained.

The SQA also offers modules which can be taken by pupils in S3 and S4 and, if they complete them successfully, the pupils receive credit towards the National Certificate, which is a ‘non-advanced’ vocational qualification.

A National Record of Achievement (NRA) was introduced in a pilot scheme in February 1991. It was a standard document for recording details of qualifications and learning experiences which would be recognisable by, and command wide acceptance from, employers throughout Great Britain and beyond. The NRA was replaced by a Progress File in secondary schools from session 1999-2000. It is also available to the post-school sector, including further education colleges, and for Skillseekers and New Deal training programmes. The Progress File helps users (of whom five different groups have been identified) to assess their own development; to consider what core skills they possess and how they might develop them further; to record their qualifications and their non-educational achievements; and to plan their careers.

Scottish Credit and Qualifications Framework

The origins of the Scottish Credit and Qualifications Framework (SCQF) were in the Scottish Credit Accumulation and Transfer (SCOTCAT) scheme, agreed by all Scottish HEI’s and FE colleges in 1992. The SCQF is now being progressed under the partnership of the Scottish Executive, Scottish Qualifications Authority (SQA), Quality Assurance Agency for Higher Education (QAA), and Universities Scotland.

The framework currently incorporates all the mainstream Scottish qualifications from *Access* level to Doctorate level. This includes both academic and vocational qualifications provided in schools, further education higher education, and the workplace. Qualifications in the framework are allocated credit points and placed in one of the 12 levels within 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 individuals involved in learning, employees, employers and education and training providers and demonstrates the relationships between qualifications. It allows learners to plan progress towards their learning and career goals; and will allow the transfer of credits from one qualification towards another in relevant subjects and therefore avoid repetition of learning.

Future SCQF developments will include incorporating qualifications of professional bodies and other awarding bodies operating in Scotland into the framework. Consideration will also be given to how flexible forms of learning (community education, voluntary sector and *learnirect scotland* learning) can be incorporated.

The table below summarises the levels of the SCQF and associated principal qualifications in the Framework.

SCQF Level (SHE = Scottish higher education level)	National Qualifications (units, courses and group awards)	Higher National Qualifications	Qualifications awarded by Higher Education Institutions	SVQs*
12 (SHE 6)			Doctorates	
11 (SHE 5)			Masters / Postgraduate Diploma and Certificate	SVQ 5
10 (SHE 4)			Honours Degree	
9 (SHE 3)			Ordinary Degree	
8 (SHE 2)		Higher National Diploma	Diploma of Higher Education	SVQ 4
7 (SHE1)	Advanced Higher	Higher National Certificate	Certificate of Higher Education	
6	Higher			SVQ 3
5	Intermediate 2 / Credit Standard Grade			SVQ 2
4	Intermediate 1 / General Standard Grade			SVQ 1
3	Access 3 / Foundation Standard Grade			

2	Access 2			
1	Access 1			

Openings, Training-Employment Relationship

The second two years of secondary education offer for some the possibility of taking courses which may lead eventually to further training in particular vocations, especially where pupils take vocationally oriented courses leading to National Qualifications. Additionally, education for work encompasses work experience, school enterprise projects, curriculum-based learning in work-related contexts and careers advice. From the school year 2003, the Scottish Executive plans a major expansion in provision of these programmes, which will be known collectively as Enterprise Education. This will involve an expanded programme of work-based learning linked to relevant qualifications. The Schools Enterprise Programme is a joint-venture partnership between the Scottish Executive and the business community (Schools Enterprise Scotland Ltd). The 3 year programme will offer every pupil at least two enterprise experiences by the end of primary education. It involves a range of classroom activities designed to fit within the curriculum and help develop skills for the workplace and a "can do" attitude among young people. Key to its success will be benchmarking of existing good practice through a series of showcase events across Scotland. The programme is being delivered by a team of 36 local co-ordinators who offer direct support to classroom teachers. Seventeen local development plans have been prepared as a template for the programme's development. Quality teaching materials have already been developed to support enterprise education and further materials will be published as the programme is rolled out. A small team will offer national leadership and the initiative includes a research programme into the curriculum and economic benefit of enterprise education. The SEP material was launched in Gaelic in November 2002. Material has now been piloted for use in S1 & S2 (see also section 5.3.2).

Special Assistance for Pupils

Evaluation of the educational needs of pupils takes place at a number of different levels. The subject teacher in class has a responsibility to see that what is being taught meets as far as possible the particular needs of the pupils in that class and to vary the content, speed of coverage and methodology accordingly.

Secondary schools have a well-established system of guidance, with staff who are appointed to schools with the particular remit of offering personal, curricular and vocational advice to pupils. Schools have different ways of organising their guidance systems, but it is usually the case that a guidance teacher has responsibility for a particular group of pupils either for a year or for several years. Such guidance is particularly important at the major decision points when pupils have to make choices about which subjects to take and which to discard, for example at the end of S2, and again in S4 when they choose subjects for specialisation in upper secondary education or require advice about what they might do on leaving school at the statutory age.

Schools also have staff whose responsibilities relate to the education of pupils with additional support needs. The subject teachers are already expected to take full and proper account of the variety of abilities present in any class and to differentiate tasks and expectations to meet individual needs. Learning support teachers provide additional help. Increasingly, such teachers work in tandem with their subject colleagues in the same classroom, paying

particular attention to any pupils having difficulties in comprehending or in responding to what is being asked of them. Most of their work focuses on language problems and the understanding of particular concepts within subjects. On occasion they may find it necessary to withdraw pupils temporarily from a class for special tuition, but it is a basic principle of the education system in Scotland to seek, wherever possible, the integration of pupils with additional support needs into mainstream classes and to support them there. As part of this move towards integration, learning support teachers also act as advisers on teaching approaches to their colleagues in the school and as identifiers of the sources of learning difficulties for certain pupils. From time to time they are also expected to lead in-service training courses for staff in the school.

Finally, there are, as for primary schools, external support services: the psychological service of the education authority, the local health services and the local authority's social work service.

It is possible for schools to make particular arrangements for pupils with special educational needs when they take Standard Grade examinations or SQA modules. For example, a pupil may be excused a certain element in a Standard Grade assessment or may receive physical help in writing answers to examination questions. Some SQA modules have been suitably adapted for pupils with special educational needs.

5.3.2 Upper Secondary Education

Upper secondary education covers the final two years of the 6-year secondary school (S5 and S6) which follow the end of compulsory education and prepare pupils for vocational training, employment and higher education.

Types of Institutions

There are no separate upper secondary schools. Upper secondary education is offered in all 6-year secondary schools.

Admission Requirements

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 will advise pupils which level of the National Qualifications framework is the most appropriate for them.

Levels and Age Groups

Although upper secondary education offers two years of schooling between the ages of 16 and 18, 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 education progress to a higher education course and some may proceed directly at age 17 to higher education, if they have already gained sufficient passes in their Higher examinations taken in S5.

Upper secondary education is usually organised on the basis of courses leading to certification, so that classes frequently consist of pupils from both years (S5 and S6). Adults aiming at the same certificates may also join these classes.

Branches of Study, Specialisation

A new unified system of post-16 National Qualifications is being gradually introduced in schools, further education 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 new National Qualifications are available at five levels: Access, Intermediate 1, Intermediate 2, Higher, and Advanced Higher. The Intermediate 1 and 2 levels are equivalent to Standard Grade General and Credit levels respectively, while the Advanced Higher level is equivalent to and has replaced the Certificate of Sixth Year Studies (CSYS).

National Qualification units and courses wholly replace General Scottish Vocational Qualifications (GSVQs) and most National Certificate (NC) modules and bring together vocational and academic subjects to ensure that these are given equal status. A key aim of the new system is to allow students of all levels of ability to progress to the highest qualification of which they are capable by working through the tiers, although there is no requirement to study at every level.

The SEED issued to education authorities in August 2001 a circular (Circular 3/2001) setting out the flexibility in the delivery of the school curriculum available around and within current guidance on the curriculum.

Aims of Education

The aim of this stage in secondary education is to equip pupils to profit from vocational education and training and from higher education.

Curriculum, Subjects, Number of Hours

In upper secondary education many pupils continue to study the same subjects as they studied in previous years but the level of study is higher and the number of subjects studied is likely to be no more than five or six. A small number of subjects are also likely to be available for the first time, for example additional foreign languages. A broad range of options is likely to be offered and the freedom of choice is generally much greater than in previous years. There are also fewer restrictions, such as having to take a subject within a compulsory mode, although almost all schools insist that a course is taken in English or in communication studies.

Introduced in 1991, General Scottish Vocational Qualifications (GSVQ) are a particular type of Scottish Group Award made up of fixed numbers of National Certificate modules. GSVQs are currently available at three levels. They are designed to prepare 16-19-year olds in schools, further education colleges and training centres - and adult returners - for broad occupational sectors, and they incorporate a range of transferable skills, e.g. communication and numeracy skills. GSVQs will be available only until 2003/04 as they are being replaced by new National Qualification units and courses.

Each new National Qualification course will be at one of five levels and consist of 160 hours of study made up of three 40-hour units plus an additional 40 hours for consolidation and revision. Employers and higher education now give more weight to core skills (key competencies). These are important in the workplace, in study and throughout all aspects of life. The new system, as well as encouraging higher and broader achievement by all students and ensuring that they can undertake relevant subjects at the right level leading to recognised qualifications, will encourage 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 was able to obtain credit for Core Skills achievement through a Core Skills profile. Candidates receive their first Core Skills profile when they are 16, after sitting Standard Grades at school, and will be able to add to and build on this as they continue through education and training.

Scottish Group Awards, at the same five levels, will consist of a number of courses and units which make up a coherent programme of study. It is likely that schools will offer more broadly based group awards (e.g. Science and Mathematics; Arts and Humanities; Technological Studies). The more specialised group awards (e.g. Care; Communication and Media; Engineering) are more likely to be offered in further education colleges and training centres. The Scottish Group Award is currently under review. The Review Group is due to report shortly.

Methods

Traditionally, methods have tended to be confined, particularly in classes preparing for Higher Grade, to class lessons together with a large element of homework. Work for the Advanced Higher level and the previous CSYS has, on the other hand, involved much more discussion and individual work by the students, often now making use of online interactive learning and teaching packages such as the SCHOLAR programme, particularly in Higher and Advanced Higher Sciences, Maths and Computing. The introduction of SQA National Certificate modules made a considerable impact in that, in many subjects, they involved a very much more practical and active type of learning.

Although the general structure of the timetable remains the same as in lower secondary, pupils are likely to spend longer blocks of time in subjects than at earlier stages. Sometimes additional time is required because pupils at this stage have to travel to another school or perhaps a further education college for a course which they have chosen. At this stage also, particularly in S6, pupils may not have formal classes for the whole school day, although they are normally expected to remain in school for the whole time and spend non-class time in private or self-directed study.

Pupils and staff usually have at their disposal a wide range of educational technology, including television and video recording, personal computers (generally with Internet, CD-ROM and interactive facilities), open learning materials and a library, often staffed by a professional librarian. Pupils may also have access to some of the aids to learning available in local FE colleges.

Pupil Evaluation

For Scottish Qualifications Certificate (SQC) courses at Intermediate to Advanced Higher levels, assessment is carried out within the school to determine whether students (in school or further education) have met nationally agreed criteria. Many of these criteria relate to competence in a process or in an area of activity. The student has to complete an assessment for each unit of the course, set by the teacher or lecturer to national standards. The student also has to undertake an external course assessment, which could be a written examination or course work assessed by an external examiner, covering work contained in all the units of the course. The external assessment determines the student's grade on a scale of A to C. The Scottish Qualifications Authority provides internal assessment materials and is also responsible for monitoring standards, both within schools and across Scotland.

Promotion

There are normally no conditions for proceeding from S5 to S6.

Certification

The Higher level examinations of the Scottish Qualifications Certificate, taken in the fifth and sixth years of secondary education (S5 and S6) at about age 17 or 18, is the target for many school pupils who aim to enter the professions or to go into higher education. Pupils who currently achieve a Credit level award in the SQC (Standard Grade) in S4 normally sit the Higher level examinations in most of the same subjects after one more year and may proceed to take an Advanced Higher in some subjects one year later. Those pupils who achieve a General level award at Standard Grade in S4 are usually considered to require two further years before they sit Higher level. Alternatively they may study for the Intermediate 2 level in S5, then for the Higher level in S6.

Openings, Training-Employment Relationship

Upper secondary education does not offer specific preparation for any career, although vocationally oriented courses are available, such as Standard Grade Social and Vocational Skills and National Qualifications Work Experience units. Currently, as a preparation for the world of work, all 16-year-olds should have the opportunity to participate in two weeks of work experience with local employers as part of their general pre-vocational training.

Additionally, education for work encompasses school enterprise projects, curriculum-based learning in work-related contexts and careers advice. From the school year 2003, the Scottish Executive plans a major expansion in provision of these programmes, which will be known collectively as Enterprise Education. This will involve an expanded programme of work-based learning linked to relevant qualifications. The Schools Enterprise Programme is a joint-venture partnership between the Scottish Executive and the business community (Schools Enterprise Scotland Ltd). The 3 year programme will offer every pupil at least two enterprise experiences by the end of primary education. It involves a range of classroom activities designed to fit within the curriculum and help develop skills for the workplace and a "can do" attitude among young people.

Key to its success will be benchmarking of existing good practice through a series of showcase events across Scotland. The programme is being delivered by a team of 36 local co-ordinators who offer direct support to classroom teachers. Seventeen local development plans have been prepared as a template for the programme's development. Quality teaching materials have already been developed to support enterprise education and further materials will be published as the programme is rolled out. A small team will offer national leadership and the initiative includes a research programme into the curriculum and economic benefit of enterprise education. The SEP material was launched in Gaelic in November 2002. Material has now been piloted for use in S1 & S2 (see also section 5.3.1)

The secondment of teachers and head teachers to industry has helped to improve the advice given to pupils about their future through greater understanding of what industry demands. (See Excellence in Education Through Business Links, section 9.1.8).

More generally, the Scottish Executive will, in 2003, expand significantly on the current provision of Enterprise in Education in the light of a major review, *Determined to Succeed: A*

Review of Enterprise in Education, published in December 2002, which made 20 recommendations aimed at transforming the level of business involvement in schools.

Special Assistance for Pupils

The general support mechanisms which are available in the school as a whole, such as the guidance system and learning support teachers, are available to pupils in S5 and S6. However, one of the major needs at this level is advice and guidance about employment and careers. Schools provide this in different ways, although many find it best to have an assistant head teacher who specialises in careers guidance and who also liaises with local industry and with further and higher education. Many institutions of higher education have a school liaison service which makes direct contact with this stage in schools.

It is possible to make particular arrangements for the assessment of pupils with special educational needs in the examinations set by the SQA. These arrangements may involve such matters as granting extra time, providing someone to write the examination answers given by the candidate, or modifying the assessment procedures.

5.4 Organisational Variations, Alternative Structures

5.4.1 Alternative Schools

A small number of independent secondary schools in Scotland, almost all boarding schools, provide education in the same way as the English 'public school' system. Pupils take the English General Certificate of Secondary Education (GCSE) examinations at age 16 and go on to take General Certificate of Education (GCE) Advanced Level examinations at age 18. Other independent secondary schools offer very much the same kinds of courses as are offered in Scottish local authority schools, except that they may, in some cases, offer more opportunities to pupils to take English GCE (Advanced Level) examinations.

There are also three specialist music schools, of which one is independent; the other two are, in effect, units in larger schools run by education authorities. There is also a specialist school of dance within a secondary school run by an education authority. In these schools a large amount of pupils' time is devoted to the specialist areas and the curriculum conforms only in part to the description given earlier. Pupils in these schools, however, have opportunities to take the same certificates as those in other schools.

5.5 Statistics

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

5.5.1 Statistical Data

Publicly Funded Secondary Schools (September 2001)

Number of secondary schools	387
Number of pupils in S1-S4 (Aged 12-16)	241,453
Number of pupils in S5-S6 (Aged 16-18)	73,537
Number of teachers (Full-time equivalent)	24,552
Pupil:teacher ratio	12.9:1

Overall expenditure on secondary education (2000-2001)	£975.0m
Expenditure per pupil (2000-2001)	£3,098

Independent (i.e. Private) Secondary Schools (September 2001)

Number of independent schools with secondary age pupils	57
Number of pupils in S1-S4 (Aged 12-16)	11,896
Number of pupils in S5-S6 (Aged 16-18)	5,738

6. Further & Higher Education

The term “higher education” has traditionally been used in Scotland to refer to university level education, whether conducted in universities or in other establishments, such as Further Education colleges. In this chapter it is used to cover the whole of formal post-school provision, including both further education and universities. (See 6.3.3)

6.1 Historical Overview

6.1.1 History of Education

Educational provision in Scotland for pupils at the end of their secondary school career has for many years meant either some form of vocational training or more advanced study in a college or university. Over the years the opportunities available for those leaving school at the statutory leaving age and for those leaving school after completing a full secondary course, but without qualifications to enter a higher education institution, have been in vocational training and further education. For a minority there was the opportunity of entry to university and to the professions. This situation has changed considerably in recent years.

6.1.1.1 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, by new educational thinking, and by 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 so-called Central Institutions. These institutions, over the years, in response to a demand by a number of professions for degree-level qualifications, came to offer degree-level courses. 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, for example in social work and youth work.

At another level further education developed to meet the training needs of industry. The 1960s in Scotland saw a considerable expansion of further education places in colleges that were part of the educational provision of local authorities. Forty-three of these further education colleges became incorporated (i.e. self-governing) as from 1 April 1993. More recently, in the 1980s, major changes in the organisation of courses and assessment took place as a result of the then SOED’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 Scottish 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 now

being implemented gradually since August 1999 in schools, further education colleges and training centres.

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

Sector Skills Councils (SSCs) form a UK-wide network of sectoral representative organisations which have replaced National Training Organisations (NTOs). 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. Those occupational areas that are not covered by a SSC will have their skills maintained by the Sector Skills Development Agency (SSDA), with input from the appropriate former NTO.

6.1.1.2 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 and four others - Napier, Paisley, Robert Gordon and Glasgow Caledonian - were granted the title of university in 1992, with a fifth, the University of Abertay, Dundee, being added during 1994.

Most of the remaining higher education institutions, which all offer courses at degree level, although not themselves universities, were formerly Central Institutions. These institutions tend to specialise in particular areas, for example in teacher education; art and architecture; music and drama; health care; food; tourism. Bell College of Technology, formerly a college of further education, and the UHI Millennium Institute, recently established to provide higher education across the Highlands and Islands and Perthshire, offer a broad range of vocationally orientated subjects at all levels. Northern College of Education, with campuses in Aberdeen and Dundee, is Scotland's sole remaining free-standing teacher education institution; it is due to merge, before the end of 2001, with the universities of Aberdeen and Dundee. Higher education is also provided in further education colleges.

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 century has been 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; but

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

6.1.1.3 Organisations Providing Information and Advice

learnirect scotland, Careers Scotland and Future Skills Scotland were set up to provide learners with a comprehensive range of information and advice to enable them to make informed decisions about their future. *learnirect scotland* provides information on learning opportunities available throughout Scotland from bite-sized through to full-time vocational courses, whilst Careers Scotland provides in-depth guidance on possible future careers and skills required. Both of these organisations provide a seamless source of advice to learners. Future Skills Scotland is a unit supported by the Enterprise Networks which assesses future skills needs in the ever changing economic climate.

6.2 Specific Legislative Framework

6.2.1 Educational Legislation

The Further and Higher Education (Scotland) Act 1992 made fundamental changes in the organisation of post-school education in Scotland. Further education colleges, which had previously been the responsibility of the education authorities became ‘incorporated’ (i.e. self-governing) under the general supervision of the SEELLD (then SOED). The Act also created a separate Scottish Higher Education Funding Council (SHEFC), removing the dividing line which existed between the former Central Institutions and the universities in respect of their funding mechanisms and creating a distinctly Scottish body able to take major decisions affecting the future of higher education in Scotland. By meeting the criteria laid down for acquiring the title of university, five of the former Central Institutions became universities, raising the number of Scottish universities to 13. The Open University also operates in Scotland, making the total now 14. In addition, Queen Margaret College, another former Central Institution, became, in 1998, Queen Margaret University College. Bell College, Hamilton, became a higher education institution in 2001.

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 SEELLD (then SOEID). The new Council funds Scotland’s 42 incorporated FE colleges, using finances made available to it by the Scottish Parliament. The Council works closely with the Scottish Higher Education Funding Council (SHEFC), because of the amount of higher education provided in FE colleges, and has the same Chief Executive.

The Scottish Executive Enterprise and Lifelong Learning Department (SEELLD) emerged as the result of the Executive’s decision in 1999 to separate pre-school and school education from post-school education, training and industry. The move also recognised the growing importance of lifelong learning to the economic well-being of Scotland.

6.3 General Description of the Structure of Higher Education

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.

6.3.1 Training

There are a range of Government funded national training programmes which are managed and delivered by Scottish Enterprise (SEn) and Highlands and Islands Enterprise (HIE) through their networks of Local Enterprise Companies (LECs).

Skillseekers

All young people aged 16-17 are entitled, under the Youth Training Guarantee, to Skillseekers training. LECs also have discretion to fund 18-24 year olds. The main elements of Skillseekers are training leading to a recognised qualification up to SVQ Level III (SCQF 6), an individual training plan, and employer involvement. The programme has helped increase employer participation in training and 75% of Skillseekers participants are now employed while undertaking their training. Training provision for young people with additional support needs was recently redesigned and the new model Get Ready for Work, was introduced in April 2002.

Modern Apprenticeships

Modern Apprenticeships were introduced in 1996 and 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, LECs have discretion to fund MAs for people over 25.

Training for Work

Training for Work (TfW) is a work related training programme for those aged 25 and over who have been unemployed for six months or more. The programme aims to help people move into work by improving their work related skills through the provision of appropriate training and structured work activity in line with assessed needs.

Previously, the 18-24 age group was eligible for the TfW programme. However, the New Deal for young people was introduced in April 1998 and provides education, training and work experience for 18-24 year olds who have been unemployed for more than 6 months. TfW was subsequently realigned to focus on the 25 plus age group. Early entry to TfW is available to those unemployed people who are particularly disadvantaged in the labour market.

Training is delivered by private training providers, voluntary sector organisations, local authorities, further education colleges and employers and includes basic and pre-vocational skills training, occupational skills training and customised training. Trainees can have employed or non- employed status on the programme. Non-employed trainees receive a training allowance equivalent to their benefit entitlement plus an additional £10 training premium. Employed status trainees receive a wage while in training. Customised training generally accounts for employed status in the programme.

6.3.2 Further Education

The main providers of further education in Scotland are the 46 further education 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.

Types of Institution

The 42 incorporated FE colleges all have the same constitution. However, they vary considerably in size and the range of courses which they offer. They cater for both full-time and part-time students, with part-time students being in the majority. The courses are mainly vocational in nature and include both theoretical and practical work. However, these 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).

Admission Requirements

FE colleges have a very wide range of students. They admit to their courses students who have just left school at age 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 hold formal qualifications, for example passes in the Scottish Qualifications Certificate of Education (SQC) (or former Scottish Certificate of Education) or equivalent qualifications.

Branches of Study, Specialisation

The typical further education college offers a wide range of mainly vocational courses at non-advanced and advanced levels. Courses are composed 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 industry or the semi-conductor industry) or the particular needs of local employers.

The needs of industry and students are met by the provision of a number of different types of course:

- vocational and general education for post-16 students and trainees;
- link courses for school pupils;
- industrial pre-employment training serving specific employer needs or the requirements of the Local Enterprise Companies;
- 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 with industry, further education colleges have in recent years increased considerably their provision of updating and re-training courses for local industries.

The majority of courses lead to the SQA National Certificate or a Scottish Group Award, formerly a General Scottish Vocational Qualification (GSVQ). Advanced level courses offered by the further education colleges lead to the award of Higher National Certificates and Diplomas (HNC and HND) and, in some colleges, to degrees. HNCs and HNDs are long-established vocational qualifications covering a diverse and growing range of employment sectors. Between 1995 and 1998 extensive consultations with employers and colleges on new design rules for Higher National Qualifications were carried out. As a result of these consultations, the following new design rules were introduced in 1998:

- 1) Without exception, the credit value of all HNCs and HNDs will be 15 and 30 credits respectively.
- 2) All HNCs will include two mandatory Integrative Assessments, and all HNDs will include four mandatory Integrative Assessments. The purpose of Integrative Assessment will be to assess the candidate's ability to integrate and apply the knowledge and/ or skills gained in the individual Units to demonstrate that they have achieved the principal aims of the group award.
- 3) All HNCs and HNDs will have a mandatory section which every candidate for a group award will take.
- 4) All HN Units will be allocated a level appropriate to their position on SCQF.
- 5) All HNCs and HNDs will have a recommended Core Skills profile for entry to the Group Award and a mandatory Core Skills profile of at least 3 Core Skills.
- 6) The new HN Unit specifications will be used in all revised HNCs and HNDs.

Between 1999-2002, the new design rules have been piloted. A consultation was planned between September and December 2002. The new design rules are to be finalised by March 2003.

Programmes of study in FE colleges include:

- programmes leading to Scottish Vocational Qualifications (SVQ); some of these qualifications have joint certification by the SQA and another awarding body such as City and Guilds 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 certain needs. These programmes may match particular industry or business needs, for example a programme designed in collaboration with a college for multi-disciplinary engineering technicians from a petro-chemical plant; or a re-training programme; or other programmes of employer-related training.

Aims of Education

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

- preparing a person for a vocational qualification;
- preparing a person for SQA or English GCE 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.

Curriculum, Subjects, Number of Hours

The current provision in FE colleges derives to a very great extent from a report issued in 1983 entitled *16-18s in Scotland: An Action Plan*, although the reforms had been heralded by a number of earlier consultative papers dating back to 1977. The *Action Plan*, later re-titled the *16+ Action Plan*, envisaged a system of vocational education which would do the following:

- provide for 16-18-year-olds in further education 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 for 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, for which a National Certificate (NC) or General Scottish Vocational Qualification (GSVQ) was previously awarded. It normally lasts 40 hours, including time for ongoing assessment and necessary re-teaching. The descriptor of each module specifies a level of entry, i.e. the level of knowledge and prior qualifications required before embarking on the module. A course is made up of a number of modules which are taken during a year. Apprentices released for one day a week, for example, to attend a further education college would be able to take 5 or 6 modules during a year. Full-time students would take 18-21 modules in a year. Since 1999, the GSVQs have been gradually replaced by Scottish Group Awards.

The SQA Catalogue of National Certificate modules (or National Qualifications units) contains details of over 4,000 units showing a classification of 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 FE colleges.

Methods

Although lecturing and other classroom methods are still very much in use in the FE 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 offered and the establishment of assessment criteria have both influenced learning and teaching.

Colleges have also developed various forms of open and distance learning with the aim of providing greater flexibility and choice to students in terms of where learning takes place, its pace and duration. Materials for learners include paper-based packs, audio and videotapes, and computer-based packages. Increasingly, a number of colleges have been involved in making available forms of distance learning based on new technologies such as teleconferencing, 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 is often alternated with periods of work-based learning in the student's place of employment or on a work placement arranged by the college.

Student Evaluation

Performance in National Certificate modules is assessed internally by college lecturers, by reference to nationally agreed criteria of success, and their assessments are verified for reliability and validity by the SQA, which employs 'moderators' for that purpose. Achievement in each module is recorded on the Scottish Qualifications Certificate, awarded by the SQA. Since 1999 external assessment has been an additional requirement for the Scottish Group Awards (SGA) which are gradually replacing the General Scottish Vocational Qualifications (GSVQ)

Arrangements for the assessment and certification of work-based learning are also in place. These depend on agreements between industry or individual firms and local colleges of further education 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; and
- 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 of further education.

Promotion, Educational Guidance

In a modular system, such as that which has been introduced in Scotland, the issue of promotion tends to be replaced by student progress, which depends on the candidate meeting the assessment criteria of a set of required modules some of which are pre-requisites of entry to others.

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 of further education 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. Over recent years much thought has been given to providing guidance in the context of 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 Scottish FE colleges have also become signatories to the agreement among higher education institutions concerning credit accumulation and transfer, because of their delivery of HE courses at HNC and HND levels.

Certification

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 the National Certificate (NC); at the advanced level the awards are the Higher National Certificate (HNC) and the Higher National Diploma (HND).

The SQA is also the statutory accreditation body for SVQs. Accreditation is the process of recognising qualifications, offered either by the SQA in its capacity as an awarding body or by other (mainly commercial) awarding bodies, as meeting specific requirements in order to achieve national currency. The Education (Scotland) Act 1996 provided for the establishment by SQA of an Accreditation Committee. This requirement 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. The work of the Accreditation Unit, since it provides a national regulatory facility, is funded by grant-in-aid from the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD).

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). The latter body had a Council and Board of Management comprising up to 20 members representing professional, technical, industrial, commercial, training and educational interests. It worked in co-operation with the local authorities through their representative body, the Convention of Scottish Local Authorities (COSLA) and with the then Scottish Office Education and Industry Department (SOEID), the Local Enterprise Companies (LEC), Scottish Enterprise (SE) and Highlands and Islands Enterprise (HIE). It

had responsibility for the development and maintenance of a unified and coherent system of competence-based vocational qualifications. It was not only responsible for awarding certificates but for the validation of courses and for the development, administration and assessment for National Certificate modules and programmes, HNC and HND course units and programmes, as well as some professional development awards. The SQA, having taken over the functions of SCOTVEC, devises and awards qualifications at further education level (as well as at school level) and also approves education and training establishments as suitable places to offer courses leading to these qualifications.

The City and Guilds of London Institute (CGLI) also offers examinations in Scotland, and a number of FE colleges present students for examinations set by the Royal Society of Arts (RSA) or by professional institutions.

Scottish Vocational Qualifications (SVQ) exist at five levels. These qualifications have been designed by employers for specific areas of employment and therefore relate to an individual's 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 and both are recognised as valid qualifications across the European Union. Within the SVQ framework a more broadly based pre-vocational qualification, the Scottish Group Award has also been developed. This is gradually replacing the General Scottish Vocational Qualification (GSVQ). It is aimed specifically at 16-19-year-olds at school and in further education and at adult returners. This qualification embraces a range of core skills and is designed to provide broad training for employment as well as for progression to a specific SVQ or a higher education course such as the HNC or HND.

Openings, Training-Employment Relationship

FE colleges have close relationships with employers in their areas. Employers 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 are expected to 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 which are expected to be attained, and should be able to help them to select appropriate education and training courses. They are required to report to employers the progress of their employees who are taking courses and also to help employers in their recruitment of employees.

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, including guides on assessment and quality assurance. The SQA officers are available to offer information and advice on vocational education and training.

Special Assistance for Students

The Further and Higher Education (Scotland) Act 1992 requires further education colleges to have regard to the requirements of students with learning difficulties: by offering special courses; by using SQA modules devised for the purpose; and by providing aids to learning for those with particular disabilities.

Towards the end of 1992 the SOEID issued Circular FE13/92 giving guidance to college Boards of Management on their responsibilities for students with learning difficulties. The Circular dealt with the range of special needs. It emphasised the importance of partnership in planning between the college, the student and those with an interest in him or her, of progression to further stages, and of coherence and balance in the programme offered. It laid down guidance for the provision of learning support - that it should be flexible, involve co-operative teaching within the student's programme (not a separate programme), provide guidance, and recognise the individual needs of the student. It made recommendations about the management of provision of learning support. It dealt with the important questions of admission, initial assessment and the specifying of appropriate action; it also drew attention to problems of buildings and accommodation and the need for staff development and training. The Circular was based on the years of experience which some FE colleges had had in dealing with students with special needs and put together much existing good practice.

Patterns of provision vary from college to college, very often depending on local circumstances and on the area in which the college is located. Strong efforts are made in a number of colleges to cater for the socially excluded, the educationally disadvantaged, and ethnic minorities.

A high level committee, the Beattie Committee, reviewed post-school education and training for young people who experience barriers to participation in post-school learning and employment because of physical or learning disabilities, social or economic disadvantage or disaffection. In September 1999 the Committee published its report: *Implementing Inclusiveness: Realising Potential*, in which it recommended:

- the establishment of an 'Implementing Inclusiveness' network both at national and local levels;
- improvements in guidance and support arrangements during transition to post-school learning or employment;
- the development of 'inclusiveness' policies in FE colleges and by training providers; and
- the introduction of disability statements in FE colleges and improvements in accessibility and supply of equipment for young people with disabilities.

The Scottish Executive established a National Action Group (NAG) to implement action in response to the Beattie report.

6.3.3 Higher Education

Under the Further and Higher Education (Scotland) Act 1992 higher education courses are defined as being of a standard or level of demand greater than those leading to the SQC Higher level, the Advanced Higher level, the GCE Advanced level or the SQA National Certificate and should prepare students to attain a Higher National Certificate or Diploma (or the equivalent thereof) or a degree.

Types of Institution

There are 21 higher education institutions in Scotland, comprising 14 universities (including the Open University) and 7 other institutions. They are funded by the Scottish Higher Education Funding Council (SHEFC), except for the Scottish Agricultural College, which is funded by the Scottish Executive Environment & Rural Affairs Department (SEERAD).

Courses at higher education level (mainly HNC, HND or both, but also including degree provision) are also offered by all the further education colleges and there are close links between the FE and HE sectors.

One higher education institution, Northern College of Education (Aberdeen and Dundee), was a specialist college providing pre-service and in-service courses for the training of teachers and a range of courses in social work, community education and leisure. It merged with the Universities of Aberdeen and Dundee Faculties of Education in 2002. Two other colleges, Edinburgh College of Art and Glasgow School of Art, specialise in fine art, art and design, and architecture. Other specialist institutions are Queen Margaret University College, Edinburgh, specialising mainly in health care, food, hospitality and tourism studies, and drama; and the Royal Scottish Academy of Music and Drama (RSAMD), Glasgow. Bell College of Technology and the UHI Millennium Institute offer 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. Queen Margaret University College and the RSAMD have the power to award their own degrees (the latter other than research degrees); the others have validation arrangements with a university or degree-awarding body, which means that the university approves the courses and assessment arrangements and awards its degree to the successful candidates.

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

Admission Requirements

The usual entry requirement for higher education courses is a group of A-C awards in the Higher or Advanced Higher level examinations set by the Scottish Qualifications Authority (SQA). For certain HE courses entry may be conditional on the candidate holding awards at specified levels. Awards in the English General Certificate of Secondary Education (GCSE) and GCE Advanced Level (or the equivalent) are also accepted. Alternatively, for an HNC course, which may in turn lead on to a diploma or a degree, a group of appropriate National Certificate (NC) awards may be acceptable.

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

Most applications for entry to higher education institutions in Scotland are processed through the Universities and Colleges Admissions Service (UCAS) which 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 'adult' students (defined as applicants over the age of 25) as well as from school leavers. This has led to the development of a range of special courses specifically designed to prepare adults both for higher education in general and for particular courses. Access courses include a range of SQA National

Certificate modules and successful completion of these leads to an SQA award. Many access courses carry a guarantee of a place in higher education on successful completion.

Branches of Study, Specialisation

The subject areas offered by the 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; Veterinary Medicine.

Some of these subject areas can only be studied in a very small number of institutions. Linguistics, for example, can only be studied at the University of Edinburgh, and Slavonic Studies only at the University of Glasgow; Pharmacy and Librarianship are only offered 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 offer Business and Management Studies. Higher education institutions also vary in the number of subject areas which they offer. The Universities of Edinburgh and Glasgow each offer 37 of the areas listed above, while the Universities of Dundee and Strathclyde each offer 34. At the other end of the scale a number of specialist institutions, such as Edinburgh College of Art, Glasgow School of Art and the Royal Scottish Academy of Music and Drama, offer a much more limited number. All the institutions offer post-graduate facilities for study and research leading to higher degrees.

Aims of Education

In terms of the Further and Higher Education (Scotland) Act 1992, 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.

Curriculum, Subjects, Number of Hours

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 which involves greater specialisation. In some faculties, for example in medicine and law, courses are traditionally 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, for courses which lead to very similar qualifications.

Methods

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 has been considerable interest in the use of computers in learning and in the use of computer simulations in the teaching of science. In some institutions, there has been growing interest in other forms of provision such as distance learning, open learning and flexible learning.

The Scottish Higher Education Funding Council (SHEFC) has a duty to assess the quality of education which it is funding. It has arranged to do so, with effect from September 2000, through the Quality Assurance Agency (QAA) for Higher Education, a UK body established by the higher education sector. The QAA will combine assessments of the quality of teaching with quality audit of institutions and their arrangements for maintaining the standards of their programmes and awards.

Student Evaluation

Assessment of students is most likely to be by a combination of written examinations, traditionally at the end of each academic year, and assessment on the basis of work submitted during the course or of a large piece of work done in the student's own time. In courses where it is appropriate there will also be practical examinations, for example in the sciences or in oral proficiency in languages. The actual assessment is normally carried out by the department in which the student is studying but there will also be one or more external examiners from another institution or institutions who will sample some of the work (course work as well as examination scripts).

Promotion, Educational Guidance

Traditionally, promotion from year to year has depended on passing examinations, and in some cases, for example for entry to Honours courses, on attaining sufficiently high assessments. There is often a number of examination passes which must be obtained in any given year before a student can progress to the next year, although usually two opportunities are given to sit the examinations, except in the case of final Honours examinations, which may only be taken once. The exact number depends on the course and the institution. Higher education institutions normally have minimum numbers of examination passes which must be attained if a student is to be allowed to continue with a course. If these passes are not attained, the student's studies are discontinued.

The tradition in Scotland was for students to start their course with a more general range of subjects and to proceed to more specialised studies, although to some extent this has been changing in some institutions. This made it easy for students to change their intentions for specialisation during their course.

Higher education institutions have machinery to advise students on courses and to deal with their difficulties. The exact form of these arrangements differs according to the institution and often the faculty within the institution.

Certification

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. Two higher education institutions in Scotland which are not full universities (Queen Margaret University College in

Edinburgh and the Royal Scottish Academy of Music and Drama in Glasgow) have been granted the right to award 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.

In Scotland, although the first degree in most faculties 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.

Openings, Training-Employment Relationship

Higher education institutions have relationships with industry, commerce and the professions on several different levels. They 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. Members of staff of the institutions carry out work for firms as consultants or on secondments which keep them in touch with developments in the field. The university careers services have close contacts with the major employers of graduates. For their part, major firms commission research from higher education institutions and send their staff to them for training.

Special Assistance for Students

In recent years institutions of higher education have recognised the need to make particular arrangements for students with certain disabilities to take their courses and to sit examinations.

6.4 *Organisational Variations, Alternative Structures*

A number of bodies which serve the whole United Kingdom and operate on the basis of distance learning have considerable numbers of students in Scotland. Among these are the Open College, which was set up on a UK basis to extend vocational training options through distance learning, and the longer established National Extension College.

In higher education, the Open University has many students in Scotland (over 13,600), many of whom are studying for a first degree. It offers a very wide range of courses, particularly in the sciences and humanities, and shorter courses for professional updating and personal interests. It does not demand formal entrance qualifications and it is possible for its students to build up 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 UHI Millennium Institute, offering higher education across the Highlands and Islands and Perthshire via contractual arrangements with local colleges of further education and other non-SHEFC-funded institutions, has developed 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.

learndirect scotland (the brand name for the Scottish University for Industry) was launched in October 2000 to promote a culture of lifelong learning across all sectors of society. *learndirect scotland* is not an educational institution, but acts as a broker between the individuals and companies that require learning and learning providers. *learndirect scotland* is not another provider of learning, rather it acts as a gateway for information and advice on learning opportunities. People can access information and advice on courses, ‘bite-sized learning’, on-line learning, funding support and childcare from *learndirect scotland*’s network of branded learning centres, website and helpline. A total of £10m was made available from the Capital Modernisation Fund in the 18 months leading up to 31 March 2002 to assist learning centres meet the necessary criteria to achieve *learndirect scotland* branding. A network of over 300 branded learning centres has been established throughout Scotland.

Up to 31 March 2002 *learndirect scotland*’s achievements were as follows:

- Over 280,000 serviced helpline enquiries;
- Over 5.6m website hits; and
- 313 *lds* branded learning centres, 158 of which are in socially excluded area.

New challenging targets have been set for 2002/03.

6.5 Statistics

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

6.5.1 Statistical Data

Statistics are collected and published separately for post-school education in further education and higher education institutions. More details can be found on the Scottish Executive web site at <http://www.scotland.gov.uk/stats/publist.aspx?theme=37&pillar=people>.

6.5.1.1 Student Numbers in Non-Advanced Further Education

Student enrolments in non-advanced further education (2000-2001)	(in 000s)
In further education colleges	
On vocational courses	389.8
On non-vocational courses	60.9
In higher education institutions	
On vocational courses	0.2
On non-vocational courses	167.1
Totals in non-advanced further education	
On vocational courses	390.1
On non-vocational courses	228.0

Note: these figures do not include attenders at local authority day or evening centres for leisure classes or attenders at other organisations offering SQA certification. The non-vocational courses in HEIs are non-credit-bearing courses.

6.5.1.2 Student Numbers in Higher Education

Student enrolments in higher education (2000 –2001)	(in 000s)
In further education institutions	
On first degree courses	1.2
On post-graduate courses	0.6
On other HE courses	70.2
Total	72.0
In higher education institutions	
On first degree courses	112.5
On post-graduate courses	48.1
On other HE courses	26.7
Total	187.3

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

7. Community Learning & Development (incorporating Adult Education)

The term “Community Learning and Development” is now used in Scotland to refer to the wide range of provision for adults outwith formal institutions.

7.1 Historical Overview

7.1.1 History of Education

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 last century, developments in adult education have 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 the First World War and in 1921 the National Council of Labour Colleges took forward the pioneering work of the 19th century in providing the working classes with training for involvement in local and central government. In 1934 Statutory Regulations for Adult Education empowered education authorities to co-operate with voluntary bodies in securing adult education provision. Following World War II, the Education (Scotland) Act of 1945 developed the concept of informal further education in a way which allowed the education authorities to co-operate with universities and voluntary bodies such as the WEA in providing adult education.

The origins of the youth services lie in the voluntary sector in the early twentieth century, with such agencies as the Scouts, Guides, YMCA, and with a particular emphasis upon personal, social development, with a Christian ethic. Since 1945 local authorities became significant providers by way of youth and community services. The development of New Towns in the 1950’s/60’s and the ‘rediscovery of poverty’ in the 1960’s led to the introduction of community development support. Since the 1970’s there has been a significant development of the community sector, ie, local 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 programmes and Lottery, which has funded innovative work with young people at risk and around community capacity building.

Since the publication of the seminal Alexander Report community education in Scotland 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 1999 the Scottish Executive approved a radical re-focusing of community education following publication of the 1998 report: *Communities: Change through Learning* (The Osler Report).. The new vision for community education is to provide community-based learning opportunities for all ages to enable people to improve the quality of their lives, contribute to their own communities and participate in local and national democratic processes. Through learning people can build confidence and the capacity to tackle wider social issues, such as health or community safety, but also acquire essential skills, such as literacy, without which social exclusion is more likely. The new approach will require community education workers to develop productive partnerships relating to a wide range of social, economic, health and educational needs of communities.

The aims of community education are to support personal development in community contexts, to build community capacity and to draw together and maximise the resources which can support community learning and development.

Community education was defined as a way of working which encompasses a variety of formal and informal learning opportunities and is involved in the development of core skills, including adult literacy, numeracy and use of information and communications technology (ICT); engagement with young people to help them experience positive development - whether they are of school age or beyond; educational support to individuals, families, people with disabilities, interest groups and communities; and the promotion of lifelong learning and healthier, more positive lifestyles within the context of community and voluntary activities. Those active in the provision of community education include the local authorities, the voluntary sector, local adult guidance networks, other education providers and fields such as health and community safety.

In 2000 the Scottish Executive established the Community Education Training Review (CETR) to examine professional training in this field. This report was published in May 2002. One of its recommendations was to rename this field as 'community learning and development'. In June 2002 the Scottish Executive published 'Community Learning and Development: The Way Forward.' This announced that the Scottish Executive had agreed to adopt the term community learning and development. The other recommendations in the CETR were put out for consultation and the Scottish Executive published new guidance on community learning and development - 'Working and learning together to build stronger communities' - in January 2003. The guidance includes, for the first time, national priorities for community learning and development as follows:

- Increasing levels of adult literacy and numeracy, ICT and other learning related to work and life;
- Increasing levels of educational, personal and social development amongst young people;
- Increasing the capacity of communities to tackle issues of concern; and
- Increasing the impact that communities can have upon planning and service delivery decisions.

Other current national priorities include the introduction of new management information systems to enable the more effective measurement of inputs, outputs and outcomes in this area. Community Learning and Development is now seen as a major part of the Scottish Executive's community regeneration and community planning policies and is being given higher priority in the recent review of Lifelong Learning policy, following the 2002 Lifelong

Learning Inquiry by the Scottish Parliament, and the publication of the Scottish Executive's Lifelong Learning Strategy for Scotland - 'Life Through Learning Through Life' - in February 2003.

7.2 Specific Legislative Framework

7.2.1 Educational Legislation

Under the Further and Higher Education (Scotland) Act 1992 (section 1) the duty is placed upon the Secretary of State 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 in Scotland 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 by March 2000. These Strategies are partnership documents setting out the future of community learning in each local authority's area, showing the ways in which the Scottish Executive's policies would be addressed. Using their Strategies to provide guidance, the local authorities were then required to set up Community Learning Plans.

Community Learning Plans are also to be partnership documents and will either relate to local areas or to 'communities of interest'. They will, for the first time in Scotland, provide a comprehensive and coherent (but non-institutional) structure which identifies each community's learning needs and the agencies and methods which are to be used to address them. HMIE published a review of Community Learning Plans in May 2002 and the Scottish Executive is currently preparing new Guidance to replace SO Circular 4/99.

7.3 Decision-making Bodies and Financing

7.3.1 Organising Body

Following the reorganisation of local government in 1996, the new authorities adopted different approaches in the provision of community education services. In some cases, responsibility for the different services remains in the education department, in others it has been split across a number of departments.

General responsibility for promotion, development and oversight of community learning and development transferred to Communities Scotland on 1 April 2002 from Community Learning Scotland (CLS), formerly the Scottish Community Education Council (SCEC) The Development Centre for Community Learning and Development, and Adult Literacy and Numeracy at Communities Scotland is based in Edinburgh. The new Centre supports and disseminates best practice and provides the national validation and endorsement role for professional training in this area. From April 2002 specialist national development centres have been recognised for youth work, adult literacy and numeracy and community development.

7.3.2 Financing

Because of local variations, the expenditure by local government on community learning and development is difficult to assess, but is estimated at around £100m. In addition, the Scottish Executive's Education Department (SEED), Scottish Executive Development Department (SEDD) and Enterprise and Lifelong Learning Department (SEELLD) spend several million pounds annually on grants to voluntary community learning and development bodies, capital grants for local facilities, direct grant to the national development centres and on support for ICT developments. Around £12m is allocated to Social Inclusion Partnerships for community capacity building work and over £18m over 3 years to Community Learning Partnerships for adult literacy and numeracy work.

7.4 Adult Education Bodies

7.4.1 Educational Institutions

Adult education and training is offered by community learning and development services of local authorities, voluntary organisations, commercial and industrial firms, colleges of further education, and higher education institutions, including universities. A number of adults also attend secondary schools for part of the time and take particular classes with the pupils. Adult education is also provided by the education units within Her Majesty's Prisons. Another body with a considerable interest in adult education is the Health Education Board for Scotland (HEBS), 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, for example on the misuse of drugs.

7.4.1.1 Local Authorities

All 32 of Scotland's 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 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. It has been estimated that, in an average week in the academic year 1999-2000, local authorities employed approximately 1,200 professional staff in community learning and development and some 11,500 temporary/part-time staff. Well over 20,000 volunteers were also involved in the course of the year.

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 FE colleges, the voluntary sector and other providers.

7.4.1.2 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, the Scottish Community Drama Association (SCDA), Linking Education And Disability (LEAD) and the English Speaking Union (ESU) as well as a number of small local groups.

There is also a wide range of voluntary organisations involved in those aspects of community learning which are not normally grouped in Scotland under the heading of adult education.

7.4.1.3 Companies and Businesses

More and more companies, irrespective of size or the particular market in which they operate, are examining ways of developing the skills of their key staff. Managers in particular play a crucial role in developing the skills and motivation of others and are increasingly being given the opportunity to take competence-based management courses with appropriate certification at the end of them. Many firms, especially large firms, are able to provide in-house training and re-training courses, organised by their own training officers and certificated by the firms themselves. Increasingly, validation and certification of such courses is carried out by the SQA. Businesses are now also closely involved in helping to implement the Government's New Deal programme for the long-term unemployed by offering new jobs with training possibilities.

7.4.1.4 Further Education Colleges

The further education colleges offer an extensive variety of provision to adult returners, which includes non-certificated short courses ranging from computing to first aid; courses leading to the Scottish Qualifications Certificate, the National Certificate, Higher National Certificate and Higher National Diploma and Scottish vocational qualifications, including Scottish Group Awards; adult basic education; courses for adults with special educational 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 FE colleges are adults over the age of 25.

7.4.1.5 The Open College

The Open College, which was set up on a UK basis to extend vocational training options through distance learning, has drawn some of its students from Scotland.

7.4.1.6 Higher Education Institutions

Higher education institutions (HEI) have responded to the growth in adult student numbers. They have developed special access programmes, usually in association with further education colleges. The Scottish Credit Accumulation and Transfer (SCOTCAT) scheme, recently translated into the Scottish Credit and Qualifications Framework (SCQF - see section 5.3.1) has been developed to enable students to build qualifications in stages without having to repeat parts of courses which they have already completed; increased their provision of part-time courses and developed the flexibility of their delivery. The range of provision available to adults through universities' Continuing Education departments is wide and 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 13,600 students in Scotland.

7.4.1.7 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. A very important role is also played by the British Broadcasting Corporation (BBC) which provides for the whole of the United Kingdom both through overtly educational programmes (e.g. BBC Learning Zone), for example foreign language learning programmes or programmes dealing with major issues, but also indirectly through the educational content of some of its other programming. Although on a more modest level, local broadcasting also makes a notable 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 Scottish Adult Learning Partnership.

7.5 Participation by and Consultation with Various Actors in Social Life

7.5.1 Participation

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 Scottish Further Education Unit (SFEU), the Scottish School of Further Education (SSFE), communities Scotland (CS) and Learning and Teaching Scotland (LTS). Others, including the Scottish Retirement Council (SRC) and various organisations providing for people with special needs, also influence the provision, as do such bodies as the social work departments of local authorities and the Health Education Board for Scotland (HEBS).

7.6 General Description of Main Branches of Study and Structure

7.6.1 Branches of Study

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. For adults who wish to learn, it provides opportunities to satisfy their own interests; and for adults in employment, it provides learning opportunities linked with that employment. It provides for adults with special 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 which are intended to stimulate interest to vocational training, professional training and academic study. Courses are offered at all levels.

7.6.2 Structure

Admission Requirements, Target Group

It is a characteristic of many courses offered through adult education that they 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 Accumulation and Transfer (SCOTCAT) scheme, recently translated into the Scottish Credit and Qualifications Framework (SCQF - see section 5.3.1), 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 special needs, for those serving sentences in prison, for groups and individuals in deprived areas, and for the elderly who have reached the so-called 'third age'.

Aims of Education

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 individuals, 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.

Curriculum, Subjects, Number of Hours

There is enormous variety in the curricula offered and the subjects taken, which vary both according to the level of the course and the people at whom the course is aimed. There is also great variety in the length of courses, which can vary not only according to the level of the course. 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 courses of the Open University (OU), is that they allow qualifications to be taken at a pace which allows the learner to follow his or her normal employment while taking the course.

Methods

Although some courses for adults are delivered on a full-time basis during the day, many others involve part-time attendance, attendance at weekends or in the evenings. Flexible Learning Units (FLU) have even been set up by a number of FE colleges 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 a very wide use of flexible learning, using 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 have been found particularly effective where students live 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 circumstance. Programmes are negotiated with local people. Community learning and development approaches place particular emphasis upon linking learning with social action, around issues of local concern e.g. health, crime, environment.

Student Evaluation

Evaluation of students' work against the objectives of the courses which they are taking is important in adult education as in other parts of the educational system. A particularly important area of evaluation for adult education is the evaluation of the experience which adults bring to education. In the course of their working life many employees 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 Accreditation of Prior Learning (APL) or the Accreditation of Prior Experiential Learning (APEL), by which earlier learning may be assessed and certificated, are currently being tried out, for example involving FE colleges.

The first step is to advertise for employees who wish to have their acquired knowledge and skills verified. There then follows an initial interview with a counsellor 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, viz:

- 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 SQA.

The process is completed with the offer of advice to the applicant on further study options. In addition, in the higher education sector there is increasing interest in the accreditation of experience in the context of the Scottish Credit and Qualifications Framework (SCQF), which is based on the former SCOTCAT system of credit transfer.

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.

Certification

The modular courses validated and certificated by the SQA provide an incentive to those adults involved in vocational training. Adults in schools aim for SQA certification of their external examination results. Those studying in further education aim for the Scottish

National Certificate and Scottish Vocational Qualifications. Those studying in further or higher education may be able to accumulate credit towards degree awards or professional recognition and, 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. The majority of community learning and development activities and programmes are non-certificated.

Professional Training for Community Learning and Development

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) are published by the Community Education Validation and Endorsement (CeVe) committee of Communities Scotland. All courses of training for professional community education practitioners must be endorsed by this body. The Scottish Executive is currently considering the report of the Community Education Training Review (CETR) and is expected to announce the future arrangements for training in this field shortly. Meanwhile Communities Scotland are taking forward development of a new national training programme for adult literacy and numeracy practitioners, providing improved training options for volunteer tutors and professional staff. The first modules of the new programme are now being piloted.

Current providers include the Universities of Dundee, Strathclyde, Edinburgh and Glasgow. Recent years have witnessed the development of flexible and work-based modes for professional training, with a particular emphasis upon widening access to community activists.

In 1999 the Government gave formal recognition to a National Training Organisation (NTO) for community learning and development. This is called PAULO, named after Paulo Freire. The NTO has a UK wide brief, and a Scottish Panel. It is responsible for the development of national occupational standards and for labour market and training research. In 2001 the UK Government announced that all NTOs would be replaced by Sector Skills Councils.

7.7 Statistics

7.7.1 Statistical Data

Accurate statistics for the whole of adult education are currently not available. However, Ministers have recently approved a major National Development Project for community learning & development which, amongst other things, will collect and maintain robust management information, including participation levels. The following figures give some indication of the numbers involved in 1999-2000.

Numbers involved in adult education

Students aged 21 and over in vocational further education institutions	205,718
Students aged 21 and over on higher education courses (Full-time)	82,271
(Part-time)	89,481
Open University students in Scotland	13,607
Adults attending schools (1998-99)	2,037

Number of adult attendances per annum in Community Learning and Development (statutory and voluntary agencies, covering adult education, youth work and community work)

1,000,000+ (estimate)

8. Teachers and Other Education Staff

8.1 Initial Training of Teachers

8.1.1 Teacher Education, Initial Training

All who wish to teach in publicly funded nursery, primary and secondary schools in Scotland are required to have undergone initial training and to hold a Teaching Qualification (TQ) in order to be registered with the General Teaching Council for Scotland (GTCS). Registration is a requirement before a teacher can be employed by an education authority.

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 (BEd) degree at one of seven teacher education institutions.
- To become a secondary teacher in certain subjects it is possible in some higher education institutions to take a combined degree which includes subject study, study of education and school experience.
- For those who already hold a university degree and wish to teach in either a primary or a secondary school, a one-year course for a Post-Graduate Certificate in Education (PGCE), i.e. leading either to a Teaching Qualification (Primary) or a Teaching Qualification (Secondary), is offered by the teacher education institutions.

Teachers in colleges of further education 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 adult education, community workers are required to have undertaken at least three years of study up to HND level, and degree courses are provided for them in the teacher education institutions.

Historical Overview

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. headteacher 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 and, 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 Scotch Education Department took a decision that the situation should be rationalised and a system of training was set up which was to last, with some changes, for almost 60 years. This was based on the principle that all teachers in Scottish schools, primary and secondary, should be certificated and that the training should be provided in teacher training establishments. Primary teachers would receive a general education and professional training (or, if they were already graduates, a professional training) which would entitle them to be certificated as teachers. 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. The general education for primary teachers and the professional training for all teachers were provided in teacher training colleges.

From the early 1920s onwards teacher training was overseen by a National Committee which ensured a uniform system of training throughout the country. By the 1930s all Scottish non-graduate teachers received a training of at least three years, and the proportion of graduates entering teaching 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 and 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 and a gradual move towards a graduate qualification for all teachers with the introduction of the Bachelor of Education (BEd) 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. The most recent development has been the incorporation of most of the colleges of education into universities, following the passing of the Further and Higher Education (Scotland) Act 1992.

Educational Legislation

Two main Acts of Parliament affect the training of teachers: the Teaching Council (Scotland) Act 1965 and the Further and Higher Education (Scotland) Act 1992. The specific legal basis of initial training 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 annually by the Scottish Executive Education Department (SEED).

Decision-making Bodies in Initial Training

The Scottish Ministers, through the Scottish Executive Education Department (SEED), control the training of teachers in Scotland in a number of ways. Approval by the Scottish Ministers is required for courses of training for teachers in schools. Guidelines are published by the SEED which lays down conditions under which that approval is given. Minimum entry requirements to teacher training are nationally prescribed and published annually 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 further education colleges are effected through the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD).

Annually, the SEED undertakes a teacher workforce planning exercise which results in the Department offering guidance to the Scottish Higher Education Funding Council (SHEFC) on the minimum requirements for newly qualified teachers. The SHEFC 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 these minimum requirements are met.

The 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 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 further education college.) Teachers who have achieved the Teaching Qualification (TQ) are provisionally registered with the general Teaching Council for Scotland (GTCS). (This is essential for anyone wishing to teach in a local authority school.) Full registration then follows a period of probation and assessment.

From August 2002, all newly qualified teachers have access to a training post for one school year immediately following qualification. This is called the Teacher Induction Scheme. The training post will have a maximum class commitment of 0.7 Full Time Equivalent (FTE), with the remaining 0.3 available for professional development. Each trainee will have access to a nominated induction tutor within the school to provide advice, support and guidance. To become fully registered, probationers will have to meet the standards set out in the Standard for Full Registration (SFR).

Institutions Responsible for Initial Training

Teacher education is offered in the Faculty of Education in seven universities: the Universities of Aberdeen, Dundee (primary only), Edinburgh, Glasgow, Paisley, Strathclyde and Stirling (secondary only).

Although most of the training of secondary teachers is on the basis of a Post-Graduate Certificate in Education (PGCE), the Faculties of Education of Strathclyde, Glasgow and Edinburgh Universities offer specialist Bachelor of Education (BEd) courses for secondary teachers in technology. The Universities of Aberdeen Strathclyde and Glasgow, in association with the Royal Scottish Academy of Music and Drama, offer BEd courses in music. The Faculty of Education of the University of Edinburgh offers a BEd course in physical education. In addition, some universities, including the University of Stirling, offer combined degrees which include subject study, study of education and school experience.

Four universities - Aberdeen, Dundee, Stirling and Strathclyde - are approved by the Scottish Executive Enterprise and Lifelong Learning Department 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 largely post-employment and part time; and it is not compulsory for FE lecturers to gain the qualification. Other institutions, including individual further education 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.

Admission requirements

The minimum entrance requirements for places on teacher education courses in Scotland are set out annually in the publication: *Memorandum on Entry Requirements to Courses of Teacher Education in Scotland*. They vary according to whether the candidate is taking an initial degree leading to a Teaching Qualification (TQ) or a Post-Graduate Certificate in Education (PGCE) and 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.

Admission Requirements (Pre-School)

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 further education colleges. Since these members of nursery staff are not teachers, these courses are not covered by the *Memorandum on Entry Requirements* and nursery nurses are not registered by the General Teaching Council.

When registration of all staff working in early education and childcare comes into force (this is unlikely to be before 2005/06), in order to register, all staff working in early years services, including early years education, will be required either to possess a relevant qualification or be working towards one. The admission requirements for the relevant courses will be taken into account when, in due course, the Scottish Social Services Council (SSSC) sets the standard for each sector of the workforce.

Admission Requirements (Primary)

A majority of primary teachers enter the profession through the course leading to a Bachelor of Education (BEd) degree. A much smaller number each year enter through the Post-Graduate Certificate in Education (PGCE) course.

Entry qualifications to the 4-year course leading to the BEd 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 award in two further subjects. More specifically, for entry to a BEd course, passes in English at Higher level (Grade C or above) and in mathematics at Standard Grade (Grade 1 or 2), or equivalent qualifications, are necessary. There is a minimum entry age of 17 to BEd courses.

Entry to the one-year PGCE course leading to a TQ (Primary Education) requires the candidate to hold a degree of a United Kingdom university, or of an equivalent standard from an institution outwith the UK, and passes in English at Higher level (Grade C or above) and mathematics at Standard Grade (Grade 1 or 2) of the Scottish Qualifications Certificate, or equivalent qualifications.

Admission Requirements (Secondary)

Most secondary teachers enter the teaching profession, after taking a degree, through the Post-Graduate Certificate in Education (PGCE) course. A few enter through the Bachelor of Education (BEd) degree which is offered in a limited number of subjects and a few through combined degrees which include subject study, study of education and school experience.

Entry to the PGCE course leading to a Teaching Qualification (TQ) (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 outwith the UK) in which the candidate has sufficient breadth and depth of study for teaching the subject in Scottish secondary schools. A pass in English at Higher level (Grade C or above), or an equivalent qualification, is also necessary. Some subjects also have other specific requirements and those students intending to teach modern foreign language must also satisfy the training institutions of their oral proficiency in the language and are required to have spent a period of residence in a country in which the language is spoken.

Entry qualifications to BEd 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 Higher level (Grade C or above) is necessary. Equivalent qualifications from outwith Scotland are also acceptable. In the case of music and physical education, candidates have to satisfy the training institutions that they have the necessary technical skills to profit from the course. There is a minimum entry age of 17 to BEd courses.

In the University of Stirling, where professional studies form part of the degree course, 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.

Admission Requirements (Further Education)

Training for the Teaching Qualification (Further Education) is open only to persons holding a recognised appointment in further education. The qualifications 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 is published in the *Memorandum on Entry Requirements*.

Admission Requirements (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.

Curriculum, Branches of Study, Specialisation

The document: *Guidelines for Initial Teacher Education Courses*, published in 1998 by the SOEID (now SEED), 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 (GTCS), 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 competencies which are seen as prerequisites for entry to the teaching profession: subject knowledge, competence in communication, in classroom methodology, in classroom management and assessment, knowledge about schools and professional awareness. Also included is a list of desirable attitudes in a teacher which the course should encourage.

Curriculum, Branches of Study, Specialisation (Pre-School)

All primary teachers in training are given some experience in the pre-school education environment during their initial training and part of their work in the teacher training institution is devoted to this stage. It is not possible in Scotland to train specifically as a nursery teacher during initial training. Nursery teachers must first obtain a Teaching Qualification.

Nursery nurses can train in Further Education colleges 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 HNC in Childcare and Education and the Scottish Vocational Qualification (SVQ) Level 3 in Early Years Care and Education. A range of 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*.

Qualification requirements will change in 2005/06 when the childcare workforce will be required to register (and hold or be working towards a recognised qualification) with the Scottish Social Services Council.

Curriculum, Branches of Study, Specialisation (Primary)

Courses leading to the Teaching Qualification (TQ) (Primary Education) are based on the *Guidelines for Initial Teacher Education Courses* (1998) published by the SEED.

For students aiming at the TQ (Primary Education) the BEd 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, but it must also provide intellectual challenge and a basis on which to build further training later in a teacher's career.

There are three major elements in the course: professional studies, curriculum studies, and school placement experience. Thirty weeks are spent in school experience which provides a focus for the whole course. It offers an opportunity to observe children and teachers; to 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 is that element of the course designated professional studies, which is intended to give students the knowledge, skills, insights and attitudes that allow them to operate effectively in the primary school. It covers teaching methods (planning, delivery, assessment of pupils, and self-evaluation) and studies of the educational and social contexts of nursery and primary schools, of child development, and of the nature of the learning processes of children from age 3 to age 12.

The third element covers studies in the primary school curriculum to ensure that intending teachers have a reasonable level of competence and confidence to teach all areas of the curriculum. In addition to these three key elements of the primary BEd course the structure provides students with opportunities to choose particular areas for special study (e.g. music, computing, modern foreign languages, early education, or special educational needs). At present, considerable encouragement is being given to students to choose a modern foreign language.

The one-year PGCE 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 BEd 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 available, 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 language, mathematics, environmental studies, religious and moral education, and the expressive arts (art, music, drama and physical education), with perhaps special attention to the expressive arts in which post-graduate students are unlikely to have had much involvement during their degree courses.

Curriculum, Branches of Study, Specialisation (Secondary)

The courses leading to the Teaching Qualification (TQ) (Secondary Education) are based on the *Guidelines for Initial Teacher Education Courses* (1998), published by the SEED.

Most students aiming at the TQ (Secondary Education) take the one-year PGCE 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, which are expected to be intellectually challenging and have explicit concern with the classroom and professional needs, have a place in the institution's element of the course as have subject studies through which students learn to relate their specialist subjects to the school curriculum, develop strategies and methods for teaching their subjects, and, in some instances, study further aspects of their subjects which are part of the school curriculum but have not been studied in their degree course.

In the University of Stirling professional training is offered concurrently with certain normal 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, thus giving three and a half years for a General degree or four and a half years for an Honours degree which also provides a TQ (Secondary Education).

Although the three elements of the 4-year BEd 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 placement are required in these courses, of which six in the case of the BEd (Technology) will be a placement in industry.

Curriculum, Branches of Study, Specialisation (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 Aberdeen University and Dundee University. 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 further education 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.

Methods

The *Guidelines for Initial Teacher Education Courses* (1998) encourage teacher education institutions to ensure that their courses use practical experience in schools as a context for the consideration of the theoretical aspects of education. They are expected to design courses that develop the competencies which the new teacher will require in order to teach effectively, which will encourage students to study independently, and which will enable them to reflect on their work in the classroom. This implies an active role for the student in learning and variety in the way in which the tutors present their teaching.

Student Evaluation and Certification

Assessment of teachers in training is carried out by members of staff in the teacher education institutions in co-operation with the supervising teachers in school placements, and in recent years schools have been encouraged to play a greater part in this assessment. There is also for each course an external examiner who has good practical experience of the stage of schooling involved and who samples the assessments made by staff of the teacher education institution and comments on them. Assessment of other elements of the course is by written examination or, as is becoming more common, by submission of project work undertaken by the student.

However, 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 teacher education institution or the head of the university faculty or department to the effect that the student is a suitable person to become a teacher is also necessary.

On successful completion of the course students are awarded a TQ which entitles them to registration with the General Teaching Council for Scotland (GTCS) in the category for which they have trained, provided that they meet the GTCS's medical requirements. 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 competencies which they have achieved and their areas of strength. The GTCS will also require satisfactory evidence that the newly qualified teacher does not have a criminal record which would make him or her unsuitable to work with children.

Openings, Training-Employment Relationship

Because of the large placement element in the training there is close contact between the courses and the schools. In the case of students taking the course leading to the BEd in Technology, there is a requirement that they have a placement in industry. In addition, there have been moves to acquaint all students training as teachers more widely with the world of work, and lecturers have taken part in a number of initiatives designed to do this.

8.2 Conditions of Service for Teachers

8.2.1 Working Conditions of Teachers

Schoolteachers in the public sector in Scotland are appointed and employed by the local authorities. However, their conditions of service are negotiated at the national level by the Scottish Negotiating Committee for Teachers (SNCT), a tripartite body comprising membership from the local authority employers, representatives from the teacher organisations and the Scottish Executive. 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 at the local level to conclude agreements which either vary certain national conditions of service or deliver agreements on a range of matters which are not subject to national negotiations listed above. Each Local Authority has a Local Negotiating Committee for Teachers to negotiate 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.

Historical Overview

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 6 hours per day, 5 days per week for 200 days was laid down. Although at first salaries were left to the discretion of School Boards, over the years they became determined by the qualifications and sex of the teachers and the level of school in which they taught, a situation which continued, with some modifications, into the 1970s. Appointment and dismissal were in the hands of the education authority who 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, and gradually over the next decades certain changes were accepted, such as equal pay for women and, eventually, a common salary scale for all teachers.

A boost to teachers' status was given by the setting up of the General Teaching Council (GTCS) for Scotland in 1965 which provided the profession with a professional council that would be concerned with training and admission to the profession and with the professional standards of behaviour of those serving in it.

Educational Legislation

The Education (Scotland) Act 1980, as amended in 1981, gave the Secretary of State power to set up the Scottish Joint Negotiating Committee (SJNC) for Teaching Staff in School Education, which is the body that has 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 Joint Negotiating Committee (SJNC) for Teaching Staff in School Education had responsibility for determining the pay and conditions of service of teachers working in publicly funded schools. It was a statutory body and all agreements reached were legally binding on all local authorities. The SJNC, however, was replaced by a new statutory body in 2001, the Scottish Negotiating Committee for Teachers (SNCT). The new salaries and conditions of service of teachers are contained in the document entitled: *Scheme of Salaries and Conditions of Service*.

The General Teaching Council (GTCS) is the body which ensures that teachers are academically qualified when they enter the profession and have taken 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 the teachers' work. It also has disciplinary powers in that, under certain circumstances, for example if a teacher has been convicted of certain offences, it can remove the teacher's name from the register. This means that the teacher can no longer be employed by an education authority.

Access to the Profession, Appointment

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). Registration is not required for appointment in an independent school, although many of the independent schools in Scotland have a policy of only employing teachers who have received professional training or of encouraging members of staff who have not done so to take it. Registration is not mandatory for lecturers in further education colleges, although many lecturers have taken courses of professional training and are registered with the GTCS. In order to remain on the register, a teacher or lecturer has to pay a small fee annually.

To be entitled to registration with the GTCS the candidate must hold one or more of the Teaching Qualifications awarded by a Scottish teacher education institution and must have satisfied the medical officer of the institution of medical fitness to teach. For this purpose the Probation Committee of the GTCS may require the candidate to be examined also by a medical officer approved by the Committee in accordance with the medical standards currently adopted by the Council.

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, but, 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 (SFR), during a period of probationary service. The probation period is not an obligation in further education.

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.

The appointment of teachers to posts in education authority schools in Scotland is solely in the hands of the education authorities, who employ teaching staff on a full-time or part-time basis, as required. These contracts may be permanent or temporary. The proportion of part-time teachers in primary and secondary education is approximately 6%. The nature of the service contract is a civil contract. Teachers apply for appointments by replying to press advertisements.

Registration with the GTCS is not mandatory for lecturers in further education colleges but is open to them on completion of a course leading to the award of the Teaching Qualification (Further Education) and on satisfaction of a number of conditions. Registration is accorded in the first instance on a provisional basis and final registration is granted to lecturers subject usually to the submission of a professional reference. Further education lecturers holding a recognised subject qualification in secondary education may apply for full registration in that subject in further education.

Employment status

Teachers in Scotland are employees of local authorities. They are not civil servants.

Promotion, Advancement

Career opportunities within schools in Scotland reflect the new career structure. From April 2002 an improved and simplified career structure for all teachers was introduced. The new career structure is common across all sectors and comprises 4 levels:

CLASSROOM TEACHER
(PROBATION/ MAINGRADE)

PRINCIPAL TEACHER

CHARTERED TEACHER

DEPUTY HEADTEACHER

HEADTEACHER

Progression from probationer to maingrade status from 1 August 2003 is dependent on successful completion of the Standard for Full Registration. From August 2002 all probationer teachers are guaranteed a one year induction post which allows for 0.3% of the post to be dedicated to enhancing their professional development and completion of the Standard for Full Registration.

Principal Teacher is the first line management position. Progression to Principal Teacher/ Deputy Headteacher/ Headteacher is normally by advertised posts. Any teacher qualified may apply for management posts regardless of the school education authority in which the vacancy occurs. Progression to head teacher status however will also be by qualification. In 1998 a Standard for Headship was introduced. This sets out the key elements underpinning the professional practice of school leadership and management. The Standard states that the key purpose of headship is “to provide the leadership and management which enables a school to give every [pupil high quality education and which promotes the highest possible standards of achievement”. The Scottish Qualification for Headship (SQH), a module-based qualification, is currently the only route to achieving the Standard for Headship, but over the next few years other routes to the Standard are to be explored. The Standard for Headship qualification will become mandatory for teachers seeking a first appointment as a head teacher from August 2005.

The new career structure is also designed to provide a career track for those who prefer to remain in the classroom. Such teachers would progress from being probationer teachers to maingrade status and then to chartered teacher status, not necessarily to a principal teacher post. Progression to and through the chartered teacher status is to be by qualification, to obtain which it will be necessary for teachers to complete successfully a number of additional modular courses of continuing professional development.

In order to maintain teachers’ professional competence and expertise at the required levels, well-planned and managed programmes of staff development and review are necessary. New guidelines to replace those first issued in 1991 were prepared by the National Co-ordinating Committee (NCC) for the Staff Development of Teachers and distributed to all Scottish local authorities in January 1998. Staff development and review is the process whereby the development and training needs of teaching staff are assessed and agreed in relation to their developmental requirements, the requirements of the school development plan, and the wider and longer-term needs of the education service. These reviews are based on a dialogue between the teacher and his/her immediate manager and should cover all aspects of performance, including the development of a plan to identify how needs can be met most effectively.

Transfers, Occupational Mobility

Teachers are appointed by an education authority to its service and therefore, when necessary, an education authority can move a teacher to another school. Some education authorities, when faced with a surplus of teachers in subjects which no longer have as important a place in the curriculum or attract as many pupils as they once did, have offered these teachers re-training in another subject. It is not possible in Scotland, because of the rules relating to registration, for a secondary teacher to be re-deployed in a primary school without a course of primary training or for a primary teacher to be employed in a secondary school except as a learning support teacher. Because the Teaching Qualification (Secondary Education) is awarded in a named subject or subjects, it is not possible for an education authority to insist that a teacher teaches a secondary school subject for which he or she is not qualified.

It is open to all teachers to apply for posts in schools both in the education authority which currently employs them or in any other education authority, and most movement of staff takes place in this way. When teachers move to new posts their pension rights are conserved, and 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 only apply when a teacher is moving from one education authority to another.

Dismissal, Career Change

Education authorities have powers to grant early retirement and redundancy payments to their staff. They also have powers of dismissal on disciplinary grounds. A teacher cannot be employed by an education authority if the General Teaching Council for Scotland (GTCS), as it is entitled to do after investigation by its Disciplinary Committee, has found that person to be unsuitable as a teacher.

As a general rule a minimum period of notice of dismissal or early retirement of one week for each year of continuous service should be given to a teacher by the education authority, but with a minimum of four weeks and a maximum of 12 weeks. The minimum period of notice to terminate employment to be given by a teacher to the authority is four weeks for an unpromoted teacher and eight weeks for a promoted teacher. These arrangements, however, do not prevent an authority or a teacher from giving, or agreeing to give, a longer period of notice than the minimum.

Salaries

Teachers' salaries are negotiated through the Scottish Negotiating Committee for Teachers (SNCT) - a tripartite body comprising of members of the Scottish Executive, the local authority employers and representatives of the teaching profession.

Unpromoted teachers in school education (including nursery schools) are paid on the Common Scale. The scale currently has 7 salary steps or 'points' - this will reduce to 6 from 1 August 2003. Increments are granted, up to the limit of the scale, on 1 August each year. The scale, effective up to 1 April 2003, rose from £17,226 to £27,603. The new 6-point scale effective from 1 August 2003 will be £18,000 - £28,707.

Currently salaries for staff in promoted posts (Senior Teachers in Primary, Assistant Principal and Principal Teachers in Secondary) are paid at a higher rate than those on the Common Scale which currently depends upon the size of the school roll and school sector. From August 2003 the posts of Senior Teacher and Assistant Principal Teachers will be abolished and transitional arrangements are in place to ensure that their salaries are absorbed into the new salary scales. From August 2003 salaries for teachers in promoted posts will no longer be determined by school roll alone but on a number of factors including school roll, management responsibilities, policy development and whole school activities. From August 2003 the salary range for Principal Teachers will have 8 points from £31,299 - £40,401.

Senior promoted staff in schools (assistant head teachers, deputy head teachers and head teachers) are also currently paid a salary which is determined by the size of the school roll, whether it is a primary, secondary or special school, and the particular post held. From August 2003 this also will change with the posts of Assistant Head being absorbed into the Deputy Headteacher salary range. Salaries for senior promoted staff will also be determined on the same factors listed above for Principal Teachers. From August 2003 the salary range for Deputy Headteacher and Headteacher posts will be on a 20 point scale ranging from £35,565 - £67,449.

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 and are paid in accordance with SNCT salary scales. Qualified teachers in nursery schools are also subject to SNCT rates of pay. There are also additions to salary for teachers employed in remote areas, mainly in the highlands and islands of Scotland.

Working Hours and Duties

Following agreement with the profession in January 2001 on the recommendations of the McCrone Committee of Inquiry set up to review teachers' salaries and conditions of service, the working hours of teachers will gradually be amended so that by 2006 teachers in all school sectors will work a 35-hour week with no more than 22.5 hours of class contact time within the week. From 1 August 2001 to 1 August 2004, however, the working hours of teachers under the overall direction of the head teacher are 27.5 hours per week in school, with a maximum class contact time of 25 hours in primary schools, 23.5 hours in secondary schools and 22.5 hours in special schools and units.

The balance of time between the maximum class contact time and the 27.5 hours is available to the teacher for work relevant to his/her individual teaching duties. Only in exceptional circumstances can any part of this time be utilised by the head teacher for any other purpose. The use of the remaining time (i.e. time beyond the combined class contact and preparation/correction allowance) 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
- continuing professional development
- additional supervised pupil activity
- professional review and 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 education 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.

An additional 35 hours of continuing professional development (CPD) per annum has also been introduced as a maximum for all teachers. The time is to be spent on an appropriate balance of personal professional development, attendance at nationally accredited courses, small-scale school-based activities or other CPD activity. The balance will be determined following an assessment of individual teacher needs and taking into account school, local authority and national priorities.

Duties of Teachers and Chartered Teachers in all Schools

The following outline is not intended to function as a prescriptive list but as guidance for the development of specific job descriptions in local authorities (from 1 April 2002).

“Subject to the policies of the school and the education 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 together 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 (Curriculum/Pastoral)

The following outline is also not intended to function as a prescriptive list but as guidance for the development of specific job descriptions in local authorities (from 1 April 2002).

“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:

- *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*
- *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.”*

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 lecture sessions each week, normally totalling not more than 30 hours, excluding meal and other breaks. The balance of time between the normal hours and the 10 lecture sessions is 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.

[Note: The duties of head teachers are set out in section 2.5.1.4.]

Holidays

The school year for pupils comprises 190 days (195 days for teachers). School days are from Monday to Friday each week. The dates for major school holidays are not fixed nationally but by the education 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 week or fortnight coinciding with Easter at the end of March or in April. Some education 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. School Boards have the power to decide, within the 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.

A permanent teacher is granted maternity leave on full salary less National Insurance Maternity Allowance for a period of 18 weeks from a date earlier than the eleventh week before the expected week of confinement. The teacher is required to give her employer not less than 21 days prior notification of this date.

Retirement Pension

Teachers must retire from the post in which they are employed no later than the date of their 65th birthday. In practice, many retire early. A teacher may not be permanently employed by an education authority after he or she is 65, although employment is possible on a temporary basis.

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 rank for 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 at the rate of 6% from their salaries.

8.3 In-service Teacher Training

8.3.1 In-service Training

The term “Continuing Professional Development” is now used in Scotland to cover the range of in-service provision.

Following entry into the teaching profession, it is in the joint interests of education authorities and their teaching staff, that teachers should continue their studies and receive in-service training in a customised programme of continuing professional development (CPD). CPD is concerned with supporting teachers’ learning from Initial Teacher Education (ITE) right through to headship, to ensure that they are supported in their efforts to maximise their potential and enhance their professional competence.

Teachers can expect to receive advice and be encouraged to undertake approved courses of study and learning. They can identify their own in-service training needs at any time. However, the process of Staff Development and Review allows teachers the opportunity to discuss their performance over the previous year with their line manager and for agreement to be reached on any additional or further training which may be required. Revised guidance entitled *Staff Development and Review Guidelines and Checklist* was distributed to all local authorities in 1998 by the SOEID (now SEED), and in line with these *Guidelines*, a new national framework of competencies, standards and associated qualifications for the Continuing Professional Development (CPD) of teachers has been devised.

Under the terms of the agreement on the McCrone Committee recommendations, a total of 35 hours of continuing professional development (CPD) per annum has been introduced as a maximum for all teachers. The time is to be spent on an appropriate balance of personal professional development, attendance at nationally accredited courses, small-scale school - based activities or other CPD activity, the balance to be determined following an assessment of the individual teacher’s needs and taking into account school, local authority and national priorities.

Progression to and through the chartered teacher status right up to head teacher is now to be by qualification. To obtain promotion it will be necessary for teachers to complete successfully a number of additional modular courses of continuing professional development (see section 9.2.6).

Historical Overview

In-service training in Scotland did not develop to any extent before the 1960s. Before that time there were some opportunities for teachers to extend their knowledge and understanding in 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 small number of 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 a number of 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 in the 1960s to a great increase in the provision both by the training institutions and education authorities, with teachers from the 1970s onwards being released in school time to undertake in-service training. A National Committee on the In-Service Training of Teachers was set up to oversee developments.

In the later 1970s the focus changed to concentrate more on the needs of teachers in school and the fall in numbers in initial training at that time allowed the training institutions to provide a better service to schools. The education authorities at this time also expanded their capacity, by appointing more educational advisers, to provide in-service training and, in some cases, put on elaborate and ambitious courses for their teachers. On the national level the need to provide training for head teachers had been recognised and a unit was set up linked to Moray House College of Education (now part of the Faculty of Education of the University of Edinburgh) to provide this.

The 1980s saw various initiatives to improve teachers' qualifications with the establishment, for example, of in-service degree courses mainly for teachers in primary schools who were not graduates. The existence at the time of the Council for National Academic Awards (CNAA) which was able to validate the degree and diploma courses taught by them gave the teacher training institutions the ability to offer a range of courses leading to diplomas and degrees. Previously, the only degrees which could be taken by teachers in service were the Master's degrees offered by the university departments of education. 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 and the 1990s have therefore seen a new initiative in which it has been recognised that it is important to identify properly the needs of teachers before providing what has now come to be known as Staff Development.

Educational Legislation

Powers have been granted to teacher education institutions to provide in-service training/continuing professional development courses. Since the recent agreement with the teaching profession on salaries and conditions of service, it is incumbent upon teachers to undergo continuing professional development. Modular courses are also being developed to enable teachers to become Chartered Teachers and to prepare some for the Scottish Qualification in Headship.

Decision-making Bodies

The identification of in-service training/continuing professional development (CPD) needs is the responsibility of teachers themselves, of schools and of local and national authorities. Increasingly, the starting point in the process is staff review by which teachers and school managers, i.e. senior staff, jointly explore issues that impinge on the work of the individual teacher and of the school as a whole and arrive at conclusions about training needs. Revised guidelines linking staff development and review were issued by the SOEID (now SEED) in 1998 and have now been implemented. Education authorities, drawing upon the views of head teachers and their own advisers and taking account of national trends and developments, draw up their own list of perceived in-service training needs, which may or may not fully match those of an individual school. At national level the identification of training needs derives in the first instance from the major changes and programmes of educational development introduced by the Government through the SEED.

Types of Institution and Provision

A number of different bodies are involved in providing staff development at national, education authority and school levels, but the main bodies are the education authorities, the schools themselves, often with the help of outside support, and the teacher education institutions. A number of national conferences are also mounted annually by the SEED, usually in the teacher education institutions. Other national bodies, such as Learning and Teaching Scotland (LTS), run courses which teachers may apply to attend.

At the education authority level further courses, optional to teachers, are organised by educational advisers and can relate to topics not otherwise by the compulsory programme. Many of these rely entirely on the education authorities' own resources and personnel but frequently outside speakers are involved, e.g. from Learning and Teaching Scotland (LTS) or HM Inspectorate of Education (HMIE) and, occasionally, from the careers service or the world of work.

At school level, a total of 35 hours of continuing professional development (CPD) per annum has been introduced as a maximum for all teachers. The time is to be spent on an appropriate balance of personal professional development, attendance at nationally accredited courses, small-scale school-based activities or other CPD activity, the balance to be determined following an assessment of the individual teacher's needs and taking into account school, local authority and national priorities.

Finally, the teacher education institutions, in addition to providing in-service training, offer a range of courses, often in modular form, which teachers may put together to make up a diploma or a Master's degree. It is often possible for teachers to have particular work which they themselves have done assessed and counted towards a qualification of this kind.

Admission requirements

The only general admission requirement to in-service courses is that the teacher should normally be serving in a school, although up-dating courses have been run from time to time for teachers not currently in employment. Certain courses require that teachers are teaching in a particular sector of education, e.g. courses leading to certificates in special educational needs, nursery education, early education or guidance.

Curriculum, Duration of Studies, Specialisation

The content of staff development courses can vary considerably according to the stage in the school, whether innovations are being introduced, or the needs and demands of groups of teachers. There is therefore no set curriculum or duration for CPD courses, although for major courses which lead to the award of a certificate, diploma or degree offered by the teacher education institutions or universities some general rules apply in terms of the number of hours of teaching and study expected at the different levels, or the number of modules which the candidates must complete.

Government initiatives in curriculum and quality assurance count for much of the training which is currently being provided. For example, in primary schools and for teachers who teach the early years of the secondary curriculum the many aspects of both curriculum and assessment in the 5-14 programme make demands on available in-service time. Although in secondary schools Standard Grade is now well established, some teachers still feel a need for

help and support, and the introduction of the National Qualifications reform has produced a new need for training. Based on the revised *Staff Development and Review* guidelines (1998), a national framework of competencies, standards and associated qualifications for the Continuing Professional Development (CPD) of teachers has been drawn up to support teachers' learning throughout their careers (see sections 9.3 and 9.3.4)

With the introduction of school development planning and, in particular, the encouragement of schools to evaluate themselves, a need for training in educational audit and planning has been identified. In order to support the introduction of appraisal or review of teachers' work, the SOEID (now SEED), over several years, has sponsored in-service courses, each of two days in length, for about 4,000 teachers and encouraged the production of materials, including interactive video, to allow training of all teaching staff in all schools. Training in management for head teachers has also been identified as a priority and the Department issued a series of modules in the 1980s (many since updated) intended as a basis for education authorities to provide training for their head teachers. A very large proportion of head teachers in Scotland have taken some of these modules. More recently, a new Scottish Qualification for Headship (SQH) has been developed and courses implemented, targeting prospective head teachers (see section 9.2.6).

Methods

When in-service training first started, much of it involved attendance at formal lectures, although there were always courses which demanded involvement of teachers in the classroom. However, over the years the pattern has tended to change and staff development is now recognised as comprising a wide variety of activities in which teachers play an active part in their own training. In recent years, too, considerable use has been made of modern technology such as computers and there has been substantial development of interactive video for training purposes. Several training packages, for example in the fields of management for head teachers and of staff development and review, have been developed. More are being developed as even newer technology becomes available.

Assessment and Certification

Certificates additional to the teachers' academic and basic teaching qualifications are awarded by teacher education institutions for successful completion of certain in-service courses, known as qualifying courses. The principal awards are:

- Certificate in Nursery Education
- Certificate and Associateship in Early Education
- Certificate and Diploma in Guidance
- Certificate in Religious Instruction
- Certificate and Diploma in Special Educational Needs

In addition, there is a range of other courses leading 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.

Some teachers, in pursuing their personal professional development, spend considerable amounts of their own time and money taking courses, for example to acquire a Master's degree or a Doctorate or, on occasion, a degree in a subject area different from their original qualification. There are also some teachers in the system who were trained at a time when initial teacher training for primary teaching or for teaching certain subjects in a secondary school led to a diploma rather than a degree and they now wish to upgrade their

qualifications. The teacher education institutions all offer opportunities of this kind. Many teachers, too, pursue their studies with the Open University, taking both general courses and the courses specifically linked with education which that university offers.

The Scottish Executive Education Department (SEED) has recently introduced a new qualification for head teachers, the Scottish Qualification for Headship (SQH), designed to ensure that all prospective head teachers are appropriately trained to manage schools effectively.

The Excellence in Education through Business Links (EEBL) programme has been designed to support the Scottish Executive's Education for Work and Enterprise policy agenda. It is a Scotland-wide initiative which commenced on 1 July 2001. The programme has the full endorsement of HM Inspectorate of Education, the Association of Directors of Education in Scotland (ADES) and the Scottish CBI.

The programme emphasises the need for quality in teacher placement provision and has been designed to incorporate clearly defined learning outcomes that are relevant to current teaching practice. Its primary aim is to support awareness of the world of work through short-term placements in local business or industry. In addition to funding placements, it provides support for staff to attend relevant conferences, training events and seminars which relate to enhancing their knowledge and awareness of the labour market and the world of work. At a local level, the programme is delivered by a team of co-ordinators whose role is to facilitate links with employers, support staff wishing to participate in the programme, organise all aspects of placements and offer advice and guidance on the "case study" report which is required on completion of the placement.

The programme is supported with funding from the Scottish Executive National Priorities Action Fund; it will be revisited in the light of the Enterprise in Education Review (see section 5.3.2)

Openings, Training-Employment Relationship

Some teachers and head teachers have undertaken staff development by spending time in industry either on work experience or secondment.

8.4 Other Staff

8.4.1 Personnel

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 the above categories. Secondary schools may also have in addition a librarian and will have a technician, or more than one technician, if they are large schools. Some schools also have instructors who teach pupils to play musical instruments. Special schools and mainstream schools where there are children with special needs will also have auxiliaries to help some of these children. These members of staff are employed by the education authority but are paid salaries which are 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.

8.5 Statistics

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

8.5.1 Statistical Data

Initial training of teachers (2002-2003)

For primary school teaching:	
On BEd course (4 years)	2528
On PGCE course (1 year)	592
Total	3120
For secondary school teaching:	
On BEd course (for music, physical education, technology) (4 years)	681
On PGCE course (all other subjects) (1 year)	925
Total	1606

In-service training (continuing professional development) of teachers Data not available.

9 Evaluation & Inspection of the Education System

9.1 Historical background

9.1.1 History of Education

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, HM Inspectors of Schools (now, since 1 April 2001, HM Inspectorate of Education) have grown in numbers, and inspection procedures have been regularly updated and developed. Until quite recently, however, internal school and further education college self-evaluation had not been formalised, although over the years many head teachers, particularly in secondary schools, have used results in external examinations to measure the effectiveness of individual teachers and subject departments. HMIE initiated the process of systematic internal and external quality assurance in further education colleges by issuing a document in 1998 entitled: *Quality Matters*. Responsibility for quality assurance in FE colleges passed to the Scottish Further Education Funding Council (SFEFC) on 1 July 1999. On behalf of the SFEFC, HMIE published their new *Quality Assurance Framework* in July 2000, making some minor adjustments subsequently in July 2001. This framework, now called *Specification for the Review of Standards and Quality in Further Education*, is used for both internal self-evaluation and external review.

9.2 Institutional Self-Evaluation

9.2.1 Educational Institutions

At institutional level the schools and further education colleges are now responsible themselves for monitoring and evaluating their performance and progress and they are required to produce both an annual Standards and Quality or self-evaluation report on their own work and a development plan, setting out the results of an internal audit and their plans and objectives for the future. The Education Department and the Enterprise and Lifelong Learning Department of the Scottish Executive have published guidance to assist the schools and FE colleges respectively in carrying out self-evaluation, using performance or quality indicators, in preparing development plans and using examination results and other data in the process. In particular, the SEED (through HM Inspectorate of Education) has produced a pack entitled: *How Good Is Our School?*, which schools are encouraged to use to help them evaluate their work. A revised and updated version of this was published in 2002. In further education the Scottish Office Education and Industry Department (now the Enterprise and Lifelong Learning Department) gave guidance to FE colleges to help them prepare development plans until March 1999. For the 2000-2001 planning round and thereafter the SFEFC had provided guidance to the colleges on the preparation of strategic and operational plans. These plans form the basis for both forward planning and evaluating quality improvement.

9.2.1.1 Self-Evaluation at Pre-School and Primary Levels

Pre-school establishments and primary schools, like other educational establishments, are required to produce development plans which state their overall aims, give the results of

internal audit and indicate their improvement objectives. The aim is to ensure that by setting common targets, with deadlines, the staff agree to a common view of where the nursery or primary school should be going. The process is likely to be carried forward in staff meetings under the direct leadership of the head teacher, whose role in involving members of staff is crucial. National guidance is offered in carrying out the necessary internal audit in the form of sets of quality indicators which have been developed by HM Inspectorate of Education and set out in the documents: *The Child at the Centre* and *How Good Is Our School?*, for pre-school and primary education respectively. Pre-school establishments and primary schools are also encouraged to devise ways of monitoring and evaluating their own progress in carrying out the plans which they have made.

9.2.1.2 Self-Evaluation at Secondary Level

Secondary schools, like other educational establishments, are required to produce a development plan, after carrying out an internal audit, setting out their aims and their improvement objectives. This process involves all staff and all departments and therefore considerable consultation is required before the development plan can be finalised. National guidance has been provided for schools to help them in their internal audit and also in evaluating their own progress in implementing their plan. This takes the form of a pack of materials, produced by the Quality, Standards and Audit Division of HM Inspectorate of Education and called *How Good Is Our School?*, containing the questions which schools should address in evaluating their own performance and a set of quality indicators against which they can judge their work. Guidelines have also been published on the use of examination results in school evaluation.

Monitoring progress in carrying out the plan in a secondary school requires a wide variety of techniques and among those currently being applied are the use of review teams, questionnaires, checklists, interviews, team teaching, classroom observation, shadowing pupils, systematic planning and reporting, discussion groups, and observation by external agencies.

9.2.1.3 Self-Evaluation in Further Education Colleges

Further education colleges are required 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. These are approved by their Boards of Management and submitted to the SFEFC. The SFEFC considers the colleges' strategic plans and then issues guidance, including a list of planning assumptions to help the colleges prepare one-year operational plans. The publication *Quality Matters* provides national guidance for the FE colleges to help them with internal review and in evaluating progress in meeting targets for improvement identified in strategic and operational plans. *Quality Matters* will be replaced by a new publication in the near future.

9.2.1.4 Self-Evaluation in Higher Education Institutions

The system of quality assurance in higher education institutions since April 1993 has been the responsibility of the Scottish Higher Education Funding Council (SHEFC) and, apart from a small involvement by HM Inspectorate of Education in teacher education courses, neither the Education Department nor the Enterprise and Lifelong Learning Department of the Scottish Executive plays any part in the system. Previously, the SHEFC carried out a series of quality

assessments on various subjects in higher education using a team of their own experts to validate the judgement which individual subject departments within institutions have made of their own efficiency and effectiveness. With effect from September 2000, however, the UK Quality Assurance Agency (QAA) for Higher Education has undertaken on its behalf the assessment of the quality of teaching in Scottish higher education institutions.

9.3 Evaluation at Regional, Provincial, Local Level

9.3.1 Regional Administration

Since the former larger regions have been replaced by the current 32 local councils, there is no regional level of evaluation.

9.3.2 Local Government

The Standards in Scotland's Schools etc Act 2000 requires education 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 powers to HM Inspectorate of Education to inspect the education functions of all local authorities over a 5-year period.

In meeting duties imposed by the Act local authorities will need to 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 but in ways and to standards which differed across the country. As part of the process of inspection of education in local authorities, and in partnership with local authorities and Audit Scotland, HM Inspectorate of Education developed a set of quality indicators, set out in the document: *Quality Management in Education*, which authorities can also use in self-evaluation. This framework, used in conjunction with performance data, should help to promote rigour and consistency in self-evaluation at local authority level. The indicators also integrate the processes of Best Value, a Scottish Executive initiative for audit and continuous improvement applying to the public sector as a whole.

9.4 Evaluation at National Level

9.4.1 Central Government

Evaluation at national level in schools, local authorities and further education colleges is carried out by HM Inspectorate of Education (HMIE), who have devised sets of quality indicators which they use in their work and which they have published (on behalf of the SFEFC in the case of the further education college sector). Inspections by HMIE using these indicators validate both school and education authority quality assurance procedures (and self-evaluation procedures in FE colleges). Evaluation at national level in higher education is the responsibility of the Scottish Higher Education Funding Council (SHEFC) and the Quality Assurance Agency (QAA) for Higher Education whose remit for validating quality assurance procedures extends over the whole of the United Kingdom.

9.4.1.1 Evaluation of Schools and Local Authority Education Services

The role and functions of HM Inspectors of Education are set out in detail in section 2.13.1.1

To assist them in their task of evaluating the work of schools and other educational institutions HM Inspectors have devised a range of inspection or evaluation instruments. These include statements of standards, methods of analysing organisational aspects of schools and other educational institutions as well as examination results, curriculum design and development plans. Most importantly, sets of quality indicators have been established against which the work of establishments in every educational sector can now be measured. For schools these were first published in the document: *How Good Is Our School?* (1996), with a revised edition published in 2002.

Under the terms of *The Parents' Charter in Scotland* (1991, updated 1995), school inspection teams should contain a 'lay member' who is not involved professionally in education. The lay member may not be 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. There may also be on inspection teams an 'associate assessor', normally a head teacher, who does contribute to the professional evaluation. Currently, there are 78 HM Inspectors, of whom 65 carry out inspections of schools and pre-school centres. There is a list of approximately 300 'associate assessors', any one of whom may be asked to contribute to an inspection, and about 100 on the register of lay members.

HM Inspectors of Education are required to publish reports on their inspections of schools, education functions of local authorities and FE colleges, and on their evaluations of education as a whole. Different kinds of report are produced. 'Standards and Quality inspections' deal with the management of a school, the learning and teaching taking place in it and the school's approach to quality assurance. Typical chapter headings are: 'How well are pupils performing?', 'How well is the school managed?' and 'How good are the learning and teaching?'. In secondary schools, inspections also look specifically at particular subject areas and departments. Under the terms of Section 35 of The Children (Scotland) Act 1995, HM Inspectorate of Education also carry out inspections relating to the care and welfare of residential pupils in schools which have boarding arrangements.

All school inspections take into account 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.

A follow-up inspection to determine whether the school has acted on the report's recommendations takes place within two years of the publication of the report.

In further education HMIE has published on behalf of the SFEFC 'standards and quality reports' evaluating provision and disseminating good practice in subject areas, 'aspect reports' on key areas such as work-based learning and core skills development, and papers providing briefing and professional advice for SFEFC officers. HMIE has also played a significant role in the Adult Literacy project commissioned by Ministers in 2000.

In the course of the school year 2002-2003 about 390 'standards and quality reports' were scheduled to be published on schools. Additionally, in any year, other schools are visited for particular inspection purposes, resulting in the publication annually of a number of 'aspect

reports', i.e., evaluations of the quality of particular aspects of educational provision. Triennially, a national report on *Standards and Quality in Scottish Schools* is published, the most recent covering the years 1999-2001.

HM Inspectors make use of the quality indicators set out in the document: *Quality Management in Education* (2000) in their inspection of the work of local authority education services (see section 10.3). They planned to inspect seven local authority education departments in the current school year (2002-2003). All 32 local authority education services must be inspected within a five-year cycle.

In May 2002 HMIE published a new self evaluation framework entitled *How Good is Our Community Learning and Development?* HMIE inspect local authority provision for this area on a regular basis.

9.4.1.2 The Quality, Standards and Audit Division of HMIE

To complement and support the work of inspectors in the field, a specific unit was established in 1992 within the framework of HM Inspectorate. This unit, originally known as the Audit Unit, has now been incorporated within a new Quality, Standards and Audit (QSA) Division, which has an expanded range of functions. The QSA Division is responsible for gathering and analysing a wide range of factual information on the education system and for publishing the results of such analyses in the form of reports summarising strengths and weaknesses identified through the inspection process and as information for parents about a range of aspects of schools. Its work greatly assists the inspection process by providing essential background information. Much of the work of the Division is in support of the Quality Initiative in Scottish Schools (QISS), which builds on the extensive previous work done on establishing the characteristics of effective schools and on school development planning.

9.4.1.3 Evaluation of Further Education Colleges

Colleges of further education are also open to inspection by HM Inspectors of Education, but on the basis of a different set of quality indicators from those used in schools. The reviews of colleges of further education take place over a 4-year cycle, through a service level agreement with the Scottish Further Education Funding Council (SFEFC).

9.4.1.4 Evaluation of Higher Education Institutions

The Quality Assurance Agency (QAA) for Higher Education, a body set up on a UK basis, carries out institution-wide audits of higher education institutions (HEI), including the universities, to check that quality assurance mechanisms are in place and are working efficiently. It operates in Scotland as well as in other parts of the UK. With effect from September 2000 it has also undertaken assessment of the quality of teaching in Scottish higher education institutions on behalf of the Scottish Higher Education Funding Council (SHEFC).

The SHEFC also works closely with HM Inspectorate of Education (HMIE) and other key stakeholders in developing quality assurance procedures for initial teacher education. Under the terms of the Teaching and Higher Education Act 1998, HMIE, at the request of the Minister of Education, may be asked to carry out inspections of aspects of initial teacher education.

9.5 Educational Research

9.5.1 Educational Research

Programmes of educational research in Scotland are funded by the Scottish Executive both through the Education department (for research on children & young people and school education) and the Enterprise and Lifelong Learning Department (for research on post-school education, training and lifelong learning). Educational research is also carried out by universities and a variety of other research organisations with Scottish Executive funding or with support from research councils and a range of other agencies. In addition, there are a number of organisations, originally set up by government, in which research is an integral part of their work.

9.5.1.1 The Research, Economic and Corporate Strategy (RECS) Unit, SEED

The *Research, Economic and Corporate Strategy (RECS) Unit* is a new Unit within the Information, Analysis and Communication Division of SEED, which brings together the Scottish Executive Education Department's analytical services. RECS combines the knowledge and skills of economists and researchers and, by working closely with statisticians in SEED's Education and Children Statistics Unit, aims to provide an integrated analytical service.

RECS's functions include advice on the development, appraisal, monitoring and evaluation of policies, and the management of, and advice on, social and economic research projects. RECS's work contributes to the Education Department's aim to give every child and young person the best possible start in life and enhance everyone's quality of life through culture, sport and the quality of the physical environment. RECS's remit covers school education, children and young people, social work, and tourism, culture and sport.

9.5.1.2 How Research is Funded

The bulk of the Education Department's research is commissioned on the basis of competitive tendering to address identified priorities. Contracts are awarded to tenders whose proposals are judged as best meeting the specified research objectives and providing best value for money.

9.5.1.3 Sponsored Research

A small proportion of the Education Department's research budget is reserved to fund ideas which come from the research community. This allows a wider range of research projects to be supported, including early work in fields which might subsequently become Departmental priorities. Sponsored research funds are also used to enable less experienced researchers, including teachers, to be supported and encouraged.

9.5.1.4 Research Programme

RECS are currently operating a three-year rolling programme of research, based on priorities which are agreed by the Education Department's Research Committee. These have been published as 'Scottish Executive Education Department Research Priorities 2002-2004'.

Current priorities include Impact of Pre-School Education and Early Intervention on Attainment; Impact of ICT Initiatives in Pupil Attainment; ICT Competence of Final Year Student Teachers; Teachers' Knowledge Needs of Information and Communication Technology; Reading Strategies: Synthetic Phonics: Extension; Impact of Mainstreaming SEN Pupils; Citizenship amongst Pupils; Effective Drug Education; Parents Access to Pre-School Childcare Packages; and Creativity in the Context of Cultural Activities.

9.5.1.5 Other Research and Development Supported by the SEED

The Scottish Executive Education Department (SEED) also contributes to research programmes conducted on a nationwide basis by UK research agencies where a specific Scottish component is appropriate.

A considerable amount of finance (approximately £2 million) is disbursed by the SEED's Staff Development for Effective Teaching programme. This is earmarked for development in the area of teacher support, whether through the production of materials, training packages or training expertise. While this is not, strictly speaking, educational research, it has considerable impact on the effective delivery of teaching in the classroom and on research documentation.

9.5.1.6 The Research Programme, SEELLD

A programme of research to support policy development relating to lifelong learning, including further and higher education, vocational education and training and adult literacy and numeracy, is managed by the Analytical Services Division in the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD). The programme is focused on a number of themes relating to transitions to the labour market, widening access to FE and HE, participation in adult education and lifelong learning, returns to learning and work force development.

9.5.1.7 Research Organisations

Educational research is undertaken by Scottish universities and private research organisations. The Scottish Council for Research in Education (SCRE), an independent research organisation, has recently merged with the University of Glasgow Faculty of Education and tenders for research projects from the SEED and other agencies. A major investment in educational research capacity is being made by the Scottish Executive Education Department (SEED) and the Scottish Higher Education Funding Council (SHEFC) via the Applied Educational Research Scheme.

Learning and Teaching Scotland

In addition to its considerable amount of curriculum development work, for which it received a core grant of £3,155,000 in 2002-03, LTS also carries out or commissions development projects and provides on-line service for the National Grid for Learning Scotland. The budget for development of digital content and provision of web services for 2003-2004 will be £3.8 million.

The Scottish Qualifications Authority

Under statute, the Scottish Qualifications Authority (SQA) is required to keep under review and develop their portfolio of qualifications. These include National Qualifications, Higher

National Courses & Degrees and Scottish Vocational Qualifications. SQA are provided with funding towards the development of national testing at various stages in primary and secondary schools.

9.6 Statistics

9.6.1 Statistical Data

No statistics relating to evaluation of the system are currently available. HM Inspectors published Standards and Quality Reports (available on the HMIE website at www.hmie.gov.uk) contain indications of the numbers of schools judged to be performing well and less well in relation to the Quality Indicators used in inspections.

Each year, HMIE inspect and report on around 350 primary, secondary and residential schools - both state funded and independent - as well as inspecting and reporting on community learning and development and the educational functions of local authorities. They also undertake reviews of colleges of further education over a 4-year cycle, through a service level agreement with the Scottish Further Education Funding Council (SFEFC).

HMIE are currently working towards setting up a 'Generational Cycle' for the schools' inspection programme. The aim is that parents can expect to receive both a primary and a secondary inspection report as their children move through school education.

10. Additional Support Needs

The term “Additional Support Needs” (ASN) is now used in Scotland in preference to “Special Educational Needs” (SEN).

10.1 Historical Overview

10.1.1 History of Education

Special education in Scotland has its roots in the 19th century when such bodies as The Glasgow Society for the Education of the Deaf and Dumb, founded in 1819, set up a school. By the end of the 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, and 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 handicaps, thus providing the foundation of the present education authority psychological services.

In the years post-1945 there was both interest in and concern about special education and a number of reports were produced, culminating 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 many children, who had previously been thought ineducable, could be helped, and 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 present situation: the report by HM Inspectors of Schools 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* (which applied to the whole of the United Kingdom), known as the Warnock Report. The former report has since been 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). An Advisory Committee looking into *Educational Provision for Children with Severe, Low-Incidence Disabilities* also published its report (the Riddell Report) in 1999. Following this report a Special Educational Needs Programme of Action was published in June 2000 by the Scottish Executive. A strategic framework document - *Moving Forward! Additional Support for Learning* was published in January 2003.

10.2 Specific Legislative Framework

10.2.1 Educational Legislation

The most important pieces of legislation which affect the provision for additional support needs are the Education (Scotland) Act 1980, as amended by the Education (Scotland) Act 1981, the Disabled Persons (Services, Consultation and Representation) Act 1986, the Self-Governing Schools Etc (Scotland) Act 1989 and, more recently, the Standards in Scotland’s

Schools etc. Act 2000 and the GB Special Educational Needs and Discrimination Act 2001. The first of these put in place the present policy (at time of writing) with regard to children with special educational needs. The second was an Act of Parliament which applied to the whole of the United Kingdom but had a special section, which applied to Scotland, dealing with disabled children. The third devoted one or two sections to adjusting the provisions which had been made in 1981. The Standards in Scotland's Schools etc Scotland Act 2000, reinforced by the Special Educational Needs and Discrimination Act, placed a new duty on education authorities to ensure that the education which they provide is directed to the development of the personality, talents and physical abilities of children and young persons to their highest potential. They also established a duty on education authorities in Scotland to provide education in mainstream schools for all children, except under certain specified circumstances.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002, requires education providers to improve access to education for pupils with disabilities and give all parents the right to access their children's educational records. Proposed changes to current special educational needs legislation were also published in a draft Education (Additional Support for Learning) (Scotland) Bill on 17 January 2003. The draft Bill sets out changes to update the current Record of Needs assessment and recording system and proposes a new Additional Support Needs framework to replace the present narrower special educational needs system.

A number of Regulations were introduced under the powers granted to the Secretary of State (now the Scottish Ministers) in the 1981 Act. Among these are the Regulations referring to Records of Needs. The Scottish Executive Education Department also issues guidance to education authorities on the implementation of policies on special educational needs. Circular 4/96 advises authorities about statutory arrangements in Scotland for providing for children and young persons with special educational needs and particularly for the undertaking of assessments and the opening of Records of Needs.

10.3 Types of Institutions, Special Arrangements, Branches of Study

10.3.1 Educational Institutions

The Scottish Executive Education Department does not direct education authorities in the forms of provision that they should make for pupils with special educational needs. However, education authorities are required to secure adequate and efficient education for children in their area. Following the Standards in Scotland's Schools etc. Act 2000, they 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.

The majority of children in Scotland (almost 99%) are educated in mainstream schools. Some education authorities concentrate resources in specific schools, for example for visually impaired or hearing impaired pupils, in order to be able to provide the specialist support which pupils require in order to be able to cope successfully in normal mainstream classes. The Scottish Executive, however, encourages education authorities to adapt or make modifications to buildings and facilities to allow pupils with disabilities to be included in mainstream schools. Pupils with additional support needs may receive additional support from a special learning support teacher.

The Scottish Executive Inclusion Programme (part of the Executive's National Priorities Action Fund) supports local authorities to promote inclusion and equality in schools for children with special educational needs, including those with disabilities. The Executive has also included within general local government revenue grant funding to enable local authorities to implement their accessibility strategies by undertaking improvements to buildings, equipment and staffing.

For pupils with more significant learning difficulties, there is a variety of provision across Scotland, including day or residential special schools or units, and special classes. Education authorities manage almost 200 special schools and units. Sometimes these provide for a particular group of pupils with similar additional support needs, such as learning difficulties related to visual or hearing impairment or to physical disabilities. Special schools are encouraged to develop strategies for enabling pupils to interact with the community or with neighbouring schools.

In addition to education authority provision, there are seven schools run by independent Boards of Governors or by charitable organisations, but supported financially by the Scottish Executive. These grant-aided schools offer residential and day provision for pupils with a specified range of needs, such as those with visual and hearing impairment or with physical impairment.

There are also over 30 independent special schools which also provide for pupils with additional support needs, including those deriving from social, emotional and behavioural difficulties. Education authorities may place pupils with additional support needs, if they think it is appropriate to do so, in the grant-aided schools or in the independent special schools and meet the cost of fees.

10.3.2 Branches of Study

Almost all pupils with additional support needs follow the same curriculum as other pupils up to the age of 14, with adaptations to meet their particular needs in some cases. Similarly, beyond 14, pupils typically have the opportunity to follow aspects of the Standard Grade or National Qualifications curricula. (See 10.9.1 Curriculum).

10.4 Consultation with Mainstream Education and with Parents

10.4.1 Pupil Integration

There is a Scottish Executive Inclusion Programme, which is referred to in 10.3.1, Educational Institutions, above.

10.4.2 Consultation with Parents

Consultation with parents generally begins well before children reach the age of schooling, often through contact with other local authority services, such as the health, psychological and/or social work services. At all stages parents are consulted about the special needs of their children, notably where it is deemed useful or necessary to establish a Record of Needs.

Under the Standards in Scotland's Schools etc Act 2000 education authorities are also required to have due regard to the views of children and young people themselves.

To assist parents, carers and young people themselves who have additional support needs a service called ‘Enquire’ was established at a national level in Scotland in 2000. It is run by Children in Scotland and funded by the Scottish Executive. The service offers independent information and advice relating to SEN legislation, policy and provision.

10.5 Admission Requirements, Diagnosis and Guidance

10.5.1 Admission Requirements

The current Record of Needs system was introduced by the Education (Scotland) Act 1981 and its exact form was defined by subsequent Regulations. A Record of Needs identifies the child’s additional support needs following a full assessment by an appropriate range of specialists, including the psychological and medical services and educationists and, most importantly, consultation with parents. It also sets out how the education authority proposes to provide for these needs. Parents whose child has a Record of Needs can make a placing request to an independent special school.

10.6 Levels and Age Groups

10.6.1 Class Composition

Pupils and students in mainstream education with additional support needs will follow the normal pattern of primary and secondary education. In the case of children and young persons who have significant additional support needs and who are accommodated in special schools, the size of the group or class will be related to the size of the school 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.

10.7 Teachers and Other Staff, Specific Training

10.7.1 Special School Teachers

Staff working with pupils who have additional support needs are employed in both mainstream and special schools.

All teachers working with pupils with additional support needs must be qualified initially to teach in mainstream primary or secondary schools and their registration with the General Teaching Council will be as primary or secondary teachers. They can gain further specialist qualifications after completing their probationary period, although they can be employed in teaching pupils with additional support needs without these additional qualifications. The major qualifications are the Diploma and the Certificate in Special Educational Needs, and the Master of Education, certificate courses which can be undertaken on a full-time or part-time basis, normally in a teacher education institution. Specific courses are provided for teachers of the visually and hearing impaired. A SEED Circular is issued annually setting out the opportunities for training.

The Scottish Executive supports in-service staff development and training for school staff working with children with additional support needs. In-service training is offered in a variety

of ways, nationally through SEED seminars, or courses mounted by the teacher education institutions, by the education authorities, and locally in consortia of schools or individual educational establishments.

Teachers with Diplomas in Special Educational Needs are qualified to work either with pupils with significant learning difficulties or with difficulties which arise from the curriculum. Guidelines have been produced on training these teachers, which should to some extent break down this distinction. However, the guidelines are also designed to preserve a form of highly specialised training, as these teachers will be expected to act as consultants and to work with pupils who have complex additional support needs.

Initial Teacher Education (ITE) and Continuing Professional Development (CPD) for teachers in post are currently being reviewed.

The learning support teacher 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 identified pupils with additional support needs;
- providing tutorial support to SEN pupils;
- 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.

Depending on the needs of the pupils, many different professions may be involved in their care and education. Psychologists, doctors, nurses, speech and language therapists, occupational therapists and physiotherapists all have an important part to play in the care and education of some children. The role of auxiliaries is particularly important, especially when children require physical care or constant attention or help when travelling.

In the small number of boarding schools providing for special needs there are also care staff who look after children outside school hours.

10.8 Aims and Objectives

10.8.1 Aims of Education

The general aim is to identify the nature and severity of the individual pupil's educational needs and to provide appropriate means of meeting them.

10.9 Curriculum, Subjects, Number of Hours

10.9.1 Curriculum

There is no specific curriculum for pupils with additional support needs. The curriculum offered will take into account the nature and severity of the needs. The 5-14 Programme contains guidance on the structure of education for all pupils aged 5 to 14 years, including pupils with additional support needs. In the programme there are appropriate opportunities

for curricular adaptation and development in response to a pupil's individual needs. A guidance document: *Support for Learning*, provides an interpretation of the 5-14 curriculum for pupils with additional support needs. An SEN support pack was issued in November 1999 by the Scottish Executive to provide a focus for staff development, to help professionals set targets for SEN pupils at all levels and to identify areas for improvement.

At secondary school level, students with learning difficulties have been encouraged to go forward for certification at Standard Grade. Provision has been made also by the Scottish Qualifications Authority (SQA) to enable all those with additional support needs to follow the framework of new National Qualifications in school and in further education colleges. This makes provision across the continuum of additional support needs for pupils (aged 14 and above) and adults.

In 2002 the Scottish Executive issued guidance to education 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.

Students with learning difficulties have a place in post-school education and the SOEID (now SEELLD) issued Circulars in 1993 and 1994 which broadly define the provision of further education for such students.

10.10 Methods

10.10.1 Teaching Method

No method is specifically laid down for teaching pupils with additional support needs. In many cases pupils will receive individual attention and will work in small groups. In many cases pupils with additional support needs will have Individualised Educational Programmes (IEP) which are used as a basis for planning, setting targets and ensuring that pupils make progress. In all cases the methods used will relate to the nature of the individual pupil's needs. For example, there have been considerable developments in the adaptation and use of computers to support learning; and there have been important developments in the teaching of the deaf through British Sign Language.

10.11 Pupil Evaluation

10.11.1 Evaluation - Pupil

Because the aim is to provide appropriate education for each pupil and to meet particular needs, assessment is usually continuous and formative. However, depending on the nature of the pupil's needs, there may also be a place for the use of standardised tests. An important outcome of assessment for certain pupils is the Record of Needs. A further assessment is carried out at age 14, the Future Needs Assessment procedure, which is also on a multi-disciplinary basis, with advice from psychological, medical and social services and employers and looks to the future of the child beyond the school.

10.12 Promotion, Educational Guidance

10.12.1 Promotion to the Next Class

There are no special conditions for promotion of pupils with additional support needs from stage to stage and most will progress through school with others of their age group. A small number will, because of their particular disabilities and their need for specialist care, remain in a particular group or class where their needs can be met.

Guidance of pupils with additional support needs is largely in the hands of educational psychologists, medical staff when appropriate, class teachers and teachers specifically designated for guidance, particularly in secondary schools. A research project in 1989 identified many of the issues related to guidance for pupils with additional support needs (Thomson, 1989). Inspections of special schools have since highlighted the generally high quality of guidance offered to pupils in these schools.

10.13 Certification

10.13.1 Certification

It is possible for pupils with significant additional support needs to obtain a Scottish Qualifications Certificate (Standard Grade). Most pupils with additional support needs follow the National Qualifications framework provided by the Scottish Qualifications Authority (SQA) leading to appropriate certificates. Special arrangements are frequently made to enable pupils who have specific needs to cope with examination conditions.

10.14 Openings, Training-Employment Relationship

10.14.1 Transition from School to Work

The Future Needs Assessment procedure, as provided for by the Education (Scotland) Act 1981, is an important step in identifying provision for children with a Record of Needs when they leave school. In further education, opportunities have greatly improved for students with additional support needs in recent years and the FE colleges have been encouraged to provide better support and guidance.

The Government set up a Committee of Enquiry, the Beattie Committee, to examine post-16 education and training provision for young people with special educational needs. In September 1999 the Committee published its report: *Implementing Inclusiveness: Realising Potential*, in which it made the following key recommendations:

- 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 FE colleges and by training providers; and
- disability statements should be introduced by FE colleges and improvements made in accessibility and supply of equipment for young people with disabilities.

The Scottish Executive has now established a National Action Group (NAG) in response to the report.

10.15 Organisational Variations, Alternative Structures

10.15.1 Alternative Schools

There is a small number of independent schools in Scotland which provide mainly residential facilities for children with certain additional support needs and education authorities are empowered to pay the fees of children who attend these. It is also possible for education authorities to send children to schools outside Scotland and even outside the United Kingdom.

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 only to have children in hospital 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 ability.

10.16 Statistics

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

10.16.1 Statistical Data

Figures relating to special educational needs (September 2001)

Number of special schools	
education authority	190 (incl. SEN units)
independent	33
grant-aided	7
Number of pupils	
attending publicly funded special schools	8,911 (= 1.1% of all pupils)
attending independent special schools	1,038
attending grant-aided special schools	403
Number of pupils	
spending some or all of their time in EA primary school special units	1,879
spending some or all of their time in EA secondary school special units	1,378
Number of pupils with a Record of Needs	16,137 (= 2.1% of all pupils)
Number of teachers in special schools (Full-time equivalent)	2,355
Pupil:teacher ratio	3.9:1

11. The European and International Dimension in Education

11.1. Historical Overview

11.1.1. Historical Perspective

In past centuries Scotland has had very close links with mainland Europe, notably with France, but also with the Low Countries, Scandinavia 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 at central government policy level, and twinning arrangements involving Scottish cities and towns have led to cultural links worldwide. Exchanges through schools have been particularly supported by the EU's SOCRATES Programme. These are all in addition to a range of contacts between individuals which have occurred over many years.

Over the last two decades the administrative oversight of the European dimension in education has developed both centrally and locally. The EURYDICE Unit was established within the then Scottish Office in 1982 and is currently located in the International Relations Unit (IRU) of the Scottish Executive Education Department (SEED). The IRU, set up in 1990, is responsible for co-ordinating the flow of information on international education matters to and from the SEED and the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD) policy divisions and HM Inspectorate of Education.

Through the Head of Unit, it has direct and continuous contact with the EU's Education Committee and maintains and develops links with the education ministries of other EU member states and those of the European Economic Area and central and eastern European countries, the Council of Europe, the Organisation for Economic Co-operation and Development (OECD), UNESCO and other international organisations working in the field of education and training. Its remit also extends to maintaining a system for ensuring that there is knowledge about international developments at all levels of the Scottish education system and it is the main executive arm of the SEED and SEELLD in promoting implementation of their European and international dimension objectives.

Official strategy may be summarised as follows:

- to establish and maintain an organisational structure that will support and foster the development of the European/international dimension in Scottish education and training generally;
- to communicate information, both internally and to the field, about education and training developments across the European Union and more widely;
- to raise the profile of Scottish education and training abroad and provide information on the system; and
- to advise on policy and development strategy in Scotland in relation to the European/international dimension.

11.2. National Policy Guidelines/Specific Legislative Framework

11.2.1. Educational Legislation

In February 1991, the UK Government published an interim statement of its policy on the European dimension in education and added to it a brief note on some of the main activities which had been undertaken up to that point in the United Kingdom in order to implement the 1988 Resolution of the EU Council of Ministers. The Government's aims were expressed in the following terms:

- to help young people to acquire a view of Europe as a multi-cultural, multi-lingual community which includes the United Kingdom;
- to encourage awareness of the variety of European histories, geographies and cultures;
- to prepare young people to take part in the economic and social development of Europe and make them aware of the opportunities and challenges that arise;
- to encourage interest in and improve competence in other European languages;
- to impart knowledge of political, economic and social developments – past, present and future – including knowledge about the origins, workings and role of the European Union;
- to promote a sense of European identity, through first-hand experience of other countries, where appropriate; and
- to promote an understanding of the EU's interdependence with the rest of Europe and with the rest of the world.

11.2.2. International Organisation

The main bodies involved are the following:

- The *International Relations Unit* (IRU) of the Scottish Executive Education Department (SEED) in liaison with the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD)
- The EURYDICE Unit of the IRU
- EURODESK Scotland
- British Council Scotland
- The 32 Scottish Education Authority International Co-ordinators
- The Scottish Qualifications Authority (SQA)
- Learning and Teaching Scotland (LTS)
- Communities Scotland
- The Scottish Further Education Unit (SFEU)
- The Scottish Centre for Information on Language Teaching (SCILT)
- Youth Link

11.3. National Programmes and Initiatives

11.3.1. International Co-operation

Scotland has engaged in a wide range of initiatives involving links with the EU and further afield, including the creation of databases, the issue of case studies of good practice, materials for use in schools to develop pupils' understanding of Europe, and the introduction of certificated courses of European Studies. All levels of education have been involved: schools, vocational education and training, higher education and community education.

A major initiative in 2003 will be the 15th Conference of Commonwealth Education Ministers (155CCEM) which will be held in October and will involve over 1000 participants, including Government Ministers, policy makers, academics, practitioners and young people. Its theme will be "Closing the Gap: Access, Inclusion & Achievement."

11.3.1.1. Creation of Databases

The SEED was instrumental in establishing the EURODESK information service in 1990 for schools, further education colleges and youth and community groups. EURODESK was first set up as a unit within the Scottish Community Education Council (SCEC), now Communities Scotland"(CS), but it has since expanded enormously. With the support of the European Commission it now offers its information service (on youth and community developments) to every country in the European Union and the European Economic Area and to the countries of central and eastern Europe which are seeking to join the EU. Because of this expansion, the head office has now moved to Brussels and become an integral part of the information services offered by DG EAC.

The introduction of the European dimension into the school curriculum has proved most successful where direct experience of some kind has been involved. This might be through a class-to-class link, sharing of teaching materials, personal contacts, or use of new information and communication technologies. It is supported by the Scottish European Resource Centre (SERC), co-located with Eurodesk and offering help with European projects and class work.

The International Relations Unit (IRU) has profited from the experience of British Council Scotland which has, over the last 30 years in Scotland, arranged visits and exchanges for teachers and other educationists as well as for education visitors coming from other countries. The Council has an extensive partner-finding service for educational establishments covering all parts of the world, which is seen as an essential adjunct to the development of the SOCRATES Programme and, in particular, of the COMENIUS projects within it. The storage of information from equivalent European institutions is part of the development, and the resulting interactive facility greatly enhances the speed, accuracy and effectiveness of identifying potential partners.

11.3.1.2. Case Studies of Good Practice

Case studies of good practice in schools have been gathered and published in *Thinking European: Ideas for Integrating a European Dimension into the Curriculum* (1993), a publication funded by the SEED and produced by the Scottish Consultative Council on the Curriculum (SCCC) (Now part of Learning & Teaching Scotland (LTS)). A subsequent partner volume: 'Sharing Responsibility', was also paid for by the SEED and published in

1995 by the SCCC. These collections of case studies are intended to provide practical help for classroom teachers. A supplement to these two was produced in 1997 by the International Relations Unit (IRU) of the SEED and entitled *Thinking European: Further Ideas for the European Dimension in School*.

An important strategy document, *An International Outlook - Education Young Scots about the World* was published in 2001 and has given rise to a programme of development in the international sphere.

11.3.1.3. Other Materials for Schools

Learning and Teaching Scotland (LTS) has produced its own guidance on the European dimension as part of its advice to schools on the Environmental Studies area of the 5-14 curriculum. It includes ideas relating, for example, to: Europe around us; past and present Europe; direct experience of Europe; enterprise and independence; and European citizenship.

A more recent publication by LTS was *The Global Dimension in the Curriculum*, which considers the classroom applications of a globally-orientated curriculum, with practical examples for teachers and many references to recent materials and publications.

Materials have also been issued by the Scottish Council for Development and Industry (SCDI), with the title *Over to Europe*, aimed at pupils of the upper primary and lower secondary years, and have been developed to enable teachers to add to their European dimension activities an economic and industrial perspective. The materials are based on the task of designing, marketing and selling a product or service to mainland Europe. This offers pupils an opportunity to increase their understanding of the importance of trade between Scotland and the rest of Europe, to examine export procedures, to develop enterprise skills (such as teamwork and problem-solving) and to work with adults other than teachers.

Pupils form 'companies' and design products specifically for a European market in either France, Germany, Spain or Italy, which are the top destinations for Scotland's exports to the European mainland. In addition, in-service courses for teachers based on the *Over to Europe* materials are now being provided by the Centre for Enterprise Education, University of Strathclyde, in a joint venture with the SCDI.

11.3.1.4. Certification

An increasing number of secondary schools now have pupils taking modular courses in European Studies, successful completion of which is recorded on the certificates of the Scottish Qualifications Authority. The guidelines and materials prepared for these courses offer further support to secondary schools seeking to introduce a European dimension into their curriculum.

Many education authorities issue their own International Certificate in some form to schools which are doing particularly good work in this area.

11.3.1.5. Vocational Training

In the post-school sector, *Access Europe* (1993, updated 1997), published by EURODESK Scotland and part-funded by the SEED, offers guidance on EU policies and programmes of

vocational training. This is targeted at further education and vocational training agencies, which in Scotland are not within the jurisdiction of the local education authorities. In particular, it offers advice on the submission of high quality applications and supplements the already extensive service provided by EURODESK to schools and to the further education and community learning sectors.

The further education sector is also served by the Scottish Further Education Unit (SFEU), which mounts seminars on key themes, and FE colleges may also be the providers of courses arranged by the Local Enterprise Companies (LEC) and local authorities. The LEONARDO Programme offers further opportunities for training and work placements.

Most FE colleges have recruited European or International Officers to guide them in accessing European and other funds and to promote awareness of international developments.

11.3.1.6. Higher Education

With regard to higher education, the UK Government agrees with the aspirations expressed in that section of the European Commission's Memorandum on Higher Education which deals with the European dimension. It recognises not only the need to create a European education to match the European expectation of graduates, but also the fact that the higher education institutions (HEI) in the EU constitute a major influential force in the development of the European Union and its people. All HEIs in Scotland are committed to European and international activities offering opportunities to students and staff alike to participate in exchanges and study visits.

11.3.1.7. Careers Information

The SEED has taken steps to meet the need for information and advice related to careers within the context of the 'new Europe'. It recognises this need at several levels in the system and is prepared to take action, as necessary, in conjunction with the Careers Service, to ensure availability of information to guidance staff in educational institutions and to Careers Advisers concerning:

- the rights, entitlements and responsibilities of school leavers, students and adult returners to education and training, if they choose to study or train in another EU member state;
- education, training and employment systems and structures in other EU countries;
- EU Directives on the mutual recognition of qualifications, both at degree level and below;
- the comparability of qualifications and courses of education and training across the EU; and
- the careers guidance systems which operate in other member states of the EU.

11.3.1.8. Community Education and Development

In Scotland the two main sectors of informal education activity are youth work and community learning and development (including adult education). The Scottish Executive provides support to two national bodies, Youth Link and Communities Scotland.

Youth Link has a strong European policy, demonstrated in particular through the *Young Scot Information Pack* and the *Youth Card*. A recent development has been the *Young Scot Portal* with information on Europe for 18-25 year olds. These were specifically designed to help young people to come to terms not only with the adult world outside school in Scotland but also elsewhere in Europe. The success of the Youth Card in particular has been such that it has now been replicated across the whole of the EU and beyond.

In community learning and development the commitment to developing and maintaining a European dimension has long been discernible. This has been expressed principally through the study of European languages and culture. Responsibility for determining 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 education services.

11.3.1.9. Action at Education Authority Level

Awareness of the developing EU legal framework is quite high among Scottish education authorities, all of which have appointed International Co-ordinators to promote developments at local level. A small number of these International Co-ordinators spend all of their time on this work but most have other responsibilities in their remits. The International Co-ordinators meet on a regular basis with the International Relations Unit (IRU) of the SEED and readily participate in the major national initiatives designed to promote international education. Some education authorities see their international policy as part of a wider multi-cultural, anti-racism education policy or as contributing to developing a general international perspective which encourages avoidance of stereotyping, absence of prejudice and respect for other ways of life.

Key areas considered by the 32 education authorities in Scotland include:

- the development of policy positions on the European/international dimension in the curriculum;
- promotion of international awareness and outlook among teachers through in-service training and exchanges, especially short-term study visits to other countries;
- the incorporation of the European/international dimension within school development plans; and
- the monitoring and further development of a European/international dimension in school curricula, including promotion of school-school links and partnerships.

11.3.1.10. Evaluation of Effectiveness of European Dimension Initiatives

Regular feedback by all education authorities to the SEED's International Relations Unit (IRU) through the International Co-ordinators ensures that a watching brief is maintained on progress in developing the European dimension in schools. A pro-forma for self-evaluation by individual institutions forms part of the SEED's strategy paper, and this has been

augmented by a new publication, *How Good is our School at International Education?* (March 2003), which offers a framework of quality indicators to schools engaged in self-evaluation of this aspect.

Audit of overall provision in each education authority's schools is the responsibility of the International Co-ordinator, who is also expected to analyse needs and develop appropriate strategies for the future development of the European/International dimension in his/her area. Exemplars of local authority policies and strategies are made more widely known through the regular meetings of the International Co-ordinators with the IRU.

11.4. European / International Dimension Through the Curriculum

11.4.1. Curriculum Development

Indications of aspects of curriculum development are included in the various sections of 11.3 above, National Programmes and Initiatives.

11.5. Mobility and Exchange

11.5.1. International Exchange

Scotland has participated in all the major EU Programmes associated with education and training: SOCRATES (including the ERASMUS and COMENIUS elements), LEONARDO, YOUTH (FOR EUROPE), and the Framework Programmes for Research and Development. It has had particular success with the SOCRATES and YOUTH Programmes.

11.6. Statistics

11.6.1. Statistical Data

No statistical data are currently available.

APPENDIX A

ACRONYMS AND ABBREVIATIONS

AAP	Assessment of Achievement Programme
ADES	Association of Directors of Education in Scotland
AEGIS	Adult Education Guidance Initiative – Scotland
AHT	Assistant Head Teacher
AHTS	Association of Head Teachers in Scotland
APEL	Accreditation of Prior Experiential Learning
APL	Accreditation of Prior Learning
APT	Assistant Principal Teacher
ASC	Association of Scottish Colleges (of Further Education)
ASN	Additional Support Needs
AUTS	Association of University Teachers (Scotland)
BA	Bachelor of Arts
BBC	British Broadcasting Corporation
BEd	Bachelor of Education
BSc	Bachelor of Science
CEC	Catholic Education Commission
CeVe	Community Education Validation and Endorsement (Committee)
CGLI	City and Guilds of London Institute
CLS	Community Learning Scotland (see also SCEC)
CNAA	Council for National Academic Awards
COSHEP Scotland)	Committee of Scottish Higher Education Principals (now Universities Scotland)

COSLA	Convention of Scottish Local Authorities
CPD	Continuing Professional Development
CS	Communities Scotland
CSG	Consultative Steering Group
CSYS	Certificate of Sixth Year Studies
CVCP	Committee of Vice-Chancellors and Principals
DHT	Deputy Head Teacher
DSM	Devolved School Management
EA	Education Authority
ECCTIS	Education Counselling and Credit Transfer Information System
EDRU	Education Department Research Unit
EIS	Educational Institute of Scotland
ERDF	European Regional Development Fund
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
ESU	English Speaking Union
EU	European Union
EURYDICE	Network for Information on European Education & Training Systems
FE	Further Education
FLU	Flexible Learning Unit
FTE	Full-Time Equivalent
GAE	Grant-Aided Expenditure
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GSVQ	General Scottish Vocational Qualification

GTCS	General Teaching Council (for Scotland)
HAS	Headteachers' Association of Scotland
HE	Higher Education
HEBS	Health Education Board for Scotland
HEI	Higher Education Institution
HIE	Highlands and Islands Enterprise
HMI	Her Majesty's Inspector(s)
HMIE	Her Majesty's Inspectors of Education
HNC	Higher National Certificate
HND	Higher National Diploma
HPS	Highland Pre-school Services
HT	Head Teacher
ICT	Information and Communication Technology
IEP	Individualised Educational Programme
ILA	Individual Learning Account
IRB	International Relations Branch
IT	Information Technology
ITE	Initial Teacher Education
LAP	Leadership Advisory Panel
LEAD	Linking Education And Disability
LEC	Local Enterprise Company
LTS	Learning and Teaching Scotland
MA	Master of Arts
MSP	Member of the Scottish Parliament
NAG	National Action Group (to implement the Beattie report)

NAS/UWT	National Association of Schoolmasters/Union of Women Teachers
NC	National Certificate
NCC	National Co-ordinating Committee (for the Staff Development of Teachers)
NDPB	Non-Departmental Public Body
NGfL	National Grid for Learning
NHS	National Health Service
NRA	National Record of Achievement
NTO	National Training Organisation
NVQ	National Vocational Qualification
OU	Open University
PAT	Planned Activity Time
PAT	Professional Association of Teachers
PDF	Professional Development Forum (for Further Education)
PGCE	Post-Graduate Certificate in Education
PI	Performance Indicator
Pro-File	Progress File
PT	Principal Teacher
QAA	Quality Assurance Agency (for Higher Education)
QISS	Quality Initiative in Scottish Schools
QSA	Quality, Standards and Audit (Division)
RAE	Research Assessment Exercise
RET	Record of Education and Training
RSA	Royal Society of Arts
RSAMD	Royal Scottish Academy of Music and Drama
RSG	Revenue Support Grant

SAAS	Student Awards Agency for Scotland
SCCC	Scottish Consultative Council on the Curriculum (now LTS q.v.)
SCDA	Scottish Community Drama Association
SCDI	Scottish Council Development and Industry
SCE	Scottish Certificate of Education (now SQC q.v.)
SCEC	Scottish Community Education Council (now CLS q.v.)
SCET	Scottish Council for Educational Technology (now LTS q.v.)
SCF	Scottish Credit Framework
SCILT	Scottish Centre for Information on Language Teaching
SCIS	Scottish Council of Independent Schools
SCOTCAT	Scottish Credit Accumulation and Transfer (Framework) (now SCQF q.v.)
SCOTVEC	Scottish Vocational Education Council (now SQA q.v.)
SCQF	Scottish Credit and Qualifications Framework (see also SCOTCAT)
SCRA	Scottish Children's Reporters Administration
SCRE	Scottish Council for Research in Education
SE	Scottish Enterprise
SEB	Scottish Examination Board (now SQA q.v.)
SEDD	Scottish Executive Development Department
SEED	Scottish Executive Education Department (see also SOEID)
SEELLD SOEID)	Scottish Executive Enterprise and Lifelong Learning Department (see also
SEFCSD	Scottish Executive Finance and Central Services Department
SEHD	Scottish Executive Health Department
SEJD	Scottish Executive Justice Department
SEN	Special Educational Needs

SEPA	Scottish Executive Pensions Agency
SERAD	Scottish Executive Rural Affairs Department
SFEFC	Scottish Further Education Funding Council
SFEU	Scottish Further Education Unit
SFHEA	Scottish Further and Higher Education Association
SFR	Standard for Full Registration (as a teacher)
SGA	Scottish Group Award
SHEFC	Scottish Higher Education Funding Council
SJNC SNCT q.v.)	Scottish Joint Negotiating Committee (for Teaching Staff in Schools) (now SNCT q.v.)
SLC	Student Loan Company
SNCT	Scottish Negotiating Committee for Teachers
SOED	Scottish Office Education Department (now SEED and SEELLD q.v.)
SOEID q.v.)	Scottish Office Education and Industry Department (now SEED and SEELLD q.v.)
SPPA	Scottish Pre-school Play Association
SQA	Scottish Qualifications Authority (see also SEB and SCOTVEC)
SQH	Scottish Qualification for Headship
SQC	Scottish Qualifications Certificate (see also SCE)
SRC	Scottish Retirement Council
SSTA	Scottish Secondary Teachers' Association
STUC	Scottish Trades Union Congress
SUfi	Scottish University for Industry
SVQ	Scottish Vocational Qualification
SWAP	Scottish Wider Access Programme
TAP	Training Access Point

TEED	Training, Education and Employment Division
TfW	Training for Work
TQ	Teaching Qualification
TVEI	Technical and Vocational Education Initiative
UCAS	Universities and Colleges Admissions Service
UHI	University of the Highlands and Islands
UUK	Universities UK
WEA	Workers' Educational Association

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Educational Agencies

Learning and Teaching Scotland
Gardyne Road
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DUNDEE DD5 1NY

Tel: 01382-443600
Fax: 01382-443645
e-mail: enquiries@ltscotland.com

Communities Scotland
Thistle House
91 Haymarket Terrace
EDINBURGH EH12 5HE

Tel: 0131-313-0044
Fax: 0131-313-2680
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Scottish Qualifications Authority
Hanover House
24 Douglas Street
GLASGOW G2 7NQ

Tel: 0141-248-7900
Fax: 0141-242-2244
e-mail: mail@sqa.org.uk

Scottish Council for
Research in Education
61 Dublin Street
EDINBURGH EH3 6NL

Tel: 0131-557-2944
Fax: 0131-556-9454
e-mail: scre@scre.ac.uk

Scottish Further
Education Unit
The Castle Business Park
Argyll Court
STIRLING FK9 4TY

Tel: 01786-892000
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e-mail: sfeu@sfeu.demon.co.uk

Quality Assurance Agency
for Higher Education
183 St Vincent Street
GLASGOW G2 5QD

Tel: 0141-572-3420
Fax: 0141-572-3421
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Scottish Further Education
Funding Council
Donaldson House
97 Haymarket Terrace
EDINBURGH EH12 5HD

Tel: 0131-313-6500
Fax: 0131-313-6501
e-mail: info@SSC.ac.uk

Scottish Higher Education
Funding Council
Donaldson House
97 Haymarket Terrace
EDINBURGH EH12 5HD

Tel: 0131-313-6500
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e-mail: info@SSC.ac.uk

General Teaching Council
for Scotland
Clerwood House
96 Clermiston Road
EDINBURGH EH12 6UT

Tel: 0131-314-6000
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e-mail: GTCS@GTCS.org.uk

Student Loans Company
100 Bothwell Street
GLASGOW G2 7JD

Tel: 0800-405010
Fax: 0141-306-2005
e-mail: AM3.loan@slc.co.uk

Universities and Colleges
Admission Services
PO Box 67
CHELTENHAM GL50 3SF

Tel: 01242-227788
Fax: 01242-544961
e-mail: enq@ucas.ac.uk

Central Bureau for International
Education and Training
3/4 Bruntsfield Crescent
EDINBURGH EH10 4HD

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Fax: 0131-452-8569
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Rosebery House
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EDINBURGH EH12 5EZ

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Fax: 0131-313-6800
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Oriol Road
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SKILL
The National Bureau for Students
with Disabilities
336 Brixton Road
LONDON SW9 7AA

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Fax: 0171-450-0650
e-mail: info@SKILL.org.uk

Student Awards Agency
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Gyleview House
3 Redheughs Rigg
EDINBURGH EH12 9HH

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Fax: 0131-244-5887
e-mail: saas.geu@scotland.gsi.gov.uk

Industry Bodies

Highlands and Islands Enterprise
Bridge House
20 Bridge Street
Inverness IV1 1QR

Tel: 01463-234171
Fax: 01463-244469
e-mail: HIE.General@hient.co.uk

Scottish Enterprise
120 Bothwell Street
GLASGOW G2 7JP

Tel: 0141-248-2700
Fax: 0141-221-5129
e-mail: scotent@scotent.co.uk

The Scottish Council for
Development and Industry
23 Chester Street
EDINBURGH EH3 7ET

Tel: 0131-225-7911
Fax: 0131-220-2116
e-mail: edinburgh@scdi.org.uk

Other bodies concerned with Education and Industry

The British Council Scotland
The Tun
4 Jackson's Entry
Holyrood Road
EDINBURGH EH8 8PJ

Tel: 0131-524-5700
Fax: 0131-524-5701
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Universities Scotland
53 Hanover Street
EDINBURGH EH2 2PJ

Tel: 0131-226-1111
Fax: 0131-226-1100
e-mail: -----

Workers' Educational
Association
Riddle's Court
332 Lawnmarket
EDINBURGH EH1 2PG

Tel: 0131-226-3456
Fax: 0131-220-0306
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Rosebery House
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Church of Scotland Education
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121 George Street
EDINBURGH EH3 7HX

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Fax: 0131-220-3113
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Scottish Centre for Information
on Language Teaching
University of Stirling
STIRLING FK9 4LA

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Association of Directors of
Education in Scotland
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The Open University in Scotland
9-14 Drumsheugh Gardens
EDINBURGH EH3 7QG

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Scottish Council of
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21 Melville Street
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Catholic Education Commission
University of Glasgow
Faculty of Education
St Andrew's Building
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The Scottish Commissioner
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Scottish Parent Teacher
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53 George Street

EDINBURGH EH2 2HT

Tel: 0131-226-1917/4378
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e-mail: mail@sptc.info

Scottish Pre-school Play
Association
14 Elliot Place
Glasgow G3 8EP

Tel: 0141-221-4148
Fax: 0141-221-6043
e-mail: -----

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Institute
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e-mail: on-line@city-and-guilds.co.uk

The Royal Society of Arts
8 John Adams Street
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Tel: 0171-930-5115
Fax: 0171-839-5805
e-mail: general@rsa-
uk.demon.co.uk

British Broadcasting Corporation
(Scotland)
Religious and Educational
Broadcasting Department
4-6 Queen Street
EDINBURGH EH2 1JF

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GLOSSARY TERMS

5-14 Programme

,5-14 Programme,

5-14 Programme is the programme of curriculum development covering the 7 years of primary education and the first 2 years of secondary.

Accreditation of Prior Experiential Learning

,APEL,

The granting of credit towards a qualification in Higher Education based on evaluation of the candidate's previous experience and learning.

Accreditation of Prior Learning

,APL,

The granting of credit towards a qualification in higher education based on evaluation of the candidate's previous learning.

Assessment of Achievement Programme

,AAP,

An annual survey of pupil attainment at ages 7, 11 and 14, which measures progress in English, mathematics and general science in Scottish schools.

assistant head teacher

,AHT,assistant head teachers,

A promoted post in primary and secondary schools carrying with it management responsibility. It is the lowest of the 3 grades: head teacher, depute head teacher and assistant head teacher. Large schools will have more than one AHT and an AHT is likely to have teaching as well as management duties.

assistant principal teacher

,APT,

The second in command in a large subject department in a secondary school or the head of a small department or a member of guidance staff

Association of Directors of Education in Scotland

,ADES,

The organisation of which the heads of the education service in the local authorities are members and which provides a forum for discussion of common issues and a body which can discuss issues with the Scottish Executive Education Department.

Association of Head Teachers in Scotland

,AHTS,

An association which represents the headteachers of primary schools in Scotland.

Association of Scottish Colleges

,ASC,

The ASC groups together the Principals of all the further education colleges in Scotland.

Association of University Teachers (Scotland)

,AUTS,

Many university lecturers in Scotland belong to this association, which is part of a wider UK organisation representing university teaching staff.

Bachelor of Education

,BEd,

A first degree offered by teacher training institutions which provide academic education and professional training for primary teachers and some teachers of physical education, music and technology.

British Broadcasting Corporation

,BBC,

The national, publicly funded, broadcasting authority in the United Kingdom.

Catholic Education Commission

,CEC,

The Catholic Education Commission concerns itself with matters in Scottish education which affect the Roman Catholic Church.

Central Bureau for International Education and Training

,CBIET,

A UK-wide organisation which arranges educational visits and exchanges for teachers, students and other educationists and which also operates an extensive partner-finding service for educational establishments covering all parts of the world.

Certificate of Sixth Year Studies

,CSYS,

The examination taken by some pupils in the final year of (upper) secondary education. Recently re-named Advanced Higher level.

Chancellor

,

The honorary Head of a University. He or she is usually a distinguished person or a member of Royalty and need not be an academic.

Committee of Scottish Higher Education Principals

,COSHEP,

The committee to which all Principals of Higher Education in Scotland belong and which discusses matters of common interest and common policies either in its main committee or its sub-committees. COSHEP was recently re-named Universities Scotland.

Community Learning Scotland

,CLS,

Formerly known as the Scottish Community Education Council, this body provides advice and support for adult basic education, youth services and community education throughout Scotland.

Continuing Professional Development

,CPD,

CPD is concerned with supporting teachers' learning throughout their careers.

Convention of Scottish Local Authorities

,COSLA,

The body which represents local authorities in Scotland and consults on behalf of the authorities with central government on national issues.

deputy head teacher

,DHT,

The second in command in a Scottish school.

Devolved School Management

,DSM,

Since April 1996 local authorities in Scotland have been required to devolve at least 80% of available funding to schools themselves, so that they may manage their own budgets.

education authorities

Every one of the 32 local authorities in Scotland is also an education authority for its area.

Education Department Research Unit

,EDRU,

The EDRU is responsible for the Scottish Executive Education Department research programme. It manages both educational and social research, especially research related to areas of Government interest and which is intended to inform policy development and implementation.

Educational Institute of Scotland

,EIS,

The largest of the Scottish teacher unions with members both in the school and the post-school sectors.

EURODESK

An information service, set up in 1990 within Community Learning Scotland (CLS) in order to keep schools, further education colleges and youth and community groups well informed about educational developments in the European Union.

First Minister

The First Minister is appointed by HM the Queen to lead the Scottish Executive. He/she is normally the leader of the majority party in the Scottish Parliament.

further education

,FE,

The vocational education which is offered mainly through 46 FE colleges which are grant-aided, directly or indirectly, by the Scottish Executive. The funding agency set up by the Executive for this purpose is known as the Scottish Further Education Funding Council (SFEFC).

General Scottish Vocational Qualifications

,GSVQ,General Scottish Vocational Qualification,

Basic vocational qualifications offered by Scottish further education colleges.

General Teaching Council

,GTC,

The body responsible for keeping a register of teachers in public education in Scotland and advising the Scottish Ministers on teacher education. All teachers in public education must be registered with the GTC.

head teacher

,HT,

The head of any school in Scotland. The head teachers of some secondary schools may also be known as rectors.

Headteachers' Association of Scotland

,HAS,

An organisation to which most secondary head teachers in Scotland belong. It deals with national issues as they affect schools and head teachers and also discusses issues directly with the Scottish Executive Education Department.

higher education

,HE,

The sector of education which encompasses post-school courses at Higher National Certificate and Diploma levels and degree and post-graduate course levels. All FE colleges as well as universities and other HE institutions offer higher education courses of some kind.

Higher National Certificate

,HNC,

A vocational certificate in higher education involving at least 1 year of full-time post-school study, sometimes 2 years and often taken part-time.

Higher National Diploma

,HND,

A vocational qualification in higher education which is normally obtained following 2 or 3 years of full-time study.

Highland school Services

,HPS,

The HPS provides training for pre-school staff in the Highlands and Islands of Scotland, just as the Scottish Pre-school Play Association in the rest of Scotland.

Highlands and Islands Enterprise

,HIE,

The body set up by Government to encourage economic development in the highlands and islands of Scotland. Like Scottish Enterprise, HIE is responsible for supporting a number of Local Enterprise Companies, which include the Careers Service for secondary schools among their responsibilities.

HM Inspectorate of Education

,Her Majesty's Inspectors of Education, HMIE, HM Inspectors of Education,

The national inspectors who form an executive agency of the Scottish Executive Education Department and who visit and report on the performance of schools and further education colleges as well as providing professional advice to the Government on curriculum and standards in education.

independent schools

The term used to describe private, fee-paying schools in Scotland.

Individual Learning Accounts

,ILA,

ILAs were available in Scotland from September 2000 to December 2001. They assisted people aged 18 and over to invest in their own learning, if they were not already in full-time higher education or in receipt of public funding for their learning. They had to contribute £25 themselves and were then eligible to receive a further sum up to £150.

Initial Teacher Education

,ITE,

Often referred to also as Initial Teacher Training, ITE is the study programme which intending teachers must follow after graduation from a university course. In the case only of students at Stirling University, undergraduate studies and ITE may be pursued simultaneously.

International Relations Unit

,IRU,

The unit responsible to the Scottish Executive's Education Department and Enterprise and Lifelong Learning Department for liaising on educational matters with other countries in the European Union and beyond and of which the Scottish Eurydice Unit is an integral part.

Learndirect Scotland

,learndirect scotland,

The brand name for the Scottish University for Industry (qv). There is a large number of 'learndirect scotland' centres throughout the country offering information, advice and contacts to individuals and companies wishing to access education and training opportunities.

Learning and Teaching Scotland

,LTS,

The national body formed in 2000 from the merger of the Scottish Consultative Council on the Curriculum (SCCC) and the Scottish Council for Educational Technology (SCET) and which took over all of the functions of both.

Local Enterprise Companies

,LEC,

The 22 Councils set up to liaise with industry and arrange and provide vocational training in their particular areas, covering the whole of Scotland. Most of the LECs are supported by Scottish Enterprise, the remainder by Highlands and Islands Enterprise.

Minister for Education and Young People

,Minister for Education,

This Minister is responsible to the Scottish Executive for pre-school and school education in Scotland.

Minister for Enterprise, Transport and Lifelong Learning

,Minister for Enterprise Transport and Lifelong Learning,

This is the Minister responsible to the Scottish Executive for all post-school education and training.

Modern Apprenticeships

‘ In 1995 the Skillseekers programme was extended to include Modern Apprenticeships, aimed primarily at 16-17 year olds to enable them to train for jobs at craft, technician and trainee management levels. The training must lead to an SVQ Level III or above.

National Association of Schoolmasters/Union of Women Teachers

,NAS/UWT,

One of the main teaching unions in the UK but with a relatively small membership in Scotland.

National Certificate

,NC,

The non-advanced vocational certificate awarded by the Scottish Qualifications Authority (SQA) (formerly SCOTVEC) on the basis of a course comprising a number of learning modules.

National Grid for Learning

,NGfL,

The NGfL is a Government initiative for securing the benefits of advanced networked information for education and lifelong learning. It offers high quality learning material via the Internet for schools, colleges, teachers and students. It also operates a programme to deliver the infrastructure of cable and networks, hardware, services and training.

National Qualifications

‘ A single unified system of National Qualifications has now replaced the separate systems of academic and vocational qualifications in Scotland which operated in Scotland until 1999.

National Record of Achievement

,NRA,

A record of achievement which records details of qualifications and experiences of pupils gained at school and beyond school. It is now being replaced by a new Progress File (or Pro-File).

National Training Organisations

,NTO,

National Training Organisations form a UK-wide network representing occupational sectors. They have now replaced Industry Lead Bodies, Occupational Standards Councils and Industry Training Organisations. They are therefore national strategic bodies responsible for identifying the skills, education and needs of their respective sectors and for maintaining standards.

National Vocational Qualifications

,NVQ,

The vocational qualifications awarded in further education and training in England and Wales.

New Community Schools

‘ The first New Community Schools were set up in 1999-2000. There is no single model for them. Most bring several existing schools together to operate with a team of professionals providing a range of services including education, social work, family support and health education.

New Deal

‘ The New Deal is a Government initiative aimed at helping the long-term unemployed back to work.

Open College

The UK vocational education college which operates by distance learning and on a similar basis to the Open University.

Open University

,OU,

The United Kingdom University which operates through distance learning but also brings students together for seminars at different times throughout the year.

Parents' Charter

A Government document setting out the rights and responsibilities of parents in Scotland, first published in 1991 and updated in 1995.

Parent-Teacher Association

,PTA,

Many schools have PTAs as well as, or instead of School Boards. They exist to work on behalf of or in support of the school.

performance indicators

,PI,performance indicator,

Performance indicators, sometimes also known as quality indicators, are criteria which are used by educational establishments themselves in self-evaluation and by external evaluators, such as HM Inspectors of Education, when judging the quality of education offered.

Post-Graduate Certificate in Education

,PGCE,

The certificate awarded to intending teachers on completion of a one-year course of post-graduate professional training.

Primary 1

,P1,

The first year of primary school education. The years of primary education are normally referred to in Scotland as P1 to P7.

Principal

The name given to the Head of a Further Education College or Higher Education Institution.

principal teacher

,PT,

The name given to the head of a subject department or to a senior guidance teacher in a secondary school.

Professional Association of Teachers

,PAT,

A teachers' union with members throughout the United Kingdom.

Quality Assurance Agency

,QAA,

A UK body set up to check that appropriate quality assurance mechanisms are operating in all Higher Education Institutions throughout the UK. On behalf of the Scottish Higher Education Funding Council, the QAA now also assesses the quality of education offered in HEIs.

quality indicators

,performance indicators,

Quality indicators or performance indicators are used by all educational institutions in Scotland in the process of self-evaluation and by external evaluators, such as HM Inspectorate of Education.

Quality Initiative in Scottish Schools

,QISS,

A programme designed to establish the characteristics of effective schools, promote the best use of school development plans and encourage the attainment of higher standards.

Quality Standards and Audit Division

,QSAD,

The unit within HM Inspectorate of Education in SEED responsible for analysing information about the Scottish education system and informing parents and others on trends.

Record of Needs

,

The record of the assessment made of a child with special educational needs in his or her early years setting out the provision which should be made.

rector

,

This term is used with two different meanings in Scottish education, viz. a) it is the title sometimes given to the head teacher of a secondary school; and b) it is the title of the Chairperson of the University Court in the ancient universities who is elected by the student body.

Research Assessment Exercise

,RAE,

The assessment of the quality of research in Higher Education Institutions in the United Kingdom, as a result of which funding for research is distributed on a formula basis.

Revenue Support Grant

,RSG,

The sum of money allocated to local authorities by the Scottish Executive to cover their statutory obligations, not only in relation to education but also housing, roads, etc.

School Boards

,School Board,

These group, consisting of elected parent and staff members, contribute to the running of schools and provide a forum in each case for parental views about the particular school.

School Development Plan

,SDP,

It is a statutory requirement that Scottish schools each produce an annual School Development Plan stating the school's aims, indicating the results of self-evaluation, and announcing what actions are to be taken to effect improvement.

Scottish Centre for Information on Language Teaching

,SCILT,

The SCILT is based in the University of Stirling. It provides information on the teaching of languages other than English for the benefit of Scottish educational institutions in all sectors of the education system.

Scottish Certificate of Education

,SCE,

Until recently, the general name given to the leaving certificate awarded at the end of compulsory (and post-compulsory) schooling by the Scottish Qualifications Authority. The certificate is now known as the Scottish Qualifications Certificate (SQC).

Scottish Community Education Council

,SCEC,

Until recently, the body which had general responsibility for promotion, development and oversight of adult, youth and community education in Scotland. It is now known as Community Learning Scotland (CLS).

Scottish Consultative Council on the Curriculum

,SCCC,

The body made up of teachers, educationists and others who advise on the curriculum in Scottish schools. It has now merged with the Scottish Council for Educational technology (SCET) to form Learning and Teaching Scotland (LTS).

Scottish Council for Development and Industry

,SCDI,

A broadly based body including industry, commerce, trade unions, universities, colleges and the churches which has the aim of creating a more prosperous Scotland. In this capacity it has a considerable interest in enterprise education.

Scottish Council for Educational Technology

,SCET,

The national body set up to promote effective learning in schools and colleges through the use of new technology. It has recently merged with the Scottish Consultative Council on the Curriculum (SCCC) to form Learning and Teaching Scotland (LTS).

Scottish Council for Research in Education

,SCRE,

An independent national body which carries out research on all aspects of education in Scotland.

Scottish Council of Independent Schools

,SCIS,

The body representing the majority of independent (i.e. private) schools in Scotland

Scottish Credit Accumulation and Transfer

,SCOTCAT,

The scheme which was established to give a credit rating to courses so that those who wish to take a degree or other qualification may claim credit for courses which they have already completed successfully. It has recently been renamed the Scottish Credit and Qualifications Framework (SCQF).

Scottish Credit and Qualifications Framework

,SCQF,

Formerly known as SCOTCAT (qv), the Scottish Credit and Qualifications Framework gives a credit rating to courses in further and higher education.

Scottish Enterprise

,SE,

The body set up by the Government to promote economic development in most of Scotland, to 'sell' Scotland abroad and to encourage inward investment. The rest of Scotland in respect of economic development is covered by Highlands and Islands Enterprise (HIE). Scottish Enterprise supports the Local Enterprise Companies, one of whose responsibilities is the operation of the careers services for secondary schools.

Scottish Examination Board

,SEB,

The body which until 31 March 1997 was responsible for assessment and certification at school level in Scotland. It has been superseded by the Scottish Qualifications Authority (SQA).

Scottish Executive Education Department

,SEED,

The Government Department within the Scottish Executive which is responsible for pre-school education, school education and community learning in Scotland.

Scottish Executive Enterprise and Lifelong Learning Department

,SEELLD,

The Government Department within the Scottish Executive which now is responsible for industrial development and all post-school education and training. It is in the charge of a Scottish Minister.

Scottish Further and Higher Education Association

,SFHEA,

One of the unions which represents lecturers in post-school education.

Scottish Further Education Funding Council

,SFEFC,

The body set up in 1999 under the terms of the Further and Higher Education (Scotland) Act 1992 to allocate funding to Further Education Colleges in Scotland.

Scottish Further Education Unit

,SFEU,

The centre for curriculum development in further education in Scotland.

Scottish Group Awards

,Scottish Group Award,

An arrangement whereby passes in examinations administered by the Scottish Qualifications Authority (in schools and further education establishments) are grouped in order to provide entry qualifications to further courses of study or training.

Scottish Higher Education Funding Council

,SHEFC,

The body set up under the Further and Higher Education (Scotland) Act 1992 to allocate funding to Higher Education Institutions in Scotland.

Scottish Joint Negotiating Committee

,SJNC,

The body set up by the Secretary of State for Scotland to determine salaries and conditions of service for teachers in State schools. It was replaced by a new statutory body in 2001: the Scottish Negotiating Committee for Teachers (SNCT).

Scottish Negotiating Committee for Teachers

,SNCT,

This is the body which took over responsibility in 2001 (from the Scottish Joint Negotiating Committee) for the negotiation of the salaries and conditions of service of teachers in Scotland.

Scottish Preschool Play Association

,SPPA, Scottish Pre-school Play Association,

The Scottish Pre-school Play Association is the association which works to support playgroups, toddler groups and under-fives groups in Scotland.

Scottish Qualification for Headship

,SQH,

Prospective head teachers in Scotland are generally expected to follow a course of study leading to the SQH prior to appointment to a head teacher post.

Website: <http://www.scotland.gov.uk/education/sqh/>

Scottish Qualifications Authority

,SQA,

The Scottish Qualifications Authority came into being on 1 April 1997 and replaced both the Scottish Examination Board and the Scottish Vocational Education Council.

Scottish Qualifications Certificate

,SQC,

Formerly known as the Scottish Certificate of Education (SCE), the SQC is a certificate awarded to pupils in S4 - S6 on successful completion of examinations set by the Scottish Qualifications Authority (SQA).

Scottish School of Further Education

,SSFE,

The unit in the Faculty of Education of the University of Strathclyde which provides training, including courses leading to a Teaching Qualification, for lecturers in Further Education.

Scottish Secondary Teachers' Association

,SSTA,

The teachers' union to which many secondary teachers in Scotland belong.

Scottish University for Industry

,SUfI,

Launched in October 2000, the SUfI is intended to act as a broker bringing individuals or companies requiring education and/or training together with organisations, such as further and higher education institutions, that can provide it. The SUfI does not provide learning itself but offers information, advice and contacts through so-called 'learndirect scotland' centres.

Scottish Vocational Education Council

,SCOTVEC,

The national body which, until 31 March 1997, awarded vocational qualifications in Scotland. It has been superseded by the Scottish Qualifications Authority (SQA).

Scottish Vocational Qualifications

,SVQ,Scottish Vocational Qualification,

Qualifications which relate to an individual's ability to do a job and which are based on actual working practices in workplace conditions. They are similar to National Vocational Qualifications (NVQ) awarded in other parts of the United Kingdom.

Secondary 1

,S1,

The first year of secondary education which is usually referred to in Scotland as S1. The other years are referred to similarly: S2, S3 etc. up to S6

Secretary of State

'
The Secretary of State for Scotland is a member of the UK Cabinet He/she acts as a link between the UK and Scottish Parliaments and, more specifically, between the UK Government and the Scottish Executive. He/she was formerly responsible for all final decisions regarding the provision of Scottish education, a duty which has now passed to the First Minister of the Scottish Executive.

senior teachers

,senior teacher,

A senior teacher is one who is paid on a higher scale and has normally certain specific responsibilities for an aspect or aspects of the work of the primary or secondary school.

Skillseekers

'
The Government-funded training programme for 16 and 17-year-olds in Scotland. It is managed and delivered by Scottish Enterprise (SE) and Highlands and Islands Enterprise (HIE) through their network of Local Enterprise Companies (LEC).

Student Awards Agency for Scotland

,SAAS,

The body which operates the student allowance scheme on behalf of the Scottish Executive.

Student Loan Scheme

'
Full-time Scottish domiciled and EU students studying in Scotland are entitled to free tuition and living costs support through means-tested loans arranged by the Student Loan Scheme.

Teaching Qualification

,TQ,

The qualification awarded by a teacher education institution to a student who has successfully completed a post-graduate certificate in education, a Bachelor of Education degree, or a combined degree which includes study of education and school experience and entitles the student to register with the General Teaching Council (GTC) for Scotland.

Training for Work

,TfW,

TfW is the Scottish Executive's training scheme for those aged 25 and over who have been unemployed for six months or more.

Universities and Colleges Admissions Service

,UCAS,

The body which processes most applications for entry to higher education institutions throughout the UK, distributes them to individual institutions, and enables candidates to apply to several institutions on one application form.

Universities Scotland

,

This is the body which brings together all the Principals of Scottish Higher Education Institutions. Universities Scotland advises the Scottish Executive and the Scottish Higher Education Funding Council on policy and strategy for HE.

University of the Highlands and Islands

,UHI Millennium Institute,

This is the first 'federal' university in the UK. Based in Inverness the UHI Millennium Institute links together, by means of new information and communication technology, the colleges which serve the highlands and islands of Scotland .

Workers' Educational Association

,WEA,

An adult education organisation founded after the First World War to provide educational opportunities, originally for those whose education had not extended beyond the minimum school leaving age.

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Note: Abbreviations and acronyms have not been indexed, Their full forms can be derived in Appendix A and readers should look them up under the full-form. `App.' indicates Appendix references.

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