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LIFELONG PARTNERS

SCOTLAND'S SCHOOLS AND COLLEGES BUILDING THE
FOUNDATIONS OF A LIFELONG LEARNING SOCIETY

A Strategy for Partnership

SCOTTISH EXECUTIVE

LIFELONG PARTNERS

SCOTLAND'S SCHOOLS AND COLLEGES BUILDING THE
FOUNDATIONS OF A LIFELONG LEARNING SOCIETY

A Strategy for Partnership

Scottish Executive, Edinburgh 2005

CONTENTS

We began our school/college review by examining existing collaboration between schools and colleges in Scotland. Collaboration has served us well up till now and we wanted to build on the good work already taking place.

We complete our review with this strategy and its accompanying guide for schools and colleges as **lifelong partners**. They have been developed in the context of our National Priorities in Education, our lifelong learning strategy and our agenda for action set out in **Ambitious, Excellent Schools**.

This partnership approach recognises the breadth of **A Curriculum for Excellence** – a breadth that schools alone may have difficulty in delivering fully. It also acknowledges that existing school/college activity coupled with the growth over the coming years, to which we commit ourselves in this strategy, represent a fundamental re-alignment of the school and college sectors.

The different – but related – purposes of schools and colleges complement each other. However, the distinctive contribution that colleges can – and do – make to school pupils' education arises from their primary role as centres of voluntary learning for adults. To maintain the synergy of the partnership and for colleges to cater fully for the needs and aspirations of adult learners, it is essential that that ethos is not altered.

This strategy focuses on increasing and further enhancing school/college partnership to extend opportunities for pupils to access high quality experiences and gain full recognition for their learning with colleges. We will make available, in addition to existing resources, £41.5m across financial years 2005/06 to 2007/08 to support this.

Our school/college review has been a wide-ranging and lengthy review that has encompassed a conference of 120 representatives to help frame a discursive consultation paper, consultation on that paper, consultation on the review's interim report and a draft outline strategy, the issue of a quarter of a million leaflets seeking the views of school pupils, and numerous consultation events and meetings throughout the review. Our research has examined existing school/college links and crucially the attitudes of pupils to further education courses as part of their school curriculum. This research shows that pupils generally value college learning during part of their school week.

The strategy and guide have also been informed by the work of a number of groups representing both sectors and pupil and adult student interests – the Working Group on 'Best Practice' on Planning and Management and Pupil Welfare and Support, the Working Group on Funding, the Working Group on the Qualifications of College Staff to Teach School Pupils and the Vocational Education

Development Steering Group. We thank the chairs and members of the groups and all pupils, parents, practitioners as well as stakeholder organisations for their contributions to each of the phases of the review.

The success of this strategy and its accompanying guide will be measured by the success of the pupils undertaking school/college partnership activities – by their attendance, by their attainments and achievements, and by the ease of their transitions into further learning, training or employment.

It is on the solid foundation of schools and colleges working together – in sustained partnership – that we can build a lifelong learning society in Scotland.

Jim Wallace MSP
Deputy First Minister

Peter Peacock MSP
Minister for Education and Young People

SECTION 1
EXECUTIVE SUMMARY

1.1 In this strategy we explain how we will increase and further enhance school/college partnership[1] to extend opportunities for pupils to access high quality experiences and gain full recognition for their learning with Scotland's colleges.

1.2 We want colleges to help develop the attributes and abilities of pupils to enable them to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work by assisting schools to deliver the purposes for education outlined in **A Curriculum for Excellence**. This requires partnership working across both the school and further education sectors, with the focus on the pupil.

1.3 All secondary and special schools in Scotland will by 2007 have effective, meaningful and appropriate partnership with at least one college for S3 pupils and above. College options will be made available to pupils as they are with all other students in further and higher education – on the basis of available capacity. Given there is an inevitable limit on capacity to maintain colleges' central ethos due regard will be paid to pupils who will benefit most from activities that enhance their life chances.

1.4 In the Partnership Agreement, the Executive committed itself to allow 14 to 16 year old pupils the chance to develop vocational skills by opting for further education courses during part of the school week. We want to widen pupils' opportunities and ease their transition from school to further learning, training or employment. Further education courses can present pupils with opportunities to broaden their curriculum choices and enrich their educational experiences. We want to make the most of pupils' talents. That means finding the most suitable way of stimulating their interest in learning. For some, vocational education can provide the context which best engages them.

1.5 Colleges may also offer excellent opportunities for pupils highly gifted in sport, music or dance, but unable to attend one of the National Centres of Excellence to benefit from the more intensive specialist tuition available there. However, school/college partnership is more than exclusively vocational. Colleges present the opportunity for pupils to study some specialist subjects, such as Sociology, which may not be taught in their school.

1.6 We will deliver the Partnership Agreement commitment principally by:

- working with the Scottish Qualifications Authority to develop skills for work courses to supplement other nationally recognised qualifications for pupils in vocational subjects as another option choice, for example as an alternative to one or more Standard Grades; and
- establishing long-term, clear and stable funding arrangements in place of the current funding mechanism that disadvantages colleges in providing courses to pupils (because it fails at present to deliver fee income to colleges).

1.7 We will make available, in addition to existing resources that colleges devote to pupils' learning, more than £41.5m across financial years 2005/06 to 2007/08. This will support, among other things:

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[1] In this strategy, unless otherwise indicated, colleges refer to Scotland's colleges of further education, excluding Newbattle Abbey College, which is an adult residential college. References to schools include, where appropriate, new 'Learning Communities', which are groups of primary and secondary schools under one principal.

- an increase in college activity for pupils, including more pupils accessing college learning;
- ensuring that college activities for state school pupils that form part of their school-based curriculum are eligible for automatic fee-waiver;
- training for the new professional development award and units for college staff teaching under 16 year olds;
- training for all college staff on pupil welfare and support, including child protection matters;
- college activity to implement the Education (Additional Support for Learning) (Scotland) Act 2004;
- the reimbursement to colleges of fee costs to Disclosure Scotland for the disclosure of existing college staff; and
- enhanced careers advice to inform pupils of school/college options and to help pupils reflect upon their college learning in relation to post-school career opportunities.

1.8 We will ensure school/college partnership delivers quality, positive outcomes with pupil welfare and support. This strategic framework for partnership enables effective and flexible local decision-making and initiative and removes barriers to partnership. Linking effectively to wider partnership arrangements will assist school/college partnerships to access and develop a wide range of appropriate responses to pupils' needs and capacities.

1.9 Schools and colleges already have in place their own robust internal quality procedures to measure progress on quality issues. To further ensure high quality experiences for pupils:

- **Her Majesty's Inspectorate of Education**, which undertakes independent reviews of colleges and independent inspections of schools, will carry out evaluations of school and college contributions to partnership activity by, for example, sampling within its inspection and review programmes;
- the **Scottish Qualifications Authority** will develop new vocational courses, with quality experiences at their core, in close partnership with the education and training community, and employers' organisations; and
- the **Scottish Executive** will devise a new professional development award and units, and incorporate within the teaching qualification in further education (TQ(FE)) professional development for the teaching of pupils under 16 years of age.

1.10 Partnership will be developed with a view to the long term and it will grow in an evolutionary way over the coming years. It may involve pupils learning in college for part of the week. It also presents opportunities for courses to be delivered by college staff in schools.
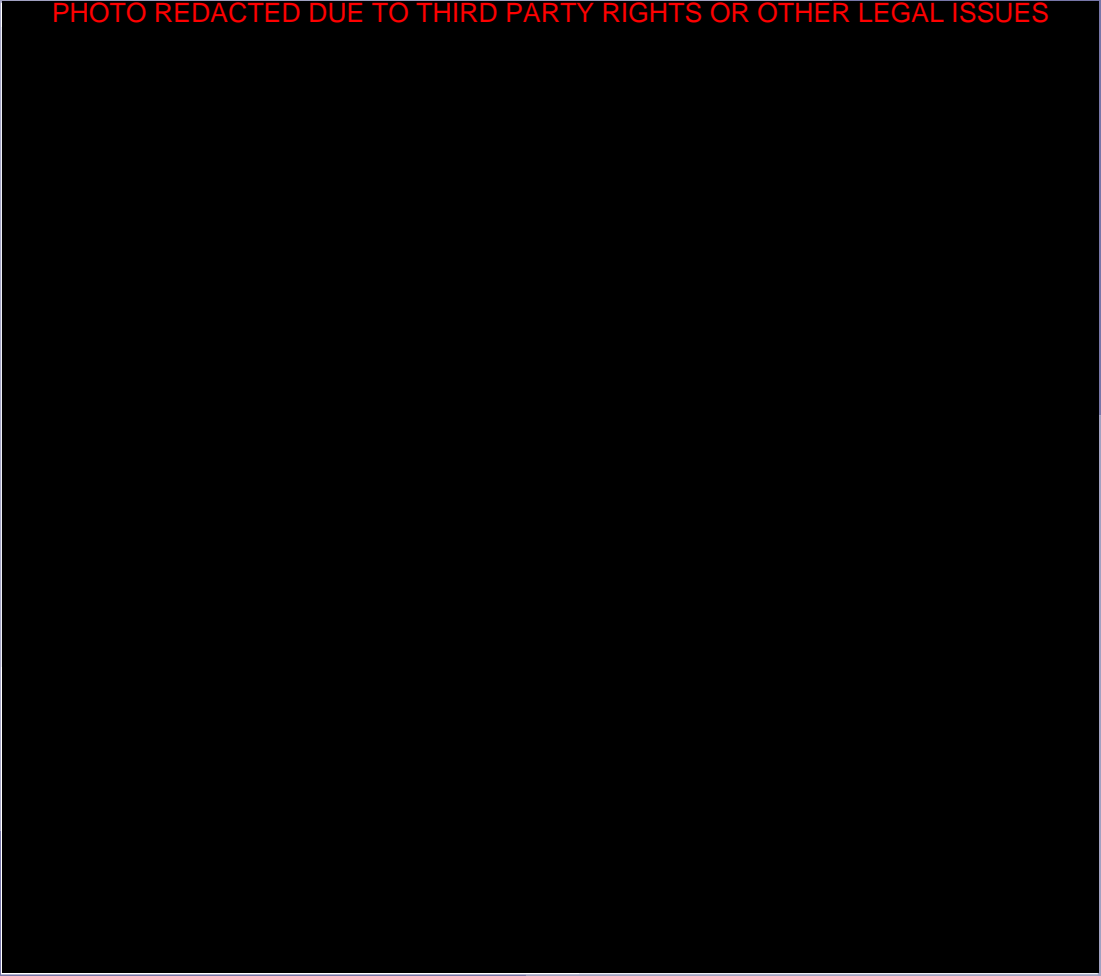
SECTION 2
INTRODUCTION

2.1 Our school/college review was never principally about schools or colleges – it was always about pupils.

2.2 In **Ambitious, Excellent Schools**[2] we set out our agenda for action built on our belief in the potential of all pupils and our commitment to help each of them realise that potential. We also gave a clear statement in **A Curriculum for Excellence**[3] of the purposes of school education from 3 to 18, along with principles for the design of the curriculum. The values and purposes of the 3-18 curriculum for schools, and the principles for curriculum design are outlined in **Annex A**.

2.3 Pupils have a very wide range of individual skills, talents, aspirations and enthusiasms and their success comes through realising their individual potential. Our agenda for action is focussed on giving them opportunities to further develop essential skills, such as literacy and numeracy, and to choose and develop the other personal skills and talents most important to them.

2.4 We want to give pupils the opportunity to benefit from a wide range of educational opportunities and equip them with a variety of skills that prepare them for life, the workplace, and the community. The principal locus for the education of school pupils is, and will remain, the school. However, we will broaden opportunities. This means that schools will work increasingly in partnership with other bodies to meet pupils' needs and aspirations. For some pupils, accessing the more specialised learning opportunities available through our colleges may be the most suitable way to help them fulfil their potential. College staff can also provide pupils with beneficial insight into employability, something that schools cannot always achieve outwith partnership.

2.5 Increasing the range of flexible learning opportunities will also contribute to the delivery of our **Closing the Opportunity Gap** targets to reduce the proportion of 16-19 year olds who are not in education training or employment by 2008, which will form part of our plans for an Employability Framework later in 2005 to drive down levels of worklessness across Scotland. Under **Closing the Opportunity Gap**, we also have a target to increase the tariff score of the lowest attaining 20% of S4 pupils by 2008.[4]

2.6 In 2002/03 29.6% of pupils left school without attaining a Scottish Credit and Qualifications Framework level 5 qualification (Credit level at Standard grade and Intermediate 2).[5] School/college partnership is not a panacea, but colleges are well placed to help schools raise the level of attainment of these (and other) pupils.

2.7 **The success of this strategy and the accompanying guide will be measured by the success of the pupils undertaking school/college partnership activities – by their attendance, by their attainments and**

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2 http://scotland.gov.uk/library5/education/aesaa-00.asp

3 http://scotland.gov.uk/library5/education/cerv-00.asp

4 The Executive's Social Justice targets on Closing the Opportunity Gap were announced in a reply to a Parliamentary Question on 9 December 2004. All answers to written parliamentary questions are available on the Parliament's website, the search facility is at http://www.scottish.parliament.uk/webapp/wa.search

5 Scottish Executive Education Department (2004) **SQA attainment and school leaver qualifications in Scotland: 2002/03**, a copy of which can be found on the Executive's website at http://www.scotland.gov.uk/stats/bulletins/00331-00.asp

achievements, and by the ease of their transitions into further learning, training or employment.

School/College Review

2.8 In our lifelong learning strategy **Life Through Learning; Learning Through Life**[6] published in February 2003 we said that we would:

"develop a joint schools/FE strategy and implementation plan, including review of funding mechanisms to ensure flexibility of delivery, so as to encourage locally relevant links between schools, FE colleges and local employers to ease school leavers' transitions into further learning, training or employment".

2.9 We launched our school/college review in October 2003 to provide a clear framework that facilitates local discussion about the development of partnership working. We also considered how best to deliver our Partnership Agreement[7] commitment to:

"enable 14-16 year olds to develop vocational skills and improve their employment prospects by allowing them to undertake courses in further education colleges as part of the school-based curriculum".

2.10 We want to enable effective and flexible local decision-making, initiative and momentum, and remove barriers to partnership, commensurate with the need to ensure quality, positive outcomes and pupil welfare and support. This strategy establishes an equitable national framework for pupils throughout Scotland with decision-making at a local level for locally relevant partnership activities.

Guide and Insert

2.11 This strategy is accompanied by a guide for school/college partnership on matters including planning and management and pupil welfare and support. It contains examples of existing 'best practice'. We will also publish an insert to **Partnership Matters**,[8] containing specific guidance on school/college partnership for pupils with additional support needs. This document will set out the roles and responsibilities of local authorities, NHS Boards and further education colleges in supporting pupils with additional support needs attending college. The document will be published by summer 2005.

Collaboration and Partnership

2.12 Collaboration is about working with another on a joint project. Partnership, on the other hand, entails a relationship in which organisations work together with a common purpose. It is indicative of the depth and maturity of existing school/college links that we can now adopt a partnership approach across the country founded on mutual trust and respect. It is this approach that will best deliver our strategy.

2.13 We have no preferred mode of delivery for school/college partnership (or for the delivery of vocational education more generally for that matter). However, schools and colleges must work in partnership – not in competition.

Curricular Flexibility

2.14 Colleges have a significant role to play in delivering flexibility to ensure that learning opportunities are tailored to the

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[6] http://www.scotland.gov.uk/library5/lifelong/llsm-00.asp

[7] **A Partnership for a Better Scotland**, published in May 2003, forms the basis of the Executive's programme for Government. It can be found on the Executive's website at http://www.scotland.gov.uk/library5/government/pfbs-00.asp

[8] http://www.scotland.gov.uk/library5/health/glanhs-00.asp

needs and aspirations of individual pupils, but school/college partnership is not the only way of achieving this flexibility.[9] Work-based learning has, for example, an important role to play, as too do school and college partnerships with community and voluntary organisations.

2.15 In this strategy we concentrate specifically on partnership between schools and colleges. Such partnerships are already well-developed for many schools and colleges, but there are clear issues that need to be addressed nationally at this stage such as funding arrangements. By focusing on a strategy for schools and colleges, we aim to provide a framework in which opportunities can be developed to suit the needs of pupils and to fit local circumstances. At the same time, we intend that school/college partnerships should link with wider partnerships to ensure that pupils' needs are met in an effective, integrated way.

2.16 Work-based vocational learning is an integral part of our national strategy for enterprise in education, **Determined to Succeed**.[10] The Scottish Executive Enterprise, Transport and Lifelong Learning Department is reviewing how public and private training providers can extend their partnerships to include the business community in order to ensure quality experiences for pupils with appropriate pupil welfare and support.

2.17 In **Working and Learning Together to Build Stronger Communities**[11] the Scottish Executive set out how local Community Learning and Development Partnerships (which generally include local schools and colleges) should take a strategic approach to the provision of formal and informal community-based learning opportunities.

School/College Review Publications

2.18 Publications issued as part of the school/college review are listed in **Annex B**. They can be found on the Scottish Executive's website at www.scotland.gov.uk/publications. You can telephone Freephone 0800 77 1234 to find out where your nearest public Internet access point is.

2.19 All review publications are also available from:

School/College Review
Scottish Executive
2nd Floor, Europa Building
450 Argyle Street
Glasgow G2 8LG

By telephone: 0141 242 0102

By email: scrt@scotland.gsi.gov.uk

By fax: 0141 242 0251.

2.20 The February 2004 consultation paper, the review's interim report, and this strategy for school/college partnership are available on request in alternative formats.

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9   Curricular flexibility was clarified and strengthened in the Executive's Circular 3/2001 **Guidance on Flexibility in the Curriculum**, which issued to Directors of Education in August 2001. A copy can be found on the Executive's website at http://www.scotland.gov.uk/library3/education/circ3-00.asp

10   A copy of the Executive's response, published in March 2003, can be found on the Executive's website at http://www.scotland.gov.uk/library5/education/dtsr-00.asp

11   A copy of the Executive's response, published in January 2003, can be found on the Executive's website at http://www.scotland.gov.uk/libary5/social/walt-01.asp

SECTION 3
BACKGROUND

3.1 The purposes of school/college partnership naturally stem from our national priorities in education, the new framework set out in **A Curriculum for Excellence** for schools, and our vision and five people-centred goals for a lifelong learning society.

National Priorities in Education

3.2 Our National Priorities in Education are:

- *Achievement and Attainment*: to raise standards in all schools especially in literacy and numeracy and raise national examination standards;
- *Framework for Learning*: to support and develop the skills of teachers, the self-discipline of pupils and to make school estates more conducive as a learning environment;
- *Inclusion and Equality*: to support all pupils in getting the best out of education, particularly those who are disabled or have special educational needs and to encourage Gaelic and other minority languages;
- *Values and Citizenship*: to work with parents and pupils – local neighbourhoods and society – to promote self-respect and respect for others and also the duties and responsibilities of citizenship in a democratic society; and
- *Learning for Life*: to equip pupils with the initial skills, attitudes and outlook to prosper in a changing world and to stimulate innovation, entrepreneurship and ambition.

Lifelong Learning Vision and Goals

3.3 In our lifelong learning strategy we articulated our vision and five people-centred goals for a lifelong learning society:

"The best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours which will strengthen Scotland's economy and society.

Five goals:
- *A Scotland where people have the confidence, enterprise, knowledge, creativity and skills they need to participate in economic, social and civic life;*
- *A Scotland where people demand and providers deliver a high quality learning experience;*
- *A Scotland where people's knowledge and skills are recognised, used and developed to best effect in their workplace;*
- *A Scotland where people are given the information, guidance and support they need to make effective learning decisions and transitions; and*
- *A Scotland where people have the chance to learn, irrespective of their background or current personal circumstances."*

National Debate on Education

3.4 The Executive's response to the National Debate on Education, **Educating for Excellence**[12] was published in January 2003. The response's action points included commitments to:

- support schools in using the curriculum more flexibly, around a well-balanced core. Create teaching and learning programmes which better meet pupils' needs. Support pupils who are academically able as well as those who are not; and
- increase access to vocational qualifications and strengthen the links between schools, colleges and

12 http://www.scotland.gov.uk/library5/education/ndser-00.asp

workplaces. Take forward the recommendations of the review of Enterprise in Education.

Review of Enterprise in Education

3.5 The report of the review **Determined to Succeed**,[13] published in December 2002, included the role of colleges in helping schools deliver the Enterprise in Education agenda.

3.6 The review group's second recommendation that *"All pupils over the age of 14 must have an opportunity for work-based vocational learning linked to accompanying relevant qualifications. This will require a major commitment from Scotland's employers, working closely with local authorities and secondary schools"* was followed by an example of *"Dundee City Council working with local employers, Dundee College and Scottish Enterprise [to develop] a Construction Pre-Apprenticeship Programme for S3 and S4 pupils."*

Scottish Parliament – Skills and Continued Learning Debate

3.7 On 20 May 2004 the Scottish Parliament agreed to a motion that among other things urged the Scottish Executive *"to increase the opportunity for school pupils across Scotland to access courses in further education colleges from the age of 14"*. The motion had the support of 107 MSPs with five MSPs voting against.

Further Education Sector

3.8 Further education is central to lifelong learning in Scotland. Scotland's 45

colleges promote wider access for all and work with employers and other partner organisations to deliver innovative learning and training opportunities to help individuals, communities and employers maximise their potential and develop into lifelong learners.

3.9 A typical college offers a wide range of courses at non-advanced and advanced levels. The curriculum spans much of the range of learning needs, from general educational programmes through to highly specialised vocational education and training. The level of provision ranges from essential life skills and provision for students with learning difficulties through to degree level and post-graduate work.

Banff and Buchan College, Fraserburgh

The College works with schools and a local university to provide a 2+2+2 arrangement for school pupils. Here pupils attend college courses in S5 and S6 at Higher/Intermediate 2 level. On successful completion of the course they are guaranteed a place on a two year HND programme which provides a slipstream into the third year of an Honours degree programme at The Robert Gordon University.

3.10 Around a quarter of all higher education in Scotland is provided in Scotland's colleges[14] (mainly in the form of Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)), though colleges also provide some degree courses in partnership with higher education

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[13] http://www.scotland.gov.uk/library5/lifelong/reie-00.asp

[14] **Students in Higher Education in Scotland: 2002-03**, a copy of which can be found on the Executive's website at http://www.scotland.gov.uk/stats/bulletins/00342-00.asp

institutions. It is increasingly common for some students to transfer upon the completion of their HNC/HND courses to accelerate their learning in a higher education institution by going straight into second year in the case of HNCs, and third year in the case of HNDs.

A survey conducted in 2003[15] showed that over 3,000 students articulated from colleges to a course at a higher education institution with advanced standing. The number of these 'articulation' agreements between colleges and higher education institutions grow each year.

[15] **Higher Education in Scotland: A Base Line Report by Scottish Funding Council for Further and Higher Education,** July 2004, a copy of which can be found on the Council's website at http://www.shefc.ac.uk/publications/baseline/baseline.html

SECTION 4
PURPOSE AND NATURE OF SCHOOL/COLLEGE PARTNERSHIP

Purpose of Partnership

4.1 The overall rationale for school/college partnership is to enable colleges to help schools in their task of developing the capacities of pupils as outlined in **A Curriculum for Excellence**: to enable them to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. It can be encapsulated in the following purposes:

- to **widen** pupils' opportunities for progression and prepare them for further learning;
- to **ease** pupils' transition from school to further learning, training or employment;
- to **broaden** pupils' curriculum choices; and
- to **enrich** pupils' educational experiences.

4.2 For example, we encourage partnership between schools and colleges to enhance opportunities to:[16]

- give pupils access (appropriate to their educational development) to specialist staff, materials and facilities, which schools may generally be unable to offer (because of too few pupil numbers or other constraints such as accommodation);
- give pupils the opportunity to undertake meaningful courses and experiences in vocational areas;
- give pupils the opportunity to study specialist subjects, such as Psychology and Philosophy;
- stimulate pupils creativity and enterprise, including through Enterprise in Education under **Determined to Succeed**;
- place into context for pupils the relevance of aspects of their learning;
- provide pupils with a different learning environment from that of school;
- provide pupils with a wider range of learning opportunities (e.g. open and distance learning);
- improve pupils' access to a wide range of educational opportunities to improve pupils' confidence, self-reliance, self-worth, life skills and attainment, which are important to the delivery of social justice;
- demystify post-school learning, encouraging pupils to see the value of post-school education and understand the 'lifelong' nature of learning;
- re-engage pupils most at risk of disengagement with the traditional education system;
- give 'winter leavers' opportunities to pursue the options most suitable to them in their final school term;
- support the learning of pupils with additional needs and from special schools;
- improve pupils' retention rates at school and their acquisition of qualifications, both of which have a positive impact on their lifetime earnings;
- give pupils the opportunity to explore career options within the context of the 3-18 continuum of career planning;
- improve pupils' general work-readiness and improve their prospects for employment, including developing attitudes and behaviours necessary for work;
- give pupils over school age technical skills to improve their chances of securing employment in their chosen field;
- promote to pupils over school age career opportunities in key areas of Scotland's economy and where skills gaps exist or are emerging;
- break down pupils' gender stereotyping of occupations;

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[16] The examples are not ranked.

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- encourage pupils' interest in science, technology, engineering and maths; and
- encourage pupils' interest in creative and cultural subjects, including sports, art, theatre and dance.

College Learning Environment

4.3 The following features of colleges typically differ from the school environment:

- *less direction and greater self-reliance* – there are fewer rules to be followed with a greater expectation that students own their learning;
- *size* – there are typically more students, more tutors/lecturers and support staff, bigger buildings, increased resources (library, etc.);
- *varied student population* - there is a far greater age mix, students have a variety of motivations and reasons to be at college, and students make a voluntary decision to enrol at college rather than on a compulsory basis as in schools; and
- *curriculum and teaching* – there is a more varied level of courses from access to professional, both theoretical and practical courses, vocational opportunities, modular approach, varied course durations, and greater variety in teaching and learning methodology.

4.4 These differences provide pupils with a different learning environment from that of school, one that may better engage particular pupils because of their individual needs or inclinations. We will continue to support the differences between schools and colleges.

Nature of Partnership

4.5 The pooling of resources between the two sectors is essential to the delivery of a modern flexible school curriculum.

4.6 All secondary and special schools in Scotland will by 2007 have effective, meaningful and appropriate partnership with at least one college for S3 pupils and above. Similarly, all Scotland's colleges will have effective, meaningful and appropriate partnership with secondary and special schools.

4.7 Pupils of all abilities in S3 and above will be able to be considered for college learning opportunities. It should be a positive choice to access specialist provision in colleges – it should not be regarded as alternative provision for pupils with additional support needs or disaffected or disengaged pupils.

4.8 We recognise and commend the activities colleges themselves have undertaken in recent years to satisfy local demand from schools. Partnership will be developed with a view to the long term. It will grow in an evolutionary way over the coming years. We set no target on the eventual increase in such activity, because partnership is not an end in itself. It is meeting the identified needs and aspirations of pupils that is important.

4.9 Partnership with schools is an essential and significant part of colleges' work, but it is – and will remain – a minority activity for colleges. Colleges are predominately for adult students and their delivery of learning reflects this. The distinctive contribution that colleges make to pupils' education arises from this role as centres of voluntary learning for adults. It is therefore essential to the success of partnership that that ethos is not altered.

4.10 Options will be made available to pupils as they are with all other students in further and higher education - on the basis of available capacity. Given there is an inevitable limit on capacity to maintain colleges' central ethos due regard will be paid to pupils who will benefit most from activities that enhance their life chances.

4.11 Colleges' partnership work with schools is a priority for the further education sector that sits alongside its other priorities. It supplements and supports the sector's other priorities. Subject to maintaining colleges' central ethos, there is no conflict between them. Growing Scotland's economy (the Executive's foremost priority) and closing the opportunity gap require that we help school pupils to realise their full potential. That is why we are investing substantial resources to increase and enhance existing school/college activities.

Drivers for Increased Demand

4.12 There are a number of related policy developments that will lead to increased demand for school/college partnership. These include:

- Enterprise in Education delivered through **Determined to Succeed** (where college provision is one option);
- the introduction of Education Maintenance Allowances[17] (and the anticipated increase in retention rates in schools in S5/S6);
- the continued delivery of our target to reduce the proportion of 16-19 year olds not in education, employment or training (NEET) and the delivery of our target to increase the average tariff score of the lowest attaining 20% of S4 pupils by 2008. Flexible learning opportunities are key to achieving these targets;
- ending the Age and Stage regulations to remove unnecessary bureaucracy in the exam system. This may increase the number of pupils undertaking

courses more likely to involve some form of school/college partnership activity; and
- the delivery of our Partnership Agreement commitment, the details of which we go on to explain below.

4.13 Also, the Education (Additional Support for Learning) (Scotland) Act 2004[18] will give new focus on supporting all children and young people who may need additional support, for whatever reason, to benefit from school education. It makes provision for improving transition from school to post-school provision and preparation for adulthood with a view to ensuring that there is a continuum of support for these pupils. There will be a new duty on appropriate agencies, to assist education authorities with their functions under the Act. These functions include the preparation, planning and support for transitions from school for those pupils with additional support needs who would benefit from extra help. It is expected that colleges will be specified in regulations as appropriate agencies to ensure early provision of information about support available in college to meet the needs of potential students. A Code of Practice, which will provide guidance on how authorities and agencies should exercise their functions under the Act, and appropriate regulations will be published by Scottish Ministers prior to the commencement of the Act in late 2005.

Increased Funding

4.14 When we launched the school/college review we ensured that there was no increase in school age college activity

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17 The Scottish Executive has introduced financial support for all eligible 16 to 19 year olds from low-income families to allow them to continue their full-time education in schools or further education colleges. Education Maintenance Allowances are being rolled out to the whole of Scotland, providing up to £1,500 per year maintenance, beginning academic year 2004/05 with national roll-out by 2007/08.

18 A copy of the Act can be found at http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2004/20040004.htm

funded by the Scottish Further Education Funding Council (SFEFC) until the outcome of the review was known. Now that the review is complete, this restriction no longer applies. We will increase capacity for college activity from academic year 2005/06 onwards to enable colleges to provide greater opportunities for pupils of differing abilities to access the most appropriate curriculum for their needs and aspirations. The nature of provision for different age cohorts, including the length of courses and design outcomes, will necessarily be different because they will have different needs. Key to the success of the partnership will be the ability of the partners to agree with the pupil (and their parent or carer) the nature of their college learning.

4.15 We estimate that about £19m of SFEFC funding allocated to colleges in 2003/04 was attributable to pupils undertaking college courses as part of their school-based curriculum.[19] In 2003/04 there were about 44,000 SFEFC-funded pupil enrolments, accounting for over 6% of overall SFEFC-funded activity.

4.16 We will make available more than £41.5m across financial years 2005/06 to 2007/08 to implement this strategy.[20] This is in addition to existing resources that colleges devote to pupils' learning. The funding will support, among other things:

- an increase in college activity for pupils, including more pupils accessing college learning;
- ensuring that college activities for state school pupils that form part of their school-based curriculum are eligible for automatic fee-waiver;

- training for the new professional development award and units for college staff teaching under 16 year olds;
- training for all college staff on pupil welfare and support, including child protection matters;
- college activity to implement the Education (Additional Support for Learning) (Scotland) Act 2004;
- the reimbursement to colleges of fee costs to Disclosure Scotland for the disclosure of existing college staff; and
- enhanced careers advice to inform pupils of school/college options and to help pupils reflect upon their college learning in relation to post-school career opportunities.

4.17 There are major levels of new resource from the 2004 Spending Review including the additional funding for school/college partnership for 2006/07 and 2007/08, to deliver our other FE priorities to enable significant developments in college buildings and learning and teaching facilities and to allow for modernisation and further improvements in quality, innovation, modernisation of the curriculum, development of the Higher National qualification, and enhancements of teaching methods.

Spending Review 2004 Total Additional Funding for College Sector			
Year	2005/06	2006/07	2007/08
Capital	£28m	£50m	£50m
Current	-	£45.5m	£62.5m

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[19] Specific activity of this type has not had to be identified for funding purposes previously and there is a need for data quality improvement which is currently being addressed by SFEFC. In the meantime SFEFC has made its best estimate based on the information available, which has been checked with colleges.

[20] £35m of the £41.5m was delivered by the 2004 Spending Review for financial years 2006/07 and 2007/08.

Vocational Education

4.18 Education should open up a range of opportunities to pupils and give them a variety of social, personal and educational skills that are transferable to many different situations, including the workplace and community life. There should be no dead end to learning. It should provide opportunities for further learning, training or employment.

4.19 Vocational education can provide a suitable context, something which may capture pupils' imagination and interest and better engage some pupils to learn. It provides the opportunity to demonstrate the relevance of subjects such as literacy and numeracy in practical ways. For example tiling, a subject which although at first glance may seem relatively straightforward, needs the application of a range of mathematical skills at a relatively high level including trigonometry and geometry. Another example is language study, which can be provided with a vocational focus. This gives pupils the opportunity to learn language skills in a work-related context as part of their studies.

4.20 As a country we are generally good at laying the educational foundations for those who train to be professionals such as doctors, lawyers and accountants. Vocational education serves them well. For at their heart, medicine, law and accountancy are by their nature essentially vocational courses. However, our education system currently does not serve as well pupils who want to enter other occupations. We must do more for pupils wanting, for example, to be professional care workers, electricians,

technicians and plumbers. There should be parity of esteem across all vocations and all forms – and places – of learning.

4.21 The nature of college provision relates to the local economies that colleges serve and in some cases to a strategic element of the economy. For example, in rural areas this may be land-based and fishing related subjects. We will not do justice to pupils unless we ensure that their learning is relevant. That is why our lifelong learning strategy sits alongside our strategy for enterprise **A Smart, Successful Scotland**,[21] which we refreshed in November. Colleges work closely with Futureskills Scotland.[22] Colleges and local economic forums will also work together to ensure the continuing relevance of college provision.

Skills for Work Courses

4.22 The key means by which we will deliver our Partnership Agreement commitment to *"enable 14-16 year olds to develop vocational skills and improve their employment prospects by allowing them to undertake courses in further education colleges as part of the school-based curriculum"* is through the development of skills for work courses leading to nationally recognised qualifications in vocational areas for pupils as another option choice, for example as an alternative to one or more Standard Grades.

4.23 The rationale for the courses is outlined in **Annex C**. These courses are new National Qualifications at Scottish Credit and Qualification Framework (SCQF) levels 2-6. (Access 2 through to Higher). They will consist of 3 SQA National Units

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[21] http://www.scotland.gov.uk/library5/enterprise/sssen-00.asp

[22] Futureskills Scotland is part of Scottish Enterprise and Highlands & Islands Enterprise. Its aims are to: analyse the Scottish labour market to inform policy making; improve the availability, quality and consistency of labour market information and intelligence across Scotland; and work closely with Careers Scotland to provide the organisation and its clients (including further education colleges) with labour market information.

at levels 2 and 3, and 4 SQA National Units at SCQF levels 4-6. They will have the same SCQF credit value as other National Courses.[23] Each Unit will be assessed on a pass/fail basis. The SCQF is outlined in **Annex D**.

4.24 These courses will be integral to the school curriculum. They will not stand alone. Nor will they be an add-on. It may be possible for some schools to provide such courses, but many will be delivered in partnership with colleges. We recognise that the success of these courses will depend on the quality of the progression routes they present to pupils, the extent to which the qualifications are respected in the labour market and the learning community, and how they improve job prospects and career development. The SQA will develop the courses, with quality experiences at their core, in close partnership with the education and training community and employers' organisations (including small and medium-sized enterprises[24]). The SQA's review of National Courses will be fully taken into account. The courses will be piloted during the academic years 2005/06 and 2006/07 in order to evaluate them, with a view to rolling them out nationally in August 2007. The evaluation of the courses will fully involve pupils, teachers, schools, colleges, local authorities, employers and other stakeholders.

4.25 Courses for the first year of the pilot are **Early Education and Childcare** at levels Intermediate 1 and Intermediate 2; **Construction Craft Skills** at Intermediate 1 level; **Financial Services** at Intermediate 2 level; and **Sport and Recreation** at Intermediate 1 level.

The final course designs and associated materials will be available later in May 2005 when the courses will be launched.

4.26 In the same way that pupils studying Geography or History at Standard Grade are not necessarily expected to go on to become geographers or historians, pupils undertaking the new skills for work courses will have open choices to make about their future occupation. The availability of the new National Qualifications will provide a wider range of activities that constitute a balanced education. For school age pupils, they will help prepare pupils for the workplace – not for a particular occupation (though there may properly be exceptions to this in a student-centred approach to the assessment of need).

4.27 The courses will be valuable whether or not pupils wish to pursue a career in that subject area in later life because at their heart will be core and employability skills that are relevant to all, including skills such as communication and team-working. For pupils who do want to progress in their chosen field, the courses will help give them a solid educational pathway that leads to either further learning, training or employment.

4.28 Skills for work courses will provide a greater range of learning opportunities for pupils augmenting existing school/college activities. Scottish Progression Awards (SPAs), which the SQA initially developed to meet an immediate need from schools for a vocational qualification, will continue to be a qualifications option, but because of their course length they are better suited to older pupils progressing on from the skills for work courses and adult learners.

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[23] This means that they will have 18 SCQF credit points at levels 2 and 3, and 24 SCQF credit points at levels 4-6.

[24] SMEs are responsible for 53% of all private sector employment. 98% of business in Scotland have less than 50 employees. Source: Scottish Corporate Sector published by the Scottish Executive (2004)

Articulation to Further Education Courses and Other Programmes

4.29 There will be clear articulation of progression opportunities from school/college partnership activity. Colleges already deal flexibly with prior learning. It is clearly important that pupils do not have to tread water in programmes they undertake after school because they covered the content while at school. We will ensure that school/college partnership accredited courses provide pupils with articulation to, and credit for, post-school programmes where possible. This will be built into the development of the new vocational qualifications. The SCQF presents the opportunity for pupils to either:

- accelerate their programme of study (i.e. the course could be shorter to reflect the work already undertaken);
- study part time (where previously full-time study may have been the norm); or
- study further units.

4.30 Sector Skills Bodies will be encouraged to ensure that previous learning in their secor is recognised to minimise duplication. They should work in partnership with the Scottish Qualifications Authority so that Modern Apprenticeships and Skillseekers frameworks provide clear articulation and progression routes wherever it is appropriate to do so and build on any accredited learning. Scottish Enterprise and Highlands and Islands Enterprise will ensure that the 'Get Ready for Work' programme takes cognisance of previous learning and has appropriate progression opportunities available.

Partnership Performance

4.31 For school/college courses both schools and colleges play a role in helping the pupil achieve awards. For school year 2007/08 onwards, outcomes arising from school/college partnership activity will be included in each sectors' SQA performance statistics. School performance – like college certification – has been reported since 2001 with reference to SCQF levels.

4.32 As there are already performance indicators for schools and for colleges, it is not necessary to develop new *quantitative* indicators specifically for partnership. It is sufficient to consider separately the contribution which partnership activities make to existing indicators. In addition, school/college partnership will impact on the performance indicators identified in our lifelong learning strategy, including reducing the proportion of 16-19 year olds not in education, employment or training (NEET). We will introduce *qualitative* measures of success, which will be monitored via returns from questionnaires and/or case studies. These will focus on issues such as the percentage of pupils who:

- found the course worthwhile;
- intend to go on to further learning;
- thought it enhanced their employment options; and
- thought it prepared them well for the world of work.

4.33 In 2007/08 we will repeat our research into the attitudes of pupils to college learning as part of their school curriculum.

4.34 In addition, the Scottish Further Education Funding Council's **Survey of Student Experience** will enable the Funding Council in future to present separately the views of pupils.

4.35 We will monitor through the **Scottish School Leavers Survey** the progression of pupils who have completed school/college

partnership courses leading to a recognised qualification.

4.36 We will establish by the end of 2005 a standing stakeholder forum comprising representatives from the Executive, the school and college sectors, pupil, adult student and Trade Union interests to oversee the national development of school/college partnership.

Evaluating School/College Partnership

4.37 This strategy for school and college partnership will be implemented from academic year 2005/06 onwards. In 2008/09 we will evaluate its effectiveness by obtaining answers to questions including:

- how well have school/college activities met the rationale and purposes of partnership?

- what were the benefits to pupils of enabling them to undertake college courses?
- which groups of pupils benefited particularly, i.e. the ones who most needed this intervention? Was this as envisaged?
- how did the benefits compare to the cost of intervention?
- were the resources most effectively targeted in order to achieve maximum net benefits for the investment?
- what was the impact of school/college activities on adult learners and school and college staff? and
- what was the economic and wider societal impact?

SECTION 5
ROLES AND RESPONSIBILITIES

21

Pupils

5.1 Pupils, in consultation with their parent or carer, are responsible for their own curricular choices, including whether they wish to be considered for college courses. Pupils are also responsible for ensuring good attendance and a positive attitude to their learning.

Education Authorities and Schools

5.2 Education authorities and schools are responsible for the whole package of school pupils' learning and welfare. We are not extending to colleges the statutory responsibilities of education authorities (and schools) for school pupils. Pupils' curriculum needs will therefore remain entirely the responsibility of the education authority and school wherever those pupils are learning at any given time.

5.3 Education authorities have a crucial role in ensuring equity and consistency in the level and quality of partnership activities.

5.4 Education authorities and schools are responsible for ensuring that all pupils have safe and free passage to and from college.

Further Education Colleges

5.5 Further education colleges[25] are autonomous bodies. In encouraging partnership with schools we in no way seek to restrict this autonomy.

5.6 Colleges are responsible for the selection and enrolment of students, including pupils, and the particular learning opportunities they offer. Colleges also establish their own local priorities and balance of activity.

Scottish Further Education Funding Council

5.7 The Scottish Further Education Funding Council (SFEFC) is responsible for distributing funding to Scotland's colleges and for the quality of college activity and works to improve and enhance it under a service level agreement with HM Inspectorate of Education. A Bill has been passed by the Scottish Parliament to merge SFEFC and the Scottish Higher Education Funding Council. The Further and Higher Education (Scotland) Bill is awaiting Royal Assent. Once the relevant provisions are in force, the new merged Council will have a full overview of further and higher education in Scotland. It will have a statutory duty to have regard to skills needs, issues affecting the economy, and social and cultural issues in Scotland. The new Council will present partners with greater opportunities for innovation.

5.8 Maintaining a coherent system of funding for colleges is in the best interests of pupils and adult students, and will bring a level of stability upon which evolutionary growth can be managed effectively. SFEFC (and its successor body) will therefore remain primarily responsible for funding school/college courses wherever that learning takes places.

5.9 The new Council's duties and powers in respect of further education set out in the Bill will generally apply irrespective of the age of the student concerned. Its powers to fund pupils' learning with colleges will be clear.

Careers Advisers

5.10 The provision of well-informed independent information, advice and guidance is crucial to the success of

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25 Orkney College and Shetland Colleges are under the management of their local education authority, but the same principle applies to them in respect of this matter.

school/college partnership activity. One of the key messages from the research the Executive recently commissioned into the attitudes of school pupils to further education study[26] was that high quality information before embarking on a college course is extremely important. The need for advice and guidance will grow, particularly (but not exclusively) in helping pupils consider the curriculum options at the end of S2, S4 and S5 and in supporting pupils to evaluate their college learning in relation to post-school career opportunities.

5.11 Careers Scotland and other careers advisers will play a crucial role in helping pupils to make informed decisions in respect of school/college activities. Careers Scotland's range of products and services for schools and colleges aim to:

- help individuals become more aware of the world of work;
- develop the career planning and decision making skills of individuals;
- help individuals make informed curriculum choices; and
- assist individuals to enter appropriate education, training or work.

5.12 A national strategic partnership agreement is in negotiation between Careers Scotland and the further education sector through its representative body, the Association of Scottish Colleges. Careers Scotland also has partnership agreements with each school and college outlining the range of services that Careers Scotland provides, including career guidance support. They outline each organisation's respective roles and responsibilities and highlight areas of mutual benefit to achieve joined up delivery for pupils and students. Each

school and college agreement will be revisited by 2007 in the light of this strategy and the accompanying guide for partnership to identify additional services that Careers Scotland could provide to pupils to support school/college partnership.

Scottish Qualifications Authority

5.13 The Scottish Qualifications Authority (SQA) is the national body with responsibility for the development, accreditation, assessment, and certification of qualifications other than degrees. Its roles are to:

- devise, develop and validate qualifications, and keep them under review;
- accredit qualifications;
- approve education and training establishments as being suitable for entering people for these qualifications;
- arrange for, assist in, and carry out, the assessment of people taking SQA qualifications;
- quality assure education and training establishments which offer SQA qualifications; and
- issue certificates to candidates.

5.14 The SQA is responsible for ensuring that the administrative arrangements necessary to support the delivery of qualifications to pupils are as flexible as possible to avoid unccesary administrative duplication.

Network of *learndirect scotland* Branded Learning Centres

5.15 Learning centres offer different ways of learning which are often more informal

and flexible than the traditional school or college environment. This is their unique selling point. The more informal nature of the centres can reinforce learning as a positive choice, and there is a range of opportunities available – including, for example, formal courses in a wide range of areas including vocational courses, such as hospitality, construction and care. Informal learning, and open and distance learning opportunities are also available. These learning centres are a valuable resource which have made great strides in supporting learners especially where there are no local college facilities. At present our remit for *learndirect scotland* extends to adults post-school.

5.16 School/college partnership in rural areas through the use of learning centres has the potential to provide a solid core of activity that may help support sustainable learning communities in such areas.

5.17 It is likely that in autumn 2005 the new corporate plan for *learndirect scotland* will acknowledge the role that *learndirect scotland* and *learndirect scotland* branded learning centres can play in the engagement between schools and colleges. This should allow learning centres to provide support for S3 pupils and above. Learning centres' own distinct ethos – which are neither schools nor colleges (though some are physically located within schools and colleges) – will be maintained as this is crucial to their success.

5.18 *learndirect scotland* branded learning centres are not owned by *learndirect scotland* but are varied – some are owned by colleges, some are private learning providers, some are community organisations, etc. Schools and colleges will be able to work in partnership with appropriate learning centres to support pupils' learning. The extent to which schools and colleges choose to engage and fund learning centres is a matter for them and the particular learning centres to agree.

5.19 Arrangements for pupil welfare and support will be informed by the guide for partnership which accompanies this strategy.

SECTION 6
FUNDING ARRANGEMENTS

6.1 Given that partnership will be developed with a view to the long term, clear and stable funding arrangements are necessary. Funding must also be sustainable.

6.2 We considered whether there is any scope for releasing funds dedicated to school pupils' school education when those pupils undertake college courses. We are not persuaded that there are reciprocal savings. Given that education authorities and schools remain responsible for the whole package of pupils' learning and welfare, irrespective of where that pupil is learning at any given time, savings that may notionally exist on paper are unlikely to be realised. We recognise that school/college activity is **supplemental** activity to education delivered by schools. It will therefore be financed in addition to funding for schools.

6.3 We are in the business of removing unnecessary barriers, not creating them. It would be perverse for us to prevent local authorities from having the option to fund colleges directly for additional college activities for pupils in their area if that is their local priority (and the college concerned is able and willing to meet this demand). The level of funding could be calculated using the SFEFC funding formula.

Fee-Waiver

6.4 It was never a matter of policy that fee income should be denied to colleges. The current funding situation, which generally denies this income, is anomalous. The rules governing fee-waiver will therefore be revised in August 2005 to ensure that college activities for state school pupils that form part of their school-based curriculum are eligible for automatic fee-waiver. Automatic fee-waiver will similarly be available for other pupils whose education is funded by the state. Normal rules for fee-waiver entitlement, which are based on household income, will continue to apply to pupils receiving private education or being educated at home. The funding available to colleges for fee-waiver will be increased accordingly.

6.5 There is no evidence at this stage to justify further specific increases in college funding for pupils learning in college or in school. SFEFC will keep this matter under review.

Funding Mechanism

6.6 SFEFC will ensure through strategic oversight that colleges aim towards equitable access of provision for pupils across Scotland and that colleges' distinctive ethos and autonomy are maintained. Decisions on the type and scale of provision will be taken locally on the basis of agreements between colleges and schools/local authorities. The activity of pupils undertaking college activity will be funded by SFEFC in the same way as other activity including fee-waiver and usual funding supplements for pupils in rural or deprived areas. The funding methodology will also take account of those pupils requiring extended learning support.

6.7 SFEFC will monitor the level of all school/college activity (irrespective of the source of funding) at a national, local authority, and college level.

Local Authority/School Funding Responsibilities

6.8 Local authorities/schools are responsible for arranging and funding the transport for pupils arising from school/college partnership.

6.9 Local authorities/schools are responsible for paying colleges the costs of lunch for school pupils eligible for free school

meals who eat lunch in the college. They are responsible for funding the costs of the materials associated with particular courses, including overalls and course books, etc. They are also responsible for reimbursing colleges for the cost of any additional pastoral support for pupils exceptionally attending college full-time.

Transport

6.10 Transport arrangements can be challenging, especially for pupils in geographically inaccessible areas and for pupils who cannot access public transport because of physical or mobility impairments. The innovation and pragmatism of existing local arrangements will be developed further by local authorities and schools. Even with this, transport arrangements have the potential to frustrate partnership. We will grasp the opportunity which the two years of piloting the skills for work courses presents to establish clearly the evidence of the pattern and resource implications of transport arrangements (and other direct costs borne by the local authority and school) to support the growth in the full range of school/college partnership activities, including growth as a result of the delivery of skills for work courses. This will help inform consideration for future Spending Reviews. Funding currently available to local authorities and schools through **Determined to Succeed** can be used to support vocational partnerships, including associated transport arrangements.

SECTION 7
LOCAL PARTNERSHIP ARRANGEMENTS

Delivery of School/College Partnership Locally

7.1 One of the main findings from the research the Executive undertook into existing local delivery arrangements[27] was that there is a need for greater consistency in the management of school/college partnership. A stronger role in forward planning by education authorities was also identified.

7.2 Local school/college partnership strategies will be developed within the overall framework of Community Planning to cover all secondary and special schools in each local authority area and appropriate colleges. This means that colleges like local authorities should be involved at the strategic as well as operational levels of Community Planning. Community Planning Partnerships provide the local mechanism for co-ordinating the work of local authorities and colleges to ensure that the risks of unnecessary duplication of facilities are minimised.

7.3 Given that education authorities are responsible for the whole package of school pupils' learning and welfare (which gives them an overview of pupils' educational needs), and Community Planning is facilitated by local authorities, local authorities will take the lead in preparing local strategies. A partnership approach needs to be taken with colleges to meet the challenge of delivering locally relevant learning opportunities and matching pupil needs and aspirations with the available provision of courses by colleges (whether inside or outside the area boundaries of the local authority).

7.4 A key issue for local dialogue is to facilitate the effective delivery of partnership activity. Local strategies should consider how best to co-ordinate school and college timetables taking into account travelling time. Other key matters for local decision-making are to:

- identify clearly the respective responsibilities of each of the partners;
- establish a timetable for the management of partnership activity; and
- consider how best to present college options to pupils.

7.5 Local authorities and colleges will by 2007 review all local school/college partnership activities to ensure that they match the framework for the 3-18 curriculum for pupils set out in **A Curriculum for Excellence**.

7.6 Scottish Executive **Determined to Succeed** advisers, through their support role to local authority **Determined to Succeed** teams, will help inform and disseminate information on relevant school/college partnership activities.

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[27] **Management of School/College Partnerships and the Main Operational Issues Involved,** a copy of which can be found on the Executive's website at http://www.scotland.gov.uk/library5/education/mscpr-00.asp

SECTION 8
PUPIL WELFARE AND SUPPORT

8.1 Schools and colleges have a duty of care to pupils.

8.2 The Scottish Executive published in March 2004 its national, multi-agency framework for standards for child protection,[28] which translated the **Charter for Protecting Children and Young People** into practice. The framework was sent to schools and colleges. Its content will be reflected in their procedures and actions.

8.3 Section 12(3) of the Further and Higher Education Act 1992[29] places an obligation on incorporated colleges to *"have regard to the requirements of persons over school age who have learning difficulties".* Once the relevant provisions in the Further and Higher Education (Scotland) Bill, are in force, this will similarly apply to school age pupils so that incorporated colleges will be required to have regard to their needs.

8.4 Relevant legislative requirements and recommendations for best practice on matters including pupil welfare and support are included in the guide which accompanies this strategy. It also includes a model Partnership Agreement for schools, local authorities and colleges; a model 'Student Agreement', which spells out pupils' rights and responsibilities arising from their enrolment as college students; and outlines the circumstances where pupils below S5 could exceptionally attend college full-time.

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[28] **Protecting Children and Young People: A Framework for Standards**, a copy of which can be found on the Executive's website at http://www.scotland.gov.uk/library5/education/pcypfs-00.asp

[29] A copy of the Act can be found at http://www.legislation.hmso.gov.uk/acts/acts1992/Ukpga-19920013-en-1.htm
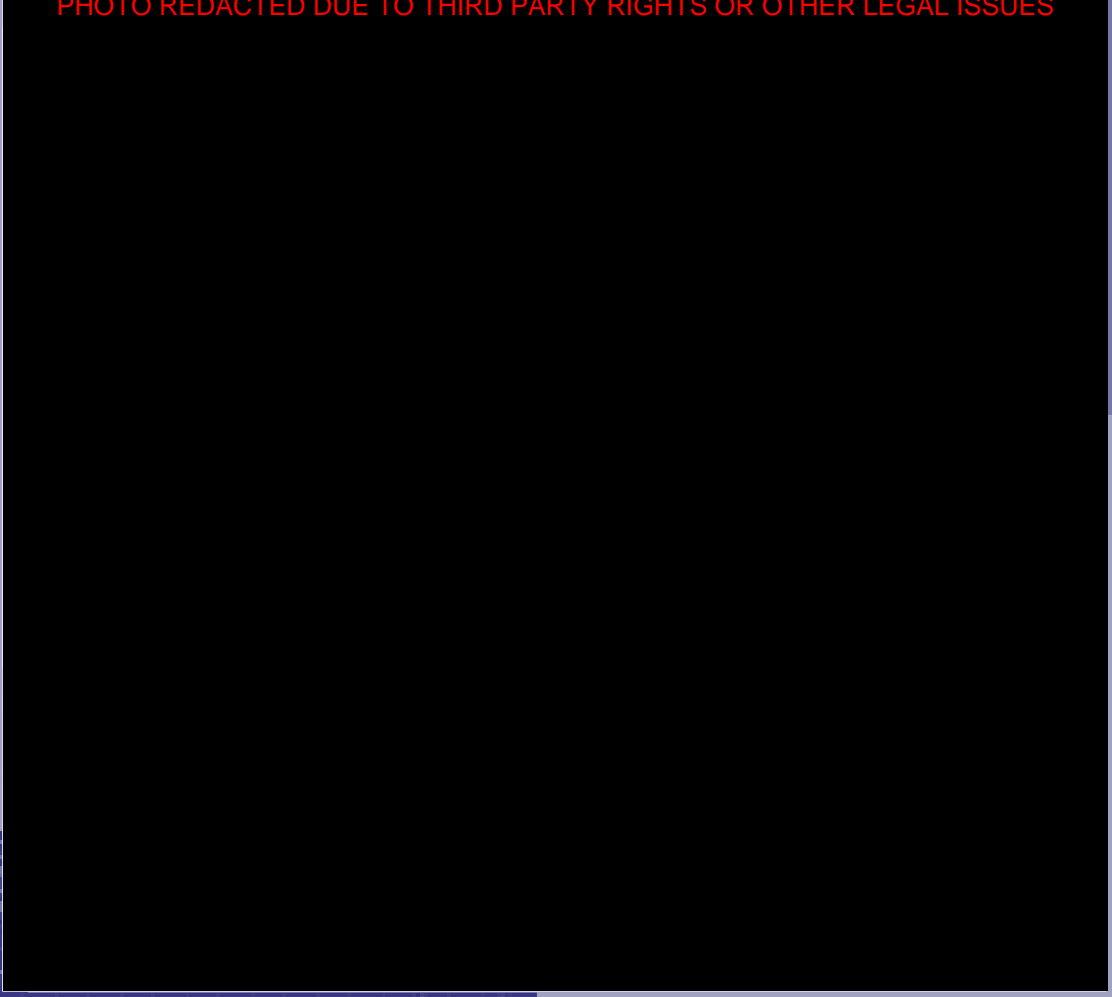
SECTION 9
QUALITY ASSURANCE

9.1 The quality of educational programmes offered by colleges is evaluated in a number of ways:

- HMIE carries out a four-year cycle of reviews of colleges. Until 2004, each college had separate subject and college reviews, but from January 2005 the reviews have been carried out by subject review and college review teams working together. Between 2001 and 2004, 96% of all HMIE subject reviews gave a good or very good grade for the teaching and learning process. Review reports are published on behalf of SFEFC. They are available on the HMIE website at www.hmie.gov.uk;
- internal quality procedures are based on the same SFEFC/HMIE quality framework as HMIE reviews. College departments use self-evaluation procedures to measure progress on quality issues. Students have the opportunity to state their views on courses through representation on Course Teams and colleges conduct regular internal questionnaires/surveys which record student views on the level of service offered;
- for courses funded by local enterprise companies, e.g. Modern Apprenticeships, colleges must satisfy the requirements of the Scottish Quality Management System (SQMS). In a few areas, this is by an SQMS audit which emphasises quality thresholds. For most areas, colleges make use of credit transfer arrangements to obtain exemption from SQMS audits on the basis of good performance in HMIE reviews;
- the SQA undertakes audits in subject areas using external moderators to visit colleges, meet staff and consider the internal moderation procedures in place. During these visits they will review and discuss the suitability of materials and procedures used for teaching and assessment;
- the Health and Safety Executive audit colleges to ensure adequate risk assessment has taken place and colleges have appropriate structures for health and safety in place; and
- programmes offered by colleges which are approved by external bodies must go through a rigorous validation process before they can be delivered and are then subject to regular review, e.g. colleges offering degrees awarded by universities are subject to rigorous university evaluation procedures. Some of the agencies involved in assuring the level of quality in coursework include the Engineering and Marine Trades Association, Community Education Validation and Endorsement, City and Guilds, and the Construction Industry Training Board.

SFEFC/HMIE External Quality Assurance of School/College Partnership

9.2 HM Inspectors undertake an independent review of the quality of provision in colleges on behalf of SFEFC under the terms of the Memorandum of Understanding between the Council and HMIE. The Inspectorate is also responsible for undertaking independent inspections of schools and for reviews of education authorities themselves. By its very nature, college provision for school pupils falls within the quality assurance regimes of both sectors. The strength of this, given the common role of HMIE, is that a coherent approach can be taken to evaluation of the contribution of both schools and colleges to the partnership.

9.3 HMIE review teams for colleges include HM Inspectors, associate assessors and a lay member. The Subject Review team assesses the quality of the student

experience in a number of subject areas in the college. The College Review Team assesses the impact on the student experience of educational leadership and direction, arrangements for access and inclusion, guidance and support, use of resources to support the learner, staff, quality assurance and quality improvement.

9.4 Members of review teams hold discussions with students and college staff. Members of subject review teams observe teaching and assess student progress and achievement. They review information on student performance and assess student achievement. Members of college review teams meet representatives of the Board of Management and hold discussions with local employers, schools and other users of the college. While the emphasis of the reviews is on SFEFC-funded work, Reviewers look also at the local enterprise company and employer-funded provision. This latter area has assumed greater importance since colleges make use of credit transfer arrangements to obtain exemption from aspects of SQMS audits on the basis of good performance at HMIE reviews.

9.5 HMIE as SFEFC's agent for quality assurance in further education evaluates the quality of the learning experience of all learners including school pupils who undertake programmes offered by colleges. However, as overall responsibilities for pupils' learning experiences remains with schools, HMIE will also sample partnership links in the context of school inspection, in particular where they are significant and contributing substantially to the delivery of education, or where their absence or deficiencies impact upon the delivery of education. Essentially HM Inspectors apply the tests outlined in the **Guidance on Flexibility in the Curriculum** (SEED Circular 3/2001) – is the provision provided through the link well planned, monitored and evaluated and is it resulting in real educational benefits for pupils?

9.6 In all sectors, HMIE promotes self-evaluation by institutions as a key element of quality assurance, complemented by external inspection and review. HMIE's quality frameworks are supported by series of self-evaluation guides focusing on key aspects of provision. By summer 2005, HMIE will publish a self-evaluation guide in its **How good is our school?** series on school/college partnership.

Private Training Providers and Other Organisations

9.7 Where a private training provider or other organisation is involved in a pupils' learning, the local authority, school or college will ensure through conditions of payment that HMIE can observe teaching and assess student progress and achievement.

SECTION 10

PROFESSIONAL TRAINING AND DEVELOPMENT

College Teaching Staff

10.1 The teaching staff in colleges have never been so well qualified both in their area of professional expertise and in teaching skills. Almost all staff have either a first degree or comparable vocational qualifications. Those who don't, bring extensive practical experience of industrial, business or crafts sectors and entrepreneurship to their teaching. Many are also working in the sectors about which they teach, many others regularly update themselves to keep their knowledge and skills current on industry requirements.

10.2 Statistical returns from colleges show that during academic year 2003/04 66.4% of permanent lecturing staff held a full TQ(FE) or equivalent while a further 17.0% held some other form of teaching qualification.[30] All colleges in Scotland have committed to continued professional development for their staff by providing access to programmes in teacher qualifications. In February 2005, HMIE published evaluations of current practice across the college sector in the report **Initial and Continuing Staff Development in Scottish Further Education Colleges**, which is available at www.hmie.gov.uk.

10.3 The General Teaching Council for Scotland's (GTCS) endorsed in March the recommendations of a working group, which was considering new flexible arrangements for the registration of teachers. There are also a number of other ongoing developments that could have a bearing on the consideration of the qualifications of college staff to teach pupils and need to be taken into account.

These include the Executive's consultation about whether there should be a professional body for the staff in colleges; and the work currently taking place to develop a new professional development award and units for college staff teaching school pupils aged under 16.

10.4 Additionally, there are a wide variety of lecturers, tutors and trainers who work with pupils, not only in colleges, but in higher education institutions, the voluntary sector and in some instances in the private sector. The new skills for work courses could be delivered in a number of different ways, some involving school/college partnership with learning taking place in either the school or college or in a mix of both. They may also involve non-school and non-college staff in their delivery, such as through a private training provider.

10.5 It is for these reasons that we will establish by October 2005 a Working Group with membership that reflects its remit to consider matters concerning the qualifications of non-schoolteachers who teach pupils to report to Ministers by February 2007 – ahead of the planned introduction nationally of the new courses in August that year.

10.6 In the meantime, as a temporary measure pending the outcome of that review, we have asked GTCS to confirm by summer 2005 that college staff registered with the GTCS (or with conditional registration) who have or are working towards a teaching qualification in further education (TQ(FE)) within an appropriate timeframe, will be able to teach pupils in S3 and above in schools. College staff without such

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[30] **Student and staff performance indicators for further education colleges in Scotland 2002-03** (Scottish Further Education Funding Council). A copy can be found on the Council's website at http://www.sfefc.ac.uk/publications/pi-2002-03/pdfs/SFCPI.pdf

registration will be able to teach pupils in schools if a teacher is present in the class.

10.7 We outline in our guide for school and college partnership that, as well as expertise in their vocational area, college lecturers who teach school pupils in college should possess or be working towards an appropriate teaching qualification, or have other means to demonstrate that they can teach to the requisite standard.

New Professional Award and Units

10.8 We know that many lecturers want specific training on working with under 16-year-old pupils more effectively. Equipping lecturers with the necessary skills is being considered in the context of the current Executive review of occupational standards and national guidelines on provision leading to the teaching qualification in further education (TQ(FE)) and related professional development. The Review Steering Group will conduct a 'mapping exercise' to compare the core occupational standards for lecturers with the standard for full registration for secondary schoolteachers.

10.9 A higher educational Professional Development Award (PDA) and units will be developed. They will be available in August 2006. This PDA, which will form part of the provision for Continuing Professional Development, will be an optional award. Those parts of the new PDA that cover the legislative framework under which schools operate, the purpose and significance of National Priorities in Education and the structure and organisation of schools will be incorporated into core standards. They will therefore be included in all new lecturers' Initial Teacher Training and in TQ(FE) programmes. There may be a

need for lecturers and schoolteachers to work together to deliver aspects of this training.

10.10 Colleges should encourage relevant college staff to consider studying for the new PDA or units. One of the purposes of the increased funding in 2006/07 and 2007/08 for school/college partnership is to support this training. This will encompass the costs borne both directly and indirectly (through for example the cost of the course and the costs associated with covering a lecturer's classes while they are receiving professional development).

Training for Pupil Welfare and Support in Colleges

10.11 The Scottish Further Education Unit will by December 2005 scope the work necessary to build on and expand existing arrangements to give all college staff training on matters concerning the welfare and support of school age pupils, including child protection matters. Another purpose of the increased funding in 2006/07 and 2007/08 for school and college partnership is to support this training.

Schoolteachers

10.12 The Scottish Executive Education Department recently announced the second stage of its review of teacher education for schoolteachers. Included within the remit of this review is to examine whether existing initial teacher education courses prepare staff as well as possible for entry into the profession and to look at whether current guidelines and requirements relating to initial teacher education remain appropriate. Currently, it is expected that a report of the review group's findings will be published in spring 2005. The Scottish Executive

Education Department will incorporate in the standards for teacher education for school teachers awareness of the work of colleges, including the delivery of education and training in colleges and school/college partnership activities.

Consideration will be given to the extent to which this awareness can be reinforced, where appropriate, by the joint delivery of awareness training to schoolteachers and college lecturers.

SECTION 11
DELIVERY IN RURAL AREAS

11.1 Although the network of Scotland's colleges is extensive – 90% of the Scottish population live within 30 minutes of a college and 40% live within two miles of their local college[31] – we acknowledge that for some schools and colleges partnership will be challenging. **In this section we outline measures mentioned elsewhere in this strategy and the guide specifically to address the delivery of school/college partnership in rural areas.**

11.2 School/college partnership in rural areas through the use of learning centres has the potential to provide a solid core of activity that may help support sustainable learning communities in such areas. [Strategy/5.16]

11.3 It is likely that in autumn 2005 the new corporate plan for learndirect scotland will acknowledge the role that learndirect scotland and *learndirect scotland* branded learning centres can play in the engagement between schools and colleges. This should allow learning centres to provide support for S3 pupils and above. Learning centres' own distinct ethos – which are neither schools nor colleges (though some are physically located within schools and colleges) – will be maintained as this is crucial to their success. [Strategy/5.17]

11.4 The activity of pupils undertaking college activity will be funded by SFEFC in the same way as other activity including fee waiver and usual funding supplements for pupils in rural or deprived areas. The funding methodology will also take account of those pupils requiring extended learning support. [Strategy/6.6]

11.5 Transport arrangements can be challenging, especially for pupils in geographically inaccessible areas and for pupils who cannot access public transport because of physical or mobility impairments. The innovation and pragmatism of existing local arrangements will be developed further by education authorities and schools. Even with this, transport arrangements have the potential to frustrate partnership. We will grasp the opportunity which the two years of piloting the skills for work courses presents to establish clearly the evidence of the pattern and resource implications of transport arrangements (and other direct costs borne by the local authority and school) to support the growth in the full range of school/college partnership activities, including growth as a result in the delivery of skills for work courses. This will help inform consideration for future Spending Reviews. Funding currently available to local authorities and schools through **Determined to Succeed** can be used to support vocational partnerships, including associated transport arrangements. [Strategy/6.10]

11.6 In the meantime, as a temporary measure pending the outcome of that review, we have asked GTCS to confirm by summer 2005 that college staff registered with the GTCS (or with conditional registration) who have or are working towards a teaching qualification in further education (TQ(FE)) within an appropriate timeframe, will be able to teach pupils in S3 and above in schools. College staff without such registration will be able to teach pupils in schools if a teacher is present in the class. [Strategy/10.6]

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[31] **Scotland is Changing**, Association of Scottish Colleges, 2003. A copy of which can be found at http://www.ascol.org.uk/pdf/dlw.pdf

11.7 Colleges have well developed work-based curriculum programmes and have established a comprehensive network in the private, public and voluntary sectors. This could be utilised to help deliver school/college partnership activity. [Guide/3.21]

11.8 Local authorities, schools and colleges may also wish to consider joint-funding of facilities in schools or in colleges. Colleges may also wish to consider the possibility of setting up outreach centres in schools. [Guide/3.22]

11.9 In some areas consortia of schools could work together with a range of colleges, including colleges at a distance through online courses and outreach delivery and accreditation arrangements. [Guide 3.23]

11.10 One more lateral approach to partnership working of which we are aware involves Banff & Buchan College, which had noticed a steady increase in demand for college activity from local schools. The reason for the demand was the lack of teaching staff in schools to teach technology courses. The local solution to this problem was not to provide college staff to teach the school pupils, but instead to educate students who subsequently went to university to become teachers of this subject. This has happened, and a teacher is now in post. [Guide 3.24]

11.11 Further modes of delivery may need to be considered, principally in respect of the use of new technologies to provide distance-learning, including open and flexible learning and videoconferencing. Another possibility is a travelling college workshop for more remote schools. Dumfries and Galloway College, for example, employs mobile facilities to provide demonstrations in areas such as catering. [Guide/3.28]

11.12 As part of the Scottish Schools Digital Network project, the Scottish Executive has provided a national broadband interconnect linking all the 32 education authorities and national bodies such as the SQA and Learning and Teaching Scotland. More than 70% of Scottish secondary schools have a broadband connection of 2Mbps or better. This means that there is potential for accessing FE college online learning environments from within secondary schools. However, achieving this in practice will depend on the policies of the colleges and the technical configuration of both college and local authority networks. [Guide/3.29]

11.13 We intend that school/college partnerships should link with wider partnerships to ensure that pupils' needs are met in an effective, integrated way. Work-based vocational learning is an integral part of our national strategy for enterprise in education, **Determined to Succeed**. The Scottish Executive Enterprise, Transport and Lifelong Learning Department is reviewing how public and private training providers can extend their partnerships to include the business community in order to ensure quality experiences for pupils with appropriate pupil welfare and support. In **Working and Learning Together to Build Stronger Communities** the Scottish Executive set out how local Community Learning and Development Partnerships (which generally include local schools and colleges) should take a strategic approach to the provision of formal and informal community-based learning opportunities. [Strategy/2.16/17]
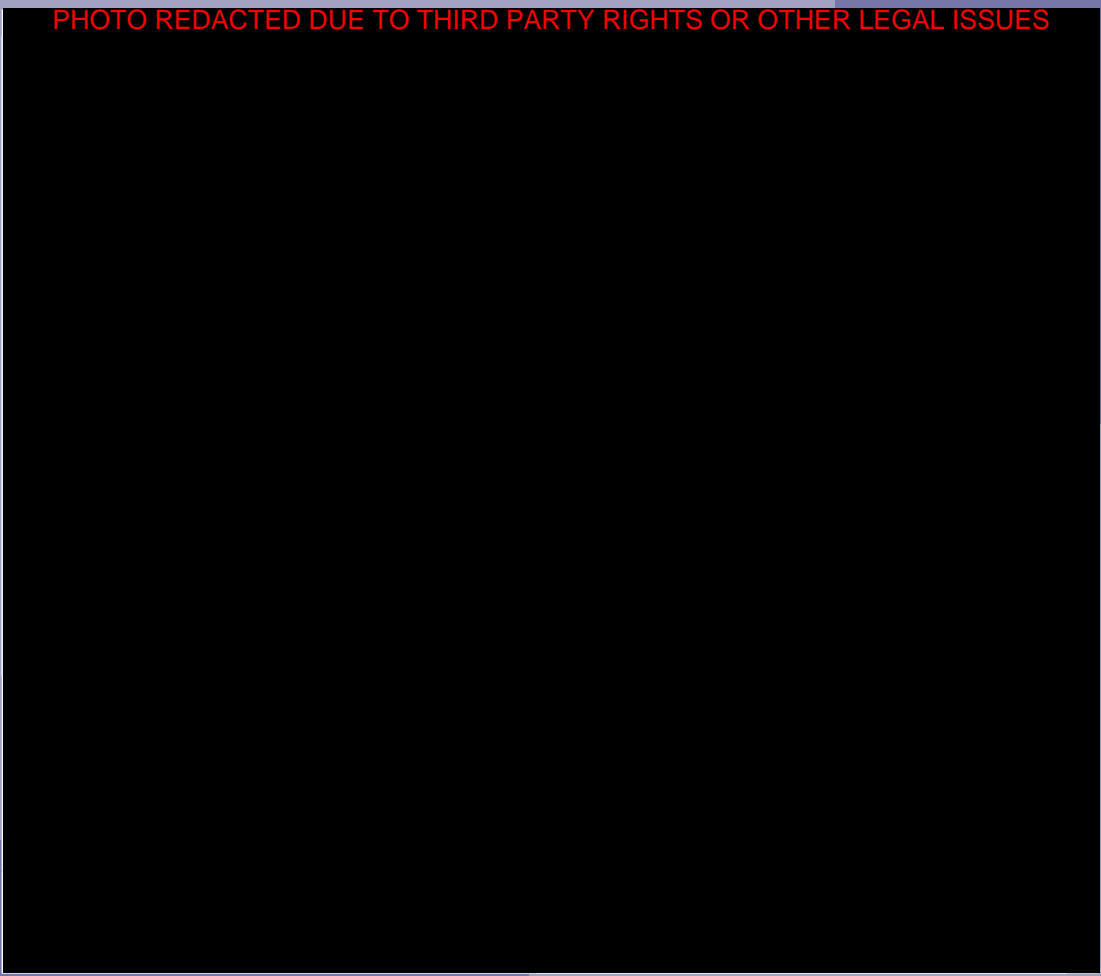
SECTION 12
IMPLEMENTATION TIMETABLE

IMPLEMENTATION TIMETABLE

In May 2005…

- skills for work courses will be launched.

In spring 2005…

- the second stage report of the Executive's review of teacher education for schoolteachers will be published.

By summer 2005…

- GTCS will confirm arrangements for college staff teaching school pupils in schools.
- HMIE will publish a self-evaluation guide in its **How good is our school?** series on school/college partnership.
- an insert to **Partnership Matters** containing specific guidance on school/college partnership for pupils with additional support needs will be published.

In August 2005…

- the rules governing fee-waiver for college activities for pupils will be revised.

From academic year 2005/06 onwards…

- capacity for college activity will be increased.

In academic year 2005-06…

- skills for work courses will be piloted.

By autumn 2005…

- branded learning centres are likely to be able to support learning opportunities for S3 pupils and above.

By October 2005…

- a new Working Group will be established to consider matters concerning the qualifications of non-schoolteachers who teach pupils.

By December 2005…

- the work necessary to give all college staff training on pupil welfare and support matters will be scoped.

By end 2005…

- a Code of Practice, which will provide guidance on how authorities and agencies should exercise their functions under the Education (Additional Support for Learning) (Scotland) Act 2004, and appropriate regulations, will be published.

- a standing stakeholder forum comprising representatives from the Executive, the school and college sectors, pupil, adult student and Trade Union interests will be established to oversee the national development of school/college partnership.

In academic year 2006-07…

- the second phase of pilots of skills for work courses will commence.

In August 2006…

- a higher educational Professional Development Award and units will be available for college lecturers teaching under 16 year olds.

By 2007…

- all secondary and special schools in Scotland will have effective, meaningful and appropriate partnership with at least one college for S3 pupils and above. Similarly, all Scotland's colleges will have effective, meaningful and appropriate partnership with secondary and special schools.

- each school and college agreement with Careers Scotland will be revisited in the light of this strategy and the accompanying guide for partnership.
- local authorities and colleges will review all local school/college partnership activities to ensure that they match the framework for the 3-18 curriculum for school pupils set out in **A Curriculum for Excellence**.

For school year 2007/08 onwards…

- outcomes arising from school/college partnership activity will be included in each sector's SQA performance statistics.

In August 2007…

- We aim to roll out skills for work courses nationally.

In 2007/08…

- we will repeat our research into the attitudes of pupils to college learning as part of their school curriculum.

In 2008/09…

- we will evaluate this strategy's effectiveness.

**Scottish Executive Education Department
Scottish Executive Enterprise,
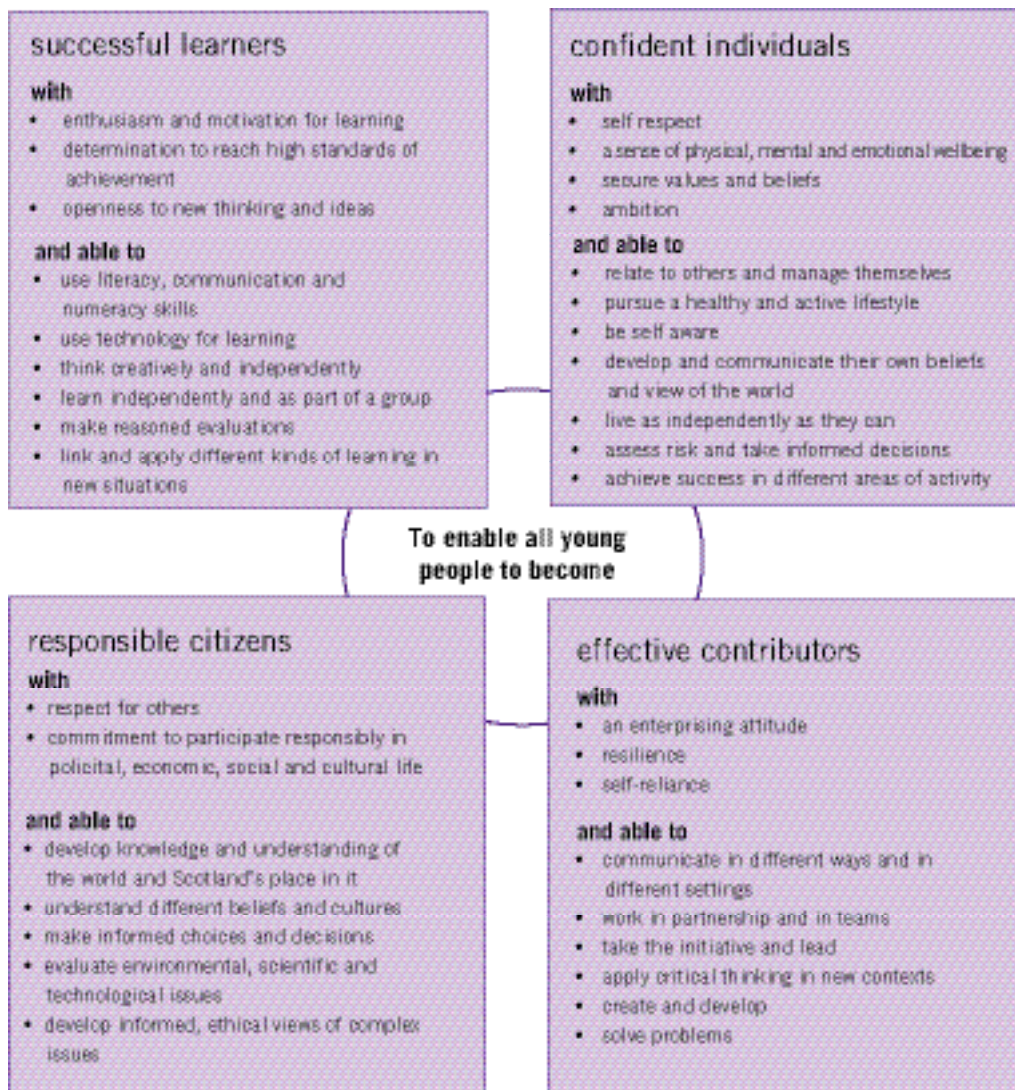Transport and Lifelong Learning Department**

May 2005

A CURRICULUM FOR EXCELLENCE

Values

1. **Wisdom, justice, compassion and integrity: the words which are inscribed on the mace of the Scottish Parliament have helped to define values for our democracy.**

2. It is one of the prime purposes of education to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged.

3. To achieve this, the curriculum:

    *   **should enable all young people to benefit from their education, supporting them in different ways to achieve their potential;**
    *   **must value the learning and achievements of all young people and promote high aspirations and ambition;**
    *   **should emphasise the rights and responsibilities of individuals and nations. It should help young people to understand diverse cultures and beliefs and support them in developing concern, tolerance, care and respect for themselves and others;**
    *   **must enable young people to build up a strong foundation of knowledge and understanding and promote a commitment to considered judgement and ethical action; and**
    *   **should give young people the confidence, attributes and capabilities to make valuable contributions to society.**

4. In essence, it must be inclusive, be a stimulus for personal achievement and, through the broadening of pupils' experience of the world, be an encouragement towards informed and responsible citizenship.

Purposes

5. Our aspiration for all children and for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work. By providing structure, support and direction to young people's learning, the curriculum should enable them to develop these four capacities. The curriculum should complement the important contributions of families and communities.

successful learners

with
- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

confident individuals

with
- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

and able to
- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

To enable all young people to become

responsible citizens

with
- respect for others
- commitment to participate responsibly in policital, economic, social and cultural life

and able to
- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

effective contributors

with
- an enterprising attitude
- resilience
- self-reliance

and able to
- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Principles for Curriculum Design

Challenges and enjoyment

Young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable young people to sustain their effort.

Breadth

All young people should have opportunities for a broad, suitably-weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Young people should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for young people to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each young person increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of young people's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

6.   Although all should apply at any one stage, the principles will have different emphases as a young person learns and develops. So, for example, the need for breadth will apply very strongly in the earlier stages, to ensure that a child will gain knowledge and understanding across a wide range of areas of learning. More options for specialisation will be available later, once essential outcomes have been achieved. The nature of choice will also change as a child develops, for example starting with choices in play activities, moving through choices in topics and contexts for learning and eventually reaching opportunities for decisions between programmes which may have implications for subsequent careers.

7. There will need to be sufficient flexibility in the way in which teaching and learning is managed to find the right blend and balance for each young person for their particular stage and circumstances. To enhance opportunities and allow greater personalisation of learning, schools will need to look beyond their own expertise and resources so that their students can have access to suitable provision. This may be through technologies to make connections between learners and teachers at a distance, or partnerships with other schools and colleges.

SCHOOL/COLLEGE REVIEW PUBLICATIONS

20 October 2003

■ Building the Foundations of a Lifelong Learning Society: The Experience of Motherwell College and Local Schools (which reproduces articles that first appeared in the spring 2003 edition of 'Broadcast', the journal of the Scottish Further Education Unit)

http://www.scotland.gov.uk/library5/lifelong/bflls-00.asp.

25 February 2004

■ Consultation paper

http://www.scotland.gov.uk/consultations/lifelonglearning/bfll-00.asp

■ Summary consultation paper

http://www.scotland.gov.uk/consultations/lifelonglearning/bfllsc-00.asp

■ Report of the school/college conference held to launch the review in October 2003

http://www.scotland.gov.uk/library5/lifelong/alls-00.asp

■ Leaflet seeking specifically the views of school pupils

http://www.scotland.gov.uk/library5/lifelong/bfpv-00.asp

12 October 2004

The following reports of research commissioned as part of its review (these reports were only published electronically):

■ School Pupils' Attitudes to Further Education

http://www.scotland.gov.uk/library5/education/ellspa-00.asp

■ Management of School/College Partnerships and the Main Operational Issues Involved

http://www.scotland.gov.uk/library5/education/mscpr-00.asp

■ Collaboration Between Schools and Colleges in Scotland - Literature Review

http://www.scotland.gov.uk/cru/resfinds/cbsfec-00.asp

26 November 2004

■ Interim Report

http://www.scotland.gov.uk/consultations/lifelonglearning/csfecir-00.asp

■ Partner Document to Interim Report (published only electronically)

http://www.scotland.gov.uk/consultations/lifelonglearning/csfecip-00.asp

■ Analysis Report of February 2004 Consultation Paper (published only electronically)

http://www.scotland.gov.uk/consultations/lifelonglearning/csfeccar-00.asp

12 May 2005

■ Strategy for School and College Partnership

■ Guide for School and College Partnership

■ Analysis Report of Consultation on Interim Report and Partner Document (published only electronically)

■ Report of the Working Group on 'Best Practice' on Planning and Management and Pupil Welfare and Support (published only electronically)

- Report of the Working Group on Funding
(published only electronically)

- Report of the Working Group on the
Qualifications of College Staff to Teach School
Pupils (published only electronically)

RATIONALE FOR SKILLS FOR WORK COURSES

1. Skills for work courses are designed to help candidates to develop:

    - skills and knowledge in a broad vocational area;
    - core skills;
    - an understanding of the workplace;
    - positive attitudes to learning; and
    - skills and attitudes for employability.

2. A key feature of these courses is the emphasis on experiential learning. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

3. Teaching/learning programmes will include some or all of the following:

    - learning in real or simulated workplace settings;
    - learning through role play activities in vocational contexts;
    - carrying out case study work; and
    - planning and carrying out practical tasks and assignments.

Learning through reflecting at all stages of the experience

4. Teaching/learning programmes will include some or all of the following:

    - preparing and planning for the experience;
    - taking stock throughout the experience — reviewing and adapting as necessary; and
    - reflecting after the activity has been completed — evaluating, self-assessing and identifying learning points.

5. The Skills for work courses are also designed to provide candidates with opportunities for developing *core skills* and enhancing skills and attitudes for employability.

Core skills

6. The five core skills are:

    - Communication;
    - Numeracy;
    - Information Technology;
    - Problem Solving; and
    - Working with Others.

Employability

7. The skills and attitudes for employability, including self-employment, are outlined below:

    generic skills/attitudes valued by employers

    - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care;
    - self-evaluation skills;
    - positive attitude to learning;
    - flexible approaches to solving problems;
    - adaptability and positive attitude to change; and
    - confidence to set goals, reflect and learn from experience.

    specific vocational skills/knowledge

    - Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

8. Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving pupils direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

9. **A Curriculum for Excellence** identifies aspirations for every young person. These are that they should become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

10. The learning environments, the focus on experiential learning and the opportunities to develop employability and core skills in these courses contribute to meeting these aspirations.

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

1. It is important that qualifications gained in schools and colleges are commonly understood. The Scottish Credit and Qualifications Framework (SCQF) helps promote lifelong learning by showing how most qualifications offered by Scotland's schools, colleges and universities, and in community-based settings relate to one another in terms of level and volume of study. SCQF provides a reference point when providers are mapping and planning provision. The SCQF provides guidance to learners by helping them identify their appropriate starting point, showing the progression routes available to them.

2. The framework is made up of twelve levels with Level 1 aiming to meet the needs of those who may have profound learning difficulty through levels of increasing demand to Doctorate qualifications at Level 12. Levels 1 to 7 represent the range of qualifications relating to school/college partnership. Qualifications are placed on a level depending on the complexity of the following generic outcomes of learning which underpin subject specific content: knowledge and understanding; practice (applied knowledge and understanding); generic cognitive skills (evaluation, critical analysis, problem solving); communication, numeracy and IT skills; autonomy, accountability and working with others. Development of these core skills aids progression whether into further study or employment.

3. The amount of assessed learning undertaken at any level is recorded through the allocation of credit points. One point is awarded for every notional ten hours of learning taking account of both class based and additional activity. Learners will receive certification giving a profile of their learning that can be used when applying for entry to the next stage in their learning pathway. Programmes placed on the same level make comparable demands on learners but may not have the same purpose, content or outcomes.

SCQF Level	Qualification	SCQF Credit Points*
12	Doctorates	540
11	Masters	600
	SVQ 5	Not yet firmly allocated
10	Honours Degree	480
	Graduate Diploma	120
9	Ordinary Degree	360
	Graduate Certificate	60
8	Higher National Diploma	240
	Diploma in Higher Education	240
	SVQ 4	Not yet firmly allocated

SCQF Level	Qualification	SCQF Credit Points*
7	Advanced Higher National Unit	8
	Advanced Higher National Course (4 units)	32
	Higher National Unit	8
	Higher National Certificate	96/120
6	Higher National Unit	6
	Higher National Course (4 units)	24
	SVQ 3	Not yet firmly allocated
5	Intermediate 2 National Unit	6
	Intermediate 2 National Course (4 units)	24
	Credit Standard Grade	24
	SVQ 2	Not yet firmly allocated
4	Intermediate 1 National Unit	6
	Intermediate 1 National Course (4 units)	24
	General Standard Grade	24
	SVQ 1	Not yet firmly allocated
3	Access 3 National Unit	6
	Access 3 National Cluster (3 units)	18
	Foundation Standard Grade	24
2	Access 2 National Unit	6
	Access 2 National Cluster (3 units)	18
1	Access 1 National Unit	6

*Credit points measure volume of activity