

**LIFELONG LEARNING - BUILDING ON SUCCESS:
A DISCUSSION OF SPECIFIC ISSUES RELATED TO LIFELONG LEARNING IN
SCOTLAND**

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Introduction

Nicol Stephen and Allan Wilson

In 2003, we launched our Lifelong Learning Strategy: Life through Learning; Learning through Life. This was a five year vision of what we wanted lifelong learning to bring to Scotland.

Over the past three years we have managed to make much of this vision a reality. We have streamlined our post compulsory funding systems, we have developed strategies designed to tackle issues of major importance such as the NEET group and worklessness in the adult population; we have introduced schemes such as ILA Scotland to help individuals take control of and direct their own learning, and we have invested heavily in our college and university sectors.

It is our view, then, that in 2003 we developed the right vision for lifelong learning in Scotland, and we believe that this vision remains true. We know that many of you share this position.

We also know that as we look to the future there are a number of issues we need to explore in order to ensure that we have a suite of policies that can build on the successes we have achieved to date.

We need to take stock of the progress and developments in our lifelong learning policy over the last three years. We need to take account of external developments in Scotland, the UK and beyond, and most importantly, we need to consider in detail some of the specific issues that will help to develop us as a nation that invests in and benefits from learning. That is why we are very pleased to launch this consultation on specific issues related to lifelong learning in Scotland.

We look forward to your input and would encourage you to get involved.

NICOL STEPHEN

ALLAN WILSON

Glasgow, October 2006

The Shape and Scope of the Consultation

A Workstream Approach

“Our vision for lifelong learning in Scotland is to provide the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours that will strengthen Scotland's economy and society”

This is the statement which opens our current Lifelong Learning Strategy and we believe that it outlines a vision which still holds true. It means that lifelong learning provision in Scotland must be relevant; responsive; in touch. It must also be coherent and of high quality wherever and however it is delivered.

Our vision chimes closely with other strategic developments across the Scottish Executive, notably the Curriculum for Excellence, A Smart, Successful Scotland, Closing the Opportunity Gap and Choosing Our Future: Scotland's sustainable development strategy. It fits with the ambitions and objectives of our stakeholders. But most importantly it encapsulates what we want our lifelong learning policies to achieve for Scotland.

What we want to achieve with this consultation then, is not to revisit this key purpose which we believe remains fresh and inspiring, but rather to examine the tools we have in place to deliver it. That is why we have chosen to take a thematic approach, and have developed five key themes on which we would like you to comment. These have been drawn up in discussion with our stakeholders and reflect the issues that we feel need to be debated on a wider stage.

The themes are:

Engagement with Employers

Flexible Learning Opportunities, Entitlement and Discretionary Support

Information, Advice and Guidance

Community Learning and Development

Journeys Into and Through Learning

We really want to hear your views on these areas and the questions listed at the end of each section are intended to stimulate your thinking. Although these are the main issues that we need your input on, please do not feel constrained by this list - if you have other views that you want us to hear, we will be happy to listen.

We have set out more clearly how you can participate in the consultation at the end of this paper.

Our Themes

1 Engagement with Employers

What do we want to achieve?

We want to ensure that the interaction we have with Scotland's employers on skills, learning and workforce development is productive and beneficial for all parties concerned.

How are we doing?

We have a comprehensive suite of policies in place designed to help businesses and individuals, ranging from Modern Apprenticeships, through targeted business support to Individual Learning Accounts. We are also working very closely with the Skills for Business Network in Scotland to make sure that our skills and training dialogues with employers are informed, focussed and fruitful. All of this activity is aimed at helping us to realise our vision of creating a Scotland that is ready and able to take full advantage of an evolving global economy. Scotland has a wide range of employers - from small businesses to major private companies to large public sector organisations – with differing needs from the labour market and different approaches to workforce development. Our policies need to be flexible enough to recognise and respond to these needs where appropriate.

What do we need from you?

- We need to know about your experiences of our skills policies, in whatever capacity be it as a deliverer, a recipient or a policy maker;
- We want you to share with us your views on how our policies have impacted on and influenced what you do;
- We need your reflections on how our policies are communicated and perceived;
- We feel that our training offers compare well with the rest of the UK and would like your perspective on this;
- We would welcome **three key suggestions** as to how we could build on the activity we currently undertake or address any gaps in the system;
- We want to know how you could work with us to deliver our shared ambitions.

2 Flexible Learning Opportunities, Entitlement and Discretionary Support

What do we want to achieve?

We want to ensure that we have a world class educational system that can be accessed by everyone in Scotland, regardless of their background or personal circumstances, and to have in place the right funding and delivery mechanisms to make this a sustainable reality.

How are we doing?

Our current Scottish system is one that serves the majority of Scotland very well. We are also fortunate in that we have a range of stakeholders who continually anticipate and plan for an improved future. Our existing funding system offers a level of focussed flexibility already, targeting those whose needs are greatest, and our learning providers are becoming increasingly attuned to the needs of non-traditional learner and are adjusting their delivery mechanisms accordingly. However, as our recent NEET and Employability Strategies have helped to highlight, there are still a lot of people in Scotland who, for various reasons, are not engaged in the opportunities that our education system can offer them. Not only those who are inactive, but also people already in work for whom a return to learning could help them to reap enormous personal benefits. Would movement towards a more learner centred funding and delivery model help to address these issues?

What do we need from you?

- We want you to share with us your views on how our funding and delivery mechanisms have impacted on and influenced what you do;
- We want your view on any barriers that exist in the current system which might prevent people from participating or achieving;
- We need your reflections on how our policies are communicated and perceived;
- We feel that our current education funding and delivery models compare well with the rest of the UK and would like your perspective on this;
- We would welcome **three key suggestions** as to how we could build on the activity we currently undertake;
- We want to know how you could work with us to deliver our shared ambitions.

3 Information, Advice and Guidance (IAG)

What we do want to achieve?

We want a clear, coherent system of information advice and guidance that is accessible to and understood by everyone in Scotland.

How are we doing?

Since the launch of the Strategy, we have invested a great deal in improving information, advice and guidance for learners in Scotland. *Learndirect scotland* and Careers Scotland help to drive demand for learning and provide freely available advice and guidance on learning and career choices to everyone that needs it. We have developed a concise and straightforward set of leaflets on funding so that learners can easily find out what is available to them, and we are on track to establish a national provider of information on funding for learners later this year. In short we have an excellent system that serves the majority of learners – and influencers - very well. What we need to do now is to establish where the gaps may be in order that we can build on the success that we have already achieved.

What do we need from you?

- We need to know about your experiences of IAG, in whatever capacity be it as a deliverer, a recipient or a policy maker;
- We want you to share with us your views on how our IAG systems have impacted on and influenced what you do;
- We need your reflections on how our systems are communicated and perceived;
- We feel that our IAG offer compares well with the rest of the UK and would like your perspective on this;
- We would welcome **three key suggestions** as to how we could build on the activity we currently undertake;
- We want to know how you could work with us to deliver our shared ambitions.

4 Community Learning and Development

What do we want to achieve?

We want to have policies in place which will build and support a vibrant and confident community learning and development (CLD) sector. CLD is key to delivering our agenda: it enables people who have been excluded from opportunities to build their confidence and skills, gain access to learning, and play an active part in their communities .

How are we doing?

CLD is a vital part of our existing strategy and we have made good progress. We have established Learning Connections as part of Communities Scotland to ensure that the Community Learning and Development Partnerships make a positive difference to the lives of people and communities in Scotland by delivering on the national priorities set out in our guidance for CLD, *Working and Learning Together to Build Stronger Communities*. From their inspections across all local authorities, HMIE have identified the overall quality of adult learning as a key strength of CLD provision. We are currently working to ensure that we learn from the progress already made with our Adult Literacy and Numeracy Strategy, and continue to build on it. We have just consulted on a Youth Work Strategy to help strengthen another key dimension of lifelong learning. Our Performance Information Project is starting to tell us more about the scale and impact of CLD. The most disenfranchised people in Scotland can benefit hugely from community learning and development and we need to make sure that our policies and actions plans keep up the momentum of change and make best use of this asset .

What do we need from you?

- To tell us about your experiences of community learning and development;
- To share your views on how our existing CLD policies have impacted on what you do;
- Your reflections on how we communicate our policies and how people involved in CLD and in the wider lifelong learning sector see them;
- To tell us whether you agree that bringing together community-based learning with youth work and community capacity building through CLD gives Scotland a key advantage;
- Your views on any significant gaps in what we are currently doing;
- **Three key suggestions** as to how we could build on the activity we currently undertake;
- To tell us how you could work with us to deliver our shared ambitions.

5 Journeys Into and Through Learning

What do we want to achieve?

We want all Scots to be lifelong learners with the confidence and choice to move easily into and through the learning landscape to achieve their goals, whether they are personal, social or economic. To do this we need a flexible, integrated system that suits modern lifestyles.

How are we doing?

Our innovative education strategies, such as *Ambitious Excellent Schools*, *A Curriculum for Excellence* and *Determined to Succeed*, are working towards ensuring that tomorrow's school leavers are lifelong learners. We are also working to build an integrated learning landscape, where all learning is recognised and valued, where different pathways are well signposted and where learners can make choices that suit their circumstances. We have the Scottish Credit and Qualifications Framework that allows qualifications to be understood and compared and informal learning to be recognised and valued. It supports pathways through learning, not only in Scotland but across Europe. Links between the SCQF and the European Qualifications Framework will increase mobility for learners and their achievements. Collaboration between schools and colleges is providing the opportunity for many young people to study in a college environment, easing transitions to further learning, training or employment. The newly merged funding council is driving our agenda of widening access and ensuring smooth transitions. We need to consider how we can maximise and build on existing work to achieve our ambitions and to identify areas that need further work.

What do we need from you?

- We would like your perspective and opinions on entry to and progression through learning in Scotland. What are the barriers and difficulties learners face on their journey?;
- We want you to share with us your views on how our current strategies and policies work. What works well? What needs to work better? Are there any gaps? Are there areas of good practice that we can learn from and could potentially build on?
- We feel that what we do compares well with the rest of the UK and would like your perspective on this;
- We would welcome **three key suggestions** as to how we could build on the activity we currently undertake or that would address any gaps in the current system;
- We want to know how you could work with us to deliver our shared ambitions.

Crosscutting and Supporting Issues

The preceding pages outline the key themes that we want to look at as part of the consultation. It is important to highlight that none of these themes can be considered in isolation – each of them knocks against the others in some way and we recognise this.

What we also recognise is that there are a range of other, horizontal issues that each of these themes needs to be tested against. These issues can be both process and policy based, and we have drawn together a list of the key topics that we want each key theme to consider:

Process Issues

- Communication
- Finance
- Evidence gathering and identification of gaps
- Sustainability

Policy Issues

- Linkages with the SCQF
- The Leitch Review of Skills in the UK (Due to publish in Nov/Dec 06)
- Infrastructure
- Investment in and by business
- Regulation and procurement
- Fit with other Executive strategic developments
- Impact on specific groups
- Measuring Success

Each of our main themes will be tested against these crosscutting issues and you will wish to think about them as part of any submission you plan to make.

In addition to the work outlined in this document, we will also be producing our regular update on the commitments and indicators in our current strategy <http://www.scotland.gov.uk/Resource/Doc/76169/0019078.pdf>

Timing, Outputs and Getting Involved

Timings

We are inviting written responses to this consultation paper by **Monday 12 February 2007**.

What happens next?

During the course of the consultation, groups will be set up to take forward each theme. These groups will gather in evidence from stakeholders and proof their theme against the crosscutting issues noted earlier.

It is our intention to draw together all of this evidence into a package of reports that will be presented to incoming Ministers after the elections to the Scottish Parliament in the Spring of 2007, and this is what will inform any future action.

We want you to get involved with this process and you will be able to do so in a couple of different ways:

- Firstly, we would like you to provide us with your written submissions based on the themes in this document. You may contribute on as many or as few themes as you wish and you can do this at any time throughout the life of the consultation.
- Secondly, the theme specific work groups may seek your views on their areas. Each work group will be able to gather evidence in whatever way they feel is most appropriate, but it is likely that they will use a mixture of face to face discussion through interviews, events etc, and written submissions.

Contacts for each theme are given below along with an overall contact for the consultation.

Responding

Please do not feel you have to respond to all the questions or be restricted by the set questions in this consultation paper. Your comments on any aspect of the consultation paper will be welcome.

There are different ways that you can respond to this consultation paper.

- **ONLINE**

This is our preferred contact method. If you want to reply electronically, if possible please use our online form and email your response to **LLLstrategyconsultationresponses@scotland.gsi.gov.uk**. Please ensure that you also complete the respondent information form and send it in with your submission.

This consultation, and all other Scottish Executive consultation exercises, can be viewed online on the consultation web pages of the Scottish Executive website at <http://www.scotland.gov.uk/consultations>. You can telephone Freephone 0800 77 1234 to find out where your nearest public internet access point is.

- **IN WRITING**

This paper is only available as an online document, but if you prefer not to reply electronically you can, if you wish, submit a postal response. Please send your submissions to:

LIFELONG LEARNING STRATEGY CONSULTATION

c/o KAREN MCAVENUE

Enterprise and Lifelong Learning Department

Skills for Life and Work Division

First Floor Europa Building

450 Argyle Street

GLASGOW

G2 8LG

Please note that you should also include a respondent information form with any postal response. A printable copy of this can be found at Appendix 3.

If you have any further queries please send an email to LLLstrategyconsultationresponses@scotland.gsi.gov.uk or phone 0141 242 0287.

Handling your response

We need to know how you wish your response to be handled and, in particular, whether you are happy for your response to be made public. Your completed respondent information form will ensure that we treat your response appropriately. If you ask for your response not to be published we will regard it as confidential, and we will treat it accordingly.

Access to Consultation Responses

Where respondents have given permission for their response to be made public, these will be made available to the public in the Scottish Executive Library and on the web by w/c **Monday 12 March 2007**. We will check all responses where agreement to publish has been given for any potentially defamatory material before logging them in the library or placing them on the website. You can make arrangements to view responses by contacting the SE Library on 0131 244 4565. Responses can be copied and sent to you, but a charge may be made for this service.

Everyone responding should be aware that the Scottish Executive is subject to the provisions of the Freedom of Information (Scotland) Act 2002. This means we would have to consider any request made under the Act for information relating to responses made to this consultation exercise.

SEconsult

The Scottish Executive now has an email alert system for consultations (SEconsult). This system allows anyone with an interest - individuals or organisations - to register and receive a weekly email with details of all new SE consultations (including web links). SEconsult complements, but in no way replaces, SE distribution lists. It allows you to keep up to date with all SE consultations activity, and therefore be alerted at the earliest opportunity to those of most interest. We would encourage you to register.

Further information on Lifelong Learning in Scotland

If you would like to find out more about lifelong learning in Scotland, please go to <http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning>

Comments and complaints

If you have any comments about how this consultation exercise has been conducted, please send them to:

KAREN MCAVENUE
Enterprise and Lifelong Learning Department
Skills for Life and Work Division
First Floor Europa Building
450 Argyle Street
GLASGOW
G2 8LG

email: LLLstrategyconsultationresponses@scotland.gsi.gov.uk

Workgroup Contacts

Theme	Contact
<p>Engagement with Employers</p>	<p>Emma Cooke Skills for Life and Work Division Enterprise, Transport and Lifelong Learning Department First Floor Europa Building 450 Argyle Street Glasgow G2 8 LG</p> <p>Tel: 0141 242 0281 emma.cooke@scotland.gsi.gov.uk</p>
<p>Flexible Learning Opportunities, Entitlement and Discretionary Support</p>	<p>John Paul Liddle Higher Education and Learner Support Division Enterprise, Transport and Lifelong learning Department First Floor Europa Building 450 Argyle Street Glasgow G2 8 LG</p> <p>Tel: 0141 242 0134 johnpaul.liddle@scotland.gsi.gov.uk</p>
<p>Information, Advice and Guidance</p>	<p>Hazel Rutherford (address as above for John Paul Liddle)</p> <p>Tel: 0141 242 0110 hazel.rutherford@scotland.gsi.gov.uk</p>
<p>Community Learning and Development</p>	<p>Colin Ross Communities Scotland 8th Floor Highlander House 58 Waterloo Street GLASGOW G2 7DA</p> <p>Tel: 0141 226 4163 Colin.Ross@communitiesscotland.gsi.gov.uk</p>
<p>Journeys Into and Through Learning</p>	<p>Lynn Forsyth (address as above for Emma Cooke)</p> <p>Tel: 0141 242 0215 lynn.forsyth@scotland.gsi.gov.uk</p>

The overall contact for the consultation is:

Karen McAvenue
Skills for Life and Work Division
Enterprise, Transport and Lifelong learning Department
First Floor
Europa Building
450 Argyle Street
Glasgow G2 8 LG
Tel: 0141 242 0287
karen.mcavenue@scotland.gsi.gov.uk

Appendix 1: Other Activity

This consultation forms part of a large body of activity that is currently going on in the Scottish Executive's Lifelong Learning Group. Listed below are some of the main documents and developments that fit with the work described in this paper:

- **Adult Literacy and Numeracy**

Looking at what our current ALN strategy has achieved and developing recommendations for the future.

Contact Isabel Russell
Isabel.russell@scotland.gsi.gov.uk

- **HE Futures**

Work focussing on the long-term strategic issues facing higher education in Scotland.

Contact Claire Woodward-Nutt
claire.woodward-nutt@scotland.gsi.gov.uk

- **Strategic Review of Scotland's Colleges**

The first major review of the college sector since the colleges were incorporated in 1993.

Contact Colin Baird
Colin.baird@scotland.gsi.gov.uk

- **Employability– “Workforce Plus – An Employability Framework for Scotland”**

This work intends to enable decisions to be taken at the right level and ensure that interventions are in place to support more individuals to enter, sustain and progress in, employment.

Contact Barbara Anderson
Barbara.anderson@scotland.gsi.gov.uk

- **NEET Strategy – “More Choices; More Chances”**

A multi agency approach to addressing the issues raised by and faced by young people in Scotland who are not in education, employment or training.

Contact Melanie Weldon
Melanie.weldon@scotland.gsi.gov.uk

- **Demerger of Careers Scotland from Scottish Enterprise**

A recently ended consultation aimed at informing decisions on the future position of Careers Scotland.

Contact Lynsey Silverman
lynsey.silverman@scotland.gsi.gov.uk

- **Evaluation of the Skills for Business Network**

An independent consideration of the work done by the Skills for Business Network in Scotland.

Contact Martin Boyle
Martin.boyle@scotland.gsi.gov.uk

- **Youth Work Consultation**

A recently ended consultation, the results of which will inform the Youth Work Strategy, due to be published in Spring 2007

Contact Linda Miller
Linda.miller3@scotland.gsi.gov.uk

Appendix 2: Summary of Questions

1 Engagement with Employers

- 1.1 We need to know about your experiences of our skills policies, in whatever capacity be it as a deliverer, a recipient or a policy maker
- 1.2 We want you to share with us your views on how our policies have impacted on and influenced what you do;
- 1.3 We need your reflections on how our policies are communicated and perceived;
- 1.4 We feel that our training offers compare well with the rest of the UK and would like your perspective on this;
- 1.5 We would welcome **three key suggestions** as to how we could build on the activity we currently undertake or address any gaps in the system;
- 1.6 We want to know how you could work with us to deliver our shared ambitions.

2 Flexible Learning Opportunities, Entitlement and Discretionary Support

- 2.1 We want you to share with us your views on how our funding and delivery mechanisms have impacted on and influenced what you do;
- 2.2 We want your view on any barriers that exist in the current system which might prevent people from participating or achieving;
- 2.3 We need your reflections on how our policies are communicated and perceived;
- 2.4 We feel that our current education funding and delivery models compare well with the rest of the UK and would like your perspective on this;
- 2.5 We would welcome **three key suggestions** as to how we could build on the activity we currently undertake;
- 2.6 We want to know how you could work with us to deliver our shared ambitions.

3 Information, Advice and Guidance

- 3.1 We need to know about your experiences of IAG, in whatever capacity be it as a deliverer, a recipient or a policy maker;
- 3.2 We want you to share with us your views on how our IAG systems have impacted on and influenced what you do;
- 3.3 We need your reflections on how our systems are communicated and perceived;
- 3.4 We feel that our IAG offer compares well with the rest of the UK and would like your perspective on this;

3.5 We would welcome **three key suggestions** as to how we could build on the activity we currently undertake;

3.6 We want to know how you could work with us to deliver our shared ambitions.

4 Community Learning and Development

4.1 To tell us about your experiences of community learning and development;

4.2 To share your views on how our existing CLD policies have impacted on what you do;

4.3 Your reflections on how we communicate our policies and how people involved in CLD and in the wider lifelong learning sector see them;

4.4 To tell us whether you agree that bringing together community-based learning with youth work and community capacity building through CLD gives Scotland a key advantage;

4.5 Your views on any significant gaps in what we are currently doing;

4.6 Three key suggestions as to how we could build on the activity we currently undertake;

4.7 To tell us how you could work with us to deliver our shared ambitions.

5 Journeys through and into Learning

5.1 We would like your perspective and opinions on entry to and progression through learning in Scotland. What are the barriers and difficulties learners face on their journey?;

5.2 We want you to share with us your views on how our current strategies and policies work. What works well? What needs to work better? Are there any gaps? Are there areas of good practice that we can learn from and could potentially build on?

5.3 We feel that what we do compares well with the rest of the UK and would like your perspective on this;

5.4 We would welcome **three key suggestions** as to how we could build on the activity we currently undertake or that would address any gaps in the current system;

5.5 We want to know how you could work with us to deliver our shared ambitions.

And finally, do you have any additional general comments that are not covered elsewhere?

Appendix 3: Respondent Information Form: Lifelong Learning - Building On Success

Please complete the details below and return it with your response. This will help ensure we handle your response appropriately. Thank you for your help.

Name:

Postal Address:

1. Are you responding: (please tick one box)
- (a) as an individual go to Q2a/b and then Q4
- (b) **on behalf of** a group/organisation go to Q3 and then Q4

INDIVIDUALS

- 2a. Do you agree to your response being made available to the public (in Scottish Executive library and/or on the Scottish Executive website)?

Yes (go to 2b below)

No, not at all We will treat your response as confidential

- 2b. Where *confidentiality is not requested*, we will make your response available to the public on the following basis (**please tick one** of the following boxes)

Yes, make my response, name and address all available

Yes, make my response available, but not my name or address

Yes, make my response and name available, but not my address

ON BEHALF OF GROUPS OR ORGANISATIONS:

- 3 The name and address of your organisation *will be* made available to the public (in the Scottish Executive library and/or on the Scottish Executive website). Are you also content for your **response** to be made available?

Yes

No We will treat your response as confidential

SHARING RESPONSES/FUTURE ENGAGEMENT

- 4 We will share your response internally with other Scottish Executive policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for the Scottish Executive to contact you again in the future in relation to this consultation response?

Yes

No

Appendix 4: The Scottish Executive Consultation Process

Consultation is an essential and important aspect of Scottish Executive working methods. Given the wide-ranging areas of work of the Scottish Executive, there are many varied types of consultation. However, in general, Scottish Executive consultation exercises aim to provide opportunities for all those who wish to express their opinions on a proposed area of work to do so in ways which will inform and enhance that work.

The Scottish Executive encourages consultation that is thorough, effective and appropriate to the issue under consideration and the nature of the target audience. Consultation exercises take account of a wide range of factors, and no two exercises are likely to be the same.

Typically Scottish Executive consultations involve a written paper inviting answers to specific questions or more general views about the material presented. Written papers are distributed to organisations and individuals with an interest in the issue, and they are also placed on the Scottish Executive web site enabling a wider audience to access the paper and submit their responses¹. Consultation exercises may also involve seeking views in a number of different ways, such as through public meetings, focus groups or questionnaire exercises. Copies of all the written responses received to a consultation exercise (except those where the individual or organisation requested confidentiality) are placed in the Scottish Executive library at Saughton House, Edinburgh (K Spur, Saughton House, Broomhouse Drive, Edinburgh, EH11 3XD, telephone 0131 244 4565).

All Scottish Executive consultation papers and related publications (eg, analysis of response reports) can be accessed at: [Scottish Executive consultations](http://www.scotland.gov.uk/consultations) (<http://www.scotland.gov.uk/consultations>)

The views and suggestions detailed in consultation responses are analysed and used as part of the decision making process, along with a range of other available information and evidence. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review

¹ <http://www.scotland.gov.uk/consultations>

- inform the development of a particular policy
- help decisions to be made between alternative policy proposals
- be used to finalise legislation before it is implemented

Final decisions on the issues under consideration will also take account of a range of other factors, including other available information and research evidence.

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body.

