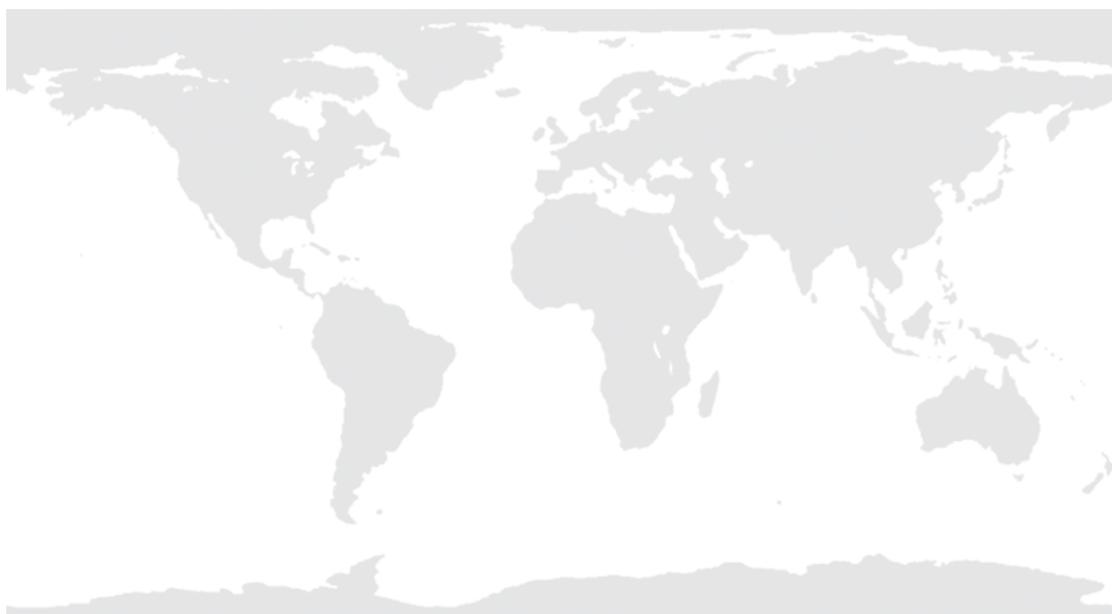




World Data on Education Données mondiales de l'éducation Datos Mundiales de Educación

VII Ed. 2010/11



United Kingdom (Scotland)

Updated version, September 2012.

Principles and general objectives of education

Scotland forms an integral part of the United Kingdom of Great Britain and Northern Ireland, a parliamentary democracy with a monarch as head of state. In 1707 the Act of Union abolished the separate Parliaments for Scotland and England, and created a single Parliament at Westminster in London. However Scotland retained many distinctive features, including a separate church and legal system. A form of administrative devolution for Scotland was established in 1885 when the Scottish Office was created as a Department of the United Kingdom (UK) government, assuming responsibility for many of the issues which in England and Wales were dealt with by Whitehall Departments, such as health, education, justice, agriculture, fisheries and farming, and was headed by a UK Cabinet Minister, the Secretary of State for Scotland. In 1989 the Scottish Constitutional Convention (SCC) was established, consisting of representatives of civic Scotland and some of the political parties, to draw up a detailed blueprint for devolution including proposals for a directly elected Scottish Parliament with wide legislative powers. The SCC's report in 1995 formed the basis of further proposals which were brought forward by the UK government in 1997. These proposals received overwhelming support in a Referendum (September 1997). Following the passage of the Scotland Act 1998, the Scottish Executive (officially referred to as the Scottish Government since August 2007) and Scottish Parliament were officially convened on 1 July 1999. This date marks the transfer of powers in devolved matters, previously exercised by the Secretary of State for Scotland and other UK Ministers, to the Scottish Ministers. The UK Parliament continues to legislate for Scotland on reserved matters, such as constitutional matters; foreign policy; defence and national security; fiscal, economic and monetary system; immigration and nationality; energy; common markets; trade and industry, including competition and customer protection; some aspects of transport, including railways, transport safety and regulation; employment legislation; social security; data protection; and equal opportunities.

The education and training systems of England, Wales and Northern Ireland are broadly similar. The education system in Scotland has, however, always been completely separate with its own laws and practices. Differences across the United Kingdom are particularly marked in the school systems. At the higher education and training levels, this is less so.

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

their fullest potential' (Standards in Scotland's Schools etc. Act 2000). Concern to ensure that classroom work properly challenges and supports all pupils and increased attention to young people with additional support needs (whether in mainstream schooling or special units), are examples of the extension of this principle of appropriateness. A further principle is that there should be opportunities to continue voluntarily at school or to proceed to further or higher education, with financial assistance if necessary. The Scottish education system is expected to promote the autonomy of individuals and at the same time to equip them, on the basis of interdependence, to fulfil the variety of roles which participation in a changing society demands. These roles include becoming responsible for one's own learning, contributing to the health, wellbeing, wealth, growth and cultural enrichment of society, maintaining its values and participating fully in the democratic process. (Eurydice, 2008/09).

Under section 4 of the Standards in Scotland's Schools etc. Act 2000 the Scottish Ministers were required to define national priorities in school education. The five priorities defined the high-level outcomes which the then government identified for local authorities and their schools to deliver for young people and all had equal status. These priorities continue to influence key on-going reforms and developments, though the new National Performance Framework (2007) has redefined aspects of them. They are:

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

In November 2004 the Curriculum Review Group published *A Curriculum for Excellence*. This outlined the purposes and principles of education from age 3 to 18 in Scotland and argued that education should provide for children and young people the opportunities to develop as successful learners, confident individuals, responsible citizens and effective contributors. Developing these four 'capacities' is now widely understood as the central aim of the whole preschool and school educational system. (*Ibid.*).

Scottish Ministers are committed to the outcomes based approach as set out in 2007 in the National Performance Framework's (NPF) 10-year vision. The NPF has



been refreshed to reflect lessons learned from across the Scottish Government and its partner organizations since 2007. It provides a better measure of progress towards the National Outcomes and reflects current priorities as outlined in Manifesto Commitments, the Government Economic Strategy, Programme for Government and Spending Review documents. The government's purpose is to focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.

In 2007, in the document *Skills for Scotland: A Lifelong Skills Strategy* the government set out ambitions for skills in a lifelong learning context. It focused on three main areas: individual development, responding to economic and employer need, and creating cohesive structures. Within the framework of the Strategy the vision is for a smarter Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership:

- Where people can work in teams, are creative and enterprising and hungry to continually learn new skills. They expect to realize their aspirations and are equipped to achieve their potential in a constantly changing world. People are motivated to contribute to Scotland's future and are confident that they can do so.
- Where people are entrepreneurial and innovative; small businesses are encouraged to grow and there is strong, coherent support for businesses of all sizes. Migrant workers and overseas students play a valuable role in an expanded workforce and economy.
- Where employers improve productivity by investing in their own staff and are able to access a skilled workforce that is increasingly literate and numerate with good ICT and problem solving skills.
- Where learning and training providers work as one system and thanks to wider use of technology and e-learning, barriers of geography and rurality have been reduced.

To achieve this vision there is the need, among others, to develop a distinctively approach to skills acquisition, balancing the needs of employers and individuals, aligning employment and skills and placing the individual at the centre of learning and skills development. It is also necessary to ensure that the Strategy will promote equal access to and participation in, skills and learning for everyone. The Strategy aims to promote equality of opportunity to those trapped by persistent disadvantage and to improve numbers of people economically active including those from groups such as race, disability, gender, sexual orientation, age and religion/faith and educational starting points. The focus is on several overlapping clusters of skills, e.g.: personal and learning skills that enable individuals to become effective lifelong learners; literacy and numeracy; the five core skills of communication, numeracy, problem solving, information technology and working with others; employability skills that prepare individuals for employment rather than for a specific occupation; essential skills that include all of those above; and vocational skills that are specific to a particular occupation or sector. (Scottish Government, 2007).

The economic turmoil witnessed since 2008 has affected all parts of the economy and society and severely tested the resilience of Scotland's people and businesses. The 'refresh' of the Lifelong Skills Strategy positions Scotland for the

long-term. To accelerate growth and create a more successful country Scotland must make more of the skills and talent that is available across the country. The vision is for a successful, globally competitive economy based on high skilled and better paid jobs, high productivity, fairness, and high quality public services. This sits strongly within the National Performance Framework, the overarching Purpose for government and public services to increase sustainable economic growth with opportunities for all of Scotland to flourish, and the Scottish Government-COSLA (Convention of Scottish Local Authorities) Concordat with its Single Outcome Agreements agreed within Community Planning Partnerships across Scotland. To help realize this vision a smarter, more ambitious Scotland is required where: (i) creative, innovative, enterprising people: are aware of the skills they possess and can use them effectively; and are engaged in competitive public and private sector organizations with ambitious, progressive and innovative leadership and management; (ii) high skill, high productivity, healthy workplaces enable people to perform at their best; (iii) a cohesive and efficient learning and careers system centred on the individual that anticipates and responds to employers' needs: supports the lifelong development and use of skills; provides high quality learning opportunities and continually improves; and recognizes and credits the learning individuals have undertaken and enables them to progress through the learning system seamlessly; (iv) national and local government policies for investment, enterprise, skills, innovation and competition support the development and best use of skills in the workplace; (v) the nation is a model of best practice in tackling climate change with businesses capitalizing on the opportunities that a low carbon economy will bring, creating new employment for a skilled workforce and driving the adaptation of existing jobs.

To achieve this vision skills policy will focus on four priority themes: empowering people to ensure they have the opportunity to access the right advice, support and opportunities to acquire the skills and attributes to both contribute to and benefit from future economic success; supporting employers by better understanding and assessing the skills they need for future success, and ensuring that the supply of skills, training and qualifications can be responsive to this; simplifying the skills system to ensure that it is more coherent and easy to understand for individuals and employers; and strengthening partnerships and collective responsibility between public, private and third sectors to help improve skills and the contribution they make towards achieving Scotland's social and economic aspirations. The strategy aims to promote equal access to and participation in skills, career information, advice and guidance and learning activities for everyone. It is intended to promote equality of opportunity to those who face persistent disadvantage and to improve the numbers of people economically active across all groups within society. (Scottish Government, 2010).

Laws and other basic regulations concerning education

The basic legal framework for education in Scotland consists of a series of Education (Scotland) Acts, which are Acts of Parliament of the United Kingdom applying specifically and only to Scotland or, since July 1999, Acts of the Scottish Parliament. Education legislation for Scotland is a distinctive set of Acts pertinent to Scotland. The Education (Scotland) Acts are supplemented by regulations which have the force of law. The Education Acts are mainly concerned with the organization and administration of education, giving powers to certain bodies, for example to the



Scottish Ministers to make regulations or to local authorities or to Her Majesty's Inspectors of Education. Regulations also tend to deal with administrative matters, but in more detail than the legislation.

Amongst other things, the **Education (Scotland) Act 1980**, as amended in 1981 and subsequently by other legislation, gives power to local authorities to provide preschool education, specifies the ages between which education is compulsory and lays a duty on parents to see that their child is educated and on local authorities to make provision for education. It entitles pupils to receive education appropriate to their 'age, ability and aptitude', to receive guidance in secondary schools and to be supported as necessary by psychological, health and social work services. The **Education (Scotland) Act 1996** is concerned with setting up a new examination authority – the Scottish Qualifications Authority (SQA) – to take the place of the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC); paying grants to providers of preschool education for children; some changes to the then extant School Boards Act; and granting powers to the Secretary of State (now the Scottish Ministers) to introduce regulations concerning testing and assessment in the first two years of secondary education.

The **Standards in Scotland's Schools etc. (Scotland) Act 2000** requires education authorities to endeavour to secure improvement in the quality of the school education which is provided in the schools managed by them. This Act for the first time gave every child in Scotland a right to education, outlined measures to modernize the teaching profession and enhance its status and established a framework of improvement for school education. The Act sets out a framework for the improvement of the performance of schools and defines five national priorities in education (achievement and attainment; framework for learning; inclusion and equality; values and citizenship; and learning for life). Under this framework, the local authorities are required to publish annual plans showing improvement objectives for the schools in their areas. The schools themselves are required to publish annual development plans taking into account the improvement objectives set by their local authority. Both authorities and schools are also required to publish annual reports on progress. The National Performance Framework (2007) has to an extent redefined the national priorities in terms of national outcomes and more specific national indicators/targets.

In March 1992, the government enacted the Further and Higher Education (Scotland) Act which made fundamental changes in the organization of post-school education in Scotland. It also created a separate Scottish Higher Education Funding Council (SHEFC) and, from 1 July 1999, the Scottish Further Education Funding Council (SFEFC). In 2005 the **Further and Higher Education (Scotland) Act 2005** dissolved SFEFC and SHEFC and created a new Scottish Funding Council (SFC), which is responsible for funding colleges and universities.

The **Local Government (Scotland) Act 1994** made provision with respect to local government and the functions of local authorities; it also introduced amendments in relation to local government finance, local authority accounts and the records of local authorities.



The United Kingdom Special Educational Needs and Disability Act 2001 gave students with disabilities the right to be included alongside their peers on the same educational programmes in the same institutions. The **Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002** requires education providers to improve accessibility to school facilities and the curriculum for pupils with disabilities. The **Education (Additional Support for Learning) (Scotland) Act 2004**, passed in April 2004 and implemented in autumn 2005, gives local authorities and other agencies, such as social work departments and health boards, a duty to collaborate in providing whatever additional support beyond normal mainstream provision that any individual pupil needs to benefit from education.

The **Scottish Schools (Parental Involvement) Act 2006** supersedes the Schools Boards (Scotland) Act 1988. It aims to encourage a broader range of parental representation through Parents' Forums and Parents' Councils and to encourage parents' active involvement in supporting their children's learning. The provisions of this Act have been implemented from August 2007. (Eurydice, 2008/09).

In Scotland compulsory schooling takes place between the ages of 5 and 16. The Education (Scotland) Act of 1872 ensured compulsory elementary (primary) education and since 1890 primary education has been provided free. (*Ibid.*).

Administration and management of the education system

The devolved government for Scotland is responsible for most of the issues of day-to-day concern to the people of Scotland, including health, education, justice, rural affairs, and transport. The Scottish government was known as the Scottish Executive when it was established in 1999 following the first elections to the Scottish Parliament. The current administration was formed after elections in May 2011. The Cabinet consists of the First Minister, and other Scottish Ministers appointed under the terms of the Scotland Act 1998. The government operates on the basis of collective responsibility. This means that all decisions reached by Ministers, individually or collectively, are binding on all members of the government. As of June 2012, the Education portfolio is under the authority of: the **Cabinet Secretary for Education and Lifelong Learning** (among others, responsible for: teacher and school workforce issues; school infrastructure; educational attainment and international education and benchmarking; relations with local government; the Scottish Funding Council; universities and further education colleges; higher and further education student support; and the Scottish Credit and Qualifications Framework); the **Minister for Learning, Science and Scotland's Languages** (among others, responsible for: Curriculum for Excellence; national qualifications and assessment; Scotland's languages; modern languages and Scottish studies; inclusion; mental wellbeing; free school meals; parental engagement in education; policy and development of science strategy; science education in schools); the **Minister for Children and Young People** (among others responsible for: social services workforce; childcare and preschool; early years/early intervention; protection of vulnerable groups and child protection; children's rights; youth work; Care Inspectorate activities; nutrition); and the **Minister for Youth Employment** (among others responsible for: Skills Development Scotland; flexible training opportunities and the training for work programme; workforce development; skills development



support for specific industrial and service sectors; UK Commission for Employment and Skills and the Sector Skills Council).

Established in July 2011, **Education Scotland** inherited the full range of functions formerly undertaken by Her Majesty's Inspectorate of Education (HMIE) and Learning and Teaching Scotland (LT Scotland was formed in 1999 from the merger of the Scottish Consultative Council on the Curriculum and the Scottish Council for Educational Technology). It assumed responsibility from Scottish Government Learning Directorate for aspects of activity supporting Continuing Professional Development at national level. Education Scotland will also take over responsibility for the Curriculum for Excellence Management Board and Excellence Groups (in principle from October 2011). Education Scotland has been established by the Cabinet Secretary as a key national body supporting quality and improvement in Scottish education to: lead and support successful implementation of the curriculum; build the capacity of education providers and practitioners to improve their own performance; promote high quality professional learning and leadership; stimulate creativity and innovation; provide independent evaluation on the quality of educational provision; and provide evidence-based advice to inform national policy. HMIE, now under Education Scotland, promotes improvements in quality of experience, achievements and standards for all learners in the Scottish education system. HMIE carries out evaluations of the work of preschool and community learning settings, schools, colleges, teacher education and local authority services.

Children in Scotland is the national agency for voluntary, statutory and professional organizations and individuals working with children and their families. It is funded by its members, by grants from the Scottish government, by voluntary agencies, local authorities, corporate trusts and individual donations. The organization was established in 1983 as the Scottish Child and Family Alliance and changed its name in June 1993 to Children in Scotland: working for children and their families. It currently has over 400 members from all over Scotland. The agency makes connections between research and policy, and practitioners' everyday experiences, to influence policy and to develop best practice in working with and for children and young people. Children in Scotland works in partnership with the National Children's Bureau and Children in Wales.

The **Care Inspectorate** (formally, the Social Care and Social Work Improvement Scotland) is the independent scrutiny and improvement body for care and children's services. It regulates and inspects care services and carries out social work and child protection inspections. The Care Inspectorate was created by the Public Services Reform (Scotland) Act 2010. The Act sets out general principles, in accordance with which the Care Inspectorate must exercise its functions. These are: the safety and wellbeing of all persons who use, or are eligible to use, any social service are to be protected and enhanced; the independence of those persons are to be promoted; diversity in the provision of social services is to be promoted with a view to those persons being afforded choice; and good practice in the provision of social services is to be identified, promulgated and promoted. The national care standards for childcare cover services for children and young people up to the age of 16 years which are to be regulated under the Regulation of Care (Scotland) Act 2001. They apply equally to services operating in the public, private and voluntary sectors, and in domestic or non-domestic premises which provide services for over two hours a day



and for six days or more each year. The range of services covered include: nursery classes; crèches; child minders; after school clubs; and playgroups. The standards reflect the rights of children and young people, as set down in the UN Convention on the Rights of the Child. They also reflect the general principles applying to all the standards developed by the National Care Standards Committee. The principles themselves are not standards but reflect the recognized rights which children, young people, parents and carers enjoy as citizens. The main principles are dignity, privacy, choice, safety, realizing potential and equality and diversity.

The **Scottish Social Services Council (SSSC)** is responsible for registering people who work in social services and regulating their education and training. It was established in October 2001 to regulate the social services workforce. From 2006 it began to register lead practitioners/managers in daycare of children services; from 2007 it has been registering practitioners and from 2008 support workers. In order to register, staff need to hold, or be working towards, a qualification accepted by the SSSC. The SSSC's role is to raise standards of practice, strengthen and support the workforce and increase the protection of people who use services. The SSSC sets up registers of key groups of social service staff; publishes Codes of Practice for all social service workers and their employers; regulates the training and education of the workforce; promotes education and training; and undertakes the functions of the sector skills council (Skills for Care and Development), which includes workforce planning and development.

The **Scottish Council for Development and Industry** is a broadly based body which includes representatives from industry, commerce, trade associations, professional bodies, local authorities, trade unions, universities, colleges and the churches. It has the aim of creating a more prosperous Scotland. It exchanges views on economic matters with visitors to Scotland and specialists; it takes the initiative in advising the Scottish Government on important business and economic issues; it is involved in the development of business within Scotland and overseas; and it has a considerable interest in enterprise education.

The **Scottish Qualifications Authority (SQA)** is the accreditation and awarding body in Scotland for national qualifications at all levels (below degree level) offered in schools, colleges and some higher education institutions. The SQA took over these functions from the Scottish Examination Board and the Scottish Vocational Education Council in April 1997. SQA's functions are set out in the Education (Scotland) Act 1996 as amended by the Scottish Qualifications Act 2002. The organization has two main roles: accreditation, and awarding qualifications. SQA accredits qualifications other than degrees, and approves and quality assures awarding bodies that plan to enter people for these qualifications. As an awarding body, SQA: devises and develops qualifications; validates qualifications (e.g. makes sure they are well written and meet the needs of learners and tutors); reviews qualifications to ensure they are up to date; arranges for, assists in, and carries out, the assessment of people taking SQA qualifications; quality-assures education and training establishments which offer SQA qualifications; and issues certificates to candidates.

The **Scottish Credit and Qualifications Framework (SCQF)** is a way of comparing and understanding Scottish qualifications by giving qualifications a level and credit points. There are 12 levels in the SCQF, level 1 ('Access 1') being the least



difficult and level 12 ('Doctorate') the most difficult. SCQF levels 1 to 7 are covered by school education. Currently, Access 3, Standard Grades and Intermediates make up SCQF levels 3-5, Highers make up level 6 and Advanced Highers make up level 7. Usually levels 3-5 are taken in S3/S4, Highers in S5/S6 and Advanced Highers in S6. For most young people S4 is the last year of compulsory education but many will choose to stay on and complete S5 and S6 and do Highers and Advanced Highers which are the qualifications that are usually used to gain entry into higher education. It is expected that SQA will introduce new qualifications from 2013/14 onwards as part of the implementation timetable of *Curriculum for Excellence*. The structure of qualifications will be: Access 1; Access 2; Access 3; National 4; National 5; Higher and Advanced Higher. National 4 and 5 will replace the current qualifications, namely Standard Grade General and Credit, and Intermediate 1 and 2. Foundation level Standard Grades will be replaced by the new Access 3. Revisions will also be made to the current Access 1, Access 2, Higher and Advanced Higher qualifications. The National 4 and National 5 and the revised Access qualifications will be introduced from 2013/14, followed by the new Higher qualifications in 2014/15 and the new Advanced Higher qualifications in 2015/16. There will be more flexibility as to when learners take these new qualifications under Curriculum for Excellence. Schools may well take the opportunity this provides to offer National Courses over two years. Bypassing qualifications at National 4 and moving straight to National 5 or Higher is likely to become increasingly common, although this may be a gradual process. (Eurydice, 2011).

The number of SCQF credit points shows how much learning has to be done to achieve the qualification. One SCQF credit point equals about 10 hours of learning (including assessment), so a candidate achieving a qualification with 24 SCQF credit points will have done approximately 240 hours of learning. Levels and credit points are shown on the certificates issued to candidates. Core skills are an essential part of many qualifications. Core skills are five skills which everybody needs, no matter their walk of life, and which employers look for in potential employees. The core skills are: communication; numeracy; problem solving; information technology; and working with others. Everybody who achieves SQA qualifications automatically gets a Core Skills Profile, i.e. a listing of the core skills they have achieved. For candidates doing National Courses, many core skills are embedded in National Units. This means that, for the most part, there is no need for core skills to be taught separately—they can be gained in the course of achieving the units, courses and group awards. There are also dedicated core skills units which can be taken to make up for any shortfall in core skills achievement. These are available at SCQF levels 2 to 6. Core skills are also a component of most Scottish Vocational Qualifications (SVQs). They are particularly important where the SVQs are used as part of a government sponsored skills scheme such as modern apprenticeships. There are also dedicated workplace-assessed core skills units for those group awards and training schemes which require them; new versions of the workplace-assessed core skills units were introduced in August 2008. In national certificates, higher national certificates (HNC) and higher national diplomas (HND), all five core skills are normally developed. Core skills can be 'embedded' in units, in much the same way as they are in national units. They can be achieved by doing dedicated core skills units which are specifically designed to assess the core skill. Or they can be 'signposted', which means that there are opportunities to develop the core skills in an HNC or HND but that they aren't formally assessed. Core skills that are embedded or have been achieved through dedicated core skills



units will appear on the candidate's Scottish Qualifications Certificate. Signposted core skills will be achieved without appearing on the certificate. Each SQA unit is written to a standard format. The unit specification has three main headings: (i) general information, i.e. general and administrative information about the unit; (ii) statement of standards, which is the mandatory part of the unit specification and contains the outcomes, performance criteria, and evidence requirements; (iii) support notes, which are not mandatory but provide guidance about the intentions, scope and objectives of the standards.

The **General Teaching Council for Scotland** (GTC Scotland) is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession. Established in 1965, GTC Scotland was the first such professional body for teaching and teachers in the United Kingdom and one of the first teaching councils in the world. The legislation that established GTC Scotland in 1965 was replaced by The Public Services Reform (General Teaching Council for Scotland) Order 2011 which passed into law in March 2011. GTC Scotland has always been financially independent, being funded by teachers and not from the public purse. GTC Scotland has also had a wide range of professional responsibilities but some decisions were subject to final approval by the Scottish Government. On 2 April 2012 the Order conferred independent status on GTC Scotland, with enhanced powers and greater flexibility of operation. As a result GTC Scotland became an independent, self-regulating professional body for teaching. Under the Order, the GTC Scotland's general functions are to: keep a register of teachers; establish and review the standards of education and training appropriate to school teachers; establish and review the standards of conduct and professional competence expected of a registered teacher; investigate the fitness to teach of individuals who are, or are seeking to be, registered; keep itself informed of the education and training of individuals undertaking courses for the education and training of teachers; consider and make recommendations to Scottish Ministers about matters relating to teachers' education, training, career development and fitness to teach as well as the supply of teachers; keep such registers of other individuals working in educational settings as it thinks fit; and maintain a scheme of 'Professional Update' for teachers. In carrying out its functions, GTC Scotland: must have regard to the interests of the public; and must do so in a way which is proportionate, accountable, transparent and consistent; is targeted only where action is needed; encourages equal opportunities; and is consistent with any other principle which appears to it to represent best regulatory practice.

Further and higher education institutions are almost entirely autonomous. Although they receive substantial public funds from the SFC, they also generate their own income. Public funding varies between institutions but this does not affect their autonomous status. Each institution is therefore responsible for all aspects of administrative control, subject to legislative requirements and conditions of grant. Education Scotland is responsible for external evaluation of the authority education services by operating independently and impartially whilst remaining directly accountable to Scottish Ministers for the standards of its work. Local authorities also carry out their own quality assessment of the various aspects of the educational provision which they make. At institutional level schools and further education colleges are responsible themselves for monitoring and evaluating their performance and progress and they are required to produce both an annual Standards and Quality



or self-evaluation report on their own work and a development plan, setting out the results of an internal audit and their plans and objectives for the future. (Eurydice, 2011).

Funding for teaching and research in higher education is delivered through the **Scottish Further and Higher Education Funding Council**, commonly known as the Scottish Funding Council (SFC), a Non-Departmental Public Body (NDPB) of the Scottish Government established in October 2005. The Council replaced the former Scottish Further Education Funding Council and the Scottish Higher Education Funding Council and brought together funding and support for Scotland's colleges and universities under one body. Fees from students also contribute to the funding of colleges and higher education institutions. Colleges and higher education institutions also have income from services they provide in such fields as training, research and specialist advice.

Universities Scotland essentially works for the Principals or Directors of Scotland's 19 higher education institutions. However, Universities Scotland seeks to draw upon expertise where it exists in the sector and will therefore liaise with individuals from the senior management team across all institutions where appropriate. The work of Universities Scotland is split into five broad policy areas: learning, teaching and skills; research and knowledge exchange; resources, governance and administration; widening access and equal opportunities; internationalization. Universities Scotland work is informed and guided by a series of committees and advisory groups. These committees broadly correlate to the policy areas. All matters of policy are passed through the policy committees and advisory groups to the Executive Committee, which is comprised of the Convener, Vice Convener and Conveners of all standing Committees. The Executive Committee is a smaller, representative group of Principals that advises the full Universities Scotland Committee. All member institutions are represented at the Universities Scotland Main Committee. The objectives of **Scotland's Colleges**, formerly called the Scottish Further Education Unit, are to support key developments and innovations in the further education sector in Scotland. The Unit supports teaching and learning, the application of information technology, and organizational, professional and management development. It also supports colleges in implementing key government policy initiatives.

The **Quality Assurance Agency for Higher Education (QAA)**, which was set up in 1997, provides an integrated quality assurance service for all the United Kingdom (UK) higher education institutions. The Agency is an independent body, funded by subscriptions from universities and colleges of higher education and through contracts with the higher education funding bodies. The QAA advises government on applications for the grant of degree awarding powers, university title, or designation as a higher education institution. It acts on behalf of the United Kingdom higher education funding bodies in respect of the assessment of the quality of education. It aims to safeguard the public interest in sound standards of higher education qualifications, and to encourage continuous improvement in the management of the quality of higher education. It does this in two ways: by providing reference points that help to define clear and explicit standards; and by reviewing standards and quality using peer review processes where teams of academics conduct audits and reviews. To support standards and promote quality enhancement, the QAA



publishes a range of reference points and guidance. These publications are widely used by UK academic staff responsible for shaping the student experience. The new UK Quality Code for Higher Education, launched in December 2011, draws on the core guidance formerly known as the Academic Infrastructure (to be phased out from 2012) and has three main sections, on standards, quality and public information. **QAA (Scotland)** has delegated responsibilities from the QAA Board for managing QAA work in Scotland.

As a result of the Local Government etc. (Scotland) Act 1994, a new structure of single-tier local authorities came into being on 1 April 1996. The former 53 district and nine regional councils were replaced by 29 new entities, with the former three island councils remaining the same, making 32 local (district) authorities in all. **Local authorities (LAs)** are empowered to appoint joint committees to carry out any of their functions and may also purchase services from other authorities. In 2007 the Scottish Government and the Convention of Scottish Local Authorities (COSLA) agreed a Concordat that sets out the terms of a new relationship between central and local government, based on mutual respect and partnership. The Local Government in Scotland Act 2003 extended the duties of local authorities and their community planning partners to engage local communities in planning and service delivery issues. Community Planning essentially aims to promote and encourage effective partnership between local authorities and other agencies in the public, voluntary and private sectors, and with communities. Local authorities tend to operate through a number of departments. In many the departments are staffed by officials with a particular professional training. The Local Government etc. (Scotland) Act 1994 has removed the previous statutory duty of an authority to set up a committee specifically for education and to appoint a Director of Education. All authorities have appointed an officer to be responsible for education, under their Chief Executive, but that officer may have a title other than Director of Education. Some local authorities now have an executive structure instead of a traditional committee structure. In these councils the executive would normally make decisions on educational matters. However, they have to continue to take account of legislative requirements, such as those concerning the involvement of church representatives in the decision-making process. (Eurydice, 2008/09).

The **Convention of Scottish Local Authorities (COSLA)** is the representative voice of Scottish local government and also acts as the employers' association on behalf of all 32 Scottish Councils. Formed in 1975, COSLA promotes and protects the interests of councils in Scotland and the people and communities they serve by representing their views to central government, other bodies and the public. Its priorities include promoting the role of local government as a vital sphere of government in Scotland; championing local services, local leadership and local accountability; and working with the Scottish Government and Scottish Parliament to influence public policy and to fight for resources.

Local authorities have direct responsibility for schools, the employment of educational staff, the provision and financing of most educational services and the implementation of Scottish Government policies in education. Under the Concordat signed by Ministers and the COSLA on 14 November 2007 they also have a shared role with Ministers in policy making and joint responsibility for the new National Performance Framework. Every primary school must have a **head teacher** in charge.



In small primary schools the head teacher will also normally be responsible for teaching a class. Larger primary schools will have one or more depute head teachers, the number being determined by the number of pupils in the school. Class teachers are now designated main grade teacher, unless they are still in their probationary period. They have the possibility of becoming chartered teacher, paid on the same level as principal teachers, if they acquire additional qualifications. Head teachers in schools are responsible for at least 80% of the funding allocated to schools by LAs, often in reality nearer 90%. They are responsible for a wide range of aspects of the day-to-day running of the school, including providing leadership, good management and strategic direction of the school, staff management, development of the school curriculum and behaviour management. The senior management team or senior promoted staff of a secondary school includes a head teacher, sometimes referred to as the rector, and several depute head teachers. The head teacher normally does not teach and has an administrative, management and public relations role. During the 1980s the government introduced measures to involve parents more in the education of their children, leading to the formation of school boards, now replaced by **parents' forums** and **parents' councils**.

Many schools have an active **Parent Teacher Association (PTA)**, which can be represented at national level by the **Scottish Parent Teacher Council (SPTC)**. (Eurydice, 2008/09 and 2011).

Structure and organization of the education system

Pre-school education

Since 2002 local authorities have a duty to secure a free, part-time preschool education place for every child starting from the beginning of the school term after the child's third birthday. Preschool education can be provided by local authority centres, or private and voluntary providers under a partnership arrangement. In addition to nursery schools and nursery classes in primary schools, local authorities may set up day nurseries. There are also nursery schools and preschool playgroups organized by voluntary or private providers. Nursery schools cater to children aged between 3 and 5 years. Every 3- and 4-year-old is entitled to a minimum of 475 hours of preschool education per year depending on when a child turns 3. Provision is usually delivered over five sessions a week, each of around 2.5 hours, over the school year consisting of 38 weeks.

Primary education

Compulsory education begins at age 5. Parents have the right to defer their child's entry to primary school provided that the child is still 5 years old when he or she starts school. Primary schools are organized in classes, by age, from primary 1 (P1) to primary 7 (P7). There is no streaming of pupils by ability and children are automatically promoted by age from one class to the next. Each class is normally the responsibility of a class teacher who teaches all or most of the curriculum. Education authorities frequently provide support by employing specialist teachers who help in such subjects as drama, art and physical education, who normally teach in several different schools. There are no formal certificates awarded to pupils for work in the



primary school. Most schools use various kinds of informal certificate of their own devising to reward pupils for good work and to motivate them. The Scottish Survey of Literacy and Numeracy (SSLN) is a national sample-based survey which monitors performance in literacy and numeracy in alternate years at P4, P7 and S2. Information from the survey is also used to inform improvements in learning, teaching and assessment within the classroom. The first numeracy survey took place in all schools in May 2011, and the first literacy survey took place in all schools in May 2012.

Secondary education

Compulsory education ends at age 16, though many pupils stay on beyond the minimum leaving age. About 96% of state secondary school students go to comprehensive schools, which provide a wide range of secondary education for most students of all abilities in the 12-18 age range. Secondary education runs for up to six years (S1-S6); (compulsory) lower secondary education covers years S1-S4 and upper secondary education years S5 and S6. The implementation of the *Curriculum for Excellence* (CfE), which provides for a broad general education for the age group 3-15 (that is, to S3), followed by a senior stage (S4, S5 and S6), will change the structure of secondary education into two stages: S1-S3, or the final stages of the CfE, and S4-S6, the senior stage. Secondary schools are thus entering a period of transition from structures and approaches designed for the previous curriculum arrangements to different ones appropriate for the new curriculum, which they will begin implementing from 2009/10 in respect of S1-S3. (Eurydice, 2008/09). At age 14 students receive guidance to help them select subjects for continuing study in years S3 and S4 from within a general framework; at age 15 they receive guidance to help them select subjects for study in upper secondary or further education, or to choose an appropriate training course or find employment. After four years of secondary school, students aged 15 or 16 take their first set of qualifications (Access 3, Standard Grade, Intermediate 1 or Intermediate 2, as of 2009/10). Their achievements are recorded on the Scottish Qualifications Certificate (SQC), formerly the Scottish Certificate of Education (SCE). Some young people leave school at this point, but many choose to stay on to complete S5 and S6 in order to attain Higher and Advanced Higher level qualifications. Higher or advanced higher qualifications (or equivalent) are required for entry into higher education. At age 17 pupils receive guidance in relation to continuing study in S6 or transition to further or higher education or to training or employment at the end of S5. At age 18, guidance is offered in relation to further or higher education, training or employment at the end of S6. Education for young people aged 16-18 (e.g. non-compulsory upper secondary education) can also take place in colleges variously named as colleges of further education, or of further and higher education, or increasingly as Scotland's colleges or simply colleges. Currently national qualifications are available at several levels: Access 1, 2 and 3; Intermediate 1 and 2; Higher and Advanced Higher. Access 3 and Intermediate 1 and 2 levels are equivalent to Standard Grade Foundation, General and Credit levels respectively, while the Advanced Higher level is equivalent to and has replaced the Certificate of Sixth Year Studies (CSYS). National qualification units and courses wholly replaced the former General Scottish Vocational Qualifications (GSVQ) and most National Certificate (NC) modules. From 2000 every person receiving a Scottish Qualifications Certificate has been able to obtain credit for Core Skills achievement through a Core Skills profile. Students receive their first Core Skills profile when they are 16, on gaining Standard Grade or Access/Intermediate qualifications at school, and can build



on this as they continue through education and training. The review and consultation on qualifications, which is going on in conjunction with the CfE development, has proposed, in addition to formal assessments of literacy and numeracy in S3 (age 15), a new qualifications framework to be implemented from 2013-2014, including: (i) a new general qualification to be offered at SCQF levels 4 and 5, which will replace both Standard Grade (General and Credit) and Intermediate 1 and 2, whilst reflecting the best features of the present arrangements (Standard Grade Foundation level would be removed, with Access 3 providing an appropriate replacement); (ii) retention of National Qualifications at Access, Higher and Advanced Higher as points of stability. Highers in particular would remain the 'gold standard' of the Scottish education system. However, the content of all qualifications would be updated in line with CfE. Some aspects of the structure of these qualifications would also be reviewed.

Higher education

Post-school education takes place at universities (including the Open University), a school of art, a conservatory, an agricultural college, and further education colleges. Further education colleges offer a wide range of courses at non-advanced and advanced levels which provide continuing education beyond school or preparation for further study, including higher education level courses leading to a vocational qualification, mainly the Higher National Certificate (HNC, at SCQF level 7), awarded after two years of full-time study or three years on a part-time basis, and the Higher National Diploma (at SCQF level 8) awarded to HNC holders after one year of full-time study, or to holders of the Scottish Certificate of Education/Scottish Qualifications Certificate–Higher Grade after three years of full-time study. Degree titles vary according to the practice of each university. Degrees are awarded for the successful completion of a three-year full-time course (an ordinary degree) or typically a four-year course at a more specialized and demanding level (an honours degree). The duration of a Bachelor of Education (B.Ed) degree programme is four years. Those students who already hold a degree outside of education can take a one-year course for a Professional Graduate Diploma in Education (PGDE), leading to a teacher qualification (primary or secondary schools). Degrees in medicine, dentistry, architecture, veterinary sciences and in some other areas can take up to five-six years. At the University of Glasgow, for example, a degree in medicine, veterinary medicine and dentistry takes five years to complete. At the University of Dundee, a degree in architecture takes five years. In the four oldest universities, first degrees in the arts, humanities and languages are called Master of Arts. Other higher education institutions offer first degrees with the title of bachelor. Postgraduate courses (typically vocational or professional qualifications) include both one-year postgraduate diplomas and one- or two-year courses as part of a master's degree. For admission to a master's degree, a first degree is normally required as an entrance requirement. A master's degree takes a minimum of one year of full-time study and often three to four semesters of full-time study and/or research. Master's degrees may lead to research degrees. Research degrees (M.Phil., Ph.D.) are available in almost every higher education institution. The Ph.D. requires at least three years of study/research.

Primary and secondary schools are usually open for 190 days a year (or 38 five-day weeks). Teachers work one week more: five days of continuing professional development form part of their contract. The local authority determines the actual



dates of terms. The school year usually starts in mid-August and finishes around the end of June. Local authorities operate very closely to a standard norm for the number of weekly taught hours, namely 25 hours for primary schools (with reduced hours for infants) and 27.5 hours for secondary schools. The length of a lesson is usually between 40 and 50 minutes, and is decided by the school head. (Eurydice, 2011).

The educational process

Primary Education in Scotland (often referred to as ‘The Primary Memorandum’), published in 1965, set out a curriculum for the primary school designed to catch the interest of children of a wide range of abilities. It proposed teaching methods which were suitable for mixed-ability classes, enabling children to proceed at different rates in the same class. The removal of selection for secondary education at age 12 also played an important part in breaking down a system in which pupils in larger schools had been streamed by ability. In secondary education the aim of equal educational opportunity was pursued through the change from selective to comprehensive schools. Particularly important during this period was the fact that teachers became officially involved in planning the new curricula and in developing the examination system through membership of working parties, the Scottish Examination Board (now the Scottish Qualifications Authority—SQA) and the Scottish Consultative Council on the Curriculum (now Education Scotland). In secondary education changes continued throughout the 1970s and 1980s. The process of providing secondary education for all was taken further by the publication in 1977 of two very significant reports entitled *The Curriculum in the Third and Fourth Years of the Scottish Secondary School* (The Munn Report) and *Assessment for All* (The Dunning Report). The latter provided the basis for the examination system at school leaving age (16) aimed to provide for the whole school population. (Eurydice, 2008/09).

Looking to the future, the then Scottish Executive Education Department held a National Debate on Education in 2002. It is estimated that 20,000 people participated directly. An independent team of researchers at the University of Edinburgh analyzed the responses and the main themes emerging were reported to the Scottish Parliament in October 2002. The Executive published its response to the Debate – *Educating for Excellence* – in January 2003. The Debate showed that people recognized many strengths in the Scottish education system but thought that the curriculum was overcrowded, that there should be a single curriculum for children and young people from the ages of 3 to 18 and that there should be a better balance between academic and vocational subjects to equip young people with the skills they will need in tomorrow's workforce. In May 2003 the Executive announced its intention to reform and simplify the curriculum to increase pupil choice and make learning more stimulating. Important aims are to introduce more flexibility, giving teachers greater professional freedom, to provide more choice and opportunity for all young people and to enable them to improve their confidence and attainment.

In November 2004 the Curriculum Review Group published *A Curriculum for Excellence* (CfE). This outlined the purposes and principles of education from age 3 to 18 and argued that education should provide for children and young people the opportunities to develop as successful learners, confident individuals, responsible citizens and effective contributors. Developing these four capacities is now widely understood as the central aim of the whole preschool and school educational system.



In their response to the Review Group's document, Ministers set in motion a programme of work to create a single, coherent, Scottish curriculum.

The choice and opportunity agenda promoted by CfE aims to ensure that young people have a secure foundation in literacy, numeracy and other essential skills, whilst having the opportunity to develop the other personal skills and talents most important to them. Key features of this agenda are new Skills for Work courses. The Curriculum Review Programme Board published its *Progress and Proposals* report in March 2006. This proposed a broader view of the curriculum, conceiving of it as all that is planned for children and young people, including the ethos and life of the school as a community, how learning is organized, the importance of interdisciplinary projects and ways of making learning relevant for young people. It also introduced the idea of recognizing young people's personal achievements within and beyond school. In November 2006 'Building the Curriculum 1' was published. This provides information on how the curriculum areas will contribute to young people's learning. 'Building the Curriculum 2', published in 2007, focuses specifically on active learning in the early years curriculum. 'Building the Curriculum 3' (June 2008) provides a framework for planning a curriculum to meet the needs of all children and young people and also sets out what young people are entitled to expect from the curriculum, including an entitlement to opportunities to develop skills for learning, skills for life and skills for work with a focus on literacy, numeracy and health and wellbeing. During 2007 and 2008 draft 'Experiences and Outcomes' for each curriculum area were published, within a framework of five levels of attainment for ages 3-15, namely: early, in preschool and in Primary 1 (age 5-6); first by end of P4 (age 7-8), but earlier for some; second by end of P7 (age 10-11), but earlier for some; third, in S1-S3 (age 12-15), but earlier for some; fourth, in S1-S3 (age 12-15), but earlier for some (level four broadly aligns to SCQF level 4). The senior phase encompasses S4 to S6 and college or other means of study. (*Ibid.*).

'Experiences and Outcomes' have been designed to provide a basis for tracking progression within the new curriculum. The levels are staging posts for charting progress, for reporting to parents and to assist planning. They also indicate national expectations of attainment. They are designed to embody the attributes and capabilities of the four capacities (successful learners, confident individuals, responsible citizens and effective contributors) and to promote the key cross-curricular skills of literacy, numeracy, health and wellbeing. 'Experiences and Outcomes' were defined more broadly than with previous curricula (such as 5-14 and Standard Grade), so that teachers would have much greater professional freedom to determine how best to ensure in their particular contexts that children do have appropriate experiences and achieve the outcomes. For the first time this framework brought together the education of preschool children and of those in the early years of primary schools. An extensive process of engagement by education authorities, schools, teachers and interested groups such as learned societies followed, leading to over 2,000 submissions. The findings were analyzed by researchers, and the 'Experiences and Outcomes' were refined in the light of the extensive feedback received. Final versions of them were published in April 2009. Preschool establishments and schools have been implementing the new curriculum in full since August 2010.



In December 2008, the government published *16+ Learning Choices*, a new approach to ensuring that every young person has an appropriate, relevant, attractive offer of learning made to them for the senior phase of their education (age 16-18), well in advance of the minimum school leaving date (age 16). *16+ Learning Choices* is an offer by local authorities and their partners to all young people. 'Building the Curriculum 3' makes it clear that young people have an ongoing entitlement to develop their skills for learning, skills for life and skills for work in whatever type of provision is best suited to their needs and aspirations. (*Ibid.*).

'Building the Curriculum 4', published in 2009, identifies the skills for learning, life and work for CfE and shows how they are embedded in the 'Experiences and Outcomes'. The skills include literacy, numeracy and associated thinking skills; skills for health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical coordination and movement skills; and skills for enterprise and employability. These skills will be relevant to all children and young people and the responsibility of all practitioners. Through CfE children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to learning, to succeed in life and to pursue a healthy and active lifestyle. ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those 'Experiences and Outcomes' within the technologies curriculum area under 'ICT to enhance learning'. These state that they are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them. Thinking of the curriculum as 'the totality of experiences' that young people have as they grow and develop, means that skills will be developed across a wide range of contexts and settings. These skills should be reflected across the breadth of the curriculum but also from early years right through the senior phase of learning, reflected in the 'Experiences and Outcomes', qualifications framework, and a wide range of learning settings. (Scottish Government, 2009).

'Building the Curriculum 5' (A framework for assessment), published in 2011, builds on the strengths of effective approaches to assessment in Scotland developed through, for example, *Assessment is for Learning* and National Qualifications. It aims to ensure that existing good practice is shared, reflected upon and implemented in order to raise standards of achievement for all children and young people. The purposes of assessment are to: support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities; give assurance to parents, learners themselves, and others, that children and young people are progressing in their learning and developing in line with expectations; provide a summary of what learners have achieved, including through qualifications and awards; contribute to planning the next stages of learning and to help learners progress to further education, higher education and employment; and inform future improvements in learning and teaching. The values that underpin CfE inform all aspects of assessment. These values are that the curriculum must be inclusive, be a stimulus to personal achievement and, through broadening of experience, be an encouragement towards informed and responsible citizenship. Assessment of the broad range of planned learning is required across the full range of contexts and settings in which the curriculum is experienced. These contexts include the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement. They cover



learning both within and beyond education establishments and classrooms. Assessment will focus on the application of standards and expectations of each learner's progress and achievement (in knowledge and understanding, skills, attributes and capabilities) as detailed in the 'Experiences and Outcomes' within curriculum areas and subjects and in the curriculum guidance and specifications for qualifications and awards in the senior phase. (Scottish Government, February 2011).

Assessment approaches should help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning. For learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they: have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum; can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects; and can apply what they have learned in new and unfamiliar situations. Progress is now defined in terms of 'how well' and 'how much' as well as learners' rate of progress. Children and young people will demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of tasks and activities including dialogue and interactions with peers and teachers, practical investigations, performances, reports, oral presentations and discussions as well as specific assessment tasks, activities, tests and examinations. To ensure they are making progress across all aspects of planned learning, assessment will place a greater emphasis on literacy and numeracy across the curriculum, health and wellbeing, ICT and higher order skills including creativity. This approach will promote greater breadth and depth of learning, including a greater focus on the secure development of skills and knowledge to equip children and young people with the skills for learning, life and work required for the 21st century. In the senior phase, a substantial part of assessment will contribute to young people gaining formal qualifications and awards. Through these, young people will continue to develop the four capacities and the range of skills for learning, life and work. (*Ibid.*).

Assessment of children's and young people's progress and achievement during their broad general education to the end of S3 will be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum. Assessment practices in the next generation of National Qualifications will be aligned to CfE. It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. Different forms of assessment are appropriate at different stages and in different areas of learning. It is important that an overview is taken across all learners' assessment experiences to ensure breadth, balance and coherence in approaches. It is also important that arrangements do not place excessive burdens on learners and teachers which divert their time and effort from learning and teaching. The Scottish Qualifications Authority (SQA), working with key partners, will ensure that standards and expectations for National Qualifications are consistent with the values, purposes and principles of CfE and that they take account of the breadth, level of challenge and application of learning. SQA will provide external quality assurance for National Qualifications to help achieve high quality and consistency in assessment judgements and quality assurance practices within schools, colleges and education authorities.



It is important that Scotland has a comprehensive system for reporting against standards and expectations. Such a system provides information on achievement of individual learners and at class, school, education authority and national levels. It should be aligned fully with the purposes of learning and provide information on performance which can be compared with local, national and international benchmarks. Through improved assessment practices and benchmarking, education authorities will have moderated and nationally-benchmarked information about the performance of learners to assist them in meeting their statutory responsibilities including to secure improvement. As part of inspections, HMIE (Her Majesty's Inspectorate of Education, now under Education Scotland) will report on the effectiveness of improvement through self-evaluation and make recommendations where practice needs to be improved. The Scottish Government will develop a process to enable sharing of information about learners' performance at school level to enable schools to use benchmarking information. It will not collate or publish aggregate information nationally. The Scottish Government will also work with education authorities and other partners to develop processes for sharing assessment information so that education authorities can use the data to learn about the work of their schools and, where appropriate, to support improvements in aspects of provision. The Scottish Survey of Literacy and Numeracy will be fully aligned with CfE and will sample learners' achievements to measure standards over time and to monitor national performance in literacy and numeracy at P4, P7 and S2. Scotland will participate actively in international surveys of achievement to compare the performance of our children and young people with that of their peers in other countries. The findings of all such national and international studies will contribute to guidance and advice in the National Assessment Resource to help achieve better outcomes for all learners. (*Ibid.*).

Pre-primary education

As mentioned, local authorities have a duty to secure a free, part-time preschool education place for every child starting from the beginning of the school term after the child's third birthday. Preschool education can be provided by local authority centres, or private and voluntary providers under a partnership arrangement. In addition to nursery schools, nursery classes in primary schools and children's centres, local authorities may set up day nurseries, which cater for children across the whole preschool age group but provide preschool education for the older children. This is often an all-day provision. Nursery schools cater to children aged between 3 and 5 years. It is common for most children to attend either in the morning or the afternoon. Every 3- and 4-year-old is entitled to a minimum of 475 hours of preschool education per year depending on when a child turns 3. Provision is usually delivered over five sessions a week, each of around 2.5 hours, over the school year consisting of 38 weeks. There are also nursery schools and preschool playgroups organized by voluntary or private providers. Preschool playgroups normally operate on the basis of a 2.5 hours session either daily or on certain days of the week. It is very common for children to attend a preschool playgroup for a year before attending a preschool education centre. The private sector also offers all-day care and education, often to the children of working parents. There are also a number of preschool education centres attached to independent (private) schools.



The Education (Additional Support for Learning) (Scotland) Act 2004 also applies to preschool education. Children are identified as being in need of additional support even before they reach the preschool education stage. Children having additional support needs or coming from families which require special support have priority in the allocation of preschool education places. They are admitted early and, in some cases, if it is thought that they will benefit, they remain in the preschool education centre beyond the age of 5. Where there is appropriate support and training, the preschool education centres themselves give careful attention to children who need additional support.

A Curriculum Framework for children aged 3-5 was published in 1999 by the then Scottish Consultative Council on the Curriculum (now Education Scotland). It mainly focused on key aspects of children's development and learning and offered guidance on effective learning, staff interaction with children, partnership with parents, appropriate provision for children with additional support needs, equal opportunities and effective transition to the primary school. According to the Framework, the aims of preschool education are to: provide a safe and stimulating environment in which children can feel happy and secure; encourage the emotional, social, physical, creative and intellectual development of children; promote the welfare of children; encourage positive attitudes to self and others and develop confidence and self-esteem; create opportunities for play; encourage children to explore the world; provide opportunities to stimulate interest and imagination; and extend children's abilities to communicate ideas and feelings in a variety of ways. (Eurydice, 2008/09).

The 1999 Curriculum Framework is being replaced by *Curriculum for Excellence* (CfE) as the main guidance for providers about the delivery of preschool education. An integral component of CfE is improving the transition from preschool to primary through the use of more active learning in Primary 1. The early level of CfE encompasses both preschool and Primary 1 (i.e. ages 3-6). 'Building the Curriculum 2', published in 2007, provides guidance on how to ensure that all children in preschool and primary school settings experience stimulating, effective learning in ways that are appropriate to their needs to enable children and young people to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors. Active learning is seen as an appropriate way for children to develop vital skills and knowledge and a positive attitude to learning. Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by: spontaneous play; planned, purposeful play; investigating and exploring; events and life experiences; focused learning and teaching, supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play.

In CfE the level spanning preschool and primary is being designed to provide time and space for children to experience a wide range of learning opportunities at an appropriate pace and in sufficient depth to provide challenge and to meet their intellectual needs. Children in preschool settings and early primary school will work within one level. Their skills, knowledge and understanding will become deeper – and broader – as they progress. To achieve this, experiences and outcomes are likely to be



revisited. However, the learning would be different each time and would build on previous knowledge and experience. Direct and interactive teaching will be part of the repertoire of staff from the beginning, although it will become more prominent towards the end of Primary 1. More structured learning should move ahead at a good, enjoyable pace as children's needs dictate. New skills can be introduced as appropriate with continuing opportunities to practice them in play and interesting planned situations throughout the curricular areas. Children will develop a range of skills including literacy and numeracy which are built on in preschool education from their experiences at home. However, a more formal approach, for example to reading and writing, should be introduced only when staff feel that children are developmentally ready to benefit from this. Progression in methodology should aim to encourage more cooperative experiences as children develop. Sharing, planning and contributing toward joint efforts can enhance confidence and responsibility so that by the time children move through to the next stage they should feel comfortable working independently, with one other child, in a small group and also as a member of the whole class. To enable continuity, it is important for staff in the preschool and primary settings to adopt a joint, collaborative approach to organizing learning and to evaluation to ensure continuity and progression. (Scottish Executive, 2007; Eurydice, 2008/09).

The experiences and outcomes under CfE are written at five levels, with progression to qualifications described under the senior phase. Education at the early level (the preschool years and P1 or later for some) adopts a holistic approach to young children's learning which responds to each child's changing developmental needs and values a child's prior knowledge from home. The early level serves a number of purposes. For most children it provides a framework for their work in preschool years and P1. For some young people with additional support needs, the early level provides a framework for learning and progression for much or all of their time in school. The purpose of the curriculum at this early stage is to support children in all aspects of their emotional, social, cognitive and physical development. It should enable them to become increasingly independent, responsible and eager to progress in their learning. Staff in preschool education achieve this through their skilled interaction with each child and by providing stimulating contexts for active learning, building upon the child's knowledge and skills and recognizing his or her stage of development. They can build upon children's enthusiasm, inventiveness and creativity to plan learning activities which combine to achieve this purpose. The environment for learning in pre-school settings promotes a high degree of challenge and enjoyment and personalization and choice through planned opportunities to explore different activities, materials and contexts and imaginative, creative use of both indoor and outdoor learning environments. Learning through a wide range of well-designed activities will also offer relevance, coherence and breadth. (Scottish Government, 2008a)

The curriculum should be coherent and inclusive from age 3 to 18, wherever learning is taking place, whether in preschool centres, schools, colleges or other settings. It should have as its characteristic features: a focus on outcomes; a broad general education; time to take qualifications in ways best suited to the young person; more opportunities to develop skills for learning, skills for life and skills for work for all young people at every stage; a focus on literacy, numeracy and health and wellbeing at every stage; appropriate pace and challenge for every child; and ensuring



connections between all aspects of learning and support for learning. The CfE is defined broadly to include four aspects, all of which contribute to the development and achievements of children and young people at all stages of their education, namely the ethos and life of the preschool/school community, curriculum areas and subjects, interdisciplinary projects and activities, and opportunities for personal achievement. Education authorities, preschool staff, teachers in schools and other interested bodies have taken part in a process of engagement with 'Experiences and Outcomes' (April 2009) in eight curricular areas for education 3-15, e.g.: expressive arts; health and wellbeing; languages (including literacy, English and a foreign language); mathematics (including numeracy); religious and moral education; sciences; social studies; and technologies. The curriculum guidance makes clear that teachers and other preschool staff have a responsibility to develop, reinforce and extend health and wellbeing and learning across all curricular areas, including appropriate early experiences contributing to literacy and numeracy development. Local authorities, preschool education centres, schools and teachers are planning how they may develop their own approaches to implementing the CfE from 2009/10, building on their experience with the previous 3-5 and 5-14 curricula. (Eurydice, 2008/09; Eurydice, CEDEFOP & ETF, 2009/10).

The Scottish Government, in collaboration with the Convention of Scottish Local Authorities (COSLA), published in December 2008 a broad framework for all early years services, including education. The framework aims to help children's services partners in local areas to achieve the best outcomes for all children. It has four themes: building parenting and family capacity; creating communities that provide a supportive environment for children and families; delivering integrated services that meet the needs of children and families; and developing a suitable workforce to support the framework. (Eurydice, 2008/09; Scottish Government, 2008b).

The conceptual divide between 'care' and 'education' is not merely a problem of terminology. Rather, it adversely pervades policy and practice in very practical and consequential ways; made manifest through differences in funding, regulation and inspection, data collection, curriculum and planning, as well as staff education, professional development, pay and conditions. The agency Children in Scotland believes that making the transition to a unified early years system is essential to the 'transformational change' envisioned by the Scottish Government, the COSLA, opposition parties and the overwhelming majority of early years organizations across Scotland. There are no statutory, universal, entitlements to early childhood education and care (ECEC) for young children, and their parents and carers until after the age of 3. For families with children under 3, the absence of a clear universal entitlement to support, poor or absent services, adults' disengagement from sources of support, and an over reliance on parents as consumers too often results in poor services, poorly supported families and poor experiences for children. The divide over 'education' and 'childcare', which exists amongst ministers, civil servants and national agencies, hinges on a seemingly arbitrary distinction, based on age; the school term after a child's third birthday. (Children in Scotland, 2011).

Regulation for the education and care of young children is divided, one covering birth to 3, the other from the school term after a child's third birthday. The new Social Care and Social Work Improvement Scotland agency (SCSWIS), which



took over part of the work of the Care Commission and the Social Work Inspection Agency in April 2011, oversees the quality of social care settings, which include day nurseries, child minders and out-of-school-care settings. Staff working in these settings must be registered with the Scottish Social Services Council (SSSC). Education from the term after a child's third birthday is supported by the newly created agency Education Scotland. This new agency supports implementation of CfE and oversees the inspection of school-based settings, nurseries and schools for children over 3. Teachers working in these settings must be registered with the General Teaching Council for Scotland (GTCS). Guidance for those working with children under 3 is provided by Education Scotland. The overall care of a child under 5 is divided between different ministers, different civil servants and different national agencies. The 475 hours of preschool entitlement is statutory and funded by the Scottish Government, but there is no similar entitlement or universal provision for children under the age of 3. Some local authorities provide some level of free or subsidized care for some under-3s. This provision is entirely at the discretion of individual local authorities and is generally linked to child protection or disability, or to initiatives that seek to keep some low-income parents in work. Other than this limited supply, provision for children under 3 is run on a market model in which parents are consumers buying services. (*Ibid.*).

Generally speaking, there are education-focused settings, nurseries linked to schools, where qualified teachers are more likely to be employed. Then, there are care-focused settings, where childcare predominates and staff are more likely to have a broader range of qualifications and backgrounds. While curriculum, resource material and inspections for children from 3 and over are based within one agency (Education Scotland), provision for children under 3 is spread over three agencies; Education Scotland, SSSC, and SCSWIS. Nurseries offering only the statutory 475 hours of preschool education entitlement fall under the inspection remit of Education Scotland, which has just taken on the functions of the former HMIE. By contrast, settings offering childcare for children under 5 are registered and inspected by SCSWIS. Curriculum and guidance material for the early years remains divided by concepts of 'care' and 'education'. Education Scotland has developed and published two separate guidance documents for the age group: *Pre-Birth to Three: Positive outcomes for Scotland's children and families*, and CfE, which begins at age 3. Both are published online along with a growing bank of resource materials. The SSSC, which registers early years workers, has begun to publish online professional development materials produced for those working toward their Childhood Practice qualifications or those who have already qualified. Some local authorities have created their own, more detailed guidance documents for the 0-3 age group, used in addition to the national *Pre-Birth to Three* publication. And, according to research commissioned by Learning Teaching Scotland in 2009, many centres for under 3s were using material developed by Department for Education in England. Centres also use the former HMIE's self-evaluation tool, *Child at the Centre*, which is targeted for services for children 3-5. The existence of these different guidance resources does not reflect the different needs of young children, but rather the structures of the adult workforce, institutions, and funding streams. (*Ibid.*).

There is no statutory requirement for primary schools to receive information about or to take account of children's preschool experience. Most preschool establishments provide some form of progress report on the children who have been



with them. The 1999 Curriculum Framework and the Early Years Framework published in 2008 set out guidance about the learning and developmental needs of younger children. The primary school should ensure that its curriculum builds on the full range of children's preschool experiences. Sometimes children who have attended the same preschool provision are deliberately placed in the same P1 class. Particular attention is paid to children who are identified as having additional support needs. To ensure a smooth transition from home or preschool education to the more formal educational experience of the first year of school, primary schools usually have a carefully structured induction programme. This typically involves contact with parents, visits to the school in advance of entry, a shorter school day for a time and a curriculum which at first closely resembles that of preschool establishments.

Most preschool establishments seek to implement the principles of the Scottish Government's *Assessment is for Learning* Programme. Children's progress is continuously assessed, discussed with parents and used in planning the next steps in their learning and development. Increasingly, preschool education staff provide descriptive written reports for parents and the primary school to which the children transfer at the end of the pre-school year. They usually also discuss each child's progress with the primary teachers. Many authorities have developed their own model of transition records. (Eurydice, 2008/09).

According to the Scottish Government, in September 2011 there were 94,840 children registered for preschool places funded by the local authority in 2,553 preschools; 99.5% of eligible children were registered for the ante-preschool or preschool year of preschool education. There were 1,461 teachers (full-time equivalents) in preschool centres, and at September 2011 74.9% of preschool children in centres had access to a GTCS registered teacher during census week. The proportion of teachers who were female was 95%. (Scottish Government, May 2012).

Primary education

As mentioned, compulsory education begins at age 5. Primary schools are organized in classes, by age, from primary 1 (P1) to primary 7 (P7). There is no streaming of pupils by ability and children are automatically promoted by age from one class to the next. Each class is normally the responsibility of a class teacher who teaches all or most of the curriculum. Education authorities frequently provide support by employing specialist teachers who help in such subjects as drama, art and physical education, who normally teach in several different schools. There are no formal certificates awarded to pupils for work in the primary school. Most schools use various kinds of informal certificate of their own devising to reward pupils for good work and to motivate them. The Scottish Survey of Literacy and Numeracy (SSLN) is a national sample-based survey which monitors performance in literacy and numeracy in alternate years at P4, P7 (and S2). Information from the survey is also used to inform improvements in learning, teaching and assessment within the classroom. The first numeracy survey took place in all schools in May 2011, and the first literacy survey took place in all schools in May 2012.

The purpose of primary schooling is to provide a broad education and, in accordance with the philosophy of the *Curriculum for Excellence* (CfE) reform, to enable all pupils to develop as fully as possible, concentrating on literacy and



numeracy, but also introducing them to ways of learning about and understanding their environment, helping them to express themselves through art, music, drama and physical activity and developing their awareness of religious, moral and social values. Increasingly, pupils are also learning about the impact of technology on society and use computers from an early stage.

Primary education provided by the local authorities is normally offered in seven-year primary schools or, in the remoter areas, where numbers would not justify separate schools, in the primary department of a combined primary/secondary school. Schools providing the full seven years of primary education vary considerably in size: (Eurydice, 2008/09).

The curriculum is not prescribed by statute or regulation. Individual local authorities and head teachers are free to provide an appropriate curriculum within the framework of the national priorities in education and the Scottish Government's National Performance Framework. 'Building the Curriculum 3' (2008) replaces the existing guidance on curriculum design 5-14 and in the secondary sector. It indicates the future direction of education, including the primary stages, as CfE is implemented. CfE is defined broadly to include all of the activities which contribute to the development and achievements of children and young people at all stages of their schooling, and is based on seven principles which will underpin all the learning experiences of children and young people throughout their education, namely: challenge and enjoyment; breadth; progression; depth; personalization and choice; coherence; and relevance.

As mentioned, learning areas and subjects have been grouped into eight curriculum areas. These are: (i) expressive arts (including experiences and outcomes in the contexts of art and design, drama, dance and music); (ii) health and wellbeing (including experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and elements of home economics); (iii) languages (covering two aspects: experiences and outcomes in the language a young person needs in order to engage fully in society and in learning – whether that is English, Gaelic or, for young people who need additional support, the means of communication which enables them to communicate most effectively; and experiences and outcomes in additional languages); (iv) mathematics (including specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum); (v) religious and moral education (including learning about Christianity and other world religions, and supports the development of beliefs and values; also including aspects of philosophical enquiry); (vi) sciences (including experiences and outcomes in biological, chemical, physical and environmental contexts); (vii) social studies (including experiences and outcomes in historical, geographical, social, political, economic and business contexts); and (viii) technologies (including creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies). Through cross-curricular activities, young people can develop their organizational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts. (Scottish Executive, 2006b).

As mentioned, the Experiences and Outcomes for learning in each curriculum area in the curriculum for 3-15-year-olds are described in relation to five levels. Broad



general education for ages 3-15 is defined as all of the experiences and outcomes up to and including the third level (except for the experiences and outcomes in classical languages and Gaelic, which are not expected to be pursued by all pupils), and chosen experiences and outcomes at fourth level to provide specialization, depth, choice and progression. Senior level experiences and outcomes will describe learning to be undertaken by most pupils in S4 – S6 (age 16-18). All teachers have a responsibility to develop, reinforce and extend learning in literacy, numeracy and health and wellbeing in all curriculum areas. Guidance also highlights the importance of well-planned interdisciplinary activities and the reinforcement of learning across all curriculum areas. (Eurydice, 2008/09).

The schematic guide for curriculum planners within the context of CfE is shown below:

Scotland. Curriculum for Excellence: schematic guide for curriculum planners

A curriculum framework to meet the needs of all learners 3 – 18
A schematic guide for curriculum planners

<p>Values Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: ‘the totality of all that is planned for children and young people throughout their education’</p> <ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<p>Learning and teaching</p> <ul style="list-style-type: none"> • Engaging and active • Setting challenging goals • Shared expectations and standards • Timely, accurate feedback • Learning Intentions, success criteria, personal learning planning • Collaborative • Reflecting the ways different learners progress
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none"> • Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies <p>Curriculum levels describe progression and development.</p>		<p>All children and young people are entitled to experience</p> <ul style="list-style-type: none"> • a coherent curriculum from 3 to 18 • a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment • a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities • opportunities for developing skills for learning, skills for life and skills for work • opportunities to achieve to the highest levels they can through appropriate personal support and challenge • Opportunities to move into positive and sustained destinations beyond school
<p>Personal Support</p> <ul style="list-style-type: none"> • review of learning and planning of next steps • gaining access to learning activities which will meet their needs • planning for opportunities for personal achievement • preparing for changes and choices and support through changes and choices • pre-school centres and schools working with partners 	<p>Principles for curriculum design:</p> <ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance 	<p>Arrangements for</p> <ul style="list-style-type: none"> • Assessment • Qualifications • Self-evaluation and accountability • Professional development <p>to support the purposes of learning</p>

Source: Scottish Government, 2008a.



The approach to teaching is normally a judicious mixture of whole-class, group and individual pupil work. Almost all teachers use some form of group methods, often training the pupils to work both co-operatively and independently, following a programme of tasks. They use technological aids such as data projectors, personal computers (with Internet, CD-ROM and interactive facilities), electronic whiteboards, television and video and DVD recorders. Due attention is paid to pupils' continuity of experience and progression from one stage to the next. Schools and teachers enjoy a degree of flexibility in how they deliver the educational objectives agreed in government guidance. For example, they may choose the materials and textbooks which meet their objectives; select appropriate learning and teaching activities; design the curriculum in the form of discrete subjects; or link subjects or aspects together. (Eurydice, CEDEFOP & ETF, 2009/10).

CfE is introducing a new, more widely spaced set of levels of attainment. These new descriptions of expectations of outcomes of learning will require changes to the processes of assessment as the new curriculum is implemented. Guidance on assessment for the CfE is being prepared. This will continue to be based on the *Assessment is for Learning* principles. Pupils normally move on automatically by age from year to year. There is no requirement to achieve any particular level of attainment to progress to the next class and no system of 'repeating' to enable pupils to redo a year's work. The school's system of support for learning addresses the needs of all pupils who have additional support needs as they move from class to class with pupils of their own age. Schools report to parents at least once, and sometimes twice, a year on all subject areas, commenting on: the learner's achievement of a specific level; their general progress, attitude and aptitude; and their next steps in learning. Parents are able to discuss their child's progress with their teacher at a parents' meeting.

According to the Scottish Government, in September 2011 there were 366,429 pupils in 2,081 primary schools. There were also 6,973 pupils in 158 special schools. At September 2011, 20.2% of P1-P3 pupils were taught in classes of 18 or fewer (including those taught by two teachers at all times with a class size of 36 or less), and the average class size for a P1-P3 pupil in 2011 was 22.5. There were 22,851 teachers (full-time equivalents) in publicly funded primary schools, and the proportion of teachers who were female was 92%. (Scottish Government, May 2012).

Secondary education

Compulsory education ends at age 16, though many pupils stay on beyond the minimum leaving age. About 96% of state secondary school students go to comprehensive schools, which provide a wide range of secondary education for most students of all abilities in the 12-18 age range. Secondary education runs for up to six years (S1-S6); (compulsory) lower secondary education covers years S1-S4 and upper secondary education years S5 and S6. The implementation of the *Curriculum for Excellence* (CfE), which provides for a broad general education for the age group 3-15 (that is, to S3), followed by a senior stage (S4, S5 and S6), will change the structure of secondary education into two stages: S1-S3, or the final stages of the CfE, and S4-S6, the senior stage. Secondary schools are thus entering a period of transition from structures and approaches designed for the previous curriculum arrangements to



different ones appropriate for the new curriculum, which they will begin implementing from 2009/10 in respect of S1-S3. (Eurydice, 2008/09).

At age 14 students receive guidance to help them select subjects for continuing study in years S3 and S4 from within a general framework; at age 15 they receive guidance to help them select subjects for study in upper secondary or further education, or to choose an appropriate training course or find employment. After four years of secondary school, students aged 15 or 16 take their first set of qualifications (Access 3, Standard Grade, Intermediate 1 or Intermediate 2, as of 2009/10). Their achievements are recorded on the Scottish Qualifications Certificate (SQC), formerly the Scottish Certificate of Education (SCE). Some young people leave school at this point, but many choose to stay on to complete S5 and S6 in order to attain Higher and Advanced Higher level qualifications. Higher or advanced higher qualifications (or equivalent) are required for entry into higher education. At age 17 pupils receive guidance in relation to continuing study in S6 or transition to further or higher education or to training or employment at the end of S5. At age 18, guidance is offered in relation to further or higher education, training or employment at the end of S6. Education for young people aged 16-18 (e.g. non-compulsory upper secondary education) can also take place in colleges variously named as colleges of further education, or of further and higher education, or increasingly as Scotland's colleges or simply colleges. Almost all postsecondary education which is not at tertiary level is provided in non-advanced courses in colleges. The secondary assessment and qualifications system is such that all students exit from school with certificated achievements at one or other level of National Qualifications (normally following Standard Grade or Intermediate courses). Those who then continue in education follow courses designed to enable them to progress from their existing level of attainment, either at a non-advanced level in further education or at tertiary level in a college or a higher education establishment.

Currently national qualifications are available at several levels: Access 1, 2 and 3; Intermediate 1 and 2; Higher and Advanced Higher. Access 3 and Intermediate 1 and 2 levels are equivalent to Standard Grade Foundation, General and Credit levels respectively, while the Advanced Higher level is equivalent to and has replaced the Certificate of Sixth Year Studies (CSYS). National qualification units and courses wholly replaced the former General Scottish Vocational Qualifications (GSVQ) and most National Certificate (NC) modules. From 2000 every person receiving a Scottish Qualifications Certificate has been able to obtain credit for Core Skills achievement through a Core Skills profile. Students receive their first Core Skills profile when they are 16, on gaining Standard Grade or Access/Intermediate qualifications at school, and can build on this as they continue through education and training. The review and consultation on qualifications, which is going on in conjunction with the CfE development, has proposed, in addition to formal assessments of literacy and numeracy in S3 (age 15), a new qualifications framework to be implemented from 2013-2014, including: (i) a new general qualification to be offered at SCQF levels 4 and 5, which will replace both Standard Grade (General and Credit) and Intermediate 1 and 2, whilst reflecting the best features of the present arrangements (Standard Grade Foundation level would be removed, with Access 3 providing an appropriate replacement); (ii) retention of National Qualifications at Access, Higher and Advanced Higher as points of stability. Highers in particular would remain the 'gold standard' of the Scottish education system. However, the content of all qualifications



would be updated in line with CfE. Some aspects of the structure of these qualifications would also be reviewed.

The current system of external examinations at the end of S4 derives from the recommendations of the Dunning Report (*Assessment for All*, published in 1977), which introduced the Standard Grade system, which is based on two-year courses taken in S3 and S4. This system was incorporated in the National Qualifications (NQ) structure introduced in 2000. Students are assessed against performance standards in each subject related to three levels of award: Foundation, General and Credit. In the majority of courses attainment in oral or practical skills is usually assessed internally by the class teacher on the basis of course work. Some elements, such as writing in English, are assessed on the basis of a folio submitted to the Scottish Qualifications Authority (SQA) and a written examination. In some schools, instead of Standard Grade, students take NQ examinations (and associated formal internal assessment of each unit of the course) at Access or Intermediate 1 or 2 levels. The Scottish Qualifications Certificate, issued by SQA, records a student's achievement in national qualifications courses, and also records any of the national qualifications units which have been successfully completed, even if the student does not take the relevant external course examination. The review and consultation on qualifications, which is going on in conjunction with the development of the *Curriculum for Excellence*, has proposed, in addition to formal assessments of literacy and numeracy in S3 (age 15), a new qualifications framework to be implemented from 2013-2014, including: (i) a new general qualification to be offered at SCQF levels 4 and 5, which will replace both Standard Grade (General and Credit) and Intermediate 1 and 2, whilst reflecting the best features of the present arrangements (Standard Grade Foundation level would be removed, with Access 3 providing an appropriate replacement); (ii) retention of National Qualifications at Access, Higher and Advanced Higher as points of stability. Highers in particular would remain the 'gold standard' of the Scottish education system. However, the content of all qualifications would be updated in line with *Curriculum for Excellence*. Some aspects of the structure of these qualifications would also be reviewed.

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

All publicly funded secondary schools are comprehensive and most offer six years of secondary education. All secondary schools offer a general education and, alongside it, some more vocationally oriented courses for students from S3 onwards. All pupils are admitted to secondary education from primary schools when they have completed seven years of primary education. There are no restrictions on entrance. Since the Standards in Scotland's Schools etc. Act 2000, there is a presumption that pupils with additional support needs enter mainstream secondary schools, unless there are strong reasons why this is not the best action. (Eurydice, 2008/09).



Until the implementation of CfE (from 2009-2010 for education 3-15, that is up to S3), the first four years of secondary education – lower secondary education – have normally comprised two broad stages, with different emphases. S1 and S2 provided a general education as part of the 5-14 curriculum; in S3 and S4 students specialized to some extent. In S4 students have normally taken National Qualification examinations at Standard Grade or equivalent Intermediate levels and their achievements have been recorded on their Scottish Qualifications Certificate (SQC). From session 2000-2001, schools have been able, in appropriate cases, to make use of the flexibility in the system and present pupils for external assessment in S3 (aged 15) or plan a different structure of courses leading to National Qualifications in S5.

Under CfE, from 2009-2010 there will be a programme of broad general education throughout S1-S3, based on Experiences and Outcomes for each subject area. CfE emphasizes in-depth learning both within all curriculum areas and through inter-disciplinary and cross-curricular learning at this stage. Provision of opportunities for personalization and choice may involve following ‘subject lines’ within curriculum areas, as students move into work at the fourth level of the framework, interdisciplinary groupings of experiences and outcomes from two or more curriculum areas and partnership with colleges, employers and voluntary organizations. Greater specialization, probably involving choice of subjects will be available to students in the senior stage of the framework (S4-S6, currently being developed). The curriculum in secondary schools is not laid down by law. ‘Building the Curriculum 3’ (2008) replaces the previous guidance on the curriculum design in the secondary sector. It indicates the future direction of the whole of Scottish education, including the secondary stages (see also the previous sections).

Local authorities adhere to a widely accepted norm for the length of the student week, e.g. 27.5 hours for secondary schools. There can be as much as an hour’s difference in opening times and closing times and much variation in the length and timing of the lunch break according to locality. Daily timetables are entirely a matter for the school. Most schools now operate a 6-period or 5-period day, with periods lasting 55 minutes or an hour. Subjects involving practical work (e.g. home economics, technical subjects, etc.) may be allocated some blocks of double periods. In addition, there may be an arrangement whereby teachers responsible for a group of students in a particular year check attendance and deal with various administrative matters for 10 to 15 minutes per day.

In S1 and S2 all students have until 2009 generally undertaken a common course with a wide range of subjects, based on the 5-14 curriculum. Most schools offer a similar range of subjects, but there is some variation. A school’s S1/S2 curriculum has normally included: English, a modern foreign language, mathematics, science, geography, history, home economics, technical education, art and design, music, physical education, religious and moral education, as well as one or two other subjects (to be chosen among the following: Latin/classical studies, health studies, drama, outdoor education, local/environmental studies, media studies, business studies, Gaelic, social education, a second foreign language, and computing). From 2009-2010 a broad general education based on the CfE guidance and the Experiences and Outcomes defined for all curriculum areas, will be provided for all students in S1 to S3. It is up to schools to develop their own approaches and structures to ensure that all students experience a coherent, broad general education. (Eurydice, 2008/09).



A unified system of post-16 National Qualifications was introduced in schools, colleges and training centres from 1999. These courses are based on proposals set out in the document *Higher Still – Opportunity for All*, published in 1994. It will, in due course, be replaced by arrangements resulting from the current review of qualifications and development of the senior phase of the CfE framework. It is also likely that the definition of upper secondary education will change to include S4. At present (2009/10) a broad range of options is offered in upper secondary education and the freedom of choice is generally much greater than formerly. There are also fewer restrictions, such as having to take a subject within a compulsory mode, although almost all schools insist that students take a course in English and mathematics. Many students continue at a higher level of study with a selection of the subjects they studied in S3-S4. Students who achieve the highest band of award in a range of subjects at National Qualifications (NQ) Standard Grade or Intermediate level in S4 typically take 5 or 6 subjects at NQ Higher level in S5. Some students may take subjects in S5 at, for example, Intermediate 1 or 2, depending on their level of success in S4, while others may take a combination of Higher and Intermediate 2 subjects. Students have the possibility in S6 of moving on to the level above the one they achieve in S5 in any subject, or of undertaking a new subject, for example, an additional foreign language, at Higher or Intermediate 2 level. For relatively high achievers, a combination in S6 of, say, two or three subjects at Advanced Higher level and one or two at Higher is not uncommon.

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

The assessment and reporting principles implemented in primary schools apply also in secondary education. They highlight a crucial need to focus on outcomes of education and recommend for this purpose a recurring cycle of processes, including planning learning outcomes, assessing them, reflecting on and recording success in them and reporting on this success. In both lower and upper secondary education, assessment of students' progress is carried out at a number of different levels and the particular methods used may vary according to the subject and the course being taken. In some subjects, particularly in those where the course has been divided up into units, there is an emphasis on meeting the specified criteria for each unit. Summative assessment in the form of written examinations is normal in many subjects. Currently, these are often modeled on the external examinations taken for certification at the end of Standard Grade or National Qualifications courses. Promotion from year to year in lower secondary education and on into upper secondary is normally by age. Students move on to the next stage irrespective of their performance in any single year. The same applies to passage from S5 to S6, though at that stage students may often undertake courses at different levels in the National Qualifications system in either S5 or S6. (*Ibid.*).

In September 2011, 88.9% of school leavers were in positive destinations (85.7% in September 2009). The proportion of young people entering higher or



further education has increased from 56% in 2008 to 63% in 2011. The proportion of leavers entering employment has increased from 18.5% in September 2010 to 19.3% in September 2011, although this remains below the 25.3% seen in 2008. This reflects the current difficult economic climate with fewer labour market opportunities expected to lead to a greater demand for places in higher and further education. In recent years there has been a gradual increase in attainment at the end of S5 and S6. In 2010/11, by the end of S4, 93% of students attained five or more awards at SCQF level 3 or better compared to 92% in 2008/09. The proportion of S4 students attaining three or more Highers or better by the end of S5 increased from 23% in 2008/09 to 26% in 2010/11. By the end of S6 the proportion of S4 pupils attaining one or more Advanced Highers increased from 14% in 2008/09 to 15% in 2010/11. (Scottish Government, May 2012).

According to the Scottish Government, in September 2011 there were 297,109 students in 367 publicly funded secondary schools. There were 24,241 teachers (full-time equivalents) in publicly funded schools, and the proportion of teachers who were female was 62%. (*Ibid.*).

Assessing learning achievement nationwide

Three types of evaluation are applied to the work of schools: internal school self-evaluation, evaluation by the local authority and inspection by the HM Inspectorate of Education (HMIE, now under Education Scotland). Colleges, higher education institutions and local authorities are also expected to be self-evaluative and are subject to forms of external evaluation. The HMIE has the right to inspect all schools, including independent (private) ones, and also inspects the education functions of all local authorities in a five-year cycle. Under the terms of the Teaching and Higher Education Act 1998, HMIE has powers to inspect education provided by higher education institutions for teachers and persons preparing to be teachers. HMIE also engages with colleges on an annual basis and undertakes reviews over a four-year period, through annual service level agreements with the Scottish Funding Council (SFC). HMIE is also empowered to inspect the further education provision of local authorities, which is interpreted as including community learning and development.

At institutional level, schools are responsible themselves for monitoring and evaluating their performance and progress and they are required to produce an annual Standards and Quality report. HMIE has published guidance to assist schools in self-evaluation using quality indicators, in preparing development plans and in using examination results and other data in the process. In particular, schools and local authorities make wide use of the publication *How Good Is Our School?* (revised 2007) and the Standard Tables and Charts (STACs), available on the ScotXed website to support the use of examination results in school evaluation, and related analyses on the HMIE extranet. (Eurydice, 2008/09).

Preschool establishments and primary schools, like other educational establishments, are required to produce development plans which state their overall aims, set out the conclusions from self-evaluation and indicate their improvement objectives. The aim is to ensure that by setting common targets, with deadlines, the staff agree to a common view of desirable action and actually take it. In a secondary school, the processes of self-evaluation and development planning are inevitably



complex, involving large numbers of staff. Monitoring progress towards objectives in a secondary school requires a wide variety of techniques. Among those currently in use are review teams, questionnaires, checklists, interviews, team teaching, classroom observation, shadowing students as they work in various subjects, systematic planning and reporting and discussion groups.

Evaluation at national level in schools, preschool, local authorities community learning and development and colleges is carried out by HMIE using subsets of its published quality indicators. Evaluation at national level in university level higher education is the responsibility of the SFC and the Quality Assurance Agency (QAA) for Higher Education, whose remit relating to quality assurance procedures extends over the whole of the United Kingdom. QAA (Scotland) has delegated responsibilities from the QAA Board for managing QAA work in Scotland. In 2007 Scotland participated in one of OECD's Reviews of National Policies for Education. The review found that Scotland consistently performs at a very high standard in OECD's Programme for International Student Assessment (PISA) and has one of the most equitable school systems in the OECD. These achievements were judged to reflect its strong commitment to improvement in education. The report identifies as one major challenge an achievement gap that opens up late in primary education and widens through early secondary years: children from poorer backgrounds are more likely than others to under-achieve. A second challenge for Scotland is to achieve broader and more successful participation in upper secondary education and greater equity in higher education. (*Ibid.*).

In its overview of Scottish education in 2009 (*Improving Scottish Education*), HMIE identified a number of entrenched issues which need to be addressed. These include the growing underachievement relating to social background which the OECD report also cited, as well as issues relating to: raising overall levels of achievement; strengthening literacy and numeracy skills in order to ensure that all children can progress in their learning and development; creating more challenging and interesting learning; and establishing a stronger and more consistent base of general education before young people embark on qualifications. The most recent 2009 PISA study shows that Scotland, in general, has held but not improved upon its place as a mid-ranking performer. (Scottish Government, January 2011).

The Scottish Survey of Literacy and Numeracy (SSLN) is a national sample-based survey which monitors performance in literacy and numeracy in alternate years at P4, P7 and S2. Information from the survey is also used to inform improvements in learning, teaching and assessment within the classroom. The SSLN has been developed by a partnership of Scottish Government, Education Scotland and the Scottish Qualifications Authority (SQA). It has been aligned with Curriculum for Excellence (CfE) and includes written and practical assessments. The first numeracy survey took place in all schools in May 2011. The first literacy survey took place in all schools in May 2012; the report on the findings will be published in spring 2013.

Some 11,000 pupils and their teachers in the 2,250 schools took part in SSLN 2011–Numeracy. About 76% of P4 pupils were performing well or very well in numeracy at first level, at P7 about 72% of pupils were performing well or very well at second level, and at S2 about 42% of pupils were performing well or very well at third level. The percentage of pupils not yet working within their respective levels in



numeracy was less than one per cent in P4, about two per cent in P7 and about 32% in S2. Boys tended to outperform girls in numeracy at P4 and P7, with the difference negligible in S2. Deprivation appeared to affect performance most in S2. S2 pupils living in areas with lower levels of deprivation were twice as likely to be performing well or very well as pupils living in areas with higher levels of deprivation. Pupils were generally more successful with tasks assessing data & analysis and time. Tasks assessing measurement and fractions, decimal fractions & percentages were found to be more challenging for learners. Pupils were less likely to receive feedback on performance and improvement in S2 than in P4 and P7. Teachers reported high levels of confidence in delivering the Curriculum for Excellence (CfE) numeracy experiences and outcomes, with generally over 95% of primary and secondary mathematics teachers very or fairly confident. The one exception was the area of ideas of chance & uncertainty, where primary school teachers reported the least confidence. This was also the area of least confidence amongst secondary non-mathematics teachers. Over 90% of primary school teachers and over 80% of secondary school teachers reported they were very or fairly confident that they can improve learning using the CfE experiences and outcomes for their area. (Scottish Government, March 2012).

Teaching staff

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

All who wish to teach in publicly funded nursery, primary, secondary and special schools in Scotland are required to hold a Teaching Qualification (TQ), in order to be registered with the GTCS. Registration is a requirement before a teacher can be employed by an education authority in Scotland. A Teaching Qualification may be gained by one of three routes: (i) to become a primary teacher or a secondary teacher of technology, physical education or music it is possible to take a four-year course leading to a Bachelor of Education (B.Ed) degree at one of the seven teacher education institutions (faculties of education) and also at the Open University; (ii) to become a secondary teacher in certain subjects it is possible in some higher education institutions to take a combined degree which includes subject study, study of education and school experience; (iii) those who already hold a university degree and wish to teach in either a primary or a secondary school can take a one-year university course for a Professional Graduate Diploma in Education (PGDE) leading either to a Teaching Qualification (Primary) or a Teaching Qualification (Secondary). Teachers in colleges may, and the majority do, undertake training leading to a Teaching Qualification (Further Education). They may also thereafter register with the GTCS.



There is, however, no legal requirement for them to do either. Nursery nurses, who are not teachers but can be in charge of day nurseries and other preschool establishments, have less demanding entrance qualifications for their initial training course, normally offered in colleges. Such courses concentrate on preschool children and their needs. Various qualifications are also suitable for other staff involved in the sector. Training of teachers in higher education is a matter for individual institutions and no national training is offered. In the field of community learning and development, adult education workers are required to have undertaken at least three years of study up to Higher National Diploma (HND) level and degree courses are provided for them in the universities providing teacher education. (Eurydice, 2008/09).

The GTCS Guidelines for Initial Teacher Education Courses in Scotland (2006) state that the overall aim of programmes of initial teacher education is to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners, who are committed to providing high quality teaching and learning for all pupils. Programmes must ensure that student teachers meet the requirements of the Standard for Initial Teacher Education. The means by which such professionals will be developed is through programmes whose design match in with the Quality Assurance Agency for Higher Education's requirements and the Standard for Initial Teacher Education in Scotland. (Scottish Government, January 2011).

Courses leading to the Teaching Qualification (Primary Education) are based on the Guidelines for Initial Teacher Education Courses (1998). There are three major elements in the course: professional studies, curriculum studies, and school placement experience. Thirty weeks are spent in school experience, which provides a focus for the whole course. It offers an opportunity to observe children and teachers; to practice different teaching styles; to develop the attributes of a primary teacher; and to gain some experience of the operation of a school as a whole. In addition to these three key elements of the primary B.Ed course, students can choose particular areas for special study (e.g., music, computing, modern foreign languages, early education, or additional support needs). Recently, students are strongly encouraged to choose a modern foreign language. The one-year PGDE course for primary teachers is intended to provide professional training for students who have already experienced at least three years of higher education and obtained a degree. It contains the same three closely inter-related elements: school experience, professional studies and curricular studies. Most students aiming at the Teaching Qualification (Secondary Education) take the one-year PGDE course. As in other teacher education courses, the period of school experience is considered to be of the greatest importance and students on this course must spend 18 of their 36 weeks in school placements. In subject studies students learn to relate their specialist subjects to the school curriculum and develop strategies and methods for teaching them. In some cases they study further aspects of their subjects which are part of the school curriculum but did not feature in their degree course. Although the three elements of the four-year B.Ed courses leading to a TQ (Secondary Education) in music, physical education and technology are the same as in the postgraduate course, subject studies assume a greater role, as the aim of the course is to produce specialists. The music degree, for example, demands a high standard of practical musicianship and performance. Thirty weeks of practical placement are required in these courses, of which six in the case of the B.Ed (Technology) are for a placement in industry.



Assessment of teachers in training is carried out by members of staff in the university faculties in cooperation with the supervising teachers in school placements. In recent years, schools have been encouraged to play a greater part in this assessment. There is also for each course an external examiner with good practical experience of the relevant stage of schooling, who considers samples of the assessments made by the university staff. Assessment of other elements of the course is by written examination or as is becoming more common, by submission of project work undertaken by the student. It is not sufficient for a student just to pass the examinations in order to be awarded a Teaching Qualification (TQ). A recommendation from the Principal of the university or the head of the education faculty or department to the effect that the student is a suitable person to become a teacher is also necessary. On successful completion of the course students are awarded a TQ, which entitles them to registration with the GTCS in the category for which they have trained. They also have a profile which is intended for the information of employing authorities and the schools to which they are first appointed. This profile sets out the competences which they have achieved and their areas of strength. The GTCS will also require satisfactory evidence that the newly qualified teacher does not have a criminal record which would make him or her unsuitable to work with children. (Eurydice, 2008/09; Eurydice, CEDEFOP & ETF, 2009/10).

The Teacher Induction Scheme was introduced in 2002 to offer all new teachers qualifying from Scottish universities a paid year-long placement in a mainstream school, giving them support to achieve the Standard for Full Registration. The scheme is managed and administered by the GTCS on behalf of the Scottish Government. It provides each new probationer teacher with school-based mentoring and support, as well as a programme of CPD led by the local authority. Prior to the introduction of the scheme, new teachers were 'provisionally registered' for the equivalent of two years full time, with schools completing interim reports and a final report which recommended whether or not full registration should be granted. Probationary teachers who choose not to accept a place on the induction year can embark on the flexible route to achieving the Standard for Full Registration. The flexible route involves probationers working towards meeting the Standard over a period of up to 270 days of teaching service and engaging in a CPD programme relevant to the subject(s) in which they qualified. (Scottish Government, January 2011).

The local authorities appoint and employ school teachers in the public sector. However, conditions of service are negotiated at the national level by the Scottish Negotiating Committee for Teachers (SNCT), a body comprising membership from the local authority employers, teacher organizations and the Scottish Government. Teachers in state schools have a standard 35 hours a week and work 195 days a year. The amount of class contact time is 22.5 hours a week. Teachers also spend time outside school hours for: preparing lessons, marking work and exams, and attending meetings.

The term 'continuing professional development' (CPD) is used to cover the range of in-service provision. There is a considerable amount of such provision, delivered in many forms and covering most subjects and many aspects of school life. Teachers can expect to receive advice and be encouraged to undertake approved



courses of study. Under the agreement *A Teaching Profession for the Twenty-first Century* (2001) all teachers are entitled to a contractual minimum of 35 hours of CPD per annum. They should draw up a CPD plan for the forthcoming year after discussion with their line manager in a formal process of professional review and development. This plan should be based on individual professional need and on school, local and national priorities. Teachers are expected to maintain a portfolio of their CPD. This provision of CPD time is additional to the five days per year that teachers spend in school without pupils; these 'closure days' are usually devoted to CPD activities organized or agreed by the head teacher or the education authority.

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

In 2002, the Scottish Government distributed to all authorities and teachers guidance on Professional Review and Development. This provides a CPD framework relevant to different stages of teachers' careers. It is based on the three standards which are all competence-based, namely: standard for full registration (normally achieved at the end of the probationary year); standard for chartered teacher (intended to encourage teachers to focus on enhancement of teaching and learning); and standard for headship (from August 2005, teachers being appointed to their first head teacher post have to demonstrate that they meet this standard by undertaking the Scottish Qualification for Headship (SQH), through local authorities appointment procedures and through the Government's Flexible Routes to Headship). The framework also includes an additional set of guidelines, CPD for Educational Leaders, for teachers wishing to develop leadership skills (for example in preparation for a principal teacher, depute head teacher or head teacher post). (Eurydice, 2008/09; Eurydice, CEDEFOP & ETF, 2009/10).

The recent report on teacher education (*Teaching Scotland's future*) recommends that education policy should give the highest priority to further strengthening the quality of its teachers and of its educational leadership. Education policy should support the creation of a reinvigorated approach to twenty-first century teacher professionalism. Teacher education should, as an integral part of that endeavour, address the need to build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise, including deep knowledge of what they are teaching; to be self-evaluative; to be able to work in partnership with other professionals; and to engage directly with well-researched innovation. In addition to developing their subject and pedagogical knowledge and skills, all new teachers should be confident in their ability to: address underachievement, including the potential effects of social disadvantage; teach the essential skills of literacy and numeracy; address additional support needs (particularly dyslexia and autistic spectrum disorders); assess effectively in the context of the deep learning required by Curriculum for Excellence; and know how to manage challenging behaviour. (Scottish Government, January 2011).



References

CEDEFOP (European Centre for the Development of Vocational Training). *United Kingdom. Vocational Education and Training (VET) in Europe. Country Report 2011*. Produced through the assistance of the UK ReferNet National Consortium Steering Group.

Children in Scotland. *Early Childhood Education and Care: developing a fully integrated early years system*. Special Report No. 2, September 2011.

Education Departments of United Kingdom. *Education strategies in United Kingdom*. Presented at the 47th session of the International Conference on Education, Geneva, 2004.

Education Scotland. *Arrangements for inspecting schools in Scotland*. Livingston, August 2011.

Education Scotland. *Quality and improvement in Scottish education. Trends in inspection findings 2008-2011*. Livingston, 2012.

Eurybase. *The education system in Scotland 2005/06*. Eurydice, 2006.

EURYDICE. *Focus on the structure of higher education in Europe 2006/07. National trends in the Bologna Process*. EURYDICE, European Unit, Brussels, March 2007.

EURYDICE. *Organization of the education system in the United Kingdom – Scotland*. European Commission, 2008/09 edition.

EURYDICE. *National system overview on education systems in Europe: United Kingdom – Scotland*. European Commission, 2011 edition, October 2011.

EURYDICE, CEDEFOP, and ETF (European Training Foundation). *Structures of education and training systems in Europe: United Kingdom – Scotland*. (Prepared by A. P. Ogg, HM Inspector of Education). European Commission, 2009/10 edition.

HM Inspectorate of Education. *Improving Scottish Education. A report by HMIE on inspection and review 2005-2008*. Livingston, January 2009.

Learning and Teaching Scotland. *The structure and balance of the curriculum. 5-14 National Guidelines*. Glasgow, Scotland, United Kingdom, 2000.

Scottish Executive. *A Curriculum for Excellence. Progress and proposals. A paper from the Curriculum Review Programme Board*. Edinburgh, 2006a.

Scottish Executive. *A Curriculum for Excellence. Building the curriculum 1. The contribution of curriculum areas*. Edinburgh, 2006b.

Scottish Executive. *A Curriculum for Excellence. Building the curriculum 3–18 (2). Active learning in the early years*. Edinburgh, 2007.



Scottish Government. *Skills for Scotland. A lifelong skills strategy*. Edinburgh, 2007.

Scottish Government. *Curriculum for Excellence. Building the curriculum 3. A framework for learning and teaching*. Edinburgh, 2008a.

Scottish Government. *The early years framework*. Edinburgh, 2008b.

Scottish Government. *Curriculum for Excellence. Building the curriculum 4. Skills for learning, skills for life and skills for work*. Edinburgh, 2009.

Scottish Government. *Skills for Scotland: Accelerating the recovery and increasing sustainable economic growth*. Edinburgh 2010.

Scottish Government. *Teaching Scotland's future. Report of a review of teacher education in Scotland*. Report prepared by G. Donaldson (December 2011). Edinburgh, January 2011.

Scottish Government. *Curriculum for Excellence. Building the curriculum 5. A framework for assessment*. Edinburgh, February 2011.

Scottish Government. *Review of post-16 education and vocational training in Scotland*. (Leader of the review: W. Roe). Edinburgh, August 2011.

Scottish Government. *Statistics Publication Notice. Scottish Survey of Literacy and Numeracy 2011 (Numeracy). Highlights from Scotland's Results*. March 2012.

Scottish Government. *Statistical Bulletin. Summary statistics for schools in Scotland No 2*. 2011 Edition, December 2011 (amended 3rd May 2012).

SLO (National Institute for Curriculum Development in the Netherlands). *Core affairs – Scotland. Case studies basic education in Europe*. Enschede, 2008.

Web resources

Children in Scotland: <http://www.childreninscotland.org.uk/> [In English. Last checked: September 2012.]

Convention of Scottish Local Authorities: <http://www.cosla.gov.uk/> [In English. Last checked: September 2012.]

General Teaching Council for Scotland: <http://www.gtcs.org.uk/> [In English. Last checked: September 2012.]

Her Majesty's Inspectorate of Education, Scotland:
<http://www.educationscotland.gov.uk/inspectionandreview/index.asp> [In English. Last checked: September 2012.]

Higher Education Statistics Agency (UK): <http://www.hesa.ac.uk/> [In English. Last checked: September 2012.]



Education Scotland: <http://www.educationscotland.gov.uk/index.asp> [In English; some information available in Scottish Gaelic. Last checked: September 2012.]

Quality Assurance Agency for Higher Education (UK): <http://www.qaa.ac.uk/> [In English. Last checked: September 2012.]

Scotland's Colleges: <http://www.scotlandscollages.ac.uk/> [In English. Last checked: September 2012.]

Scottish Catholic Education Service: <http://www.sces.uk.com/> [In English. Last checked: September 2012.]

Scottish Council of Independent Schools: <http://www.scis.org.uk/> [In English. Last checked: September 2012.]

Scottish Executive Education Department:
<http://www.scotland.gov.uk/Topics/Education> [In English. Last checked: September 2012.]

Scottish Further and Higher Education Funding Council: <http://www.sfc.ac.uk/> [In English. Last checked: September 2012.]

Scottish Qualifications Authority: <http://www.sqa.org.uk/> [In English; some information available in Scottish Gaelic. Last checked: September 2012.]

Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/> [In English. Last checked: September 2012.]

Universities Scotland: <http://www.universities-scotland.ac.uk/> [In English. Last checked: September 2012.]

For more detailed and updated information consult EURYDICE, the information network on national education systems and policies in Europe:
http://eacea.ec.europa.eu/education/eurydice/index_en.php

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>