



The Scottish Parliament
Pàrlamaid na h-Alba

EDUCATION AND CULTURE COMMITTEE

AGENDA

20th Meeting, 2012 (Session 4)

Tuesday 26 June 2012

The Committee will meet at 10.00 am in Committee Room 2.

1. **Curriculum for Excellence:** The Committee will take evidence from—

Larry Flanagan, General Secretary, Educational Institute of Scotland;

Ken Muir, Chief Inspector, Education Scotland;

Alan Taylor, Scottish Secondary Teachers' Association;

Margo Williamson, Association of Directors of Education in Scotland.
2. **Progress report:** The Committee will take evidence from—

Michael Russell, Cabinet Secretary for Education and Lifelong Learning, Mike Foulis, Director of Children and Families, Andrew Scott, Director of Employability, Skills and Lifelong Learning, and Sarah Smith, Director of Learning, Scottish Government.
3. **Subordinate legislation:** The Committee will take evidence on the Fundable Bodies (Scotland) Order 2012 [draft] from—

Michael Russell, Cabinet Secretary for Education and Lifelong Learning, Ailsa Heine, Legal Directorate, and George Reid, Colleges and Adult Learning Division, Scottish Government.
4. **Subordinate legislation:** Michael Russell to move—S4M-03155—That the Education and Culture Committee recommends that the Fundable Bodies (Scotland) Order 2012 [draft] be approved.

EC/S4/12/20/A

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Clerk to the Education and Culture Committee
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The papers for this meeting are as follows—

Agenda Item 1

Written Evidence Received

EC/S4/12/20/1

Agenda Item 2

PRIVATE PAPER

EC/S4/12/20/2 (P)

Agenda Item 3

Note by the Clerk

EC/S4/12/20/3

Education and Culture Committee

20th Meeting, 2012 (Session 4), Tuesday, 26 June 2012

Curriculum for Excellence: Written Evidence

Clerk's note

1. The Education and Culture Committee will take oral evidence on Curriculum for Excellence on 26 June 2012. The following written submissions have been received:

Scottish Secondary Teachers' Association
Education Scotland

Page 2

Page 4

**Jonas Rae
Committee Assistant
June 2012**

Scottish Secondary Teachers' Association (SSTA)

1. Deep Audit:

The Scottish Secondary Teachers' Association has serious concerns about the integrity of the 'deep audit' completed in March 2012.

The SSTA has raised repeated concerns about the shallowness of this so-called Deep Audit. We have numerous examples of Councils who failed to consult with classroom teachers or even Department Heads. Very few authorities consulted with Head Teachers and only a handful of those asked them to consult their own staff. According to the information collected at the time of the so-called deep audit only 5 Authorities consulted their experts, the staff developing material and preparing to teach the new courses next year.

The approach of the Government and Local Authorities to offer to respond to requests for support from departments or schools is deeply flawed. It has become very clear over recent weeks that any individual, brave enough to stick his or her head above the parapet and admit to not being ready to implement these courses, is subjected to close interrogation by senior Local Authority education staff and in many cases has been made to feel very uncomfortable and their competence has been questioned.

Teachers continue to report huge concerns about the implementation of the next phase of the Curriculum for Excellence. They are the professionals responsible for teaching and learning. The Government should have listened to the experts and acted accordingly.

The Cabinet Secretary's announcement on 21 March 2012 included a promise of *course materials for the new National 4 and 5 qualification, developed nationally and distributed to schools well in advance of the commencement of the new qualifications in 2013/14*. As yet, no attempt has been made to set up writing teams for these courses.

The Association believes that, to produce effective courses for any subject those responsible for the development must:

- Identify suitably experienced teachers to participate in writing teams
- Allocate time out of school to write the courses
- Circulate the material to subject specialists with a timescale for responses.
- Review responses and determine what has to be rewritten
- Rewrite courses and allow time for any criticism. Where factual inaccuracies exist these must be amended and courses reissued.

This process is unlikely to start before the end of this session and will take months to complete. We would question what exactly the phrase 'well in advance' means, given that in many schools, pupils have already started work on N3, 4 and 5 courses in June 2012.

Clearly, teachers across Scotland need these courses, and the support promised, now.

2. Other Concerns

Members continue to report serious concerns about the following aspects of CfE:

- **Confusion over curriculum models** – many schools had been working towards a 2/2/2 model but were told in March that this should be a 3/3 model. Some schools have begun the process of unpicking the work done while others have continued with the 2/2/2 model believing it to be the best way to deliver the new curriculum. There has been no evidence to suggest that a 3/3 model would be better. On the contrary, such a model simply prolongs the perceived “dead-time” in S2 and reduces the amount of time available for the courses which the pupils wish to take further and reduces their chances of examination success.
- **Lack of Assessment Materials** – the promises for the NAR have not been fulfilled and there is a serious vacuum in how we assess pupils in S1 – S3. Despite many schools having already embarked on N3, 4 and 5 courses, there are still no exemplar assessment materials for these courses.
- **Lack of clarity and specification** – members have complained repeatedly about the lack of clarity in key documents particularly with regard to Experiences and Outcomes and more recently details about “added value units”.
- **Lateness of delivery of key information** – In April of this year documents were produced by the Scottish Government offering advice about early presentations, curriculum models and profiling at a point when schools were already two thirds of the way through the “broad general education” stage.
- **Lack of funding and new resources** – this is the least well resourced and funded major educational initiative in the last 40 years. When Standard Grades and Higher Still were introduced schools were given packs of new materials to work with.
- **Lack of useful development time** – much of the time until now has been of limited value as key documents and information were missing
- **Lack of organisation and communication** - there has been very poor communication and co-ordination between subject departments in Local Authorities and between Local Authorities themselves. There is a critical need for someone to compile a list of work being done and for this to be shared with schools to avoid massive duplication of effort.
- **Internal Assessment** – this has been one of the major concerns since the decision was made to abandon external assessment at National 3 and 4 (the former Foundation and General levels). Apart from this creating a two-tier system in schools where only the most able are given a credible external exam, the Association has serious doubts about the ability of SQA to deliver rigorous moderation models which would sustain the integrity of results at lower levels. The difficulty of getting supply teachers in schools will only add to this problem.

The Association would be happy to expand on any of the above points if required.

Education Scotland

Progress in preparing for the implementation of Curriculum for Excellence in secondary schools

From mid-March to the end of April, Education Scotland (ES) carried out an audit with Education Authorities (EAs) in order to provide an update on the support required to ensure the effective introduction of new National Qualifications (NQs) and associated changes to curriculum structures in publicly-funded secondary schools. District Inspectors held interviews with each of the Directors of Education and their senior managers to discuss the position in each Authority. The information from the interviews was set alongside evidence derived from recent inspections and other visits by ES staff to schools in the area.

Key findings

- 1. Overall, almost all secondary schools are making good progress in preparing for delivery and implementation of Curriculum for Excellence.**
The majority of schools are well advanced in making their plans for the Senior Phase and are preparing to implement a range of models and options in collaboration with partners. In other EAs, schools' preparation for the Senior Phase is at an earlier stage. Encouragingly, approaches to tracking learners' progress through the Broad General Education and into the Senior Phase are under active development in almost all schools.
- 2. There is a clear understanding that the next two years are a period in which schools' curriculum planning and structures will evolve progressively.**
Currently, a variety of new curriculum models for the Broad General Education and the Senior Phase are emerging as schools design approaches to meet the needs of their particular pupil and parent communities. In the majority of schools, curriculum structures are changing so that, while pupils may have increasing opportunities for making choices and options at prior stages, they will make formal subject choices for NQs during S3. Some schools however, are currently continuing to offer subject choice committing pupils at the end of S2 to a range of NQ courses concluding in S4. It is clear that close dialogue is proceeding between EAs and their schools on these issues and that schools will make further changes to their curriculum structures over the next year or two. Some schools need further support from EAs and, where necessary, also from national bodies, to support them in developing course structures aligned to pupils' needs and aspirations.
- 3. Schools are engaging well with a range of key stakeholders in developing curriculum plans and structures.** Most schools are engaging parents with the development of the curriculum, particularly in relation to the Senior Phase, for instance through the use of parent information evenings and sessions or the active involvement of parent representative bodies. Some schools have developed very successful approaches through which pupils' views can influence the development of the curriculum although further improvement is still required.
- 4. Overall, secondary schools are making good progress in their preparation for the new NQs, and are on track to implement them within the national timescale without invoking exceptional circumstances.** With the exception of East Renfrewshire, no EA identified any whole school that would be seeking a

delay in the introduction of new NQs. It was also the case that the audit did not identify any individual departments which had requested delay through the exceptional circumstances arrangements. However, a few EAs identified a small number of individual departments where there had been limited progress on implementation to date. In these cases, further dialogue is ongoing between the departments, the school and the EA.

5. **While progress is generally good, it is clear that some departments will need more support to help them prepare effectively for the new NQs.** This was particularly the case where departments had been reluctant to progress curriculum development work on the basis of draft materials from the SQA. Support will also be required in some schools with small or single-teacher departments, where the staff resource to plan and develop new courses is inevitably more limited. The majority of schools reported that they were keenly anticipating the provision of further information about courses and assessment but noted the need for staff to have sufficient time to review this information in detail as they planned course provision.

Other areas where additional support was requested included:

- elements of the Sciences, Health and Wellbeing, Expressive Arts, Mathematics and Technologies;
- the articulation between the new National Qualifications and the Experiences and Outcomes;
- aspects of assessment in some subject areas; and
- the development of new courses or the use of bi-level teaching in some subject areas.

6. **All EAs have a wide range of existing plans to provide support for their schools in response to their identified support needs.** Authority support mechanisms include:

- the deployment of their own staff or use of their own resources,
- the use of subject specialists or networks; and
- the facilitation of professional dialogue and collaboration.

For most EAs, the planned national SQA events in the summer term will be another important source of support for their staff.

7. **Over and above the extensive planned EA and national support, there is a need for Education Scotland and other national bodies, such as SQA, to provide additional support for secondary schools and EAs in a number of specific topic areas.** Most notably, this support is required in relation to aspects of some new NQs, assessment, moderation and quality assurance, how best to deliver a Broad General Education S1 to S3 and how best to structure and deliver the Senior Phase.

Conclusion

There are no requests for whole-school delay in the implementation of new NQs and the audit did not identify any individual departments which have requested delay through the exceptional circumstances arrangements. Given the level of preparation by schools and EAs noted through the audit and taking account of the range of

planned and additional targeted support now being taken forward in response to the audit, we are confident that the implementation of the new NQs and full delivery of Curriculum for Excellence continues to be achievable within the currently agreed national timescale.

Next steps

The context for implementation is evolving rapidly. At the end of April, the final course arrangement documents were published by the SQA and a first tranche of support materials targeted on the courses undergoing greatest change was published by Education Scotland. Schools have been granted an additional two days for in-service training and local authorities are considering with their schools how best to deploy these. A summary of the overall programme of national support for implementation was also published.

In the light of that dynamic context, ES will use the results of the audit and work closely with EAs and other national and professional bodies, to help plan further support, both in terms of targeted and customised input for individual EAs, schools or groups of schools and in terms of producing further national support materials in areas where further guidance is needed. Our staff will visit EAs in May and June to update national support plans; and will also visit secondary schools to discuss any individual support needs. This process will help to ensure that support mechanisms are in place to respond to changing support needs as they arise.

Education and Culture Committee

20th Meeting, 2012 (Session 4), Tuesday, 26 June 2012

Subordinate legislation

Introduction

1. This paper seeks to inform members' consideration of The Fundable Bodies (Scotland) Order 2012 (SSI 2012/draft). The draft order is annexed to this paper, along with the executive note supplied by Scottish Government officials.

Background

2. The Order was laid on 21 May 2012 and the Education and Culture Committee was designated the lead committee.

3. The Subordinate Legislation Committee considered the Order at its meeting on 29 May 2012 and determined that it did not need to draw the attention of the Parliament to it. The Education and Culture Committee must report on the Order by 29 June 2012.

4. The Order is made under powers conferred by section 7(1) of the Further and Higher Education (Scotland) Act 2005.

5. On 31 May 2012 the Cabinet Secretary for Education and Lifelong Learning lodged motion S4M-03155 – "That the Education and Culture Committee recommends that the Fundable Bodies (Scotland) Order 2012 [draft] be approved". The Cabinet Secretary will move the motion at the committee meeting.

6. Before the Cabinet Secretary moves the motion, members will have the opportunity to ask any points of clarification of the Cabinet Secretary or his officials. Once he has moved the motion there will be a debate on the motion before the Committee decides whether to agree it.

Action

7. The Committee will be invited to consider whether to agree the motion recommending approval of the Order.

**Neil Stewart
Committee Office
June 2012**

ANNEXE A - INSTRUMENT

Draft Order laid before the Scottish Parliament under section 34(4) of the Further and Higher Education (Scotland) Act 2005 for approval by resolution of the Scottish Parliament.

D R A F T S C O T T I S H S T A T U T O R Y I N S T R U M E N T S

2012 No.

EDUCATION

The Fundable Bodies (Scotland) Order 2012

Made - - - -

Coming into force - -

1st August 2012

The Scottish Ministers make the following Order in exercise of the powers conferred by section 7(1) of the Further and Higher Education (Scotland) Act 2005^(a) and all other powers enabling them to do so.

In accordance with section 7(1) of that Act, the Scottish Further and Higher Education Funding Council has proposed the modifications made in this Order.

In accordance with section 34(4) of that Act^(b), a draft of this instrument has been laid before and approved by resolution of the Scottish Parliament.

Citation and commencement

1. This Order may be cited as the Fundable Bodies (Scotland) Order 2012 and comes into force on 1st August 2012.

Modification of the Further and Higher Education (Scotland) Act 2005

- 2.** In schedule 2 (fundable bodies) to the Further and Higher Education (Scotland) Act 2005^(c)—
- (a) after the entry for Carnegie College insert—
“City of Glasgow College”;
 - (b) for “James Watt College of Further and Higher Education” substitute “James Watt College”;
 - (c) after the entry for Stow College insert—
“West Highland College UHI”; and

^(a) 2005 asp 6.

^(b) Section 34(4) has been modified by paragraph 5 of schedule 3 to the Interpretation and Legislative Reform (Scotland) Act 2010 (asp 10).

^(c) Schedule 2 has been amended by S.S.I. 2005/660, 2006/480, 2007/255 and 524, 2008/241 and 412 and 2011/229.

- (d) omit the entries for Central College Glasgow, Glasgow College of Nautical Studies, Glasgow Metropolitan College and Edinburgh College of Art.

St Andrew's House,
Edinburgh
Date

Name
A member of the Scottish Executive

EXPLANATORY NOTE

(This note is not part of the Order)

The Further and Higher Education (Scotland) Act 2005 (“the Act”) established the Scottish Further and Higher Education Funding Council and made provision relating to the funding of bodies which provide further and higher education. Those bodies are described in the Act as “fundable bodies” and are listed in schedule 2 to the Act.

Article 2(a) and (b) updates that schedule to reflect the fact that Glasgow Metropolitan College has changed its name to City of Glasgow College and that James Watt College of Further and Higher Education has changed its name to James Watt College.

Article 2(c) adds West Highland College UHI to the schedule as a new fundable body.

Article 2(d) removes Central College Glasgow, Glasgow College of Nautical Studies and Edinburgh College of Art from the schedule to reflect transfers of property, rights, liabilities and obligations to other fundable bodies. In addition, it removes Glasgow Metropolitan College in consequence of its change of name described above.

ANNEXE B - EXECUTIVE NOTE

DRAFT : THE FUNDABLE BODIES (SCOTLAND) ORDER 2012

The above instrument was made in exercise of the powers conferred by section 7(1) of the Further and Higher Education (Scotland) Act 2005 (“the 2005 Act”). The instrument is subject to affirmative resolution procedure.

Policy objectives

The Scottish Further and Higher Education Funding Council (“the Funding Council”) may only fund institutions listed in schedule 2 to the 2005 Act. The purpose of this instrument is to modify schedule 2 to the 2005 Act. The modifications are to:

- Add “City of Glasgow College” as a result of the change of name of Glasgow Metropolitan College;
- Substitute “James Watt College of Further and Higher Education” with “James Watt College” as a result of the College changing its name;
- Add “West Highland College UHI” as a new fundable body;
- Remove (a) “Glasgow Metropolitan College” (as a result of the name change described above) and (b) “Edinburgh College of Art”, “Central College Glasgow” and “Glasgow College of Nautical Studies” as a result of transfers of property, rights, assets and liabilities to other fundable bodies.

Proposal

The Funding Council has proposed the changes as required by the 2005 Act.

Financial Effects

The Cabinet Secretary for Education and Lifelong Learning confirms that no Business and Regulatory Impact Assessment (BRIA) is necessary as the instrument has no financial effects on the Scottish Government, local government or on business.

Scottish Government
Employability, Skills and Lifelong Learning Directorate
May 2012