



# Building the Foundations of A LIFELONG LEARNING SOCIETY

A REVIEW OF COLLABORATION BETWEEN SCHOOLS  
AND FURTHER EDUCATION COLLEGES IN SCOTLAND

Consultation Paper



SCOTTISH EXECUTIVE



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ISBN 0 7559 4076 8

Published by  
Scottish Executive  
St Andrew's House  
Edinburgh

Produced for the Scottish Executive by Astron B33526 1/04

Further copies are available from  
The Stationery Office Bookshop  
71 Lothian Road  
Edinburgh EH3 9AZ  
Tel: 0870 606 55 66

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# SECTION 1

## INTRODUCTION

**1.1** Given the outcomes of both the recent **National Debate on Education** and the **Review of Enterprise in Education**, the Scottish Executive considers that the time is right to embark on a review of collaboration between schools and further education colleges.<sup>1</sup> Ministers have asked an inter-departmental group of Executive officials to co-ordinate the review. The review was launched on 20 October 2003 at a conference held in the Carlton Hotel in Edinburgh. It brought together 120 representatives from the school and further education sectors, as well as other interested parties and Executive officials, to help frame this consultation paper.

**1.2** Further background on the relationship between the school and further education sectors envisaged by the **National Debate on Education** and the **Review of Enterprise in Education** is set out in **Annex C**.

### Review Publications

**1.3** This paper and other review publications can be found on the Scottish Executive's website at [www.scotland.gov.uk/publications](http://www.scotland.gov.uk/publications). You can telephone Freephone 0800 77 1234 to find out where your nearest public Internet access point is.

**1.4** A **report of the school/college conference** has been published to accompany this paper. A **summary** of the consultation paper and a **leaflet** seeking specifically the views of school pupils are also available. The **summary paper** is available on request in alternative formats.

**1.5** The Executive has published as part of its review **Building the Foundations of a Lifelong Learning Society: The Experience of Motherwell College and Local Schools**.

The brochure reproduces articles that first appeared in the spring 2003 edition of 'Broadcast', the journal of the Scottish Further Education Unit.

**1.6** All review publications are available from the contact point mentioned in paragraph 1.15 below or by telephoning 0141 242 0102.

### Strategy and Implementation Plan

**1.7** The Executive's lifelong learning strategy, **Life Through Learning; Learning Through Life**<sup>2</sup> published in February 2003 said that the Executive would:

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

**1.8** The Partnership Agreement, **A Partnership for a Better Scotland**<sup>3</sup> published in May 2003, which forms the basis of the Executive Parties' current Programme for Government, said that the Executive would:

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

### Key Themes

**1.9** The review has four key themes:

- the purpose of school/college collaboration (section 3 of this paper);
- managing supply and demand and funding responsibilities (section 4);

<sup>1</sup> There are 46 further education colleges in Scotland. One of them - Newbattle Abbey College - is an adult residential college. This college is not therefore expected to help deliver the Executive's policy on collaboration between schools and colleges.

<sup>2</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>.

<sup>3</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library5/government/pfbs-00.asp>.

- implications for schools and colleges (section 5); and
- pupil welfare and support (section 6).

**1.10** It will also encompass how best to implement the Partnership Agreement commitment.

**1.11** The next steps for the review are outlined in section 7.

### Main Conclusions of the School/College Conference

**1.12** As previously mentioned, a school/college conference was held on 20 October 2003 to help frame this paper. Participants at the event generally agreed that a national strategy for school/college collaboration, underpinned by local strategies involving delivery partners, would be welcomed. However, the review group was cautioned not to raise unrealistic expectations. It was emphasised that collaboration should not be treated as a short-term initiative, as both sectors required long-term stability, particularly in respect of transparent funding arrangements in order to plan effectively. The review group was urged to place the needs of the pupil at the heart of its work, recognising that there was no one model of collaboration that could adequately deal with pupils' differing needs in terms of, among other things, age, ability, aspiration, geographical accessibility or learning support. It was also emphasised that the pattern of engagement across further education colleges needs to reflect local circumstances, and that the particular needs of rural schools must be fully considered. It was suggested that it may not always be appropriate for school pupils to go through college doors; it may be more effective and efficient in some circumstances for further education to be delivered by college staff in schools.

However, as well as ensuring sufficient flexibility, the review group was asked to consider whether a consistent approach to matters such as responsibilities for transport and free school meals should be taken across Scotland.

### School/College Review Consultation

**1.13** This consultation paper sets out and seeks comment on issues arising from collaboration between schools and further education colleges in Scotland.

**1.14** A summary of the questions posed in this paper is provided in **Annex A**. **Annex B** lists the consultees.

**1.15** This paper also pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. **Annex D** outlines the pilot in more detail.

#### How to respond:

By post to: Margaret McLachlan  
Scottish Executive  
School/College Review  
2nd Floor, Europa Building  
450 Argyle Street  
Glasgow G2 8LG

By email to:  
[scrt@scotland.gsi.gov.uk](mailto:scrt@scotland.gsi.gov.uk)

#### When by:

Responses to this paper are required by **1 June 2004**.

**1.16** Responses will be made available to the public on the Scottish Executive website and in the Scottish Executive Library<sup>4</sup> unless confidentiality is requested. Any confidentiality disclaimer generated by your computer system in an e-mail will not be treated as such a request. Confidential responses will be included in

<sup>4</sup> K Spur, Saughton House, Broomhouse Drive, Edinburgh EH11 3XD. Telephone 0131 244 4552

any statistical summary of numbers or comments received or views expressed. All responses not marked confidential will be checked for any potentially defamatory material before being logged in the library or placed on the website.

- 1.17** A new email alert system for Scottish Executive consultations (**SEconsult**)<sup>5</sup> was launched in December 2003. This system will allow stakeholder individuals and organisations to register and receive a weekly email containing details of all new Scottish Executive consultations (including web links). SEconsult will complement, but in no way replace, Scottish Executive distribution lists, and is designed to allow stakeholders 'keep an eye' on all Scottish Executive consultation activity, and therefore be alerted at the earliest opportunity to those of most interest. We encourage you to register as soon as possible.

### Scottish Executive Consultation Process

- 1.18** Consultation is an essential and important aspect of Scottish Executive working methods. Given the wide-ranging areas of work of the Scottish Executive, there are many varied types of consultation. However, in general, Scottish Executive consultation exercises aim to provide opportunities for all those who wish to express their opinions on a proposed area of work to do so in ways which will inform and enhance that work.
- 1.19** While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body. Consultation exercises may involve seeking views in a number of different ways, such as public meetings, focus groups or questionnaire exercises.

- 1.20** Typically, Scottish Executive consultations involve a written paper inviting answers to specific questions or more general views about the material presented. Written papers are distributed to organisations and individuals with an interest in the area of consultation, and they are also placed on the Scottish Executive website enabling a wider audience to access the paper and submit their responses.<sup>6</sup> Copies of all the responses received to consultation exercises (except those where the individual or organisation requested confidentiality) are placed in the Scottish Executive library at Saughton House, Edinburgh (K Spur, Saughton House, Broomhouse Drive, Edinburgh EH11 3XD, telephone 0131 244 4552).

- 1.21** The views and suggestions detailed in consultation responses are analysed and used as part of the decision-making process. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review;
- inform the development of a particular policy;
- help decisions to be made between alternative policy proposals; and
- be used to finalise legislation before it is implemented.

- 1.22** If you have any comments about how this consultation exercise has been conducted, please send them

by post to: Colin Baird  
Scottish Executive  
School/College Review  
2nd Floor, Europa Building  
450 Argyle Street  
Glasgow G2 8LG

by email to:  
[colin.baird@scotland.gsi.gov.uk](mailto:colin.baird@scotland.gsi.gov.uk)

<sup>5</sup> <http://www.scotland.gov.uk/consultations>.

<sup>6</sup> [www.scotland.gov.uk](http://www.scotland.gov.uk).



## SECTION 2

### SCOPE OF STRATEGY AND IMPLEMENTATION PLAN

2.1 We, the review group, are charged with developing a *joint schools/FE strategy and implementation plan*. As outlined in section 1.9, the review has four key themes:

- the purpose of school/college collaboration;
- managing supply and demand and funding responsibilities;
- implications for schools and colleges; and
- pupil welfare and support.

### Other Executive Reviews

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

2.3 No further changes to financial support to school pupils are being considered. The review will not therefore consider issues of financial support given directly to pupils. As far as financial support to the student population not in school is concerned, the Funding for Learners Division of the Scottish Executive Enterprise, Transport and Lifelong Learning Department is leading an informal review of current further education student support, current higher education student support, Education Maintenance Allowances and Individual Learning Accounts. The objective of the review is to make or recommend changes that will improve the coherence, equity and effectiveness of the overall provision of learner funding. The review will support the delivery of the Executive's lifelong learning strategy.

2.4 While the school/college review will consider further education colleges' engagement with 'winter leavers', the

issue of whether 'winter leavers' ought to remain enrolled in schools will be considered separately. How to equip further education lecturers with the necessary skills to teach under 16 year olds effectively is being considered in the context of the current Executive review of occupational standards and national guidelines on provision leading to the teaching qualification in further education (TQ(FE)) and related professional development.

2.5 It should be noted that as part of the commitments within 'Educating for Excellence', the Scottish Executive's response to the national debate on education, there will be a review of the school curriculum running in parallel with the school/college review.

### Balance Between National and Local

2.6 Participants at the school/college conference generally welcomed the development of a national strategy on collaboration between schools and further education colleges that is underpinned by local strategies involving delivery partners. In his address to the conference, the Deputy Minister for Education and Young People, Euan Robson MSP, explained the role of government as being to set the policy framework, and then to ensure that the support is there. It is to listen to practitioners and those with expertise, give the relevant sector the support it needs, and then let them get on with delivery.

2.7 There are some matters that need to be addressed in the national strategy and implementation plan. There are others that are best determined locally. While recognising the need for strategic direction, we wish to avoid over-prescription. At the outset we therefore seek views on where that balance should be struck.

**Q1. What issues should the review address? What issues are best determined locally?**



## SECTION 3

### PURPOSE OF SCHOOL/COLLEGE COLLABORATION

**3.1** As the full title of the school/college review suggests, the Executive considers the overall purpose of collaboration between schools and further education colleges is to build the foundations to help realise its vision of a lifelong learning society in Scotland. In its lifelong learning strategy, the Executive articulated its vision and five people-centred goals:

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

*Five goals:*

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

**3.2** It is within this context that a joint schools/ FE strategy and implementation plan will be developed. The lifelong learning strategy gave the rationale for the strategy and plan - *to ensure flexibility of delivery, so as to encourage locally relevant links between schools, FE colleges and local*

*employers to ease school leavers’ transitions into further learning, training or employment.* As the Deputy Education Minister made clear in his speech to the conference, the Executive is looking for collaboration between the sectors to broaden and deepen school pupils’ learning opportunities through a more flexible school-based curriculum, around a well-balanced core.

### Existing College Provision

**3.3** The current reasons for further education colleges offering courses to school pupils include:

- providing a curriculum for which schools do not have the relevant expertise (typically in vocational and non-traditional academic subjects) or the numbers of pupils to justify delivering the course themselves;
- providing an alternative for young people disaffected with traditional ‘academic’ subjects and thus improve achievement and employability;
- improving access to a wide range of education opportunities to develop social inclusion;
- encouraging young people to see the value of post-school education and understand the ‘lifelong’ nature of learning;
- improving retention rates at school and the acquisition of qualifications, both of which have a positive impact on pupils’ lifetime earnings;
- promoting interest in a particular industry that faces skill shortages; and
- encouraging interest in sports, art, theatre and dance, partly consistent with a local focus on the development of the creative and cultural industries.

- 3.4** College provision to school pupils includes:
- vocational education;
  - 'taster' courses;
  - non-traditional National Qualifications;
  - after-school clubs; and
  - evening classes.
- 3.5** Recent developments, such as the introduction of National Qualifications, Integrated Community Schools and programmes for disaffected school pupils, have increased pupil enrolments in further education colleges. The range of courses offered includes academic subjects at Intermediate 2, Higher and Advanced Higher levels - for example, Psychology, Sociology or Politics - or vocational areas - such as Automotive Engineering, Biotechnology, Hairdressing, Social Care, or Hospitality.
- 3.6** Most of the programmes are delivered in college by college lecturers.

### Differences between Schools and Further Education Colleges

- 3.7** We would suggest at this stage the following features of further education colleges that differ from the school environment:
- **less direction and greater 'self-sufficiency'** - there are fewer rules to be followed with a greater expectation that students own their learning;
  - **size** - there are typically more students, more tutors/lecturers and support staff, bigger buildings, increased resources (library, etc.);
- **varied student population** - there is far greater age mix and students have a variety of motivations and reasons to be at college; and
  - **curriculum and teaching** - there is a more varied level of courses from access to professional, both theoretical and practical courses, vocational opportunities, modular approach, varied course durations, and greater variety in teaching and learning methodology.

### Statistical Analysis of Existing Provision

- 3.8** According to the Scottish Further Education Funding Council (SFEFC) in the academic year 2001/02 there were **65,700** SFEFC-funded school enrolments in Scotland's FE colleges (**53,889** enrolments for pupils under 16,<sup>7</sup> and **11,811** enrolments for 16-17 year olds). Of the total, **20,712** enrolments were for 40 hours or more in the academic year.
- 3.9** School enrolments represented around **9%** of SFEFC core-funded activity and **14%** of the related enrolments. To put these figures into context, they are roughly equivalent to **6,700** full-time equivalent pupils and the September 2001 School Census showed **207,613** pupils in S3 and above.

<sup>7</sup> Age of enrolment as measured on 1 August 2001.

## PILOT STAKEHOLDER PLATFORM

### ASSOCIATION OF DIRECTORS OF EDUCATION IN SCOTLAND

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. Annex D outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **Association of Directors of Education in Scotland (ADES)**.

ADES welcomes the opportunity to contribute to this consultation and supports the principle of involving other key stakeholders at this significant stage of the process. Allowing respondents to use this platform should stimulate a constructive and extensive dialogue on this review and offer a thorough examination of this important matter.

The context of this review on the collaboration between schools and FE colleges is set within various strategic inter-related developments and the relationships between these must be explored to ensure true synergy in future plans.

Central to building on, and improving, the partnership between schools and colleges must be the commitment to support young people in fulfilling their potential by offering appropriate opportunities. These opportunities should recognise the wide-ranging needs and interests of these learners in order to open up innovative solutions to help to improve skills or enhance developments. Whether it is pursuing particular academic subjects or undertaking specific vocational training the needs of the pupil should ideally drive the agenda.

By retaining the interests of the pupil at the heart of the review this should help provide guidance for addressing issues surrounding the debate. This would include the planning, management and monitoring of the complete learning experience being offered to the pupil.

In strengthening the links between schools and colleges there are a number of factors that must be considered in order to ensure that the future developments are appropriate for all parties involved. Resource implications must be thoroughly examined. If the framework for funding is reviewed to reflect developments it is necessary to ensure that tight mechanisms are in place for purposes of accountability.

The implications for schools and colleges themselves should not be underestimated and developments need to be carefully planned and sensitively managed. In strengthening the existing partnership this should enforce the specific nature and identities of the sectors and not blur their individual purposes. Therefore an intuitive management of change process will be integral to the success.

**I. Views are invited on the platform of the Association of Directors of Education in Scotland.**

3.10 The 65,700 enrolments were in the following subjects:

Type of course	Number of enrolments	Average hours per enrolment
Agriculture & Horticulture	1,364	106
Business & Management	1,121	168
Food Technology & Catering	7,888	42
Computing	4,525	106
Construction	5,382	161
Art & Design	4,463	71
Engineering	4,256	116
Health	7,398	128
Minerals & Materials	376	132
Personal Development	5,829	32
Printing	30	186
Science & Maths	5,069	56
Office & Secretarial	1,219	196
Social Studies	4,860	136
Social Work	958	143
Sport & Recreation	5,085	111
Transport	1,371	318
Special Educational Needs Programmes	4,507	201
<b>Total</b>	<b>65,700</b>	<b>107</b>

3.11 The 44,271 enrolments for pupils aged 14 or over were for the following qualifications:

Qualification name	Number of enrolments	Average hours per enrolment
HNC/HND level (courses or individual units)	178	243
SVQ/NVQ: level 3	222	705
SVQ/NVQ: level 2	830	608
SVQ/NVQ: level 1	391	684
Highest level of study (course or unit) Advanced Higher	87	114
Highest level of study (course or unit) Higher	2,269	145
Highest level of study (course or unit) Intermediate 2	1,354	234
Highest level of study (course or unit) Intermediate 1	409	209
Highest Level of Study (course or unit) Access	279	305
Other Non-Advanced Certificate, Diploma or equivalent	2,514	358
Any other recognised qualification	2,106	136
National Units alone, not leading to any qualification listed above	8,791	264
Course not leading to recognised qualification (including most non-vocational courses)	24,841	49
<b>Total</b>	<b>44,271</b>	<b>147</b>



## PILOT STAKEHOLDER PLATFORM

### ASSOCIATION OF SCOTTISH COLLEGES

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. [Annex D](#) outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **Association of Scottish Colleges**.

The Association of Scottish Colleges (ASC) is the representative body for further education colleges.

ASC welcomes the Scottish Executive's commitment to expand and improve opportunities for school pupils to undertake courses in further education colleges as part of their school-based curriculum. This is widely supported by the main political parties and by employers. It endorses the excellent work already developed locally in college/school partnerships.

This consultation should establish general principles in which more and better opportunities can be developed to suit the needs of pupils and to fit local circumstances. A more explicit national framework is desirable but will require more resources if it is to be workable.

#### **Balance of Needs Within Colleges**

The primary mission of colleges is to provide vocational and specialist education and training, at higher and non-advanced levels, for those of working age. More pupils should have the opportunity:

- to sample the very different experience of learning in a college; and
- to supplement their school curriculum with experience of specialised and vocational subjects.

But the learning style and ethos of colleges - directed to needs, wishes, and experience of adult volunteers - has to be sustained.

#### **Resource Requirements**

Teaching school students is a high-input activity in terms of both human and physical resources. Many of the vocational options of most interest to pupils involve equipment and practical work which have higher cost as well as health and safety implications.

Additional activity for school pupils must not displace essential provision for those of working age. If colleges are to take on more pupils from schools, the current activity targets for FE colleges will need to be raised, supported by additional units of resource (SUMs).

Teaching large numbers of school pupils for relatively short periods of time creates special requirements in the college. These should be recognised by a new activity weighting similar to that of special needs students (DPG18). ASC would be happy to assist in collating evidence on the various relevant factors including support and guidance for individuals, and relevance to local economic requirements.

Resource requirements of schools - for example transport of pupils to college - will also need to be addressed.

#### **Formal 'in loco parentis' Responsibility**

For pupils under school-leaving age, the formal responsibility should remain with the school, which provides the main curriculum and pastoral support. This should ensure that legal responsibility, and accountability to parents, is explicit and clear.

#### **Teaching Qualifications**

ASC welcomes the decision to include teaching requirements for students under school-leaving age in the current review of the Teaching Qualification for Further Education (TQFE). There are important implications for teaching style, guidance, and support which should be included in CPD programmes for college staff.

#### **Best Advantage**

The curriculum of colleges is very broad and diverse. There are now many more units and courses within the main catalogues - National Qualifications (NQs), Scottish Vocational Qualifications (SVQs) and Higher Nationals (HNs) - which could be of benefit and value to school pupils taking some of their education in colleges. Resources will be needed to further develop units, courses, and awards of particular interest or potential value for school pupils.

#### **II. Views are invited on the platform of the Association of Scottish Colleges.**

**3.12** The figures for school enrolments by age are at **Annex E**. Levels of engagement in further education colleges are compared at **Annex F**.

**3.13** It is clear from these figures that there is already significant school/college collaboration. We are not starting from a zero knowledge base, and we are mindful that there is practice in schools and colleges which we can learn from.

#### **Transitions**

**3.14** Preparation for the transition of young people to adult life is recognised to be a crucial role of educators, whether the transition involves aspirations for further or higher education or employment. There is a broad policy consensus that core skills for life and work must be developed and comprise key elements of enterprise and vocational learning. The role of further education colleges in delivering this curriculum is growing.

## Determined to Succeed: Enterprise in Education

**3.15** Two approaches to using curriculum flexibility in order to allow pupils in S3 and S4 to take part in work-based training and gain a relevant vocational qualification were highlighted during the Review of Enterprise in Education: one in direct collaboration with employers using work-based training, and one in collaboration with other existing providers which would include further education colleges. The first is exemplified by Glasgow's Schools Corporate Vocational Training Programme and the second by Dundee's Pre-apprenticeship programme. Most further education colleges already provide such opportunities for S3 and S4 pupils alongside their school-based studies.

**3.16** Realising the full intention behind Recommendation 2 of the Determined to Succeed Report *"that all pupils over the age of 14 must have an opportunity for work-based vocational learning linked to accompanying relevant qualifications"* requires a major commitment from employers, local authorities and secondary schools. It is recognised that these delivery partners may not be able to provide the scope of on-and-off-the-job learning and underpinning knowledge that will be required and that there is a role for further education colleges and other providers in ensuring that adequate provision is available.

## Curriculum Flexibility

**3.17** The Scottish Executive and other agencies are developing arrangements for greater flexibility in education through initiatives such as the review of the curriculum and impending consultations on the future of Age and Stage Regulations, relationship between Standard Grade and New National Qualifications and reducing the amount

of time spent on external exams. Further education colleges clearly have a significant role to play in delivering the necessary flexibility to ensure that learning opportunities are tailored to the needs of individual pupils.

**3.18** That said, during the school/college conference we learned that there was some concern that centrally-imposed targets on the attainment of academic qualifications by school pupils may militate against the take-up of vocational options.

## Community Planning

**3.19** The community planning process ensures that public services provided in a local authority are provided and planned after consultation among all the public bodies responsible for providing those services and in on-going co-operation with the community. Community planning helps to ensure more joined up local services for communities using public services. It acts as a framework for making public services more responsive to and organised around the needs of communities. It makes sure that the people and communities are genuinely engaged in the decisions made on public services which affect them and ensures that organisations work together in providing better public services.

**3.20** The community planning partnerships bring together key participants - including the public, private, voluntary and community bodies in its area. The partnership develops and sets out a joint vision with agreed objectives for the area, normally in the form of a community plan. It sets out challenging outcomes of performance for the community planning partnership and the contribution expected from individual participants in the partnership through delivering those key outcomes.

<sup>8</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library5/social/bcis-00.asp>.

<sup>9</sup> A copy of the Order can be found on HMSO's website at <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/ssi2003/20030487.htm>.

### Community Learning and Development

**3.21** Within the community planning framework Community Learning Partnerships co-ordinate local delivery of Community Learning and Development (CLD) in each local authority area. These Partnerships in which the further education sector is represented, can assist in ensuring that school/college collaboration helps develop social inclusion. The Executive's lifelong learning strategy emphasises the importance of CLD as a means of widening participation in learning. The Executive's Community Regeneration Statement **Better Communities in Scotland – Closing the Gap**<sup>8</sup> highlights its role in building skills, confidence, networks and resources in excluded communities. The Executive plans to develop a national youth work strategy that emphasises the importance of the role of CLD in supporting the development of young people. Community Learning Partnerships will develop new strategies and action plans following the issue of new guidance by the Executive.

- Q2.** How should the joint schools/FE strategy articulate the purposes and scope of school pupil participation in college?
- Q3.** Where should school/college collaboration sit alongside other further education priorities and college programmes?
- Q4.** How can we enhance the value placed by pupils and parents on vocational subjects to achieve parity of esteem across vocational and academic learning?
- Q5.** How best should school/college collaboration engage with the delivery of joined-up services through the community planning process and Community Learning and Development?

### Powers of Further Education Colleges

**3.22** The Further and Higher Education (Scotland) Act 1992 Amendment Order 2003 (SSI 2003/487)<sup>9</sup> gives incorporated further education colleges an explicit discretionary power to "*provide part-time and full-time courses of instruction for persons of school age*". School age is essentially between the ages of 5 and 15 inclusive. It was made to dispel any doubt about the powers of colleges to undertake existing work; their powers to educate persons over school age (essentially 16 and over) were already fully clear. As far as the four non-incorporated colleges are concerned, given that **Orkney College** and **Shetland College** are, in legal terms, part of their respective Councils, they have clear powers to provide education to school-age pupils. **Newbattle Abbey College** was specifically set up by Trust as an adult residential college. As such the terms of the Trust preclude the education of under 18 year olds. As we explained earlier, this college is not expected to help deliver the Executive's policy on collaboration between schools and colleges. The powers of **Sabhal Mòr Ostaig College** are less prescriptive and it has clear powers to instruct school age pupils. Any new arrangements will take full account of the funding needs of incorporated and non-incorporated further education colleges.

**3.23** Having clarified the legal position, the Deputy First Minister has subsequently issued guidance to the Scottish Further Education Funding Council (SFEFC) to ensure that there is no overall increase in the level of SFEFC-funded activity for persons of school age, pending the outcome of the review. The guidance does not affect school/college activities funded from other sources such as, **Determined to Succeed**, European Social Fund and colleges and schools themselves.

**Q6. Should the nature of collaboration be different for distinct cohorts of pupils, including different age groups, for example:**

- Primary children;
- 12-14 years;
- 14-16 years;
- 16+;
- 'winter leavers'?

**If so, what should those differences be?**

**Q7. Should the powers of colleges to engage with various age groups of school pupils differ (and if so, how should they differ)?**

**Q8. Are the existing further education curriculum choices available to school pupils sufficient to meet the purposes of school/college collaboration?**

**If not, what additional support (if any) should we be giving to the Scottish Qualifications Authority and Learning and Teaching Scotland to develop them further?**

### **Performance Indicators**

**3.24** The lifelong learning strategy identified six high-level indicators to assess progress towards the Executive's vision of a lifelong learning society in Scotland. These are to:

- 1) reduce the proportion of 16-19 year olds not in education, employment or training (NEET);
- 2) increase support to 16-19 year olds from low-income families to stay on at school and/or FE college, thereby raising the participation and retention rates of this group;
- 3) increase graduates as a proportion of the workforce;
- 4) reduce the proportion of working-age adults whose higher qualification is below level 5 of the Scottish Credit and Qualifications Framework (SCQF) - equivalent to Intermediate 2/Credit Standard Grade or Scottish Vocational Qualification (SVQ) 2;

5) reduce the proportion of 18-29 year olds whose highest qualification is below SCQF Level 6 - equivalent to Higher Grade or SVQ3; and

6) increase the proportion of people in employment undertaking training.

**3.25** The views of the syndicate groups at the school/college conference that considered performance indicators were mixed. While one syndicate considered that the NEET indicator in particular could be useful, there was a view that the monitoring of outputs and outcomes may give a more meaningful evaluation of the success of collaboration, both in terms of quantitative measurement and feedback from pupils and employers.

**Q9. Should we develop, in addition to the lifelong learning strategy indicators, specific indicators for school/college collaboration? If so, how should the success of collaboration be measured?**



## SECTION 4

### MANAGING SUPPLY AND DEMAND AND FUNDING RESPONSIBILITIES

**4.1** In developing the lifelong learning strategy, the Executive's watchwords were *responsiveness, relevance, quality and coherence*. We will adopt these watchwords in developing a joint schools/FE strategy and implementation plan.

**4.2** Pupils' curriculum needs are the responsibility of the relevant education authority (and school). Further education colleges - as autonomous bodies - determine the particular courses they wish to offer and the students (including school pupils) they accept on to these courses. It is within this context that further education colleges currently play a role in broadening school pupil choice in a school-based curriculum.

## Meeting Pupil Expectations

**4.3** A joint schools/FE strategy and implementation will need to address the extent to which school pupils should expect their desire for a college place to be realised, at least to the same extent that students are able, within their school, to exercise a right to study subjects of their choice.

**4.4** The Partnership Agreement committed the Executive to *"enable 14-16 year olds to develop vocational skills and improve their employment prospects by allowing them to undertake courses in further education colleges as part of the school-based curriculum"*. The strategy will need to set out the extent to which pupils in this particular age group (and perhaps older pupils) should have a legitimate expectation to undertake a further education course to develop vocational skills if they so choose. That said, it is worth noting that giving school pupils immediate and automatic access to a college course of their choice would be a

significant departure from practice in the further education sector. No other category of further education student has at present an absolute entitlement to a college place.

**Q10.** Should responsibility for pupils' curriculum remain entirely with the relevant education authority (and school)?

**Q11.** Should further education colleges remain entirely responsible for the courses offered to school pupils and the pupils they accept on to them?

**Q12.** To what extent should school pupils generally expect their desire for experience of college be realised?

**Q13.** Given the Executive's Partnership Agreement commitment, to what extent should 14-16 year-old pupils expect to undertake a further education course to develop vocational skills if they so choose?

**Q14.** Should any special arrangements be extended to older school pupils?

## Planning College Provision for School Pupils

**4.5** There is no single model for the planning of further education college provision for school pupils. Colleges interact differently with both local schools and education authorities. Most schools are happy to consider college initiatives for collaborative work. Effective dialogue takes place between college and schools to ensure that college provision for school pupils meets the needs of these pupils. Some colleges have formal written agreements with local schools. Some councils play a very pro-active role. Others have no policy of central direction or planning of provision for its pupils, although they are happy for colleges to work with their local schools.

**4.6** Various groups have been set up within colleges in order to plan and monitor provision for school pupils. Colleges have a member of staff whose responsibility includes (or is wholly made up of) schools' liaison. These officers, or co-ordinators, generally lead developments and communicate with counterparts in school who are at the level of Deputy Headteacher or Principal Teacher of Guidance. Planning for programmes which start in June or August each year starts as early as the previous November and as late as Easter.

**4.7** Planning activities include meetings of schools' liaison co-ordinators with school colleagues; parents' evenings; taster days; distribution of custom prospectuses and brochures.

**4.8** A key message from the school/college conference was that Careers Scotland should be fully involved in assisting pupils in assessing their curriculum choices.

**Q15.** How can we best make clear that we expect all schools to have links with colleges and ensure that colleges make appropriate provision for school pupils?

**Q16.** How should colleges engage with the independent school sector (and what are the possible implications of this for public funds)?

**Q17.** How should the potential role that further education colleges may play in a pupil's curriculum choices best be identified? What role should Careers Scotland play in this process?

**Q18.** How should the suitability of pupils for college be assessed?

### Personal Learning Plans

**4.9** In September 2003 the Scottish Executive consulted on issues about assessment in schools.<sup>10</sup> The consultation paper reported on the considerable progress that has made on the development and management of Personal Learning Plans, the aim of which is to improve the quality of information about the progress and achievements of individual pupils as they move through school, particularly at points of transition.

**4.10** In its lifelong learning strategy, **Life Through Learning; Learning Through Life** the Executive articulated its expectation that learning providers should deliver learning in ways that helps learners make transitions between learning opportunities. In particular it explained that the Executive would *"pilot a Personal Lifelong Learning Plan with school leavers in 2004 to record their achievements and plan future learning. The Plan would not be based solely on academic qualifications, but could also help people record and plan on-the-job learning and experience with a view to acting as a CV. The Plan would link with current developments on Personal Learning Plans for all schoolchildren and also provide signposts to, for example, learndirect scotland and Careers Scotland, to help individuals identify what learning they need and where they can do it"*.

**Q19.** Can Personal Learning Plans be a useful vehicle to support school pupils who make use of learning opportunities in colleges? If so, should they be mandatory for such pupils?

<sup>10</sup> 'Assessment, Testing and Reporting 3-14 Consultation on Partnership Commitments' can be found on the Executive's website at <http://www.scotland.gov.uk/consultations/education/a1>.

## Labour Market Needs

**4.11** There was also a call at the school/college conference that courses undertaken by school pupils in college should - as far as is consistent with a student-orientated approach to learning - be responsive to the needs of the labour market, particularly with a view to the longer term.

**4.12** The lifelong learning strategy places its emphasis on improving the responsiveness of providers to demand from learners and employers, coupled with improving the ability of learners and employers to make informed choices, with the help of bodies such as Futureskills Scotland. The strategy sits alongside the Executive's strategy for enterprise **A Smart, Successful Scotland: Ambitions for the Enterprise Networks**,<sup>11</sup> published in January 2001.

**4.13** Futureskills Scotland is part of Scottish Enterprise and Highlands & Islands Enterprise. Its aims are to:

- analyse the Scottish labour market to inform policy making;
- improve the availability, quality and consistency of labour market information and intelligence across Scotland; and
- work closely with Careers Scotland to provide the organisation and its clients (including further education colleges) with labour market information.

**4.14** Further education colleges and Local Economic Fora also play an important collaborative role in designing measures to address gaps, overlap and duplication in the provision of business support services.

**Q20. What further measures, if any, are required to consider labour market needs when planning school/college collaboration, and what role could the Enterprise Networks play in this process?**

## Delivery

**4.15** We recognise that links between colleges and schools will be different, dependent on local circumstances. For example, we would not expect the same level of collaboration between the city centre colleges in Glasgow and a college in a rural area, which is more likely to be relied upon as a community-wide resource.

**4.16** It may be more appropriate for further education to be delivered by college staff in schools rather on college grounds. Some participants at the conference also suggested that colleges or Learning Teaching Scotland should develop distance learning materials to support the further education needs of pupils in rural schools.

**Q21. How should the further education needs of pupils in less geographically accessible areas be met when it is not practicable for pupils to attend college?**

**4.17** In its response to the Enterprise in Education Review Group's report,<sup>12</sup> published in March 2003, the Executive said that *"All primary, secondary and special schools must develop partnership agreements with local businesses and other appropriate organizations to deliver the enterprise in education agenda."* While these agreements would naturally cover vocational education, an option would be to build into these agreements the wider links between schools and further education colleges.

**4.18** We do not intend to be overly prescriptive about how supply and demand should be managed, though we do want to ensure quality and that the process produces positive outcomes. We therefore consider that it would be useful for the review to consider best practice that could be disseminated to the school and further education sectors.

<sup>11</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library3/enterprise/sss-00.asp>.

<sup>12</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library5/education/dtsr -00.asp>.

## PILOT STAKEHOLDER PLATFORM

### CONVENTION OF SCOTTISH LOCAL AUTHORITIES

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. Annex D outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **Convention of Scottish Local Authorities (COSLA)**.

COSLA is the voice of Scottish local government. We welcome the opportunity to participate at an early stage in the consultation process, and we are supportive of the approach taken.

COSLA supports this proposal to improve life chances for children, and to ensure that children and young people are able to access education and learning in an environment which suits their individual needs. Local authorities are already developing approaches to education which focus on outcomes for young people, and we recognise that more collaborative working across the school/college sectors will play a significant part in taking this forward. There are, of course, many strategic considerations which need to be taken into account in making this proposal become a reality.

It is widely recognised that there are children who do not respond well to a school environment, but who would respond better in a college environment. However, it is important that this option is seen positively, not as a way of removing disaffected pupils from schools, but as a way to improve a young person's transition between school and further education or employment. Local authorities currently have clear statutory and ethical responsibilities to children and that should continue. The local authority should have overall responsibility for the education and well-being of the child. Planning and managing the service being delivered to each child should in any event include key partners, and colleges will play a key role in that process. Clear support arrangements need to be in place to enable this to work effectively, and it will be important to identify where responsibilities lie.

To enable this proposal to work effectively, joint working between the further education sector and local authorities must be developed in a strategic and consistent way. It is essential that strategic planning in this context is set within the community planning model, and should complement, not add to or conflict with, Children's Service Plans, Individual Learning Plans and integrated children's services plans in general.



Accountability must be clearly determined and set out, particularly in relation to the young person's education and well-being, but also in terms of management in each of the partner organisations, and there must be clarity around the financial resources. There may be human resource management issues similar to those emerging in the Joint Future agenda; there may be benefits in enabling more flexibility for staff to work across the sectors, both for the staff themselves and for employers in terms of cross fertilisation, career development and workforce development. However, there may also be issues around pay and conditions as well as professional ethos.

Finally, there needs to be consideration of consequences of introducing children into the currently largely adult world of colleges. The implications of the Protection of Children Act 2003, particularly in relation to vetting of people who come into regular contact with children will need to be properly thought through. Parents need to be confident that their child is safe in the broadest sense, and local authorities who have that responsibility for school-age children will need to be satisfied that colleges are able to fulfil that responsibility.

In conclusion, we agree that this proposal should improve educational outcomes for children in Scotland, and should facilitate the transition from school to further education or employment, fostering a positive view of learning as a lifelong positive experience.

### III. Views are invited on the platform of the Convention of Scottish Local Authorities.

**4.19** As well as considering issues of supply and demand, some syndicate groups urged the review group to consider how enrolments in college are managed to ensure that pupils obtain maximum personal value from the experience and that the quality of the experience is a positive one.

**Q22.** How should education authorities, schools and colleges work together to plan further education provision in appropriate colleges (or schools) for school pupils?

**Q23.** Which body should assume lead responsibility for preparing any local strategies?

**Q24.** In partnership with which bodies should local strategies be developed?

**Q25.** Should partnership agreements to deliver the Enterprise in Education agenda be adapted to cover the full spectrum of school/college collaboration?

**Q26.** How should issues of over-demand for courses be managed?

**Q27.** How should pupils' on-going engagement with further education be monitored and evaluated?

### Duties of Incorporated Further Education Colleges and the Scottish Further Education Funding Council (SFEFC)

**4.20** The boards of management of incorporated further education colleges are under a duty to ensure that *"their college provides (either by itself or by arrangement with any other person) suitable and efficient further education to students of the college"*, having regard to *"the provision of education in the area in which the college is situated and to the likely needs of persons desirous of becoming students"* - section 12(1) of the Further and Higher Education (Scotland) Act 1992 refers.

(This duty does not mean that there is a right of admission- or 'entitlement' - for those seeking a college place, whatever their age or whatever the course.)

**4.21** The Scottish Further Education Funding Council shares a duty with Scottish Ministers to "*secure adequate and efficient provision of further education in Scotland*" - section 1(3) of the 1992 Act<sup>13</sup> refers

**4.22** In both instances further education is defined, in part, with reference to 'persons over school age' - section 1(3) of the 1992 Act refers.

**Q28.** **Should there be some form of statutory duty on incorporated colleges and education authorities to encourage school/college collaboration?**

**Q29.** **Similarly, if SFEFC (or any successor body)<sup>14</sup> remains the principal source of funding for school enrolments (see below) should this be incorporated into its duties?**

### Funding Responsibilities

**4.23** For wholly understandable reasons, the issue of funding was at the forefront of the minds of many participants at the school/college conference. The clear message from the event was that the joint FE/schools strategy needs to address the inconsistency of current local funding arrangements. The consensus which emerged was that greater transparency was required, and clear and stable lines of responsibility have to be established and sign-posted. Adequate resources also need to be made available.

**4.24** Scotland's further education colleges receive most of their funding for school enrolments from SFEFC. However, as the conference discussed, there are other sources of funding for colleges, including the European Social Fund (though these funds are declining) and education authorities. For the purposes of funding, SFEFC treat school enrolments like any other enrolment.

### SFEFC Funding

**4.25** All but two of Scotland's 46 further education colleges<sup>15</sup> receive core-funding from SFEFC calculated according to the 'Activity Measurement Method'. Of the total core allocation in 2003/04 of £326.7m, £254.5m (that is 77.9%) was distributed in this way. Student activity is expressed in terms of student units of measurement (SUMs). A SUM equates to a notional 40 hours of student study time, and relates directly to a one credit Scottish Qualifications Authority (SQA) unit. It is weighted according to the resource needs of particular subjects. Given that there are additional costs associated with operating, what are often small colleges, in remote and island areas in Scotland a 'remoteness element' is also paid. Additionally there is a premium paid for students domiciled within the 20% most deprived postcode areas in Scotland in order to support social inclusion.

**4.26** This means that further education colleges are only reimbursed for the work they undertake with school pupils if such engagement is considered to be an 'enrolment'. The review will have to consider whether this funding mechanism inadvertently skews the overall picture of further education enrolments.

<sup>13</sup> as amended by The Scottish Further Education Funding Council (Establishment) (Scotland) Order 1998, SI 2887 (S.167) and section 53 of the Scotland Act 1998.

<sup>14</sup> The Scottish Executive has announced plans to merge the Scottish Further Education Funding Council and the Scottish Higher Education Funding Council.

<sup>15</sup> Newbattle Abbey College and Sabhal Mòr Ostaig are not formula-funded.



## PILOT STAKEHOLDER PLATFORM

### GENERAL TEACHING COUNCIL FOR SCOTLAND

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. [Annex D](#) outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **General Teaching Council for Scotland (GTCS)**.

#### **Introduction**

The General Teaching Council for Scotland was set up under the Teaching Council (Scotland) Act 1965. One of the principal aims of the Council is to maintain and enhance professional standards in schools and colleges in collaboration with all partners. Within that context the Council warmly welcomes the opportunity to participate positively in this Consultation. The whole area of school/college links is one which now needs to be addressed urgently and it is one on which the Council has very clear views.

#### **The Council's Views**

The reason for setting up the General Teaching Council for Scotland in the first place was to ensure that Scottish children would never again be taught by unqualified teachers. The Act empowered the Council to register teachers who have to meet certain entry requirements.

In 1999, following the development of the Higher Still Programme, the Council agreed that the widening of the 16-18 curriculum could only be achieved if further education lecturers worked in partnership with schools to supplement the school education programme. Certain conditions were attached to that policy and these have been pointed out in the Consultation Paper.

Underlying that policy was the principle that school pupils should be taught by qualified, registered teachers, i.e. by staff who had been awarded either a Teaching Qualification (Secondary) or a Teaching Qualification (Further Education). That principle now becomes increasingly important as we move into an educational world where increasing flexibility in the 12-18 curriculum has resulted in a wide range of Further Education courses being offered to pupils of statutory school age, i.e. under 16. The Council would be completely opposed to the idea of children under 16 being taught by unregistered teachers/lecturers. That would be a regressive step for Scottish education. We would run the risk of losing public confidence in the education system and it would raise the legitimate concern that this move would constitute a dilution of standards.

The Council believes that flexibility in the curriculum is desirable if we are to meet the needs of pupils in the pre-16 and post-16 age ranges. That flexibility will only be attained if there is mutual professional trust and understanding between the further education and schools sectors.

It would also mean a professional body for the Further Education sector. It has always been the policy of the General Teaching Council for Scotland that all lecturers of Further Education should be registered with the Council. In other words we would argue that the General Teaching Council for Scotland should be the professional body for Further Education lecturers in Scotland.

### Conclusion

The GTCS has much sympathy with the argument that we should be encouraging curricular flexibility in schools in Scotland. There is little doubt that a sizeable number of children are not having their needs met. Nevertheless, as we move to meet that goal we must be aware that society will expect standards to be maintained, lines of accountability to be transparent and professional responsibilities to be clear. The GTCS, as the professional body for both teachers in schools and lecturers in Further Education, would provide a means of addressing these concerns in a consistent and coherent manner.

### IV. Views are invited on the platform of the General Teaching Council for Scotland.

- 4.27** The other main core-funding stream for colleges is fee income. Fee-waiver grant from the Funding Council compensates colleges for fees they waive for further education students that meet the eligibility criteria set out in SFEFC's fee-waiver policy. This essentially means that students from low-income households have their fees paid by the Funding Council.
- 4.28** As a matter of policy, the household income of pupils studying at college as part of a school-based curriculum is not assessed by colleges. Clearly, it is a fundamental tenet of school education that it is delivered free. Ministers are in no doubt that it is wholly inappropriate for a school pupil's family income to be assessed for courses they undertake in college which are being undertaken as part of their school-based curriculum. This, however, leaves colleges with a funding gap at present - they (rightly) do not receive fees from a pupil's family, nor do they in practice receive fee-waiver grant (because the family's income has not been assessed as eligible for such support).
- 4.29** Although core-funding from SFEFC is by far the most significant source of college funding, it is not the only funding model. Some further education colleges deliver Modern Apprenticeships (MAs) and Skillseekers (VQs) programmes and therefore receive funding from Scottish Enterprise and Highlands and Islands Enterprise through their network of local enterprise companies. Colleges receive funding for each candidate based on a range of criteria including the occupational sector the candidate is training in and the age of the candidate (some MAs and VQs take longer to deliver). Funding rates are set at a national level. Local enterprise companies have some discretion as to what MAs they deliver and fund in their particular areas, depending on local priorities, but the levels of funding for each MA/VQ are set nationally.
- 4.30** A significant issue for the review to consider is whether primary funding responsibility for school enrolments should continue to rest with the Funding Council, or whether responsibility should be given to education authorities or local schools themselves.

(under delegated authority from the education authority to the Headteacher) to provide funding directly along the lines perhaps of the relationship between colleges and local enterprise companies, or indeed whether there ought to be an entirely different funding route. If SFEFC continue to be the primary source of funding, the review will need to consider whether the fee funding gap should be filled. Options here include considering whether the education authority (or local school) should pay school pupils' fees (as the conference heard this already occurs in certain areas), or whether fee-waiver grant should automatically be paid by SFEFC for enrolments that are part of a pupil's school-based curriculum.

### Local Authority Funding

- 4.31** Eighty per cent of local authority funding is provided by way of a grant from central government - the remaining 20% is funded through council tax. The local government distribution system is agreed following collective consultation with local government. It takes account of a wide range of factors influencing local authority spend - the number of school pupils is one of these factors. Levels of funding are given for three years (currently 2003/04 to 2005/06) to allow local authorities to plan ahead. The central government grant is largely non ring-fenced and local authorities allocate to different spending areas, e.g. social work, education or local roads based on local priorities. Local authorities are responsible for the allocation funding to the schools/pupils in their area in line with the priorities they have identified.
- 4.32** The number of pupils on a school roll who actually receive all or part of their education outwith their school and the associated time is not currently measured. There is an indicator which measures time spent 'out of school', but this is not broken down in terms of activity. That said, there are some data available on those pupils classed as 'winter leavers'.
- 4.33** There are a number of sources of local authority funding for colleges, some of which are direct funding and others which are indirect. As well as funding from local authorities direct, colleges can receive some funds from schools themselves. Community Education funding, which is funded by local authorities, also contributes to college provision for some school pupils. Colleges may also receive from local authorities, should the councils so decide, some funds as part of their implementation of the Enterprise in Education strategy **Determined to Succeed**.
- Q30.** **Should primary funding responsibility for school enrolments continue to rest with the Scottish Further Education Funding Council? Or should funding responsibility rest with education authorities or schools? Are there other bodies this responsibility should be given to?**
- Q31.** **How can colleges be appropriately reimbursed for their partnership working with schools, while safeguarding the integrity of the concept of 'enrolment'?**
- Q32.** **Should colleges receive fee income for enrolments undertaken by pupils as part of their school-based curriculum? If so, from which public body should they derive that income?**
- Q33.** **What scope might there be for releasing funds dedicated to school pupils' school education when those pupils undertake college courses?**



## SECTION 5

### IMPLICATIONS FOR SCHOOLS AND COLLEGES

### Ethos of Further Education Colleges

5.1 While there was general support at the school/college conference for increased collaboration between the school and further education sectors, a number of participants stressed it was important that this does not alter that the fundamental characteristics of colleges. In particular the central ethos of colleges as centres of voluntary learning for adults needs to be retained. It was suggested that collaboration has to be managed carefully in order not to dissuade adult learners from returning to education. We were urged to ensure that a principal rationale for encouraging greater school pupil participation - to give them experience of 'adult' centres of learning - is not undermined by the presence of a disproportionate number of such pupils. While the concepts of 'saturation points' and 'critical masses' were discussed in some of the syndicate groups, these were not quantified.

**Q34. What measures should be taken to retain the central ethos of further education colleges as centres of voluntary learning for adults?**

### Review of Professional Training and Development

5.2 As we explain in section 2.4, equipping further education lecturers with the necessary skills to teach under 16 year olds effectively is being considered in the context of the current Executive review of occupational standards and national guidelines on provision leading to the teaching qualification in further education and related professional development. The training needs of guidance, teaching support and other staff in further education colleges will be considered as part of this review.

5.3 The purpose of the aforementioned review is to update and expand provision for the professional training and development of further education lecturers to take account of:

- developments in the use of information and communications technology for teaching and learning;
- the recommendations on the training of teachers made by the Beattie Committee;<sup>16</sup>
- recent and forthcoming diversity legislation; and
- changes in the role and responsibilities of further education lecturers (including greater collaboration between the school and further education sectors).

5.4 A steering group has been appointed and it is in the process of setting up working groups to undertake the detailed task of revising the existing occupational standards and devising new standards. The new standards will be converted into higher educational professional development awards and units, mostly at level 9 on the Scottish Credit and Qualifications Framework, which will be used in the initial teacher training (ITT) and continuing professional development (CPD) of further education lecturers. It is hoped that the new awards and units will be available for use early in 2005. The four Teacher Education Institutions (TEIs) which provide courses leading to the award of a TQ(FE) will also have to revise the content of their programmes.

5.5 Also, the Scottish Executive Education Department recently announced the second stage of its review of teacher education for schoolteachers. Two of the main aims of this review are to examine whether existing teacher training courses prepare

<sup>16</sup> The Beattie Committee was set up in 1998 to take forward the Executive's commitment to promote the participation and attainment of young people in learning post-school and to improve their employability. Its report, **Implementing Inclusiveness, Realising Potential** was published in 1999. A copy of the report can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library2/doc04/bere-00.htm>.

## PILOT STAKEHOLDER PLATFORM

### NATIONAL UNION OF STUDENTS SCOTLAND

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. Annex D outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **National Union of Students Scotland (NUS Scotland)**.

NUS Scotland is supportive of the 14-16 initiative. It is, in essence, a positive agenda, which will broaden vocational opportunities for school-age students, and allow them to access subjects that schools are not able to offer.

The key issue is that schools and colleges must be, practically and legally, able to work together to ensure that this access is offered in a way that benefits school-age students, and does not undermine either the school or college involved. It is vital that the option of 14 year olds attending college is not used carelessly: that the needs and welfare of the young student are considered, and that they are involved in - not informed of - the decision.

However, further education colleges have a long-standing role in their communities and in Scotland as a whole, as providers of a broad range of learning opportunities to adult learners. There is a tradition of considering all further education students, even the 17 year olds whose peers are still at school, as 'independent' and 'adults'. NUS Scotland is determined that this should continue, and not be altered or undermined by the presence of younger students, legally still children. While it is unavoidable that large numbers of younger students will have an effect on the college environment, it should not become an all-pervasive change that may cause discomfort to older learners, or pose a barrier - real or perceptual - to prospective students.

There are issues of responsibility, and while it is clear that the educational authority is still legally responsible for the education of school-age students, even at college, it would be divisive and demoralising to place them in such an environment and deny them rights granted to every other student in the college. These rights include participation in a broader college life, or to be involved in quality processes, have an avenue for complaints, or seek support and advice from college services. Some colleges in England - where 14-16 is in the late pilot stage - have already sought alternative ways to engage and involve their youngest students: perhaps it will be useful to look to their experiences, as well as the best practice already in place in Scotland.

**V. Views are invited on the platform of the National Union of Students Scotland.**

staff as well as possible for entry into the profession and to look at whether current guidelines and requirements relating to teacher education remain appropriate. Arrangements will be put in place to make sure that changes made to occupational standards for further education lecturers take account of the latest thinking on the education of schoolteachers.

**Q35. Are there particular issues that the training and development of (a) further education lecturers and (b) teachers need to address in order to facilitate more effective collaboration between the school and further education sectors?**

**Q36. What training do guidance, teaching support and other staff in further education colleges need to be able to provide effective support to under 16 year olds?**

### Teaching Qualifications

**5.6** Collaboration between schools and further education colleges brings together two quite distinct regimes for recognising the experience and expertise of teachers and lecturers. The review will therefore need to examine carefully the implications for these regimes of this collaboration.

**5.7** Anyone who wishes to teach in a secondary school must first gain an appropriate teaching qualification (there is a parallel system for primary school teachers). An appropriate qualification is a degree or postgraduate certificate which constitutes a teaching qualification in secondary education and is awarded in a particular subject or subjects from the secondary school curriculum. Having gained an appropriate teaching qualification, new entrants to the profession are also required, by law, to register with the General Teaching Council for Scotland (GTCS) before they can teach in a Scottish Education Authority school.

**5.8** The TQ(FE), on the other hand, is by custom and practice a qualification sought once a teaching post in a further education college has been secured. Lecturers are normally appointed on the basis of their existing academic and/or vocational qualifications. A teaching qualification is not mandatory in the FE sector. While FE lecturers are actively encouraged to gain a TQ(FE), they are not required to do so. Registration with the GTCS is voluntary for further education lecturers, and relatively few of them are registered with the GTCS.

**5.9** If they can obtain a suitable post, a schoolteacher with a teaching qualification in secondary education is able to become a further education lecturer. However, a further education lecturer with a TQ(FE) is not qualified to teach in a secondary school. A fully qualified further education lecturer would have to complete a conversion course to gain the equivalent of a teaching qualification in secondary education before they could take up a teaching post in a secondary school. This could be done by undertaking an Additional Teaching Qualification (ATQ) (Secondary). However, to be able to take this type of course a lecturer must already hold a TQ(FE) and have full registration with the GTCS.

**5.10** As the school/college conference heard, many members of college staff work part-time, and bring valuable technical knowledge and expertise without necessarily having formal academic or teaching qualifications. The breadth of the experience of further education staff was seen as a particular strength of the further education sector and is a key rationale for school/college collaboration. However, existing arrangements mean that there is not the same external professional benchmarking for all teaching staff as

there is in the schools' sector. Some at the conference suggested that it may therefore be harder to instil the same level of parental confidence in the standards of teaching of school pupils by college staff.

### College Staff Teaching School Pupils in Schools

- 5.11** To broaden the curriculum available to 16-18 year olds and to facilitate the delivery of the Higher Still programme, the GTCS decided in 1999 to allow further education lecturers to teach in schools. The GTCS decided that further education lecturers could teach in schools where they:
- were employed by a further education college which was working in partnership with the school concerned;
  - held a TQ(FE);
  - were registered with the Council;
  - taught only the subject(s) or subject area(s) in which they held a TQ(FE);
  - taught only pupils who were following the 16-18 curriculum; and
  - taught subjects not presently offered by the school.
- 5.12** The GTCS is considering the need for further guidance on the implications of further education lecturers who are not registered teachers working in schools with pupils under 16 years.

### College Staff Teaching School Pupils in Colleges

- 5.13** There are no similar requirements on college staff in relation to teaching school pupils in colleges.
- Q37. Should there be a common framework for the recognition of the qualifications for lecturers and teachers?**

**Q38. Are there any unnecessary overly-prescriptive barriers concerning teaching qualifications that prevent effective collaboration between the school and further education sectors?**

**Q39. To what extent, if any, should the further education sector reflect (and/or adapt) for the teaching of school pupils in colleges the requirements for the teaching of school pupils in school? If so, how can this be done in a way that retains the existing strengths of the further education sector?**

### Reviews by Her Majesty's Inspectorate of Education (HMIE)

- 5.14** HM Inspectors undertake an independent review of the quality of provision in further education colleges on behalf of the Scottish Further Education Funding Council (SFEFC) under the terms of the Service Level Agreement between the Council and HMIE. Review teams include HM Inspectors, associate assessors and a lay member.
- 5.15** There are two distinct but inter-related types of review: the Subject Review and the College Review. The Subject Review assesses the quality of the student experience in a number of subject areas in the college. The College Review assesses the impact on the student experience of educational leadership and direction, arrangements for access and inclusion, guidance and support, use of resources to support the learner, staff, quality assurance and quality improvement.
- 5.16** Members of review teams hold discussions with students and college staff. Members of subject review teams observe teaching and judge the quality of students' work. They review information on student performance and assess student achievement. Members of college review teams meet representatives of the Board of Management and hold discussions with

local employers, schools and other users of the college. While the emphasis of the reviews is on SFEFC-funded work, HMIE look also at local enterprise company and employer-funded provision. This latter area has assumed greater importance since colleges make use of credit transfer arrangements to obtain exemption from aspects of Scottish Quality Management Systems audits on the basis of good performance at HMIE reviews.

**5.17** HMIE as SFEFC's agents for quality assurance in further education evaluates the quality of the learning experience of all learners including school pupils who undertake programmes offered by colleges. HMIE will also look at school-college links in the context of school inspection where these are significant and contributing substantially to the delivery of education for pupils. Essentially HM Inspectors apply the tests outlined in the 'Guidance on Flexibility in the Curriculum' (SEED Circular 3/2001)<sup>17</sup> - is the provision provided through the link well planned, monitored and evaluated and is it resulting in real educational benefits for pupils?

**5.18** There would be implications for these reviews if funding responsibility transferred from the Funding Council to another body, which the review would need to encompass.

**Q40. What responsibility should the Funding Council have for assessing and assuring the learning experience of school pupils (including for provision not funded by the Funding Council)?**

## Flexible Further Education Courses

**5.19** In recent years, the transition by schools to programmes of study for S5 and S6 pupils which are based on the 'Higher Still' initiative has been widespread. At the same time, National Certificate courses in further education colleges have been transformed into National Courses and Scottish Group Awards, based on the same frameworks and units as are in place in secondary schools. Programmes for S5 and S6 pupils are now largely made up of courses and units at levels Intermediate 1 to Higher and Advanced Higher. Further education courses in colleges exist mainly at Access 3 to Higher levels. There is scope for duplication of provision and for overlap in the transition of school pupils to further education programmes at colleges. A college student who progresses to study at a further education college may have already achieved a number of the units which make up the college programme for which he or she has enrolled. This is particularly prevalent in the area of core skills. Simply omitting relevant units from a student's programme may have implications for college and student funding.

**Q41. How can college programmes become more flexible to take account of units students have gained while they were at school?**

<sup>17</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library3/education/circ3-00.asp> .

## PILOT STAKEHOLDER PLATFORM

### SCOTTISH FURTHER EDUCATION FUNDING COUNCIL

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. [Annex D](#) outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **Scottish Further Education Funding Council**.

We welcome this important consultation as an opportunity for all stakeholders to reflect on the value of further education's current work with schools and to consider how that should be best developed. It is already clear that there are many inter-related strategic, operational and legal aspects that need to be thought through very carefully. At the same time we will need to ensure that we remain focused on the key principles set out below.

#### **1. The best interests of the pupil are paramount**

In some cases pupils would benefit from college provision, but institutional interest might prevent this happening. In other cases organisational convenience could force a pupil into an engagement with a college - but without any benefit to the pupil. Our solutions should not only address the practicalities of how schools and colleges can best work together, but must also pass the test of supporting the best interests of pupils.

#### **2. The local education authority retains overall responsibility for the pupil's whole package of learning and their welfare**

Responsibility for the management of the whole content and structure of a pupil's education experience should not be divided between different organisations since this could result in confusion. Education authorities have certain legal duties to look after each pupil's welfare in place of parents or guardians (commonly referred to as '*in loco parentis*' responsibilities). Local education authorities should therefore continue to be responsible for the whole package of a pupil's learning and welfare, even if some of the content is provided in partnership with colleges.

#### **3. Protect the core ethos and mission of the school and college sectors**

Schools and colleges have many areas of overlapping interest and work, but they have distinctly different purposes. Changes to the balance of school and college work with school-age students could significantly impact on the nature of schools and colleges and therefore on their ability to fulfil their main roles. For example, if colleges were to provide a very significant amount of provision for school-age students they might become more like 'technical schools' and less like 'lifelong learning colleges'. This could impair the ability of colleges to meet the needs of the communities they serve for lifelong learning. Such an outcome would also run counter to the underlying objectives addressed by this consultation exercise, since participating school students might end up not experiencing a very different ethos and environment compared to that now offered by schools.

#### **4. Funding follows the activity**

Detailed funding arrangements should be designed to support the best solutions to the policy and strategic objectives, within the constraints of available resources. Therefore, the first stage must not be to design the funding approach. Whatever solutions are developed in the context of our three previous principles, the funding arrangements will need to be consistent with these solutions. In particular, they will need to reflect the different levels of engagement the pupil has with each school and college.

**VI. Views are invited on the platform of the Scottish Further Education Funding Council.**

## Reporting Examination Statistics for Schools and Colleges

- 5.20** As school/college collaboration develops, it will be important that the monitoring of attainment in both the schools and colleges fully reflects the activities that are taking place within these establishments. There was general consensus at the school/college conference that this matter needs to be addressed.
- 5.21** At present attainment is recorded against the centre that presented the candidate for any particular diet of exams. A candidate can be shown against more than one centre in a year. However, the data do not currently show the base centre for a candidate or the teaching centre for a particular subject, or the reason for the dual recording. The issue is whether attainment should be shown against the base school or teaching centre (however that might be defined), or whether existing arrangements should continue.
- 5.22** A pilot exercise to collect additional information from a few local authorities has just been completed by the Scottish Qualifications Authority (SQA). Initial findings from the pilot indicate that this exercise proved more difficult than anticipated. Of the three authorities involved in the pilot, only one was able to provide useable information to the SQA. Further, the information provided by the authority did not match completely with the details already held by the SQA. If implemented, this additional data processing step within the SQA could delay the supply of results for use in statistical analyses.

**Q42. How should examination statistics be reported to reflect school/college collaboration?**

## Practical Issues

- 5.23** We heard at the school/college conference that there were different arrangements across education authorities and colleges for arranging and funding transport (including the provision of bus passes) and lunch vouchers. The review group was asked to consider whether there should be common arrangements across Scotland for these matters.
- Q43. Where should responsibility for transport and for lunch vouchers for pupils eligible for free school meals lie?**



## SECTION 6

### PUPIL WELFARE AND SUPPORT

### Additional Support Needs

- 6.1 Our consideration of school/college collaboration generally is informed by the HMIE report **Moving on from School to College: Helping young people with additional support needs to make a successful transition: evaluating and improving practice**<sup>18</sup> published in February 2002. That report focuses on school leavers with additional support needs as they plan their next steps, and particularly as they move to the different environment of a further education college.
- 6.2 We recognise that in some cases the support needs of students cannot be met by the college alone. Many students have individual needs for a range of services including intensive support, therapy and health care. These needs are likely to be best addressed by adopting a person-centred approach where different agencies provide a seamless client-focused service. Establishing and developing partnerships between further education colleges and key agencies, such as local authorities, health services and the voluntary sector must be a priority.
- 6.3 The Executive is currently consulting on new guidance designed to provide clarity, to everyone involved in making and managing support arrangements for students with additional needs, on the roles and responsibilities of the agencies involved. **Supporting Students with Additional Needs in Further Education Colleges: A Guide to Partnership Arrangements**<sup>19</sup> emphasises the importance of collaboration and partnerships between all agencies and offers a number of examples of good practice.

- Q44. What further measures are necessary to develop an inclusive, collaborative approach to school pupils with additional support needs attending further education colleges?

### Re-engaging Disaffected Learners

- 6.4 The practical or non-traditional nature of the courses that may be offered by further education colleges extends the notion of inclusion to learners of school age who have become disaffected with school. However, focusing on this aspect of provision may present dangers that college-based opportunities become labelled, or labelling.
- 6.5 The report **Better Behaviour – Better Learning**, published by the Discipline Task Group in 2001<sup>20</sup> made a recommendation on curriculum flexibility, encouraging authorities and schools to develop flexible programmes of support for pupils who may become disaffected if faced with an inappropriate full academic curriculum. Authorities and schools have responded positively to this recommendation with a variety of alternative programmes and expansion of learning opportunities developing many in partnership with further education colleges. It would be expected, therefore, that many of the pupils involved in such provision are those who might otherwise be described as disaffected learners.
- Q45. To what extent should school/college collaboration focus on choice and opportunity for all pupils, or target support for a narrower section of the pupil population?

<sup>18</sup> A copy of which can be found at HMIE's website at <http://www.hmie.gov>.

<sup>19</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library5/lifelong/sswa-00.asp>.

<sup>20</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library3/education/rdtg-00.asp>.

## PILOT STAKEHOLDER PLATFORM

### SCOTTISH QUALIFICATIONS AUTHORITY

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. Annex D outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **Scottish Qualifications Authority (SQA)**.

SQA welcomes the opportunity for debate on how collaboration between schools and colleges can best be developed and implemented so as to enhance and extend participation in lifelong learning. SQA is particularly keen to see a thorough debate on issues which are of particular relevance for us as the national awarding body for Scotland. Whilst the issues themselves are not new - and are already being addressed in a number of ways - they will always benefit from fresh discussion and from past experience. These issues include:

**Promoting parity of esteem and breaking down the artificial barriers between 'academic' and 'vocational' subjects.** Achieving parity of esteem is one of the positive (if sometimes indirect) effects of initiatives designed to build better progression routes and enhance vocational provision. The link between parity of esteem and participation is important. Experience in most European countries shows that increases in staying-on rates and in qualifications obtained depend strongly on the capacity of the education and training system to engage young people.

Moreover, there are examples of how the increase in the percentage of young people obtaining qualifications has been achieved through the development of better progression routes for those following vocational courses. A contributing factor is the ability to demonstrate that vocational routes can, and will, lead to qualifications which are respected in the labour market and which improve job prospects and career development.

**Ensuring that the design, delivery and assessment of qualifications offer flexibility and are responsive to the needs of candidates, centres and employers.** The new National Qualifications are explicitly intended to allow all learners to achieve and progress according to their abilities. Added to this the SQA Core Skills framework allows individuals to acquire those skills which are critical if they are to succeed in the labour market and as active members of society. However, concerns have been expressed regarding a lack of awareness of Core Skills among teachers, learners and employers and about the value of what is being certificated. Thus, Core Skills are currently under review by SQA but further insights into how they can be improved are always welcome.

A closely-related issue is how to ensure that young people are adequately prepared for the world of work. Recent research (carried out by Futureskills Scotland) revealed that young people entering the labour market straight from schools were considered by employers to be less prepared than those entering from college or university. Whilst maturity is undoubtedly a contributory factor we do need to understand the different ways in which schools and colleges approach this and learn from those experiences.

**Meeting the needs of learners in less geographically-accessible areas.** The use of ICT to support e-learning and e-assessment is an area of particular interest to SQA as we explore how best to support learners whilst harnessing the best that new technologies have to offer. Indeed, the potential of Computer Assisted Assessment (CAA) extends beyond just geographical accessibility and, as an indication of its strategic commitment SQA has established a dedicated CAA Team. SQA's CAA strategy aims to improve assessment and quality assurance and to bring about:

- more flexibility in, when, and where assessments are taken
- improved access, especially for candidates with additional assessment needs
- enhanced validity and reliability of assessment
- more cost-effective processes and enhanced practicability
- enhanced reporting and feedback to students and centres.

**VII. Views are invited on the platform of the Scottish Qualifications Authority.**

### Duty of Care

**6.6** During syndicate discussions at the school/college conference, we were asked to consider where the duty of care for a pupil's welfare lies - with the relevant school or college or with both. We will consider the implications of the legal concept of '*in loco parentis*' (acting in the place or position of parents), which the courts have used as a starting point when considering teachers' responsibilities for pupils in their charge, for college staff in charge of under-16s.

**6.7** Both schools and colleges have a **duty of care** in relation to pupils under 16 and the review will consider the requirements of the duty of care in relation to pupils' care and welfare, and the implications for both schools and colleges to fulfil their duties by mutually agreed responsibilities. The review will also consider pupils' and

parents' reasonable expectations of the duty of care and how responsibilities of pupils, parents, schools and colleges are communicated and agreed.

### Pastoral Care and Vocational Guidance

**6.8** The balance of time spent in the school or college has implications for the co-ordination and delivery of pupil support, and provision for care and welfare.

**6.9** Key features of pastoral and vocational guidance provision in schools include guidance on course choices and preparation for school leaving, as well as provision of welfare support. It has also included liaison with pupils and families on welfare and on attendance and discipline when necessary. In recent years, the development of learning support and behaviour support roles has expanded and strengthened the breadth

of support offered to pupils and parents beyond the traditionally conceived school guidance role, which now reflects the co-ordinating and management role as well as 'first-level' (teacher to pupil) support.

- 6.10** Further education colleges have developed student support services and have successfully accommodated an increasingly diverse student population. However, learning and welfare support may be the stronger element of these services, since the voluntary nature of further education perhaps means there is less emphasis on dealing with disruptive students.
- 6.11** The report **Better Behaviour – Better Learning** recommends the integration of the roles of behaviour support, learning support and pupil support (school guidance) to ensure a co-ordinated approach to meeting pupils' (and their families') needs, to prevent disaffection and effectively tackle behaviour, attendance or other problems as they arise. Although this recommendation focuses primarily on schools, the increased partnership working between schools raises the question of how such co-ordinated support follows the child wherever they take on learning opportunities, and how effective delivery of pupil support can be achieved between two institutions.

**Q46. What successful mechanisms exist to ensure appropriate co-ordination and communication between schools and colleges to deliver effective learning support, behaviour support and pupil support?**

### Pupil Safety

- 6.12** Further education colleges are essentially institutions of adult learning, although in recent years the drive for inclusion has involved them in meeting the needs of some vulnerable groups. However, expectations of appropriate measures to ensure the safety and protection of children within schools are perhaps different to those in colleges.
- 6.13** National guidelines for child protection in education are being revised, and there is a programme of child protection reform that will lead to national standards for child protection.
- 6.14** The expectations of schools and authorities is of clarity of roles for all staff, with clear routes for concerns to be raised and referrals made for investigation, co-ordinated by key staff within schools liaising with other agencies (social work and the police) and their authority. It is expected that all staff would be trained in the appropriate action to take if they observe signs of potential abuse (including neglect) or hear a child's disclosure.
- 6.15** The recruitment process within education authorities, and their expectations of contractors' recruitment processes, ensures that all staff with significant or unsupervised access to children and young people would have been subject to the necessary Disclosure Scotland checks on their background and suitability for working with children. It is a condition of registration with GTCS that teachers (and lecturers) obtain an Enhanced Disclosure.<sup>21</sup> In addition, codes of conduct ensure propriety in the relationships between any adults employed to work in schools and the young people there.

<sup>21</sup> An Enhanced Disclosure will show any spent or unspent convictions and any cautions plus any non-conviction information supplied by a Chief Constable which can be shown on the Disclosure. This would be information about pending cases or information held by the police as "intelligence" which in the Chief Constable's opinion might be relevant to the position in question and which can be shown on the Disclosure without harming the interests of the prevention or detection of crime.

**6.16** As a matter of policy, colleges ask staff to apply for an Enhanced Disclosure when they are being considered for appointment to a position which involves regularly caring for, training, supervising or being in sole charge of a person or persons under 18 or vulnerable adults. We are unaware of any checks being made of adult learners who may be studying alongside a pupil, something which is not normally an issue in a school. That said, under the existing terms of the Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Order (SSI 2003/231),<sup>22</sup> unless a student was studying for entry into one of the excepted professions listed in the 2003 Order, only a Basic Disclosure, which shows no more than unspent convictions could be obtained (it is available to anyone for any purpose).

**Q47. What safeguards are in place in further education colleges for safe recruitment practices, codes of conduct, and awareness of issues in relation to child protection procedures? Do agreements between schools and colleges make respective roles and responsibilities explicit in relation to the safety of pupils? What further measures should be taken?**

**6.17** There are many complex areas to consider in making institutions safe environments for children and young people, beyond checking of staff. Access to the institution by the public, interaction between people of all ages within the institution, the management of space, access to supportive staff and the provision of a supportive framework for all staff who may report concerns. The revised guidelines for education

authorities will cover these and a wide range of other issues relating to the child's abilities and circumstances (such as pupils with disabilities, ethnic minority pupils, etc.), and the range of activities in which they might be exposed to some level of risk which must be assessed and appropriately managed (e.g. on school transport, on school visits).

**Q48. What arrangements are made by further education colleges to safeguard vulnerable groups, and does this extend to school pupils? What measures are appropriate and effective?**

### **Guidelines for Schools on Supporting and Managing Pupils**

**6.18** There are expectations in relation to the national collation of statistics, that authorities and schools will provide information in relation to every pupil on:

- attendance and absence (authorised and unauthorised);
- exclusion;
- recording incidents of violence and anti-social behaviour against staff; and
- recording of incidents against pupils and anti-bullying strategies.

**6.19** There is also a need for the effective sharing of information between schools and colleges about individual pupils to support their needs and the needs of other students and teaching and other staff effectively, having due regard to pupils' confidentiality.

**Q49. What is the current practice between schools and colleges of sharing information? What aspects can be improved?**

<sup>22</sup> A copy of which can be found on HMSO's website at <http://www.scotland-legislation.hms.gov.uk/legislation/scotland/ssi2003/20030231.htm>.

## PILOT STAKEHOLDER PLATFORM

### SCOTTISH TRADES UNION CONGRESS

*This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter a platform within the paper to help shape the consultation process. [Annex D](#) outlines the pilot in more detail and invites views on the success or otherwise of the pilot to help evaluate it.*

This is the platform of the **Scottish Trades Union Congress (STUC)**.

The STUC believes the successful development of the collaboration between schools and FE colleges requires the effective engagement and involvement of all stakeholders in the process.

Representing over 630,000 working people and their families throughout Scotland, the STUC speaks for trade union members in and out of work, in the community and in the workplace. Through our affiliates in the education sector we represent thousands of workers in school education and further education colleges, including teaching and support staff in schools and academic and support staff in further education.

The STUC wants to see the highest quality education and learning experience for all young people in Scotland, one that motivates all young people to continue to engage in learning, one that gives them the social skills required for life, and assists in their progression to the workplace. Giving pupils experience of learning through school/college collaboration can be a positive way of providing high quality education, if it is well planned, resourced, staffed and supported.

Whilst supporting the collaboration, the STUC recognises many issues and challenges need addressing to ensure it is a success.

First, it is essential that school/college collaboration addresses educational need. The collaboration has the potential to focus too narrowly on disaffected pupils who are not currently succeeding in the school environment. Whilst the opportunity to learn new or vocational subjects, work more flexibly, at different times and in a less formal environment may be appealing to some pupils, the STUC is clear that the collaboration should not provide a dumping ground for children not wanting to be at school. It remains essential that we strive for a positive experience of school education that encourages young people to continue to engage in learning throughout their lives.

A number of practical issues have to be considered for pupils to operate successfully in colleges, such as ensuring the suitability of all premises for use by school age pupils. FE colleges may need to make adjustments to their environments for them to be appropriate places for younger people, in terms of size, layout, hygiene, and health and safety measures.

Partnerships between schools and FE should be constructive for young people and the institutions themselves, and reject a hierarchical approach to study and learning. Issues of pupil maturity, curricular coherence and pupil workload need to be considered. The adult ethos of FE colleges should not be undermined by an influx of younger people.



There are a number of employment relations' consequences to the collaboration. The STUC recognises the distinctive training, qualifications and professional standards achieved by teachers, lecturers and support staff to deliver quality school and college education. To safeguard quality and safety all FE lecturers should hold a teaching qualification within a reasonable timescale following employment in the sector, and it should be mandatory for all teacher qualified lecturers to be registered with the General Teaching Council Scotland. Collaboration will raise a number of issues on pay parity which need addressing, between teachers, lecturers and support staff in the two sectors, who are carrying out similar roles.

The financing of the initiative requires careful consideration. It is already the case that FE provides funding for around 65,000 school age children within its sector. Collaboration will mean developing appropriate mechanisms for delivering funding to the areas where it is required whilst maintaining democratic accountability. The role of local authorities in providing funding to schools should be continued, however, FE colleges will need additional resources to facilitate the entitlement of school pupils to access vocational education.

**VIII. Views are invited on the platform of the Scottish Trades Union Congress.**

## **Diversity of the College Population**

**6.20** Many further education colleges fulfil an important role in working with ex-offenders and young-offenders to provide skills and learning opportunities, including giving prisoners the opportunity to attend college via temporary release on a daily basis. This takes place alongside the work on inclusion in which vulnerable groups with additional support needs are also part of the college community. School pupils add a further dimension to the task of meeting the needs of, and taking responsibility for, a diverse population.

**Q50. How do further education colleges successfully manage the needs of different groups, and ensure their safety? Do the needs of some groups preclude engagement of other groups?**



## SECTION 7

### CONCLUSION

### Next Steps

**7.1** Given that our review of collaboration between the school and further education sectors in Scotland is at an early stage, this consultation paper is necessarily discursive, and does not contain firm proposals. We therefore plan to consult on a draft joint schools/FE strategy and implementation plan by autumn 2004. The aim is to publish the joint strategy and implementation plan by the end of April 2005 with a view to implementing the strategy from academic year 2005/06 onwards. There may be a need for some transitional arrangements for the first year of implementation.

### Other Matters

**Q51. Are there any other matters not referred to in this consultation paper which you wish to bring to our attention?**

### How to Respond

By writing to: Margaret McLachlan  
Scottish Executive  
School/College Review  
2nd Floor, Europa Building  
450 Argyle Street  
Glasgow G2 8LG

By email to: [scrt@scotland.gsi.gov.uk](mailto:scrt@scotland.gsi.gov.uk)

### When to Respond by

Responses to this paper are required by  
**1 June 2004.**

Scottish Executive School/College  
Inter-Departmental Review Group  
February 2004

## SUMMARY OF REVIEW QUESTIONS

### Scope of Strategy and Implementation Plan

- Q1. What issues should the review address?  
What issues are best determined locally?

### Purpose of School/College Collaboration

- Q2. How should the joint schools/FE strategy articulate the purposes and scope of school pupil participation in college?
- Q3. Where should school/college collaboration sit alongside other further education priorities and college programmes?
- Q4. How can we enhance the value placed by pupils and parents on vocational subjects to achieve parity of esteem across vocational and academic learning?
- Q5. How best should school/college collaboration engage with the delivery of joined-up services through the community planning process and Community Learning and Development?
- Q6. Should the nature of collaboration be different for distinct cohorts of pupils, including different age groups, for example:
- Primary children;
  - 12-14 years;
  - 14-16 years;
  - 16+;
  - 'winter leavers'?
- If so, what should those differences be?
- Q7. Should the powers of colleges to engage with various age groups of school pupils differ (and if so, how should they differ)?

- Q8. Are the existing further education curriculum choices available to school pupils sufficient to meet the purposes of school/college collaboration? If not, what additional support (if any) should we be giving to the Scottish Qualifications Authority and Learning and Teaching Scotland to develop them further?

- Q9. Should we develop, in addition to the lifelong learning strategy indicators, specific indicators for school/college collaboration? If so, how should the success of collaboration be measured?

### Managing Supply and Demand and Funding Responsibilities

- Q10. Should responsibility for pupils' curriculum remain entirely with the relevant education authority (and school)?
- Q11. Should further education colleges remain entirely responsible for the courses offered to school pupils and the pupils they accept on to them?
- Q12. To what extent should school pupils generally expect their desire for experience of college be realised?
- Q13. Given the Executive's Partnership Agreement commitment, to what extent should 14-16 year-old pupils expect to undertake a further education course to develop vocational skills if they so choose?
- Q14. Should any special arrangements be extended to older school pupils?
- Q15. How can we best make clear that we expect all schools to have links with colleges and ensure that colleges make appropriate provision for school pupils?

- Q16. How should colleges engage with the independent school sector (and what are the possible implications of this for public funds)?
- Q17. How should the potential role that further education colleges may play in a pupil's curriculum choices best be identified? What role should Careers Scotland play in this process?
- Q18. How should the suitability of pupils for college be assessed?
- Q19. Can Personal Learning Plans be a useful vehicle to support school pupils who make use of learning opportunities in colleges? If so, should they be mandatory for such pupils?
- Q20. What further measures, if any, are required to consider labour market needs when planning school/college collaboration, and what role could the Enterprise Networks play in this process?
- Q21. How should the further education needs of pupils in less geographically accessible areas be met when it is not practicable for pupils to attend college?
- Q22. How should education authorities, schools and colleges work together to plan further education provision in appropriate colleges (or schools) for school pupils?
- Q23. Which body should assume lead responsibility for preparing any local strategies?
- Q24. In partnership with which bodies should local strategies be developed?
- Q25. Should partnership agreements to deliver the Enterprise in Education agenda be adapted to cover the full spectrum of school/college collaboration?
- Q26. How should issues of over-demand for courses be managed?
- Q27. How should pupils' on-going engagement with further education be monitored and evaluated?
- Q28. Should there be some form of statutory duty on incorporated colleges and education authorities to encourage school/college collaboration?
- Q29. Similarly, if SFEFC (or any successor body) remains the principal source of funding for school enrolments (see below) should this be incorporated into its duties?
- Q30. Should primary funding responsibility for school enrolments continue to rest with the Scottish Further Education Funding Council? Or should funding responsibility rest with education authorities or schools? Are there other bodies this responsibility should be given to?
- Q31. How can colleges be appropriately reimbursed for their partnership working with schools, while safeguarding the integrity of the concept of 'enrolment'?
- Q32. Should colleges receive fee income for enrolments undertaken by pupils as part of their school-based curriculum? If so, from which public body should they derive that income?
- Q33. What scope might there be for releasing funds dedicated to school pupils' school education when those pupils undertake college courses?
- Implications for Schools and Colleges**
- Q34. What measures should be taken to retain the central ethos of further education colleges as centres of voluntary learning for adults?

- Q35. Are there particular issues that the training and development of (a) further education lecturers and (b) teachers need to address in order to facilitate more effective collaboration between the school and further education sectors?
- Q36. What training do guidance, teaching support and other staff in further education colleges need to be able to provide effective support to under 16 year olds?
- Q37. Should there be a common framework for the recognition of the qualifications for lecturers and teachers?
- Q38. Are there any unnecessary overly-prescriptive barriers concerning teaching qualifications that prevent effective collaboration between the school and further education sectors?
- Q39. To what extent, if any, should the further education sector reflect (and/or adapt) for the teaching of school pupils in colleges the requirements for the teaching of school pupils in school? If so, how can this be done in a way that retains the existing strengths of the further education sector?
- Q40. What responsibility should the Funding Council have for assessing and assuring the learning experience of school pupils (including for provision not funded by the Funding Council)?
- Q41. How can college programmes become more flexible to take account of units students have gained while they were at school?
- Q42. How should examination statistics be reported to reflect school/college collaboration?
- Q43. Where should responsibility for transport and for lunch vouchers for pupils eligible for free school meals lie?

### Pupil Welfare and Support

- Q44. What further measures are necessary to develop an inclusive, collaborative approach to school pupils with additional support needs attending further education colleges?
- Q45. To what extent should school/college collaboration focus on choice and opportunity for all pupils, or target support for a narrower section of the pupil population?
- Q46. What successful mechanisms exist to ensure appropriate co-ordination and communication between schools and colleges to deliver effective learning support, behaviour support and pupil support?
- Q47. What safeguards are in place in further education colleges for safe recruitment practices, codes of conduct, and awareness of issues in relation to child protection procedures? Do agreements between schools and colleges make respective roles and responsibilities explicit in relation to the safety of pupils? What further measures should be taken?
- Q48. What arrangements are made by further education colleges to safeguard vulnerable groups, and does this extend to school pupils? What measures are appropriate and effective?
- Q49. What is the current practice between schools and colleges of sharing information? What aspects can be improved?
- Q50. How do further education colleges successfully manage the needs of different groups, and ensure their safety? Do the needs of some groups preclude engagement of other groups?

### Conclusion

- Q51. Are there any other matters not referred to in this consultation paper which you wish to bring to our attention?

**LIST OF CONSULTEES**

All education authorities in Scotland  
 All further education colleges in Scotland  
 All schools in Scotland  
 The four higher education institutions which provide TQ(FE) programmes (i.e. the Universities of Aberdeen, Dundee, Stirling and Strathclyde).

ACCESS centres  
 Association of Chief Police Officers in Scotland  
 Association of Scottish Colleges  
 Association of Directors of Education in Scotland  
 Beattie Resources for Inclusiveness in Technology and Education Centre  
 Careers Scotland  
 CBI Scotland  
 Centre for Careers Guidance, Personal & Social Development  
 Commission For Racial Equality  
 Community Learning and Development  
 Communities Scotland  
 COSLA  
 Disability Rights Commission  
 Disclosure Scotland  
 EIS  
 Equal Opportunities Commission  
 Equality Network  
 Federation of Small Businesses  
 Further Educational National Training Organisation  
 Futureskills Scotland  
 General Teaching Council for Scotland  
 Head Teachers Association of Scotland  
 Her Majesty's Inspectorate of Education  
 Highlands & Islands Enterprise  
 Institute of Directors  
 Lead Scotland  
 learndirect scotland  
 Learning and Teaching Scotland  
 National Association of Social Workers in Education  
 National Association of Schoolmasters/Union of Women Teachers  
 National Association for Scottish Colleges  
 Schools Liaison Officers Committee  
 National Centre: Education for Work & Enterprise  
 NUS Scotland  
 Prince's Scottish Youth Business Trust  
 Professional Association of Teachers Scotland  
 Quality Scotland  
 Scottish Chambers Of Commerce  
 Scottish Civic Forum  
 Scottish Council for Development & Industry  
 Scottish Council for Independent Schools  
 Scottish Council for National Training Organisations  
 Scottish Council for Research Education  
 Scottish Council for Voluntary Organisations  
 Scottish Enterprise  
 Scottish Further Education Funding Council  
 Scottish Further Education Unit  
 Scottish Guidance Association  
 Scottish Inter Faith Council  
 Scottish Parent Teacher Council  
 Scottish Parliament Education Committee  
 Scottish Parliament Enterprise and Culture Committee  
 Scottish Qualifications Authority  
 Scottish School Board Association  
 Scottish Trades Union Congress  
 Scottish Youth Parliament  
 Sector Skills Alliance Scotland  
 SKILL: National Bureau for Disabled Students  
 Scottish Secondary Teachers Association  
 T&G  
 UNISON  
 Universities Scotland  
 Volunteer Development Scotland  
 Young Enterprise Scotland  
 Young Scot  
 Youthlink Scotland

## NATIONAL DEBATE ON EDUCATION AND REVIEW OF ENTERPRISE IN EDUCATION

1. The outcomes of both the recent **National Debate on Education** and the **Review of Enterprise in Education** have raised expectations that further education colleges will increase their engagement with the schools sector.

### National Debate on Education

2. In December 2000, the Scottish Parliament's Education, Culture and Sport Committee approved the Executive's five *National Priorities in Education*:<sup>23</sup>

*Achievement and attainment*: to raise standards in all schools especially in literacy and numeracy and raise national examination standards;

*Framework for Learning*: to support and develop the skills of teachers, the self-discipline of pupils and to make school estate more conducive as a learning environment;

*Inclusion and Equality*: to support all pupils in getting the best out of education, particularly those who are disabled or have special educational needs and to encourage Gaelic and other minority languages;

*Values and Citizenship*: to work with parents and pupils - local neighbourhoods and society - to promote self-respect and respect for others and also the duties and responsibilities of citizenship in a democratic society; and

*Learning for Life*: to equip pupils with the initial skills, attitudes and outlook to prosper in a changing world and to stimulate innovation, entrepreneurship and ambition.

3. The Executive's response to the National Debate on Education, **Educating for Excellence**<sup>24</sup> was published in January 2003. The response's action points included to:

- Support schools in using the curriculum more flexibly, around a well-balanced core. Create teaching and learning programmes which better meet pupils' needs. Support pupils who are academically able as well as those who are not.
- Increase access to vocational qualifications and strengthen the links between schools, colleges and workplaces. Take forward the recommendations of the review of Enterprise in Education.

### Review of Enterprise in Education

4. The report of the review **Determined to Succeed**,<sup>25</sup> published in December 2002, spoke about the role of further education colleges in helping schools deliver the Enterprise in Education agenda. The review group's second recommendation that "All pupils over the age of 14 must have an opportunity for work-based vocational learning linked to accompanying relevant qualifications. This will require a major commitment from Scotland's employers, working closely with local authorities and secondary schools" was followed by an example of "Dundee City Council working with local employers, Dundee College and Scottish Enterprise [to develop] a Construction Pre-Apprenticeship Programme for S3 and S4 pupils" (page 18). The report included a case study of Trinity Academy's work experience programme, which mentions that the school has enlisted the help of a large number of agencies, including "Telford College personnel" (page 41).
5. The primary conclusion of the review was for schools and local authorities to engage directly with employers so that more vocational training takes place in the workplace. However, it was recognised that the capacity of business to make available such placements is currently limited.

<sup>23</sup> The Education (National Priorities) (Scotland) Order (SSI 2000/443), a copy of which can be found on HMSO's website at <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/ssi2000/20000443.htm>.

<sup>24</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library5/education/ndser-00.asp>.

<sup>25</sup> A copy of which can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library5/lifelong/reie-00.asp>.

Schools are therefore going to have to look elsewhere in the short to medium term to supplement work placements. This is likely to lead to them approaching further education colleges to help deliver alternative vocational provision.

6. The review group concluded that the impact of its recommendations over the next three to five years will be to, among other things, *“increase opportunities for vocational college and work-based learning”* (page 58).
7. There were further references to further education colleges in the **evidence report**.<sup>26</sup> On page 11, when considering motivating disaffected school pupils, the evidence report suggested that *“alternatives outwith school may be preferable”*. On page 34, colleges’ potential role in helping disaffected pupils was specifically highlighted to support not only the specific needs of those with social, emotional and behavioral problems, but also a much broader range of pupils who experience boredom and lack of inspiration in school.
8. On page 13, the report said that: *“Schools cannot deliver the EfWE [Education for Work and Enterprise] curriculum without many partners involved, including commercial providers, business partners, other social partners and further education colleges”*. The issue of partnership working was reiterated on page 64: *“Links with further education colleges are important for delivering vocational subjects in alternative environments”*.
9. On page 54, the report outlined that: *“Two approaches to including vocational training were highlighted during the Review process: one in direct collaboration with employers using work-based training, and one in collaboration with Further Education Colleges”*. In considering the latter approach the report went on to say on page 55 that projects highlighted by the review included:

*“Northfield Academy in Aberdeen setting up an in-school hairdressing salon for S3 pupils and offering accreditation at SVQ level 2 in conjunction with Aberdeen College. Many other examples were provided by colleges of courses offered to S3 and S4 pupils, either as ‘tasters’ or leading to certification at SVQ level 1 in practical subjects and this was seen as “offering a taste of more ... ‘grown up’ educational opportunities”. The majority of FE colleges provide such opportunities for S3 and S4 pupils alongside their school-based studies. A survey of secondary schools in Scotland (with about one-third of schools responding) carried out by NFER found that 44% of the respondents used part-time college courses with S3 and S4 pupils and 48% of respondents with S5 and S6 pupils (Kendall et al, 2001, p 39). The limited evidence available suggests that there are mixed responses by school pupils to these opportunities.”*

10. There was no explicit mention of the role of further education colleges in the **Executive’s response to the review group’s report**,<sup>27</sup> which was published in March 2003, though their involvement was implicit. On page 6 the response said *“All primary, secondary and special schools must develop partnership agreements with local businesses and other appropriate organisations”*. Further education colleges fall within the term *“appropriate organisations”*. On page 10, it said *“pending the delivery of suitable numbers of work-based placements, we should continue to take advantage of vocational opportunities available”*. On page 14 it said that the Executive would ask *“local authorities to ensure their Enterprise in Education plans make clear how the requisite/education/wider community links are to be formalised”*. Again further education colleges fall within the term *“wider community links”*.

<sup>26</sup> A copy of which can be found on the Scottish Executive’s website at <http://www.scotland.gov.uk/library5/lifelong/reer-00.asp>.

<sup>27</sup> A copy of which can be found on the Scottish Executive’s website at <http://www.scotland.gov.uk/library5/education/dtsr-00.asp>.

## A PILOT FOR A POSSIBLE NEW APPROACH TO EXECUTIVE CONSULTATIONS

1. This paper pilots a possible new approach to consultations by the Scottish Executive by giving some key stakeholders interested in its subject-matter of a platform within the paper to help shape the consultation process. **Paragraph 10 of this Annex invites views are on the success or otherwise of this pilot to help evaluate it.**

### Recent Developments in the Consultation Process

2. In recent years the Executive has improved its consultation process, principally to progress its civic participation agenda. At present it is standard for consultation papers (like most publications) to be accessible via the Internet. In some cases, summaries of the responses are also placed on the web after the consultation period is over.
3. Most consultation papers detail the Executive's views (and plans) and seek respondents' views either generally or in respect of specific questions. Sometimes the Executive does not have a firm view and options are spelt out in the paper. In other cases, the consultation paper clearly articulates the Executive's position on a particular issue, the purpose of which is to gauge respondents' reactions to it. What is common to both approaches is that the consultation paper is the principal means by which the Executive delivers its views as a means of eliciting the reactions of others to those views. The Executive then awaits receipt of the (sometimes diverging) views of the consultation paper's client groups and other respondents, considers these, comes to a conclusion, then articulates its considered view.
4. Recently a range of external stakeholders have given feedback to Ministers and civil servants who have sought their views to inform developments designed to modernise government ('Changing to Deliver' in Scottish Executive terms). They have indicated that stakeholders do not believe that they are engaged by the Executive at an early enough point in the policy development process. There is also a view that the Executive is not consistent in soliciting feedback and responding to it throughout the policy process tending to 'dip in and out' as it suits the needs of the Executive.

### The Pilot

5. The current process does not strike us as a particularly dynamic form of consulting. **We believe we could improve upon this by giving the key stakeholders interested in the subject-matter of a consultation paper a platform within it to help shape the consultation process.** We consider that if the contributions of the key stakeholders are published alongside the Executive's consultation proposals, there could be a more informed, rounded, understanding of the issues. This would enable respondents to add more to the process. We believe that the new approach would help us better engage in constructive dialogue with outside organisations - a key plank of the Executive's 'Changing to Deliver' agenda.
6. We recognise that our stakeholders have issues of accountability within their own organisations to consider. Their early contribution does not prejudice their considered, formal response to the consultation paper. It was for participants in the pilot to consider how best to fill their allocated space within the consultation paper. The extent to which, and the way in which, they contributed was a matter

for them. The Executive exercised no editorial control on content (though we would have done *in extremis* for legal reasons, etc.). If necessary, we would have liaised with contributors over possible amendments in the case of highly repetitive inputs. However, that did not prove necessary.

### The Process

7. All stakeholders are valued and all comments to this consultation paper will be fully considered. However, to include too many stakeholders would have made the process unwieldy. We therefore identified the stakeholders that we considered would best promote discussion, given the subject-matter of this consultation paper. Participants were given a word limit guide - 500 words. They were shown a draft of the consultation paper to help them draft their contribution.

### Pilot Participants

8. The following stakeholders took part in the pilot:
  - Association of Directors of Education in Scotland;
  - Association of Scottish Colleges;
  - Convention of Scottish Local Authorities;
  - General Teaching Council for Scotland;
  - National Union of Students Scotland;
  - Scottish Further Education Funding Council;
  - Scottish Qualifications Authority; and
  - Scottish Trades Union Congress.
9. We wish to take this opportunity to thank them for their participation.

### Evaluating the Pilot

10. In evaluating the pilot's effectiveness, it would be useful if respondents could answer the following questions.
  - a) Did the pilot approach aid or hinder the consultation process?
  - b) Did it help inform you of the issues?
  - c) Was the balance of stakeholders invited to comment right?
  - d) Are there any changes you would like to see before the approach is considered for other consultation papers?
  - e) Should the pilot be extended?
  - f) Are there any other comments you wish to make on the pilot?

SCHOOL ENROLMENTS IN FURTHER EDUCATION COLLEGES BY AGE<sup>28</sup> (2001/02)<sup>29</sup>

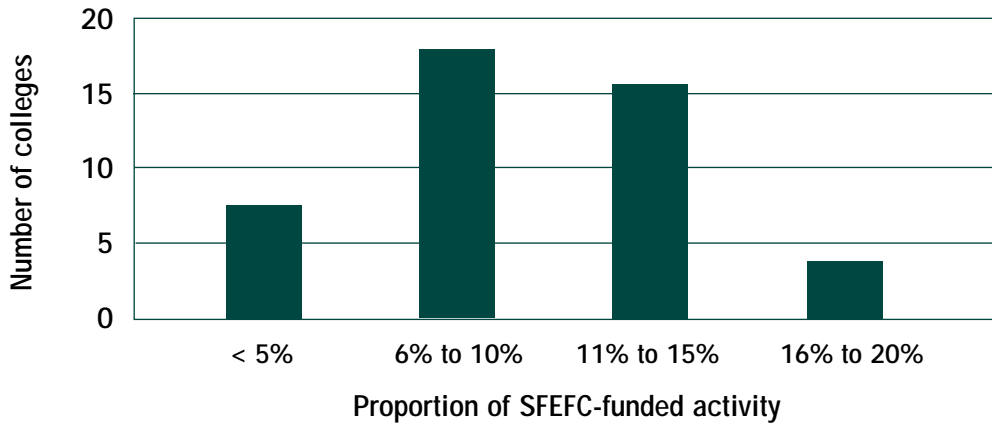
Age	Enrolments		% of Total School	
		Running Total	Enrolments	Running Total
4	116	116	0.18	0.18
5	410	526	0.62	0.80
6	586	1,112	0.89	1.69
7	801	1,913	1.22	2.91
8	1,202	3,115	1.83	4.74
9	1,626	4,741	2.47	7.22
10	1,957	6,698	2.98	10.19
11	1,827	8,525	2.78	12.98
12	2,409	10,934	3.67	16.64
13	10,495	21,429	15.97	32.62
14	14,181	35,610	21.58	54.20
15	18,279	53,889	27.82	82.02
16	8,238	62,127	12.54	94.56
17	3,573	65,700	5.44	100.00
<b>Total</b>	<b>65,700</b>	<b>65,700</b>	<b>100.00</b>	<b>100.00</b>

<sup>28</sup> Age of enrolment as measured on 1 August 2001.

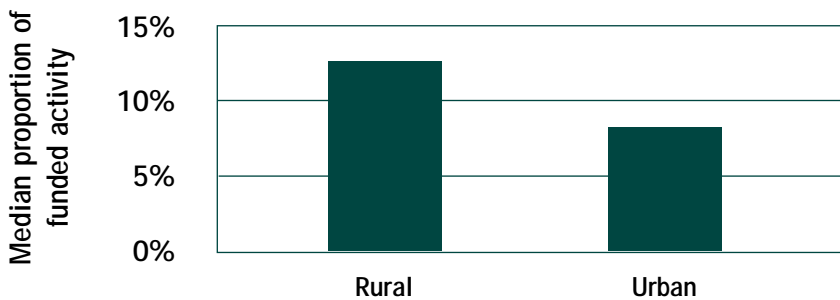
<sup>29</sup> Source: Scottish Further Education Funding Council.

COMPARISON OF LEVELS OF ENGAGEMENT IN FURTHER EDUCATION COLLEGES (2001/02)<sup>30</sup>

Proportion of SFEFC-funded activity represented by enrolments of school pupils at colleges



Comparison of school/college-funded activity between urban and rural areas



For the purposes of this analysis, 'rural' colleges are those which qualify for the remoteness element in SFEFC's main recurrent grant calculations and Sabhal Mòr Ostaig. All other colleges have been classified as 'urban'.

<sup>30</sup> Source: Scottish Further Education Funding Council.

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Astron B33526 2/04

ISBN 0-7559-4076-8



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