

**Building the College**  
**Curriculum - Professional Learning**  
**Communities**  
**Supporting the Implementation of**  
**Curriculum for Excellence**  
**Wednesday 11<sup>th</sup> November 2009**  
**Dr John Allan**  
**SQA**



# My learning intentions for you

I want to say something about:

- The next generation of National Qualifications
- What you might do with existing qualifications in the interim and beyond



# The next generation of national qualifications

- 3 years of intensive engagement and research by SQA: focus groups with Senior Managers, Lecturers and students in 27 colleges
- Seminars, workshops, master-classes, literature reviews and international comparisons
- Consultation June 2008 to October 2008
- Ipsos MORI report February 2009
- Ministerial announcement June 2009



# New qualifications at SCQF

## levels 4 and 5

New qualifications at SCQF 4 and 5 should:

- Reflect the learning of the new curriculum, including its breadth
- Provide transition from Outcomes and Experiences, with increased emphasis on skills
- Ensure that assessment supports, motivates and challenges learners
- Be inclusive, coherent and easy to understand
- Continue to maintain high standards and credibility
- Provide opportunities for learners to develop at different rates, at different times, in different areas across the curriculum



# National 4 and National 5: key design features

- Courses unit based, success in contributing Units mandatory
- Units are internally assessed and not graded
- Flexibility in the number of units in courses across curriculum areas
- SCQF level 4: **National 4** – not graded, course award based on achieving units and coursework assessment - SQA will quality assure the assessment
- SCQF level 5: **National 5** – graded A to D, course award based on achieving units, coursework assessment and external assessment by SQA – SQA will quality assure the assessment
- Assessments designed to provide evidence of achievement of units and coursework but also possible to assess units individually
- SQA provided and locally developed assessments



# Access, Higher and Advanced Higher

Access, Higher and Advanced Higher will be revised to ensure that they reflect the values, purposes and principles of Curriculum for Excellence. SQA will ensure that they provide good progression to and from National 4 and National 5 and complement the SQA portfolio.



# Literacy and Numeracy qualifications

- Available at SCQF levels 3, 4 and 5
- Portfolio assessment externally assessed by SQA
- Different broad contexts
- Component based profile
- Available from S3 onwards
- Also available for adults
- SQA will work with partners to agree precise timing and details of implementation



# Timeline for the next generation of National Qualifications

- 2010/11 – new curriculum for those in S1
- 2013 – last Standard Grades and current Access 1, 2 & 3
- 2014 – first new qualifications at levels 2 to 5
- 2015 – first new qualifications at level 6
- 2016 – first new qualifications at level 7



# What should we do in the interim?

The extent to which existing qualifications support Curriculum for Excellence aims, values, and principles:

- What contribution can existing qualifications make to the development of the four capacities?
- To what extent do current SQA Course and Unit specifications reflect the principles of Curriculum for Excellence?
- What is the impact of qualifications on learning?
- What is the relationship between assessment and learning in existing qualifications?
- To what extent are Core Skills and essential skills, and skills for learning, life and work integrated within existing qualifications?



# Existing Qualifications and CfE

Some examples of current possibilities

- Over 30,000 Units
- Personal Development
- Skills for Work Courses
- NQ Group Awards
- HN Units
- New Core Skills Units
- New smaller awards
- Scottish Baccalaureates



# Task 1: Skills for Work and NQGAs

‘The Senior Phase of young peoples’ education builds firmly on the broad general education which went before. It is the way in which the values, purposes and principles of Curriculum for Excellence will flow through from earlier phases of education and continue to be delivered for young people at a particular point in their educational journey. The Senior Phase must offer young people the opportunity to extend and deepen their education as they start, or in some cases continue, to build a portfolio of qualifications which recognises their learning, enables them to continue to develop skills and offers pathways to the next stage’



# Task 1: Skills for Work and NQGAs

In what ways might Skills for Work and NQGAs be used to extend current school/college partnership arrangements into the Senior Phase and meet the aims, values and purposes of Curriculum for Excellence?

Please take 5 minutes to gather your thoughts and then share them in groups of 3.



# Qualifications and Curriculum for Excellence - some other awards being developed

- Small Employability Awards – with Skills Development Scotland
- Short Road Safety Award – with Driving Standards Agency
- Small awards for MCMC
- Exploring qualifications in leadership



# Task 2

‘The commitment to deliver the entitlements described in Curriculum for Excellence for all young people means the development of different mechanisms involving a range of providers. In the Senior Phase it is likely to become more common for young people to learn through a range of providers, including other schools, colleges, universities, youth work and other less formal learning settings and in a range of mediums through both direct contact and the use of ICT. This makes it particularly important to ensure that all young people can experience a coherent curriculum in the full range of settings.’



## Task 2: Building the College Curriculum

In thinking about how you would take forward this work, in what way might you use the full range of the SQA portfolio, including the new and revised (CfE) qualifications, to design programmes which meet the needs of all learners in the Senior Phase of Curriculum for Excellence and extend school/college partnership arrangements in your area?

In preparing for the recall days, please begin to think how this might work in your college, what benefits might flow from this and what you might do to overcome any challenges.

