

**Building the College
Curriculum - Professional Learning
Communities**

**Supporting the Implementation of
Curriculum for Excellence**

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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 (including 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 internally assessed and not graded
- Flexibility in the number of Units in courses
- SCQF level 4: **National 4** – course award based on achieving Units and coursework - SQA will quality assure the assessment
- SCQF level 5: **National 5** – course award based on achieving Units, coursework and external assessment – 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, H and AH revised to reflect the values, purposes and principles of CfE
- Revisions will ensure 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 - 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; existing National Courses
- 2015 – first new qualifications at level 6; last year of existing National Courses
- 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... 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

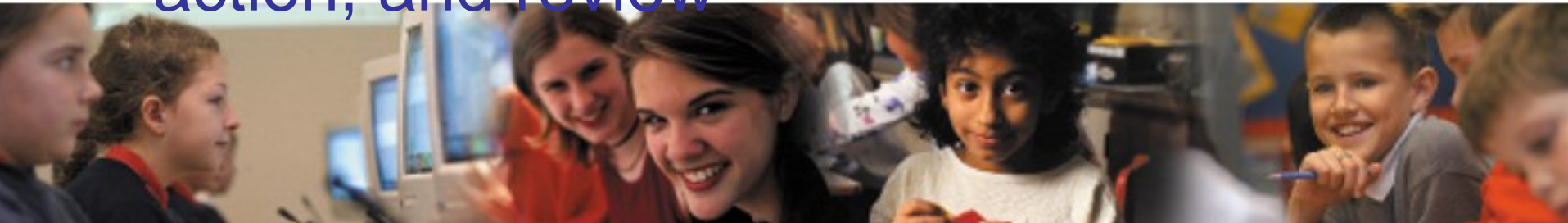
In what ways might Skills for Work and NQGAs be used to extend current school/college partnership arrangements into the Senior Phase and meet the aims, values and purposes of Curriculum for Excellence?

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



Case Study: Personal Development Units

- Available at Acc 2/3, Int1/2, Higher
- Focus on self-evaluation, interpersonal skills, task management, and delivering a product or service
- Flexible and adaptable, focused on context rather than content
- Learner encouraged to take responsibility for learning through a process of planning, action, and review



Personal Development Units (cont)

- Learner-centred, offering opportunities for a negotiated task- or activity-based curriculum
- Assessment based on candidate evidence which is generated as the learner progresses through the Units
- Centres can choose to focus on a skill such as task management and identify suitable contexts for delivery
- Alternatively, they can focus on a context, eg a community event, and select a skill to be developed through it



Case Study – Scottish Baccalaureates

- Promote science and languages
- Raise the status, coherence and value of S6
- Provide a bridge to HE/employment
- Develop the generic skills for learning, employment and life
- Allows learners to relate and apply learning



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
- Access Courses in Social Subjects
- Small awards for MCMC
- Exploring qualifications in leadership



Task 2: Building the College Curriculum

‘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 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 CfE 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.

