

## **EAST AYRSHIRE COUNCIL**

### **EDUCATION COMMITTEE - 22 MARCH 2005**

#### **RESPONSE TO INTERIM REPORT REGARDING “BUILDING THE FOUNDATIONS OF A LIFELONG LEARNING SOCIETY: A REVIEW OF COLLABORATION BETWEEN SCHOOLS AND FURTHER EDUCATION COLLEGES IN SCOTLAND.”**

##### **Report by Executive Director of Educational and Social Services**

### **1. PURPOSE OF REPORT**

- 1.1** To inform the Education Committee of the Authority’s response to the Interim Report (November 2004) regarding ‘A Review of Collaboration between Schools and Further Education Colleges in Scotland’ (Scottish Executive, February 2004).

### **2. BACKGROUND**

- 2.1** Ministers asked an inter-departmental group of Scottish Executive officials to co-ordinate a review of collaboration between schools and further education colleges in Scotland. The review was launched on 20 October 2003 at a conference in Edinburgh that brought together representatives from school and further education sectors, as well as other interested parties and Executive officials.
- 2.2** East Ayrshire Council’s Education Committee paper “Response to Building the Foundations of a Lifelong Learning Society” was approved on 25 May 2004.
- 2.3** An Interim Report was published by the Scottish Executive’s Enterprise, Transport and Lifelong Learning Department in November 2004, for consultation until 28 February 2005. Ministers aim to publish their partnership strategy for schools and further education colleges, including an implementation plan, in April 2005, for implementation from academic year 2005/06 onwards.

### **3 CONSULTATION QUESTIONS AND RESPONSES**

- 3.1** The full response to the consultation paper has been placed in the Members’ Lounge. The numbers refer to the paragraphing in the Interim Report document. A representative group of Head Teachers, senior managers, professional associations, College Staff and pupils have been consulted in the production of this response. The authority’s key issues are outlined in the following paragraphs.

#### **3.2 Section One: Executive Summary**

The report explains how the Scottish Executive plans to increase and enhance school/college partnerships. We support this development

### **3.3 Section Two: Introduction**

An agenda for action was set out in “Ambitious, Excellent Schools”, and a commitment to review the 3-18 curriculum in “A Curriculum for Excellence.”

### **3.4 Section Three: Purposes and Nature of School/College Collaboration**

The overall rationale for collaboration has four main purposes:

- To widen pupils’ opportunities for progression and prepare them for further study;
- To ease pupils’ transition from school to further learning, training and employment;
- To broaden pupils’ curriculum choices; and
- To enrich pupils’ educational experiences.

### **3.5 Section Four: Roles and Responsibilities**

Education authorities are, and will remain, responsible for the whole package of school age pupils’ learning and welfare. The statutory responsibilities of education authorities and schools will not be amended. School/college activity is additional to school education, and will be financed separately. We have requested that additional funding be made available to authorities and colleges.

### **3.6 Section Five: Pupil Welfare and Support**

The Scottish Executive expects schools and further education colleges to reflect in their procedures and actions its national, multi-agency framework for standards for child protection (Charter for protecting Children and Young People) published in March 2004. We agree with this.

### **3.7 Section Six: Quality Assurance**

School/College collaboration is independently reviewed by HM Inspectors in their inspections of schools, education authorities and colleges. Internal elements of joint quality assurance arrangements should similarly be agreed by the three in partnership.

### **3.8 Section Seven: Professional Training and Development**

The review will develop further provision for college lecturers to teach under 16 year olds, develop also the Professional Development Award (PDA), and examine, under Professor David Raffe, the issues surrounding the qualifications of college staff to teach school pupils. Initial teacher education will also be reviewed to examine whether its current guidelines and requirements remain appropriate. We propose that college lecturers receive further training on pedagogical and behaviour management issues.

## **4 LEGAL/POLICY/FINANCIAL IMPLICATIONS**

- 4.1** There are no financial implications at the moment. However, depending on the decisions to be taken by the Scottish Executive following consultation, there may be a need to consider further any legal and/or financial implications.

## **5. RECOMMENDATIONS**

- 5.1** It is recommended that Members:
- (i) approve the response to consultation;
  - (ii) note the contents of this report:

John Mulgrew  
Executive Director of Educational and Social Services

JMc/EO'N  
2 March 2005

### **LIST OF BACKGROUND PAPERS**

- 1 Building the Foundations of A LIFELONG LEARNING SOCIETY. A Review of Collaboration between schools and Further Education Colleges in Scotland. Report of School/College Conference Monday 20 October 2003 (Scottish Executive 2004).
- 2 Building the Foundations of A LIFELONG LEARNING SOCIETY. A Review of Collaboration between schools and Further Education Colleges in Scotland. Summary of Consultation Paper (Scottish Executive, February 2004).
- 3 Building the Foundations of A LIFELONG LEARNING SOCIETY. The Experience of Motherwell College and Local Schools (Scottish Executive, February 2004).
- 4 Building the Foundations of A LIFELONG LEARNING SOCIETY. School/College Review: School Pupils' Views (Scottish Executive 2004).
- 5 Building the Foundations of a LIFELONG LEARNING SOCIETY. A Review of Collaboration between Schools and Further Education Colleges in Scotland: Interim Report (Scottish executive, December 2004)
6. Response to BUILDING THE FOUNDATIONS OF A LIFELONG LEARNING SOCIETY: - Education Committee – May 2004.

Members wishing further information should contact John McCarney, Head of Service: School Support, Tel: (01563) 555631 or David Farrow, Quality Improvement Officer, Tel: (01563) 555650

**Implementation Officer: John McCarney, Head of Service: Schools Support**

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**(Numbers refer to the Interim Report issued 10 December 2004)**

#### **SECTION ONE: EXECUTIVE SUMMARY**

1.1 – 1.8 We agree, but in 1.3 would emphasise the importance of the practical and experiential aspects of the SQA “Skills for Work” courses. In 1.6 we think further clarification is required on the matter of “duty of care”, when school pupils are in college classes and in college premises. In 1.8 we feel the expression “on the basis of best available capacity” is limiting and restrictive.

#### **SECTION TWO INTRODUCTION**

2.1 – 2.12 Acknowledge and agree

#### **SECTION THREE PURPOSES AND NATURE OF SCHOOL/COLLEGE COLLABORATION**

##### **Overall rationale for Collaboration**

3.1 Agree with the four stated purposes

##### **Other purposes**

3.2 Add at Bullet point 1 “staffing, timetabling and other constraints such as accommodation”

Agree to all other purposes

##### **Nature of Collaboration**

3.3 Agree

3.4 Add “parent or carer” (line 5)

3.5 Agree that the college’s role as a centre of voluntary learning for adults should not be altered. It is precisely this more adult environment that has a particular appeal to many younger students.

3.6 Agree and currently support

3.7 Agree

3.8 Agree

3.9 Agree

3.10 Agree, but there are big implications for timetabling to implement fully and effectively

## **Vocational Education**

- 3.11 Agree
- 3.12 Agree, but add (line 3) “not necessarily for a particular occupation”

## **Delivery of Partnership Agreement**

- 3.13 Agree, and have offered to pilot courses
- 3.14 – 3.17 Agree

## **Articulation to FE Courses and other programmes**

- 3.18 Agree
- 3.19 Agree

## **Methods of Delivery**

- 3.20 Agree, even given possible GTC reservations
- 3.21 Agree, but extra resources of transport and time required

## **Transport**

- 3.22 Agree, but why defer till phase II?

## **SECTION FOUR ROLES AND RESPONSIBILITIES**

### **Role of Education Authorities and Schools**

- 4.1 Agree
- 4.2 Agree

### **Further Education Colleges**

- 4.3 Agree
- 4.4 Agree

### **Scottish Further Education Funding Council**

- 4.5 Agree
- 4.6 Agree
- 4.7 Agree, but we would question the deferred timing

### **Careers Scotland**

- 4.8 Agree, but needs to be well resourced and monitored. Many schools report reservations over the “self-referral” scheme.

## **SECTION FIVE PUPIL WELFARE AND SUPPORT**

- 5.1-5.3 Agree

## **SECTION SIX      QUALITY ASSURANCE**

### **HMIE External Quality Assurance of School/College Collaboration**

6.1    Agree

### **Internal Quality Assurance**

6.2    Agree, but we have reservations about extra time and personnel

## **SECTION SEVEN      PROFESSIONAL TRAINING AND DEVELOPMENT**

### **Further Education College Lecturers**

7.1    Agree, although some joint training opportunities have been offered in East Ayrshire. Motivation and appropriate disciplinary procedures should be areas of agreement and commonality in colleges and schools. Promoting positive behaviour in both environments will help young persons make better progress, as will consistency of approach in applying standards and expectations.

### **Professional development Award for Teaching Young People Under 16 Years of Age**

7.2    Agree

### **Support Staff in Further Education Colleges**

7.3    Agree

### **Working Group on 'Qualifications of College Staff to Teach School Pupils'**

7.4    Agree

### **Schoolteachers**

7.5    Agree

**End of response**