Glasgow Kelvin College

ITEM 16
FOR NOTING

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 4 May 2022

Education Scotland Review of Foundation Apprenticeship Provision in Scotland

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

The attached report, published in March 2022, details the findings of a review of Foundation Apprenticeships undertaken by Education Scotland undertaken between March 2020 and November 2021.

2. Education Scotland Review of Foundation Apprenticeship Provision in Scotland

In 2020, Scottish Ministers requested that HM Inspectors of Education review the quality of Foundation Apprenticeship (FA) programmes in Scotland. The purpose of the review was to identify what is working well, what is in need of further development or improvement, and to inform future arrangements.

The attached report considers a range of aspects across delivery of FA programmes and student outcomes. The report highlights examples of good practice and areas where improvement can be made and many of these echo our experience of delivering FAs. However, as no statistical data is provided, it is difficult to use this report to compare FA performance to our own school partnership delivery or part-time further education programmes more generally.

3. Resource Implications

There are no resource implications arising directly from this report.

4. Equalities

There are no equality implications arising directly from this report.

5. Risk and Assurance

There are no risk issues arising directly from this report.

6. Data Protection

There are no data protection implications arising directly from this report.

7. Recommendations

Members are recommended to:

i. note the contents of the report.

8. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

Glasgow Kelvin College
RA
08/04/2022

Education Scotland
Foghlam Alba

Appendix

Foundation Apprenticeship Provision in Scotland

Review

Contents

Contents 2

Background 2

Introduction 3

Key findings 4

Equality, equity and inclusion 4

Delivery of FA programmes 6
- Programme planning 6
- Programme delivery 8
- Programme content 9
- Assessment 10

Learner progress and outcomes 11
- Retention 11
- Attainment 13
- Progression 14
- Evaluation to facilitate improvement 15

Appendix1 - Stakeholders 16

Appendix 2 - FA cohorts 17

Appendix 3 - Meta skills 18

Background

In 2020, the Scottish Ministers requested that HM Inspectors of Education review the quality of Foundation Apprenticeship (FA) programmes in Scotland. The purpose of the review was to identify what is working well, what is in need of further development or improvement, and to inform future arrangements.

The review took place between March 2020 and November 2021 and took account of variations in the range and scale of FA provision across Scotland. In line with COVID-19 restrictions, HM Inspectors made arrangements with key stakeholders to carry out evaluative activities either remotely or in person as appropriate.

Throughout the review, HM Inspectors drew upon data supplied by Skills Development Scotland (SDS), Scottish Government (SG) and the Scottish Funding Council (SFC).

Review activities involved professional dialogue with key stakeholders (see appendix 1), young people, and staff in nine local authorities, eleven secondary schools, six colleges and six independent training providers (ITPs). HM Inspectors also observed learning and teaching activities delivered onsite and online. The quantification used within this report relates to these authorities, schools and providers.

Introduction

Since the introduction of FAs in 2015, six distinct learner cohorts (see Appendix 2) have commenced FA programmes. Learners in the first two cohorts undertook FA programmes over two years. In 2017, a one-year delivery option, the Short Duration Delivery Model (SDDM) was introduced.

Since 2016, across cohorts 1 to 4

a total of 6580 young people have enrolled on FA programmes.

In cohort 5, which commenced in autumn 2020,

a total of 6,000 places have been made available for learners

FAs are part-time, work-based learning programmes developed by SDS, for young people in the senior phase of their secondary school education in Scotland. FAs incorporate nationally recognised vocational qualifications that young people can undertake alongside school-based qualifications, such as Scottish Qualifications Authority (SQA) National 4, 5 and Higher awards.

FAs are currently available in 12 vocationally specific areas. These are referred to as 'programme frameworks' and were developed by SDS and the Scottish Apprenticeship Advisory Board. The 12 programme frameworks are:

- **Accountancy;**
- **Business Skills;**
- **Civil Engineering;**
- **Creative and Digital Media;**
- **Engineering;**
- **Financial Services;**
- **Food and Drink Technologies;**
- **Information Technology: Hardware/System Support;**
- **Information Technology: Software Development;**
- **Scientific Technologies;**
- **Social Services and Healthcare, and**
- **Social Services Children and Young People.**

For the purposes of this report, the use of the term 'attainment' relates to the award of qualifications or units by learners.[11] Attainment data is described in the following ways:

Full Attainment	All learners who have attained the full FA.
Partial Attainment	All learners who have attained a recognised SCQF level 6 qualification within the FA group award, but did not attain the required SVQ qualification.
Component Attainment	All learners who attained individual component units of the FA group award, but have not attained a recognised qualification. This will include learners who have attained a minimum of one unit, to learners who have attained up to 11 or more individual units.
No Attainment	All learners who did not attain either a recognised group award or any component subjects.

1. In this report, rates of attainment are expressed as the total number of young people who attained either the full FA, partial FA or components of the FA, as a percentage of those who started the programme.

Key findings

Equality, equity and inclusion

The opportunity to undertake an FA is made available to almost all pupils in the senior phase. Uptake of places on FA programmes has increased over time due to better promotion and enhanced partnership working between national bodies. Almost all FA delivery providers have developed open and inclusive recruitment strategies to support equity of access to FA programmes.

Some providers operate positive discrimination approaches to support female learners to access Science, Technology, Engineering and Mathematics (STEM) programmes. In one local authority, college staff are working closely with primary schools to promote vocational learning pathways and improve the gender balance. However, despite ongoing efforts to address gender bias, FA recruitment remains stubbornly based on traditional patterns of gender choice. For example, females dominate enrolments in social services frameworks and although the gap has been narrowing in the last few years, enrolments on STEM frameworks are predominantly male.

An SDS national initiative to improve equality of access to FAs supported the production of bespoke marketing materials related to, for example, care experienced young people, ethnicity, disability and gender. These materials were used to promote equity and target under-represented groups of learners. FA programmes are promoted well to learners with protected characteristics as a result and there are some examples of good practice in approaches to equalities. For example, there has been an increase in the proportion of female learners and learners from ethnic minority backgrounds recruited to FA programmes. However, overall, promotional activities aimed at reducing bias on FA programmes based on protected characteristics are not having sufficient impact.

The promotion of FA programmes within schools is variable. Some schools promote FA opportunities very well, but many schools are not promoting FAs equitably or sufficiently within the range of options available to young people. As a result, some schools have few or no learners undertaking FAs. A few local authorities are taking steps to address this by extending information about FA provision and progression routes to pupils in the broad general education (BGE). However, this is not widespread and most secondary schools are not providing young people with information about FAs early enough to assist planning for progression into the senior phase. In one local authority area,

Almost all FA delivery providers have developed open and inclusive recruitment strategies to support equity of access to FA programmes.

Currently, teachers, parents, carers and young people are often not aware of the full range of progression opportunities to further learning and employment.

a focus on improving promotion of FAs is having a positive impact on the parity of esteem of FAs with other qualifications such as SQA Highers and Advanced Highers. However, overall, school staff lack understanding of the equivalencies between FAs and other qualifications. This is diminishing the effective promotion of FA programmes to learners in schools.

Overall, further work is required to communicate and explain progression pathways from an FA to further learning including Higher Education (HE), Modern Apprenticeship (MA) and Graduate Apprenticeship (GA) provision to young people and their parents/ or carers and teachers. Currently, teachers, parents, carers and young people are often not aware of the full range of progression opportunities to further learning and employment. In some FA programmes this impacts negatively on recruitment into FA programmes, despite the efforts of employers and national agencies in promoting and raising awareness.

Delivery providers are beginning to use data more effectively to monitor equality themes including participation rates and outcomes for specific groups including care experienced young people. They are using data to benchmark participation and identify low levels of recruitment for specific groups. As yet, data analysis does take account of the full range of protected characteristics and therefore it is not possible to determine the extent of equity or equality for all candidates on FA programmes.

Overall, there now needs to be ongoing monitoring by partners of equality and equity themes to inform fully actions to reduce inequalities across the full range of protected characteristics. Overall, the quality and quantity of data regarding protected characteristics and additional support needs supplied to providers from individual schools needs to be more consistent to enable meaningful monitoring.

There are many examples of partners working collaboratively to ensure the needs of individual young people are met. Providers that are made aware of young people who require additional support to undertake an FA programme, work proactively to ensure appropriate arrangements and resources are in place to receive young people.

However, this is not consistent and there are examples of providers not receiving appropriate information to coordinate the additional support required for new learners prior to the start of FA programmes.

In one local authority, Gaelic language and culture is promoted and developed well within FA delivery, and there are plans to grow this further. This is an important factor when attracting young people to study FA programmes within their local community.

Delivery of FA programmes

Planning → Delivery → Content → Assessment

Programme planning

Overall, employers and FA providers, particularly colleges, make effective use of Labour Market Intelligence (LMI) to plan provision and identify pathways beyond FA programmes. Some providers also draw on LMI to assist young people to select programme units to meet their individual career aspirations. For example, in one island community, a strategic employability pipeline plan provides young people with the relevant skills, accreditation and training to enable them to meet the economic needs of the island communities.

There is now scope for local authorities and schools to make more use of LMI to inform strategic planning of learner pathways and career choice to plan curriculum options.

Some schools have very few, or no learners, undertaking FA programmes. Learners commented that schools promote and prioritise school

subjects over FA provision. This often impacts on recruitment and retention rates on FA programmes.

There is some confusion amongst learners and staff in schools regarding the level and volume of study required to achieve an FA. Across local authorities and secondary schools, staff and young peoples' awareness of the demands of FA provision varies significantly. In general, school staff are not sufficiently aware of the volume of work that learners are required to undertake away from school and underestimate the demands of an FA programme, particularly for learners on the one-year model. This is not helped by the requirements of FA programmes being inconsistent and varying significantly between subject frameworks. For example, the Social Services and Healthcare FA attracts 61 credit points at Scottish Credit and Qualifications Framework (SCQF) level 6, equating to 610 notional hours of learning. However, the Engineering FA attracts 87 SCQF points at level 6, equating to 870 notional hours of learning. Overall, FA programmes range in size from 48 credit points to 87 credit points. By comparison, an SQA Higher qualification is standardised at 24 points at level 6, or 240 notional hours of learning, regardless of subject area.

There is a need for closer collaboration between schools and FA providers to ensure better alignment between school timetables and FA provider delivery times. This would help ensure young people are not missing out key learning experiences being delivered in school while they are undertaking FA programmes. This would also help to address the challenges that learners find when balancing the work involved in their FA programme alongside other school-based qualifications.

Prior to commencing an FA programme most learners do not receive sufficient information about programme content and level of competence needed to meet the required educational and vocational standards. As a result, many young people are unprepared for the demands of their chosen FA, particularly in some STEM subjects, and are often insufficiently equipped to meet the demands of the programme. Overall, there is insufficient engagement between schools and providers. This results in missed opportunities for school staff, in particular subject teachers, to work collaboratively with providers to explain and promote the value, content and demands of FA provision to young people.

Some stakeholders describe the SDS FA tender process as overly complicated and find the timeframes for the completion of tenders challenging. Providers highlight that administration requirements for FAs are very time-consuming and often a disincentive to expanding the FA offer.

There is some confusion amongst learners and staff in schools regarding the level and volume of study required to achieve an FA.

Within FA programmes, the blend of theory and workplace experience, combined with continuous assessment, works well for young people.

Programme delivery

Overall, providers ensure the delivery of high quality learning and skills development within FA programmes. Young people particularly value the elements of their FA programme undertaken in a work environment and can see the value of their learning and its relevance within a vocational context.

In many cases, employers influence and contribute to the delivery of FA programmes. They routinely meet and speak with young people undertaking FA qualifications and value being able to help them to develop their skills and work towards their aspirations. The direct involvement of employers is helping to ensure programmes meet the needs of local and national employers. Overall, employers take good account of learners with additional needs and support them well to make progress in their studies.

Within FA programmes, the blend of theory and workplace experience, combined with continuous assessment, works well for young people. Learners report that gaining wider understanding of the world of work is motivational and has helped them to value learning. Access to high quality work placements and relevant industry-standard equipment helps young people to understand best practice approaches and prepares them well for future employment. Programme content is enhanced further through participation in industrial visits and additional input from industry representatives.

The pandemic has created challenges for access to work-based elements of FA programmes, including work placements. Throughout periods of COVID-19 restrictions, providers worked flexibly to ensure that programme content continued to relate well to the world of work.

Within programmes, many staff place an appropriate focus on career management skills and the wider range of meta skills. Young people are encouraged to reflect on their learning both in the class and in the workplace, which is helpful in reinforcing learning.

Many make use of the skills and knowledge they are acquiring to secure relevant part-time employment whilst undertaking their FA programme. However, too many young people and their teachers do not have sufficient awareness of meta skills and their relevance to employment opportunities. Whilst learners can easily state the skills they are developing, there is no consistent approach to developing these within an over-arching, commonly understood meta skills policy or context.

Programme content

Staff delivering FA programmes build strong and purposeful relationships with young people and take good account of the varying needs of individual learners within class groups. Within lessons, almost all staff ensure that class activities are appropriately paced and that learners are provided with sufficient autonomy to guide and manage their own learning. These approaches support learners to build confidence and skills and help to ensure that most young people continue to engage and make progress in their FA programme. Young people respect and value the approaches and techniques used by teaching staff. Feedback from learners, providers and employers indicate high levels of satisfaction in relation to programme delivery.

During lessons, most teaching staff use a range of effective learning and teaching approaches. They regularly incorporate examples from the workplace to aid understanding of occupational or technical skills, and to support development of wider skills. Within class activities they reinforce to learners why it is important to be on time and dress professionally, and how to interact effectively with a customer or client.

However, in some cases, staff are not sufficiently familiar with meta skills and do not promote the development of these skills consistently to young people.

Staff make good use of technology to support class activities and make recordings of lessons available online to enable learners to revisit lessons out with class times.

However, there can be challenges delivering FA classes in school buildings, due to technical incompatibility between school and college systems. This restricts the range of learning and teaching approaches and format of resource materials to support learning.

Teaching staff make good use of MS Teams to support face-to-face delivery. Staff ensure that learning materials are logically sequenced and divided into small manageable chunks of learning. Lessons that are recorded and made available online are used productively by young people to reflect and catch up on missed lessons or undertake further study.

Most young people interact confidently in class and contribute well to lessons. On many FA programmes, class sizes can be very small. This helps to meet the learning needs of some young people who prefer, and benefit from, working in smaller classes. For other young people this can restrict their experience of collaborating and learning from others. When providers are made aware of the additional needs of learners, they proactively arrange high levels of support to help learners succeed. There are many examples of partners collaborating to ensure that individual support needs are met.

Most young people interact confidently in class and contribute well to lessons.

For example, in one local authority a 'Raising Attainment' pilot group of 27 vulnerable young people, or who require additional support, includes the opportunity of more extended work placements. This is helping young people to re-engage with education and training and identify their next positive destination.

Young people enjoy the work placement aspect of their FA programme and feel that this has proved helpful in supporting them to continue with their studies. There are occasions when young people are not always sufficiently well-prepared for their work placement. Further work is required to support young people's understanding and awareness of the workplace and what is required of them in advance of their work placement.

Challenges in delivering FAs, for example, difficulties in the planning and coordination of activities between secondary schools and FA providers can result in large numbers of young people experiencing disruption to their FA programme. The main causes of disruption are: variations in programme start dates; different holiday arrangements; school closure due to staff in-service training days; and school pupils being withdrawn from FA classes to undertake in-school activities such as prelim examinations.

Assessment

More work is required to ensure that all young people understand fully the different approaches to assessment that they will experience during their FA programme.

Almost all young people view approaches to assessment within their FA programme as relevant to their learning. They value being able to undertake assessments on an ongoing basis and through project-based assignments with employers.

For example, FA pupils led a project using 3D printing technology to create spare parts for elderly sewing machines within the weaving operation. This resulted in a very practical and impactful project for young people who identified the problem, created the solution, implemented it and resolved the issue. However, some young people are insufficiently prepared for undertaking competency based assessment required in Scottish Vocational Qualifications (SVQs). More work is required to ensure that all young people understand fully the different approaches to assessment that they will experience during their FA programme.

Throughout FA programmes, young people appreciate the regular and useful feedback they receive on their performance from delivery staff. In many instances, this is a key factor in young people remaining on an FA programme in the senior phase. However, the quality of communication on learner progress between schools, employers and providers does not always support young people to make links between their learning in school subjects and their FA programme. As a result, there is often insufficient linkage made between the learning undertaken on FA programmes and other senior phase subjects.

Learner progress and outcomes

SDS arrangements for recording and measuring learner performance on FA programmes combine the categories full attainment, partial attainment and component attainment. In all other types of funded provision, each of these categories is reported separately to enable detailed analysis of learner performance. As a result, comparison between FAs and other types of provision can be misinterpreted in favour of FA provision.

Retention	Attainment	Progression	Evaluation

Retention

Some regions and schools have high numbers of young people engaging in FA programmes. In a few FA programmes, withdrawal rates have stabilised or improved slightly. One local authority increased support for young people on FA programmes, which resulted in much lower rates of withdrawal. In this local authority, support is provided through a central team that offers candidates help in completing their portfolio of evidence and conducts follow-up meetings with pupils, parents or carers. These facilities made a notable difference in improving retention rates of young people.

Withdrawal rates on FA programmes vary greatly across the country. Overall, fewer learners withdraw from programmes delivered over one year in the SDDM model when compared to the two-year delivery model. Difficulties in securing suitable work placement opportunities have contributed to increased rates of withdrawal, as FA providers have been unable to deliver the full FA programme.

Although COVID-19 has impacted negatively on the number of young people leaving FA programmes early, high rates of withdrawal were evident prior to the onset of the pandemic. Overall, these high rates of withdrawal persist on too many programmes.

Overall, on most FA programmes, learner withdrawal rates are high. In many schools, withdrawal rates are very high, ranging between 50% and 100% of young people leaving their programme early. In some FA programmes, around one-third of learners withdraw from their studies within the first three months. However, many learners leave later in the academic year, typically when their prelim examinations begin, to concentrate on other school-based qualifications, or when their timetables change in advance of the start of the new academic session. A minority of learners withdraw from their FA programme early to move to another positive destination such as a Modern Apprenticeship (MA), another college programme or employment.

In a few local authorities, school leaders, college and school staff, and SDS careers advisers work collaboratively to ensure young people understand fully the level of commitment required when undertaking an FA programme. Learners describe how this approach in conjunction with harmonised school-college timetables make their attendance at college easier and as a result, withdrawal rates improve. However, too often young people have little or no opportunity to discuss available progression pathways or the content and challenges of the FA.

This has a negative effect on withdrawal rates, as young people learn too late that their FA programme comprises much more content, especially theory, than expected and the workload is more challenging than they were led to believe.

Overall, young people continue with their FA programme when they value and understand how the programme will provide them with real life skills that can lead to employment or further study. Most young people who withdraw, state that the pressure to complete coursework for their other school-based qualifications, often in addition to other commitments such as part-time working or caring responsibilities, influenced their decision to leave their FA programme early. Alongside this, the move to remote learning and an increasing number of learners experiencing mental health or confidence issues during the pandemic have contributed to higher withdrawal rates from FA programmes.

Overall, rates of withdrawal improve when the reasons why young people leave their FA programme early is monitored, and understood well by school staff. However, there is significant room to improve how schools explore with young people the reasons why they have withdrawn, to support action planning for improvement. Additionally, most schools do not record or share sufficient information on the destinations of leavers from FA programmes. This is limiting the capacity of schools and delivery partners to evaluate the effectiveness and value of these programmes.

Rates of withdrawal improve when the reasons why young people leave their FA programme early are monitored and understood by school staff.

Attainment

Overall, attainment rates for the full FA award have risen over time. In one local authority the overall successful completion rate for FA learners is now well above the national average. However, full programme attainment rates vary significantly between local authorities and providers, and across subject frameworks. Too many young people do not attain the full programme, and receive only component or partial elements of the award.

Rates of attainment for female learners and for care-experienced learners have improved over time. However, the attainment of male learners and for learners declaring a disability has declined over time. Whilst rates of withdrawal and attainment for learners from the most deprived backgrounds have improved over time, there remains an overall gap in attainment between learners from the most and least deprived backgrounds.

Most learners are making good progress in acquiring relevant workplace skills during their FA programme. They are developing an understanding of the importance of the skills and attitudes required to become a successful employee. For example, learners undertaking the Food and Drink Technologies programme are developing useful transferrable skills alongside key vocational skills such as food processing or product development. Many young people can identify and articulate the meta skills they are developing, such as patience and communication. They describe how building confidence and development of their communication skills are particularly important. Parents and carers report how the development of these skills in a work-based setting is having a positive impact on raising confidence and self-belief in their young people.

In general, employers are impressed by how well learners are developing work-based skills and applying them during work placements. For example, young people working in a construction and creative and digital vocational areas are improving their confidence, verbal and written skills and team working.

Young people describe how building confidence and development of their communication skills are particularly important.

Progression

On successful completion of an FA programme, almost all young people are supported to make career choices and plan for next steps. Most learners progress to further study at college or university. In particular, there has been an increase in the number of successful FA learners moving onto university places, more than doubling between cohort 1 and cohort 3.

Some colleges and universities acknowledge the positive impact of undertaking an FA on a young person's skills development, and many accept an FA as contributing to enhanced entry to higher education programmes. Local authority staff make good use of centrally produced resources including Insight and UCAS tariff points, to inform progression from FAs to specific degree programmes delivered by Scottish universities. However, this is not consistent and some colleges and universities are not yet sufficiently aware of the value of FA programmes in comparison with other qualifications, for example Highers.

Key stakeholders highlight that for them, the initial philosophy and ambition of the FA programme to reduce the time and cost for candidates and employers on MA programmes, have not yet been realised. Whilst there are opportunities for successful FA learners to progress within the apprenticeship family, participation or enrolment by FA learners in these programmes is inconsistent. Learner progression is often negatively impacted by disjointed apprenticeship pathways available within local areas, and by a lack of MA opportunities in particular. Many employers voice frustration at their inability to access MA provision locally. For the majority of learners, the choices in progression are limited to further learning at either college or university. This is hindering the development of clear apprenticeship pathways for learners to access local employment and career opportunities.

Some colleges and universities acknowledge the positive impact of undertaking an FA on a young person's skills development.

Evaluation to facilitate improvement

As yet, there is no uniform or clear structure to support the consistent national or regional analysis of data to support improvement. In many instances, local authorities and providers themselves determine the evaluation methods to be used, and this is resulting in inconsistency in the approaches taken to determine plans for improvement.

In one local authority, a central team manages and co-ordinates FA provision across all schools and takes responsibility for regularly monitoring and reviewing outcomes for candidates. The team shares findings to influence school improvement plans and future provision. This significant investment is a key factor in supporting high attainment rates within this authority.

Across Scotland, there is now a greater need for partnership approaches to evaluating FA programmes to support continuous improvement. This should involve local authority staff, schools and providers. Currently, evaluation and monitoring of the impact of FA programmes, where it occurs, takes place between local authority staff and providers with little or no input from school-based staff. This partnership approach to evaluation will support all involved to have a shared knowledge and understanding of the strengths of FA programmes, including the skills, approaches and activities that young people acquire and improvement needs.

Across Scotland, there is now a greater need for partnership approaches to evaluating FA programmes to support continuous improvement.

Appendix1 - Stakeholders

- Scottish Funding Council
- Skills Development Scotland
- Confederation of British Industry
- Scottish Training Federation
- Universities Scotland
- College Principal's Group
- Confederation of Scottish Local Authorities
- University of Highlands and Islands
- Sector Skills Council: Scottish Social Services Council (SSSC)
- Sector Skills Council: Engineering
- Apprenticeship Approval Board
- Colleges Scotland
- SAAB and advisory groups
- Young Scot
- SQA
- DYW Programme Board
- DYW Regional group 1 Moray
- DYW Regional group 2 West
- DYW Regional group 3 Edinburgh
- DYW Regional group 4 Ayrshire

Appendix 2 - FA cohorts

Learner Cohorts	Duration	Duration SSDM
Cohort 1 - learners commenced in 2016	2016-2018	
Cohort 2 - learners commenced in 2017	2017-2019	2017-2018
Cohort 3 - learners commenced in 2018	2018-2020	2018-2019
Cohort 4 - learners commenced in 2019	2019-2021	2019-2020
Cohort 5 - learners commenced in 2020	2020-2022	2020-2021
Cohort 6 - learners commenced in 2021	2021-2023	2021-2022

Appendix 3 - Meta skills

Meta-skills are innate, timeless, higher-order skills that generate adaptive thinking in learners who are able to succeed whatever the future brings. They are talents that inform every domain of life and govern learners' abilities to improve other skills. There are many meta-skills, but feeling, seeing, dreaming, making, and learning are probably some of the most important when trying to remain competitive in the modern world.

Business leaders believe the development and acquisition of meta skills is imperative to support learners make the most of employment opportunities in a rapidly changing and competitive employment market. For example, in Scotland the Confederation of British Industry (CBI) states that creating great learners is key if people are to continue to develop new skills throughout their careers. These skills include communication, collaboration and critical thinking and should be embedded across all learning in Scotland's schools.

In the refreshed OECD report on Curriculum for Excellence, it states that Scotland's education system should ensure it is 'maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example meta-skills'. The report goes onto to recommend that -

"Knowledge could be better integrated into the capabilities and attributes of the 'successful learner' capacity. This would allow the fundamental capacity to not only refer to becoming a successful learner in terms of meta-skills, but also to acquiring a solid knowledge base to engage learners with ways of knowing within and across disciplines; and to strengthen them in their further studies, work and overall development."

In July 2019, the Deputy First Minister asked that stakeholders, including SDS "agree the language that is used to define meta-skills, how these definitions will be developed collaboratively, and options for their measurement and assessment."

SDS's strategic plan Scotland 2035 - A Human Future, describes meta skills as the skills "we will all need to drive innovation, create adaptive resilience, encourage entrepreneurial behaviour and ensure our future success, regardless of context."

The SDS framework for the development of meta skills, Skills 4.0 –A skills model to drive Scotland's future, classifies meta skills under three headings:

A skills model to drive Scotland's future, classifies meta skills under three headings:

- Self-management: Manage the now.
- Social Intelligence: Connect with the world.
- Innovation: Create our own change.

The diagram below illustrates the interrelationships and interdependencies between these skills and how they support the development of each other in different contexts.

Education Scotland
Foghlam Alba

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA
T: +44 (0)131 244 4330
E: enquiries@educationscotland.gov.scot
www.education.gov.scot

(c) Crown Copyright, 2022

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit http://nationalarchives.gov.uk/doc/opengovernment-licence or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Published March 2022