

**CURRICULUM FOR EXCELLENCE  
MANAGEMENT BOARD MEETING**

**15 DECEMBER 2009  
ROYAL COLLEGE OF PHYSICIANS, QUEEN STREET, EDINBURGH**

**NOTE OF MEETING**

**Attended:**

**Board Members**

<b>Name</b>	<b>Organisation</b>
Marie Allan	SSTA
Vivienne Brown	SDS
Alison Coull	Scottish Government
Graham Donaldson	HMIE
Larry Flanagan	EIS
Graeme Hyslop (in part)	Scotland's Colleges
John Ireland	Scottish Government
Grant Jarvie	Universities Scotland
Michael Kellet	Scottish Government
Terry Lanagan	ADES
Colin MacLean	Scottish Government (Chair)
Irene Matier	AHDS
Forbes Mitchell	SOLACE
Myra Pearson	ITEs
Christine Pollock	ADES
Duncan Simpson	Community Learning and Development Standards Council
Jackie Brock	Scottish Government
Judith Sischy	SCIS
Tony Finn	GTCS
Ronnie Summers	SLS
Bernard McLeary	LTS
Gill Stewart (deputising for Janet Brown)	SQA

**Officials**

Sandra Campbell	Scottish Government (Programme Management)
Helen Fearon	Scottish Government (Secretariat)
Maggie Tierney	Scottish Government
Melanie Weldon	Scottish Government
Charlie Penman (in part)	Scottish Government
Alan Armstrong (in part)	LTS
Michael Russell, MSP (in part)	Cabinet Secretary for ELL

## Apologies

Janet Brown

SQA

### 1. Welcome & apologies

Colin MacLean (CML) welcomed new Board Member, Duncan Simpson (Community Learning and Development Standards Council) to his first meeting and introductions were made round the table. No apologies were received. The Board was informed that Graeme Hyslop (GH) had to leave the meeting early. CML noted that it was the last meeting of the Board which Marie Allan and Graham Donaldson would attend and thanked them for their contributions to the work of the Board. CML also informed the Board that the Cabinet Secretary for ELL would be attending part of the meeting.

### 2. Note and actions from last meeting

Board members agreed the note of the October meeting.

Helen Fearon (HF) provided an update on actions from October's meeting.

Item	Owner	Action	Status
Programme Framework	Sandra Campbell	Publish latest version of the Programme Framework with links to publications in it.	Published
Implementation	Jackie Brock	Jackie Brock to discuss with Colin Reeves how we ensure CfE is reflected consistently in the common framework for the School hand book.	Completed to Board their work
Implementation	Jackie Brock	Amend Paragraph A Reporting and Communications from "needs to improve" to "where actions needs to be taken"; change "well" to consistently" in the first line; Annex A, section 1 – add the Baccalaureate cohort.	Done – published
Risk Register	Sandra Campbell	The Risk Register is to be updated as follows: Resources for Production of National Guidance - add to cause in "slippage of production of national guidance" and CPD provision challenge. Costs (Resources are not available to meet the costs of the programme) – clarify that this is the national elements as opposed to local delivery. Capability and Capacity – cost of additionality of the impact of the programme. Resources for implementing National Guidance - resources required at local level for delivery of moderation.	Done
Literacy & Numeracy	Jackie Brock, David Cowan	Points from the discussion will be taken on board for the next phase of this work. A plan will come to a future meeting which will be linked to the overall programme plan.	Done contacted lines on amended meeting

Item	Owner	Action	Status
CfE for all: More Choices, More Chances	Stephen Devine, Melanie Weldon; Alan Armstrong	Points from the discussion will be taken on board by the team and Alan Armstrong to ensure that there is a link to the exemplification work which LTS is carrying out.	Done and has been LTS.
Assessment	Alison Coull, Charlie Penman	The Board agreed: A quick edit of the draft framework document by Charlie Penman with final comments to be sent urgently to Alison Coull. An executive summary should also be prepared. Comments on the draft quality assurance paper to be sent to Alison Coull followed by a fuller discussion at December's meeting. The key messages from the quality assurance and moderation paper should also be included in the framework before publication	Covered

### 3. Qualifications

The qualifications item was taken first to allow GH to be present. The Board received papers 3.1 and 3.2. GH gave feedback to the Board on the progress of the Qualifications Governing Group (QGG) and there was a subsequent discussion. The Board is confident that the QGG has made good progress on the development of the new qualifications. QGG hopes to bring final design principles to the next meeting of Management Board and is mindful about the capacity for delivery of the final model. After discussing paper 3.2, the Board agreed that a forward communications plan should be developed and shared which includes information on what decisions have been made and need to be made, when and by whom. Where clear national decisions have been made, we need to clearly communicate them. There is further work to be done at a local level by delivery partners on exemplification.

CML asked Alison Coull (AC) to introduce paper 3.2 (Learner Progression) which QGG has remitted to the Board for decision. Management Board was invited to agree what the ambition for increased achievement looks like in the context of the new qualifications. Management Board was also asked to agree on the messages that can be communicated at this stage in relation to how learning in the broad general education will be built on and how schools may organise delivery of the new qualifications to ensure continued breadth. Management Board was also invited to consider the issues that are still to be worked through and the approach that should be taken to communication on those points. There was a discussion on whether this was the right time to communicate a statement on achievement in relation to N4 and 5. The Board concluded that:

- It is important that everyone is very clear about national action – what, when, who;
- Where clear national decisions have been made, we need to communicate these;

- Variety of local exemplification needs to be developed and shared, exemplifications must be:
  - Tested and checked;
  - Doesn't hide activity;
  - Fit for arrange of audiences;
  - Addresses transition.

#### **4. Discussion with the Cabinet Secretary for Education and Lifelong Learning**

The Cabinet Secretary for Education and Lifelong Learning, Mike Russell MSP, arrived and was introduced to the Board. The Cabinet Secretary made clear his commitment to CfE and thanked the Board for their important contribution and asked what the Board needed from him. The Cabinet Secretary emphasised the importance of clear communication, tailored to the needs of different audiences, and getting the detail right and in the system at the right time. There followed a discussion on implementation of Curriculum for Excellence and priorities for the coming months. The Cabinet Secretary asked officials to summarise threads of discussion into a paper.

#### **5. Programme Highlight Report**

The Board received paper 4.1. Sandra Campbell (SC) highlighted that the publication of unit and course specifications for new/revised qualifications at SCQF levels 2-6 depends on the final agreement of the design principles for the new qualifications. Ronnie Summers (RS) provided a short update on the work of the S3 Profile, Achievement and Reporting Group:

- S3 Profile: the group agreed that it should be a reflective summary statement of achievement. Further work required on its purpose;
- Reporting: the group will bring back proposals on this aspect;
- E portfolio: the group will bring back proposals on this aspect.

RS thanked Susan Neilands for her secretariat support at the group's meeting. The Board agreed that advice to the system on progress to date and future plans, particularly on reporting to parents, should be developed by the group and brought back to Management Board.

#### **6. Implementation**

The Board received paper 5.1. Jackie Brock (JB) introduced the summary of the progress to date on adoption of CfE using the best set of indicators available. To date this work is looking at a series of inputs but as it progresses the team will look at outcomes from learners. CML asked the Board if the report showed the progress expected and needed, if there was any additional evidence they expected to see collected and if there was any urgent action for the Board. The Board concluded that the evidence provided in the report was very helpful and that future reports, using a wider set of indicators (student teacher readiness, CPD) would be useful to allow the Management Board to identify where further action is needed to ensure progress which is currently variable, is on track. Specific thought should be

given to how we ensure that cohort individuals to ensure the system is ready for them and examples of good practice in primary schools.

## **7. Assessment**

The Board received papers 6.1 and 6.2 and was content to agree the advice for the Cabinet Secretary on assessment in relation to the framework and quality assurance. AC thanked the Board for their work on the executive summary and framework. In relation to quality assurance the Board was content with the approach. There was a discussion on resourcing which will be returned to at the next meeting.

## **8. CfE for All**

The Board received paper 7.1 which was introduced by Maggie Tierney (MT) who gave an update on the progress on the support for all workstream and invited comments on the paper in writing.