



Curriculum for Excellence: the structure and design of new National Qualifications in Scotland

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Scotland's National Curriculum

- ◆ **'5-14 Curriculum' 1991-2010**
 - Levels titled A-F
- ◆ **'Curriculum for Excellence' 2010-.....**
 - Levels titled 'Early, First, Second, Third, Fourth



Principals of Curriculum Design

Curriculum for Excellence allows both professional autonomy and responsibility when planning and delivering. Almost all areas of the curriculum **no longer have specified time allocations**. The seven principles of curriculum design are intended as features which apply at all stages of learning, with different emphases at different stages. These principles are:

- ◆ challenge and enjoyment
- ◆ breadth
- ◆ progression
- ◆ depth
- ◆ personalisation and choice
- ◆ coherence
- ◆ relevance



Curriculum for Excellence

CfE also focuses on:

- ◆ the ethos and life of the school/college as a community;
- ◆ curriculum areas and subjects;
- ◆ interdisciplinary learning; and
- ◆ opportunities for personal achievement

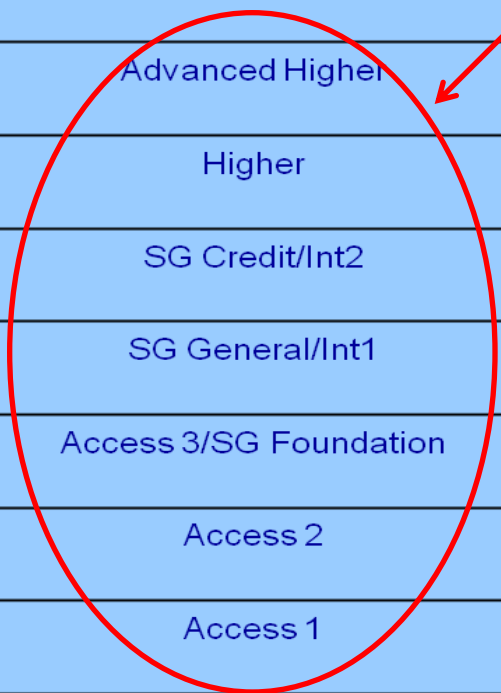
CfE places demands on all of us to be innovative and creative in the way in which we envisage, plan and deliver an excellent curriculum.



12	Doctorate
11	Masters
10	Honours Degree
9	Ordinary Degree
8	Higher National Diploma
7	Advanced Higher
6	Higher
5	SG Credit/Int2
4	SG General/Int1
3	Access 3/SG Foundation
2	Access 2
1	Access 1

National Qualifications

Advanced Higher
Higher
National 5
National 4
Access 3
Access 2
Access 1



Developing the new Courses

Dedicated development teams:

- ◆ Curriculum Area Review Groups

Externally nominated, include representatives from Education Scotland, Scottish Executive, Scotland's Colleges, Universities Scotland, Parents, Prison Service, Sector Skills Council etc.

- ◆ Qualification Design Teams

42 teams for individual subjects, nominated subject experts from schools, Local Authorities, colleges, universities and employers.

- ◆ Subject Working Groups

Practitioners

www.sqa.org.uk/subjectworkinggroups



New National Courses: design

Courses are Unit based. Units in all Courses will be:

- ◆ more skills-based and less prescriptive
- ◆ more open, flexible evidence requirements
- ◆ flexibility for practitioners to make decisions about unit assessment methods



Assessment

- ◆ Units assessed pass/fail within centres
- ◆ 7 methods of assessment specified appropriate to subject and level:
 - **Assignment**
 - **Case-Study**
 - **Project**
 - **Portfolio**
 - **Practical Activity**
 - **Performance**
 - **Test/Question paper**



Adding Value

Courses from National 4 to Advanced Higher will have an Added Value element. Added value is what makes the Course more than the sum of its parts. It builds on the current Course assessment for Intermediate, Higher and Advanced Higher.

The Added Value element will require the learner to demonstrate breadth, challenge and/or application of skills from across the Course.

National 4 Courses will not be graded. Pass/Fail

National 5 Courses will be graded A – D



Timelines

- ◆ **2010** – new curriculum introduced
- ◆ **2012** – **full publication** of new qualifications levels 1 to 6
- ◆ **2013** – final Standard Grades certificated
- ◆ **2014** – first new qualifications taken (Access and National 4 and 5); dual run' with existing National Courses



How to get involved

- ◆ More information can be found on our website:
 - www.sqa.org.uk/curriculumforexcellence
- ◆ Example question papers will be available to help pupils revise and prepare for the new exams in advance of the first assessments. These will be found via:
 - www.sqa.org.uk

BBC Bitesize will also be working with us to produce materials to support pupil revision of new qualifications.





www.sqa.org.uk

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