Skills in the Broad General Education

In the Broad General Education (early years to the end of S3), the development of skills is reflected in the Experiences and Outcomes of the Curricular Levels (Early, First, Second, Third and Fourth) within the eight curricular areas which include Health and Wellbeing. Statements such as “I can…” and “I am able to…” record the learning achievements and skills development of children and young people. These achievements will be shared and reported regularly to you by your child’s school.

The key message, however, is that knowledge on its own is not enough. The task now is to create a curriculum in which the knowledge and skills are seen as mutually supportive and equally significant.

KEIR BLOOMER, CHAIR
HIGHER ORDER SKILLS EXCELLENCE GROUP
MARCH 2011

Skills in the Senior Phase

In the Senior Phase (S4 to S6/college), the development of skills is reflected in the Scottish Qualifications authority’s (SQa) qualifications and awards and in the SQa’s expectations of learners. To achieve SQa qualifications, young people are required to:

• develop a range of specific skills within their subjects
• develop and show progression in a range of thinking or ‘cognitive’ skills
• demonstrate their skills and knowledge in the Course Assessments.

Key skills and personal skills are embedded in subject learning for qualifications and in core subjects such as personal and social education, physical education, religious, moral and philosophical education. Skills are also developed through wider experiences in the Senior Phase such as work experience, volunteering or participation in other award schemes.
Thinking Skills in Curriculum for Excellence

Curriculum for Excellence is built around the development and progression of eight thinking skills. If you look in detail at the Experiences and Outcomes of the Broad General Education, and at the wording of SQA National Qualifications in the Senior Phase, you can trace these thinking skills. The Curriculum for Excellence thinking skills are set out below, with a listing of the words used to identify those thinking skills in the Broad General Education and in SQA qualifications.

Thinking Skills in the Broad General Education and in the Senior Phase

Your Child’s Progress in Developing Skills
As well as regular updates from your child and your child’s teachers about your child’s progress, the Learner Profiles in P7 and S3 will set out your child’s progress in developing skills, through school learning and through wider achievements.

Transferable Skills
Many skills are transferable and learners can use them throughout their lives. Literacy, numeracy, physical skills, investigative skills, interpersonal skills, research skills, independent learning, presentation skills, employability skills, organisational skills, resilience, working in a team, career planning and so on are recognised in Curriculum for Excellence.

Employability Skills
These include:
- understanding employee responsibilities eg time-keeping, appearance, customer care
- self-evaluation skills
- a positive attitude to learning
- flexible approaches to solving problems
- adaptability and a positive attitude to change
- the confidence to set goals, reflect and learn from experience.

“"The world economy no longer pays for what people know but for what they can do with what they know.”
ANDREAS SCHLEICHER, DEPUTY DIRECTOR FOR EDUCATION, OECD

Further Information
- The SQA Skills Framework: http://tinyurl.com/obju545
- The SQA table of skills in specific qualifications: http://tinyurl.com/n457b2n
- The SQA Core Skills: www.sqa.org.uk/coreskills
- The Skills Development Scotland website: www.skillsdevelopmentscotland.co.uk
- Keir Bloomer and Chris McIroy’s Developing Skills http://tinyurl.com/kha4j2
- Angus Council’s guide for parents: http://tinyurl.com/nnkqvy6
- Education Scotland’s Building the Curriculum 4: Skills http://tinyurl.com/kb6jyj
- Education Scotland’s Skills in Practice: http://tinyurl.com/pgvzsxc

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