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This document is an internal MoD booklet aimed at Service families who have a child/young person who does, or will in the future, access education in Scotland. This document aims to signpost parents/carers to find responses to frequently asked questions to empower them and other involved agents to make informed decisions in relation to considering high quality education for children from Service families.

For personalised support and advice, Service families are advised to contact the Children’s Education Advisory Service.

Children’s Education Advisory Service helpline number: 01980 618244 or DCYP-CEAS-Enquiries@mod.uk

Children’s Education Advisory Service website: www.gov.uk/childrens-education-advisory-service
Supporting Service Families in Scotland

Armed Forces in Scotland
The Scottish Parliament can pass laws, provide policy guidance and develop strategies on devolved matters— in general, matters affecting most aspects of day-to-day life in Scotland. Education is a matter devolved to the Scottish Government. Although defence is not devolved to Scotland and remains part of the UK government policy, the Scottish Government and the Local Authorities work collaboratively with the Ministry of Defence and Service families at all levels.

Each Local Authority has identified an Armed Forces Champion. This person considers the interests of Service families in the planning and delivery of services within their local area. The benefits and challenges of education in Scotland for children and young people of Service families are recognised by the Directors of Education in each Local Authority.

Armed Forces Covenant
The Armed Forces Covenant\(^1\) was published by the UK government in 2011. The Armed Forces Covenant sets out the relationship between the Nation, the government and the Armed Forces. It recognises that the whole Nation has a moral obligation to members of the Armed Forces and their families, and it establishes how they should expect to be treated.

The Covenant’s two principles are that:

- the Armed Forces community should not face disadvantage compared to other citizens in the provision of public and commercial services
- special consideration is appropriate in some cases, especially for those who have given most such as the injured and the bereaved

The Covenant exists to redress the disadvantages that the Armed Forces community may face in comparison to other citizens, and to recognise sacrifices made.

The Armed Forces Covenant is supported by the Community Covenant and the Corporate Covenant. The Community Covenant encourages local communities to support the Armed Forces community in their area and promote public understanding and awareness. The Corporate Covenant is a public pledge from businesses and other organisations who wish to demonstrate their support for the Armed Forces community.

The Scottish Government’s Commitments
In 2012, the Scottish Government commissioned ‘Our Commitments’\(^2\) setting out the strategic direction the government was taking to complement the values of the Armed Forces Covenant. In 2016, the Scottish Government renewed these commitments\(^3\) with the aim of ensuring that no member of the Armed Forces, their family members or veterans in Scotland face disadvantage when accessing services and support including education. The Armed Forces community should expect to have the same access to services and facilities as their civilian peers.

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Education in Scotland - what should I expect?

Education is a matter devolved to the Scottish Government. This means that Scottish Government has the power to introduce new laws, curricular and guidelines on education within Scotland. The Standards in Scotland’s Schools etc. Act (2000) places a duty on education authorities to provide education in a mainstream school unless specific exceptions apply. Children who need additional support for learning are entitled to it and parents have the right to request it. Teachers in Scotland have access to a range of professional development materials to support them with the teaching and learning of children and young people from Service families.

Getting It Right For Every Child

Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of all children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

Through policy and the delivery of services at both national and local level, the GIRFEC approach:

- puts the best interests of the child at the heart of decision making
- takes a holistic approach to the wellbeing of a child
- works with children, young people and their families on ways to improve wellbeing
- advocates preventative work and early intervention to support children, young people and their families
- believes professionals must work together in the best interests of the child.

The Getting It Right For Every Child practice model is legislated through the Children and Young People’s Act 2014. Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing.

A child or young person’s wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives. To help make sure everyone—children, young people, parents, and the services that support them—has a common understanding of what wellbeing means, we describe it in terms of eight indicators.

![Well-being wheel](http://www.gov.scot/Resource/0043/00438640.jpg)

The eight wellbeing indicators are commonly identified on a well-being wheel (see below) and referred to by their initial letters - SHANARRI.

**Figure 1 Well-being wheel**

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Further information on GIRFEC and the well-being wheel is available on the [Scottish Government website](http://www.gov.scot).
**What does GIRFEC mean for me and my child?**
Whenever your child needs help or support, GIRFEC aims to make sure that both you and your child:

- feel confident about the help being given
- understand what is happening and why
- are listened to carefully, with your wishes heard and understood
- are appropriately involved in discussions and decisions that affect you
- can rely on appropriate help being available as soon as possible
- experience a fair and co-ordinated response from staff.

Important elements of GIRFEC are:

- If at any time your child needs support from people in different professions and organisations (for example health and social work) as well as school staff, someone called a lead professional will be appointed to ensure that all the people supporting your child work well together.

**What is my child/ young person entitled to in terms of additional support?**
All children and young people in Scotland are entitled to support to enable them to gain as much as possible from the opportunities that education provides. Some children may need additional support. It is possible that every child or young person from a Service family will benefit from additional support at some point in their school life in Scotland. This may be additional support when they are moving into or out of Scotland, when they are moving between schools in Scotland, when a parent is deployed, or if they are facing any other issue not allowing them to fully benefit from school life. Let the school know that your child or young person is part of a Service family. This will help inform the school and allow them to support your child or young person in the best possible way. It is also recommended that you tell your child/ young person’s school that there is a change to family circumstances such as a parent being deployed.

Additional support is personalised to the needs of the child/ young person and support is planned following a staged approach. An example of this can be seen in the following diagram:

![Staged Intervention Diagram](http://www.gov.scot/resource/0042/00423979.pdf)

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Children and young people have additional support needs when they need support to help them minimise or overcome barriers to their learning, achievement and full participation in the life of the school. The definition of Additional Support Needs (ASN) in Scotland is intentionally broad to ensure that any child or young person can receive help if they require it.

Barriers to learning may include:
- Learning environment
- Family circumstances
- Health or disability
- Social or emotional factors

All Local Authority schools in Scotland are governed by policy which directs inclusive practices. Teachers are responsible for differentiating their teaching and providing appropriate materials to support and challenge all learners within their classrooms. It is recommended that parents initially contact the school directly if they have concerns about the well-being or progress of their child/ young person. More information on support for all and targeted support can be found on the Education Scotland website.

A fuller definition of Additional Support Needs, guidance on rights and responsibilities and information on plans that can be used to meet ASN are available in the Supporting Children’s Learning Code of Practice (2010).

Enquire
Enquire is the Scottish advice service for additional support for learning. Enquire has both a website and a confidential helpline (0345 123 2303) and can offer families a wealth of information and guidance on the identification and management of ASN. A parents’ guide to additional support needs can be found on the Enquire website. The terminology used within the Scottish system can be different to that used elsewhere in the UK or within MOD schools. The Enquire website can offer guidance with this or you can contact CEAS for personalised support.

It is very important that Service families are proactive and plan ahead as far as possible if they have a child or young person with additional support needs. If your child/ young person has been having additional support in school, it is recommended that Service families register with CEAS. CEAS can support families when their child has to change schools. It will be beneficial for families to obtain copies of any plans or reports written about their child and for families to ensure the new school has these prior to the child arriving. Giving the new school time to plan and prepare is essential to minimising the disruption to a child’s learning and well-being. It would be beneficial to contact CEAS staff for advice and guidance even if families do not yet know the full details of their move as CEAS can advise families at every stage.

More information can be found on support for all at the Education Scotland website.

Education Scotland
Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages.

Education Scotland’s core purpose and strategic priorities are:
- to lead and support successful implementation of the curriculum
- to build the capacity of education providers and practitioners to improve their own performance

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8. [https://www.education.gov.scot/scottish-education-system/Support%20for%20all](https://www.education.gov.scot/scottish-education-system/Support%20for%20all)
11. [https://www.education.gov.scot/scottish-education-system/Support%20for%20all](https://www.education.gov.scot/scottish-education-system/Support%20for%20all)
• to promote high quality professional learning and leadership
• to stimulate creativity and innovation
• to provide independent evaluation on the quality of educational provision
• to provide evidence-based advice to inform national policy
• to develop its people and improve its organisational capability

**Parent Zone**[^13]

Parent Zone is a website produced by Education Scotland. This website provides a wealth of current information for parents on all aspects of education within Scotland including finding a school, how to support your child at home and getting involved with your child’s education.

**Parent Councils**

Parent Councils provide an important way for parents to play a full part in the life and work of their local school. All Local Authorities in Scotland have to a strategy for parental involvement.

Schools should have a clear policy in place for supporting parents with their own child’s education and learning. Parents and families should contact their school’s headteacher if they would like to get involved in their Parent Council. Further guidance[^14] is available from the Scottish Government.

**What is Scotland’s Curriculum for Excellence?**

The [Curriculum for Excellence](http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/) (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning in state-maintained (Public) schools. The CfE is child-centred and designed to be inclusive of all. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

**Stages and levels**

The curriculum is broken into two broad stages:

- a *broad general education*[^16], providing a rounded education from the early years, throughout primary school and until the end of S3
- a senior phase, which will include studying for qualifications (from S4-S6).

(Children/ young people complete years P1-P7 in primary school and S1-S4 in secondary school).

[^13]: https://education.gov.scot/ParentZone
[^15]: http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/
The Four Capacities/ Curriculum aims for every child or young person are to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- **Expressive Arts**— including art and design, dance, drama and music.
- **Health and Wellbeing**— mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood.
- **Languages**— listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available).
- **Mathematics**— including analysing information, solving problems and assessing risk.
- **Religious and Moral Education** (denominational and non-denominational)— learning about Christianity, other world religions, and developing values and beliefs.
- **Sciences**— understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science.
- **Social Studies**— understanding people, place and society in the past and present including history, geography, modern studies and business education.
- **Technologies**— including computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

**Entitlements**
All children and young people in Scotland are entitled to:

- A coherent curriculum— smooth progression through the curriculum outcomes.
- A broad general education.
- Support— assistance to help learners access the curriculum.
- Skills for learning, life and work— to develop skills for employment with the opportunity to put learning into a practical context.
- A senior phase— to prepare for qualifications and develop skills for the future.
- Positive destinations— to support young people to move successfully onto work or further education.
Assessment: how will my child be assessed?

Scotland’s assessment framework and qualifications support and reflect children’s learning. The aim is to raise standards of achievement, improve learning experiences and develop skills for learning, life and work.

What does assessment cover?
- The ways in which teachers support and assess children’s learning and monitor progress.
- Reporting to parents— in writing and discussions to help them understand their child’s progress and what they can do to help their child’s learning.
- Formal recognition of learners’ achievements through profiles and qualifications.
- Involvement of the child or young person assessing their progress and recognising achievement and areas for development.

What and how will teachers assess?
Teachers carry out on-going assessment to see what children/ young people know, understand and are able to do. They assess in a number of ways, such as watching their students carry out tasks like practical investigations and providing written responses to a report or project.

When will teachers assess a child/ young person’s learning?
Assessment will take place throughout the school year. Parents are considered key partners in learning, and assessment gives them a chance to be involved in understanding, reviewing and planning next steps. Parents are encouraged to discuss any concerns or raise any questions about their child’s learning with the school.

How will assessment be reported?
Parents should receive an annual report on their child’s progress. Reports should provide clear, positive and constructive feedback about children’s learning and their progress against national standards and expectations. Parents’ appointments and on-going discussions should also take place. Parents can request an appointment with the school to discuss their child’s progress and well-being at any time.

What are profiles?
All children and young people should have their achievements and progress formally recorded in a ‘profile’ at key points of change— e.g. moving from primary to secondary. The profile confirms how they are doing, records their achievements and progress against national standards and expectations, noting any awards. It covers all curriculum areas studied and records achievement in literacy and numeracy. It also contains a learner statement— their thoughts on their own achievements.

The National Improvement Framework
The Scottish Government’s National Improvement Framework is described as a strategy to help all children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The Framework sets out how evidence is gathered to inform action, making sure that all parties are focused on improving standards for children, and in Scottish schools.

A key change will be the introduction of standardised assessments. National standardised assessments will be piloted in some schools during 2016/17 and will be rolled out to all schools from 2017/18. At key stages of children’s Curriculum for Excellence learning (by the end of P1, P4, P7 and S3), the online national standardised assessments will be used to evaluate aspects of literacy and numeracy.

Education Scotland has published a Statement on Curriculum for Excellence and Benchmarks to support assessment in Literacy and English and Numeracy and Mathematics. The Benchmarks set out clear statements about what learners need to know and be able to do to achieve a level in Literacy and English and Numeracy and Mathematics. Some parents may find this a useful point of reference.

19 https://education.gov.scot/improvement/Pages/Curriculum-for-Excellence-Benchmarks-.aspx
Accessing Education- what do I need to do?

School Starting and Leaving Age
A person of school age is defined as someone who has attained the age of 5 years and has not attained the age of 16 years.

Children in Scotland usually start primary school in the August term when they are aged between four-and-a-half and five-and-a-half years old. A Local Authority can set a date after the start of the school year in August, this is generally the 28/29 February of the following year, and if a child reaches 5 on or before this date they have an option to start school the August before their 5th birthday.

If a young person turns 16 between the 1st March and the 30th September, compulsory schooling ends for them on 31st May of that year. A young person whose birthday falls between the 1st October and the end of February of the next year is entitled to leave school when the school breaks for Christmas.

Children complete years P1-P7 in primary school and S1-S4 in secondary school.

Autumn term begins in August and summer terms ends in June or early July in Scotland.

Young people complete 4 years of compulsory secondary education and are then legally eligible to leave school, there is no obligation to participate in education, training or employment post-16 in Scotland but it is encouraged that they do so. There are a variety of learning options available to young people (see later).

Early Learning and Childcare Provision (ELC)
Scotland’s Education System provides a curriculum for children aged 3–18. In Scotland, Local Authorities have a duty to secure a funded part-time early learning and childcare place for every 3 and 4 year old whose parents wish it. Parents are entitled to a funded place for their child, broadly speaking, from the beginning of the school term starting after their third birthday. Free early learning and childcare is provided through those providers who are commissioned by the Local Authority to work with them.

It is strongly recommended that you research what Early Learning and Childcare Provision is available in the local area.

Childcare provisions can potentially be offered to you through a range of provisions including:

- A Local Authority nursery school
- A nursery class in a primary school
- A Local Authority or private day nursery
- An Independent school nursery
- A playgroup
- A registered child-minder

The two bodies responsible for regulation and inspection of early learning and childcare in Scotland are the Care Inspectorate and Education Scotland.

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24 https://www.gov.uk/know-when-you-can-leave-school
How do I choose a school in Scotland?

Parent Zone provides guidance on choosing a school for your child/young person. The website will also provide the details of the schools in your local area including an overview of the school’s contact details and links to their individual websites.

Schools’ individual websites will provide more detailed information about their procedures and policies. The Education Scotland website will direct you to inspection reports. Helpful information about finding and securing places in schools in Scotland is available in a publication called ‘Choosing a School - A Guide for Parents’.

Admissions criteria in Scotland: applying for a school place and ‘placing requests’

Parents have the right to express a preference for a particular school that they want their child(ren) to attend. Each Local Authority has their own admissions policy which can be found on their website. This policy will inform parents of the systems they have in place to access school places and eligibility for school places. Helpful information about finding and securing places in schools in Scotland is available in a publication called ‘Choosing a School - A Guide for Parents’.

In Scotland, contacting local schools directly is usually the best way to start to secure school places. Most children in Scotland attend their local schools (see admissions criteria below). However, if parents have a preference for their child to attend a Local Authority school other than their local one, they must inform the Local Authority in writing; in Scotland it is called a ‘placing request’.

Each Local Authority has their own paperwork for parents to complete and return to make their placing request; this can usually be found on the specific Local Authority website. CEAS can assist parents with this should they require assistance.

If there is any difficulty in obtaining access to the relevant information or in securing a school place in Scotland, parents should contact CEAS.

Appeals

If a parental placing request is refused an appeal against the decision can be made, except for refusals of nursery school places and refusal of places in primary school when the child is under school age.

If parents do wish to appeal against a refusal of a placing request they must do this quickly, if they do not tell the appeal committee within the time allowed by the law they may lose their right to appeal.

For more details see the Scottish Executive’s booklet ‘Choosing a School - A Guide for Parents’ on how to appeal. CEAS will be able to give help and advice on this process.

Primary School

Children in Scotland usually start primary school in the August term when they are aged between four-and-a-half and five-and-a-half years old. Your child will be at primary school for seven years before progressing to secondary school.

From age three (at an early learning and childcare setting), through primary school and until the end of S3, your child will receive a rounded education. This stage of Curriculum for Excellence is called the broad general education.

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26 https://education.gov.scot/parentzone/my-school/choosing-a-school
28 https://education.gov.scot/parentzone/my-child/Primary%20school
The broad general education is divided into five curriculum levels\(^{30}\). Most children at primary school will be learning at the early, first or second level. However, this is a general guide: your child will progress at their own pace through the curriculum levels. The curriculum is designed to be flexible to permit careful planning for those with additional support needs, including those who have a learning difficulty and those who are particularly able or talented.

For more specific and individualised information about your child or their learning, you should contact their school.

**Secondary School\(^{31}\)**

The secondary school curriculum has two distinct phases: the broad general education (S1-S3) and the senior phase.

The broad general education, (S1-S3) is designed around planned experiences that build on the skills and knowledge developed during earlier stages of your child’s education.

It is important to remember that your child will progress at their own pace - the curriculum is designed to be flexible to permit careful planning for those with additional support needs, including those who have a learning difficulty and those who are particularly able or talented.

At the end of the broad general education, your child will be supported in planning a course of study through what is commonly called the senior phase. The senior phase provides scope for more specialised study and gaining qualifications.

Your child will also have opportunities, at all stages, to gain recognition for learning and achievements that take place outside the classroom. For more specific and individualised information about your child’s learning, contact their school.

**The Senior Phase\(^{32}\)**

Young people in Scotland study toward qualifications during the Senior Phase of their secondary education.

The Senior Phase covers S4 to S6 (age 15/16 to 18) and builds on learning experienced during the Broad General Education (nursery school through primary and the first three years of secondary school). The Senior Phase is designed to prepare young people to achieve qualifications to the highest level of which they are capable, develop skills for learning, life and work, and move to a positive and sustained destination.

Under Curriculum for Excellence, schools and their partners are able to offer personalisation and choice in the Senior Phase. This is managed in a range of ways, for example by:

- designing the senior phase as a three year experience rather than planning each year separately;
- delivering qualifications over a variable timeframe in response to young people’s needs and prior achievements;
- developing pathways for able learners which by-pass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels;
- offering a broad range of vocational qualifications and work relevant learning opportunities in partnership with colleges and other learning providers.

Throughout the Senior Phase there is also continuing emphasis on literacy and numeracy and health and wellbeing, including physical activity. There should be continuing opportunities for wider development and achievement.

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32 https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase?
(leadership awards, work experience, volunteering, etc.) so that young people leave school as more rounded, interesting and creative individuals, with a wide range of the skills and attributes that universities, colleges and employers are looking for.

**16+ Learning Choices**

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government’s model for helping young people to stay in learning after the age of 16. 16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

Further information on what young people can expect during the Senior Phase can be found on the [Education Scotland](http://www.gov.scot) website.

**What qualifications are offered in secondary schools in Scotland?**

Qualifications in Scotland aim to develop learners’ knowledge and understanding and focus on developing skills. The qualification framework recognises that different learners perform at their best in different ways, and are designed to reward learners for their skills in performance based activities as well as in academic tasks.

The [Scottish Qualifications Authority (SQA)](http://www.sqa.org.uk) is Scotland’s awarding body for qualifications. It accredits all qualifications in Scotland with the exception of degrees. SQA works with schools, colleges, universities and training organisations to develop and deliver a range of qualifications—designed to meet the needs of all learners.

Secondary education in Scotland can take up to 6 years, covering the ages 11 to 18, from S1 to S6. Education is not compulsory after the age of 16. Local Authority schools in Scotland do not routinely deliver GCSE courses but offer an alternative qualification framework. The [Scottish Qualification Authority (SCQ) ](http://www.gov.scot) has published information on how the Scottish qualification framework compares to other educational frameworks in the UK and other EU countries.

**Nationals**

Scotland’s National Qualifications are comprised of the National 3, National 4 and National 5 qualifications. During the Senior Phase most young people will study toward National 4 or National 5 qualifications, progressing to Higher and Advanced Higher, but a range of other awards are available, often offered in collaboration with local colleges. These include Skills for Work Courses, Personal Development Courses, National Certificates, National Progression Awards and Foundation Apprenticeships.

These qualifications are designed to offer flexibility, provide more time for learning, more focus on skills and applying learning, and more scope for personalisation. The qualifications are designed to reflect the application of critical thinking and learning skills that are necessary for further learning, life and work. They are designed to meet the needs of all learners as they progress from prior levels of achievement through the qualifications framework to other learning and employment.

Further detailed information on the [qualification framework](http://www.gov.scot) is available on the SQA website.

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37 [http://www.sqa.org.uk/sqa/41292.html](http://www.sqa.org.uk/sqa/41292.html)
Curriculum Levels and Qualification Framework

The diagram below outlines a rough guide to the different curriculum levels and qualifications that may be offered in the 3-18 curriculum in Scotland:

![Diagram of Curriculum Levels and Qualification Framework](image)

Figure 4 Curriculum Levels & Qualification Framework

Developing the Young Workforce

A key aim of Developing the Young Workforce in schools is to ensure that all young people have access to a wide range of learning pathways with an increased focus on the development and delivery of work relevant learning. This includes opportunities to access vocational qualifications in the senior phase. The development and expansion of foundation apprenticeships in Scotland will provide young people with a range of opportunities to choose from in their learning.

Can I access any funding for education?

Education Maintenance Allowance

Education Maintenance Allowances (EMAs) provide financial support to eligible 16 to 19 year olds who want to continue learning. To be eligible, young people have to meet criteria relating to:

- Residency
- Household income
- Education courses followed

The college or school you attend will be able to give you an application form and help to complete it.

Further Education

Further Education (FE) includes courses which are taught in a school or FE College and are below Higher National Certificate (HNC) level. They cover levels 1 to 6 on the Scottish Credit and Qualifications Framework (SCQF) and include:

- academic courses up to Higher National Certificate level;
- courses that do not lead to formal qualifications (such as courses on independent living skills);
- courses on basic skills (such as reading, writing and number skills); and
- work-related courses, such as Scottish Vocational Qualifications (SVQs).

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39 [https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/foundation-apprenticeships/](https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/foundation-apprenticeships/)
For a course of Further Education, colleges are responsible for assessing whether an individual fulfils the funding criteria. Individuals should speak to the school or college Bursary Officers to discuss any student support they may be eligible for. CEAS can support families with these enquiries if necessary.

Higher Education

Higher Education (HE) encompasses courses of study which are at Higher National Certificate level or above (that is, Scottish Credit and Qualification Framework level 7 or above). Individuals can take them at college or at university and they include: an undergraduate honours degree; an undergraduate ordinary degree; or a Higher National Certificate (HNC) or Higher National Diploma (HND); a certificate of Higher Education (Cert HE) or Diploma of Higher Education (Dip HE).

Financial support for Higher Education comprises of tuition fees and living-cost support in the form or a bursary, student loan and grants.

Higher Education Funding

Sources of funding for higher education are subject to residency conditions. For some of the sources of funding individuals need to meet certain residency conditions.

If individuals are a student in Higher Education, they should visit the Student Awards Agency Scotland (SAAS) website[^42] and use their Help and Contact Us service which is available or call on 0300 555 0505. A Factsheet for Service families[^43] had been produced which answers frequently asked questions. It is recommended that you refer to this factsheet prior to an application.

If the SAAS general residency conditions[^44] cannot be met by an individual, funding may need to sought from another UK student funding body even if the student intends to study in Scotland.

For a course of Higher Education, SAAS will decide if individuals are eligible to apply to them for support. CEAS can support families with these enquiries if necessary.

The Independent Sector

Parents have a legal responsibility to ensure their children are educated. The vast majority of parents choose to fulfil this responsibility by sending their children to their nearest Local Authority school. However, some families choose to send their children to a registered independent school (some also choose to educate their children at home).

Scottish Ministers appoint a Registrar of Independent Schools and it is their duty to keep a public Register of Independent Schools in Scotland[^45].

The Register contains a range of information, including the address and contact details of school, the current maximum rolls and whether boarding facilities are provided. Many independent schools are fee-paying schools. Information and guidance on the considerations which need to be made and/or financial allowances available to Service personnel can be sought from CEAS.

Home Education

Every child has a right to an education and it is the duty of the parents of every child of school age to provide an efficient education suitable for the age, ability and aptitude of the child whether that be in a Local Authority school

[^42]: [http://www.saas.gov.uk/contact.htm](http://www.saas.gov.uk/contact.htm)
[^43]: [https://www.saas.gov.uk/_forms/armed_forces.pdf](https://www.saas.gov.uk/_forms/armed_forces.pdf)
[^44]: [https://www.saas.gov.uk/_forms/residence.pdf](https://www.saas.gov.uk/_forms/residence.pdf)
[^45]: [http://www.gov.scot/Topics/Education/Schools/Parents/IndependentSearch#top](http://www.gov.scot/Topics/Education/Schools/Parents/IndependentSearch#top)
or by other means; this includes home education. A child is defined as being of school age (i.e. education must be being provided) if he or she has attained the age of 5 years but has not yet attained the age of 16 years.

Home education is a right conditional upon the parents providing an efficient and appropriate education suitable to the age, ability and aptitude of the child.

Scottish Ministers encourage local authorities and home educating parents to work together to develop trust, mutual respect and a positive relationship that functions in the best educational interests of the child. As part of that, Scottish Government has published home education guidance⁴⁶ which sets out the legislative position and provides advice on the roles and responsibilities of local authorities and parents in relation to children who are home educated.

If a parent wishes to withdraw their child from education being provided by their Local Authority, they must seek the authority’s consent before doing so. As part of the process for withdrawing their child, the parent would be expected to outline their initial proposals for how they intend to provide an efficient and suitable education. In granting consent, the Local Authority has a duty to ensure that a suitable education is delivered by parents who are known to them to be home educating.

However, consent by the Local Authority is not needed in a number of situations including if the child has never attended a state school in that authority’s area. There are exceptional circumstances which may not allow a Local Authority to grant parents the permission to home educate and these are detailed in the home education guidance.

**Things to Remember**

Remember to let the school know that your child or young person is part of a Service family. This will help inform the school and allow them to support your child or young person in the best possible way. Further guidance on the importance of this communication with the school is available from Scotland’s National Transitions Officer⁴⁷.

Schools are a critical part of supporting Service families. Children may have to change school when a Service parent is posted or school may support a child when a parent is absent for long periods of time. It is recommended that you keep the school informed of any changes within the family so that they can support your child/ young person and make any adjustments required.

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Useful agencies/ websites offering further guidance

- Children’s Education Advisory Service helpline number- 01980 618244 or DCYP-CEAS-Enquiries@mod.uk
- Children’s Education Advisory Service website: www.gov.uk/childrens-education-advisory-service
- ADES National Transitions Officer for the Association of Directors of Education in Scotland: https://adescotland.files.wordpress.com/2014/11/leaflet.pdf
- Getting it Right for Forces Families: http://www.forceschildrenseduction.scot
- Advice on Scottish education policies and practices including school inspection: https://education.gov.scot/
- Advice and guidance regarding education for parents and carers: https://education.gov.scot/ParentZone
- Information on Scottish qualifications: www.sqa.org.uk
- National Parent Forum of Scotland produces useful graphic guides for parents: www.npfs.org.uk
- Scottish Government’s blog on education: www.engageforeducation.org
- Advice on additional support needs: www.enquire.org.uk
- Enquire’s service for young people to help them understand their rights in school: www.reach.scot
- Information and support aimed at 11-26 year olds: www.youngscot.org
- Directory of Scottish charities: http://www.charitychoice.co.uk/charities/scotland
- Royal Caledonian Education Trust- Scotland’s Armed Forces Children’s Charity: www.rcet.org.uk
- SSAFA
- Naval Families Federation
- Army Families Federation
- RAF Families Federation
- Army Welfare Service/ HIVE
- Royal Navy/ Royal Marines Children’s Fund
References

5. http://www.gov.scot/Topics/People/Young-People/gettingitright/what-is-girfec
32. http://www.saas.gov.uk/contact.htm
37. https://www.saas.gov.uk/_forms/armed_forces.pdf
39. http://www.gov.scot/Publications/2013/03/7388/1

Figure 1: Scottish Government: http://www.gov.scot/Resource/0043/00438640.jpg

Figure 2: Education Scotland: https://education.gov.scot/parentzone/learning-in-scotland/Curriculum%20levels

Figure 3: http://www.bbc.co.uk/scotland/learning/curriculum_for_excellence.shtml

Figure 4: http://www.gov.scot/Publications/2013/03/7388/1