

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18th November 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Performance Report
REPORT NUMBER	ECS/10/090

1. PURPOSE OF REPORT

The purpose of this report is to:

- provide Elected Members with a summary of performance data up to September 2010 from the Education, Culture and Sport Directorate

2. RECOMMENDATION(S)

The Committee is asked to:

- Approve the Service performance report for September 2010 and note plans to include progress with actions set out in the ECS Service Plan and risk register for the ECS Service within the next performance report

3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising directly from the report.

4. OTHER IMPLICATIONS

There are no direct implications arising from this report however, the purpose of performance measurement and reporting is to manage improvement to services to the community. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking and the themes contained in "Improving Scottish Education." Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

5. BACKGROUND/MAIN ISSUES

5.1 This report provides Elected Members with a summary of performance data up to September 2010 from the Education, Culture and Sport Directorate. The report indicates where performance has decreased against targets – identified as hotspots- and where performance has increased, identified as highlights. New data this month includes SQA examination results 2009/2010 and absence, attendance and exclusions from the academic year 2009/2010.

5.2 The August report consists of one appendix as outlined below:

- Appendix 1: Education, Culture and Sports Committee **Balanced Scorecard** showing the latest performance against key indicators in the four scorecard quadrants of Management of Resources, Impact, Business Processes and Organisational Learning and Development.

5.3 Scottish Credit and Qualifications Framework

Further to the Education, Culture Sport Committee on 18th September and the Scottish Qualifications Authority (SQA) briefing on 20th September 2010, members requested additional details on the Scottish Credit and Qualifications framework (SCQF). A helpful summary from the SQA of National Qualifications (NQs) is available at http://www.sqa.org.uk/sqa/files_ccc/nq_quick_guide.pdf and is also attached at Appendix 2. Of particular relevance to this performance report is the table on page 5 of the leaflet, showing the 12 levels of the SCQF and how they currently fit into SQA and university qualifications. The SCQF is a way of comparing and understanding Scottish qualifications by giving each qualification levels and credit points. The level of a qualification shows how difficult it is with level 1 being the least difficult and level 12 being the most difficult.

5.4 Curriculum for Excellence: new qualifications framework

Members should note that, under Curriculum for Excellence, changes are being made to national qualifications with some new qualifications being introduced and others being revised to take account of Curriculum for Excellence. The new qualifications will offer increased flexibility, a greater focus on skills and applying learning to real-life situations and will allow more time and scope for personalisation. It is anticipated that they will meet the needs of our learners as they progress from their broad, general education through the qualifications framework to other learning and onwards to employment. A helpful guide to the new qualifications framework is available at http://www.sqa.org.uk/sqa/files_ccc/NewNationalQualificationsLeaflet.pdf and is also attached at Appendix 3.

5.5 Closing the Gap

Increasing attainment across the City and closing the equalities gap between the highest and the lowest attaining pupils are priority areas for the Education, Culture and Sports Service. Previous analysis has been provided to the Committee outlining tariff scores based on SQA results and how this can be used to calculate whether the equalities gap is decreasing or widening by mapping against deprivation indicators and Middle Years Information System (MidYIS) assessments. The latest tariff score data-set is awaited from the Scottish Government and will be reported to a future Committee. In the meantime, it is anticipated that the following projects will continue to have a positive impact:

- Our work with Looked After Children including addressing issues of self-esteem and behaviour, successful collaborations with Arts Development, Children's Homes, Social Care and Well-being and the Children's Reporter. Our co-ordinated support shows increases in attainment at S4 for 43 of our Looked After Children
- The introduction of solution-orientated approaches to promoting positive relations, ethos and behaviour has been nationally recognized
- Regular engagement with children and young people both as part of the learning and teaching process and as Learning Ambassadors for their schools
- Our award-winning Reading Bus is helping us to promote literacy and, since August, 2006, has impacted positively on over 24,00 learners
- Innovative literacy projects between our Educational Psychology Service and primary schools having a positive impact on 5-14 attainment
- Some of our most significant increases in attainment have been in primary and secondary schools in our regeneration areas, including Bramble Brae who won the most improved primary school award at the Children and Young People's Awards in June 2010 and at St Machar Academy, our School of Ambition

5.5 Members should note that our work to develop a robust performance management framework for the Directorate utilising Covalent will be ongoing throughout the coming months and feedback would be appreciated. Members can anticipate that our next performance report will include performance against the Education, Culture and Sports Service Improvement Plan and the Education, Culture and Sports Risk Register.

6. IMPACT

Legal

The Council is required to act as set out in the Statutory Performance Indicator Direction.

Resources

No additional resources are required to undertake performance management which is a core responsibility of managers.

Other


There are no property, equipment or Health and Safety implications arising directly from this report.

7. BACKGROUND PAPERS

Appendix 1	Education, Culture and Sports Committee Balanced Scorecard
Appendix 2	Scottish Qualifications Authority summary
Appendix 3	Guide to the SQA framework

8. REPORT AUTHOR DETAILS

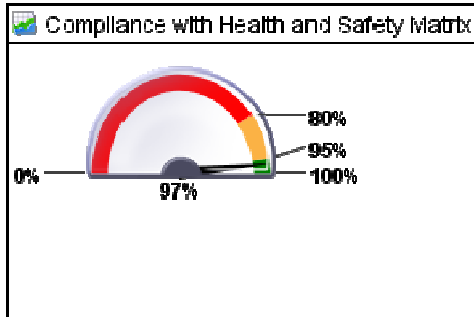
Sarah Gear, Service Manager (Policy and Performance)
Education, Culture & Sport

 01224 522865

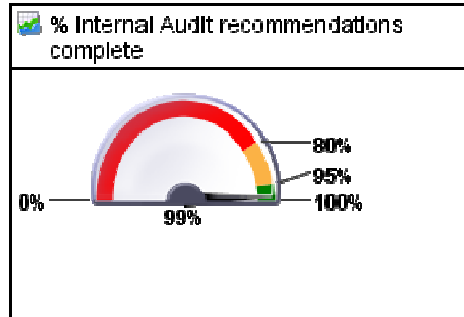
 sagear@aberdeencity.gov.uk

Education, Culture and Sport

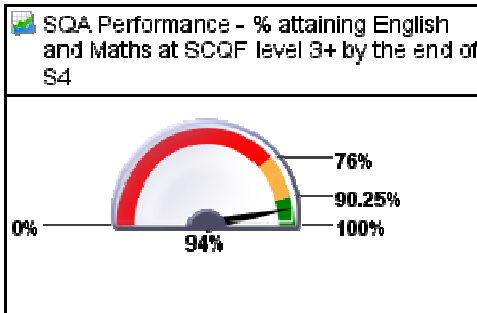
Highlights Report for September 2010



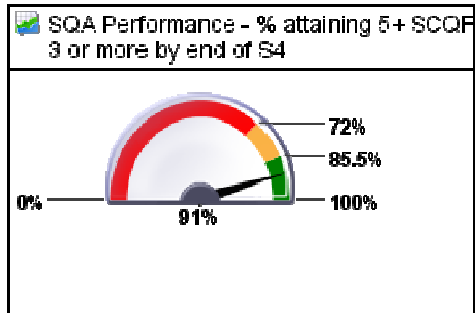
Aberdeen has always scored well in their compliance with the Health and Safety Matrix and achieved over 90% in 11 out of the last 12 months.



We have consistently scored near 100% in this measure over the last several months



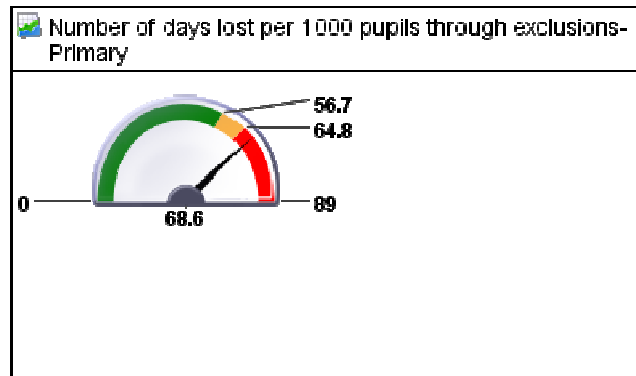
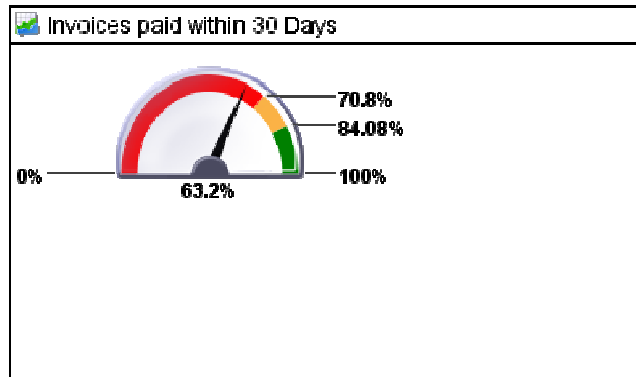
The percentage of pupils achieving Foundation level English and Maths has not changed in 2010. There has been no significant trend since 1999. For this figure, Aberdeen City ranks 9th nationally, down one place from 2009 where it ranked 8th.



The percentage of pupils achieving 5 or more awards at Foundation level or better has not changed in Aberdeen in 2010. There has been no significant trend since 1999. Nationally, Aberdeen ranks 21st in 2010, no change from its rank in 2009.

Education, Culture and Sport Hotspots Report for September 2010

Hotspots



In 2010, there was an increase of approximately 10 days per 1000 pupils lost due to primary exclusions. Despite this decrease, the 2010 figure remains below its 2008 level of 85.6 days.

ECS Committee Scorecard Report

Generated on: 13 October 2010



Name			
01. Management of Resources			


Performance Measure	Target	Latest Value	Traffic Light
Compliance with Health and Safety Matrix	100%	97%	
% Internal Audit recommendations complete	100%	99%	
Invoices paid within 30 Days	88.5%	63.2%	

Name			
02. Impact			

Performance Measure	Target	Latest Value	Traffic Light
Collective number of monthly visits to libraries in person		101,715	
Collective number of monthly visits to/usages of council funded or part funded museums - in person		26,423	
Total sports admissions for indoor facilities and pools	100,296.08	150,464	

Name			
03. Business Processes			

Performance Measure	Target	Latest Value	Traffic Light
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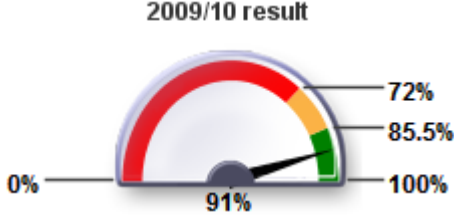
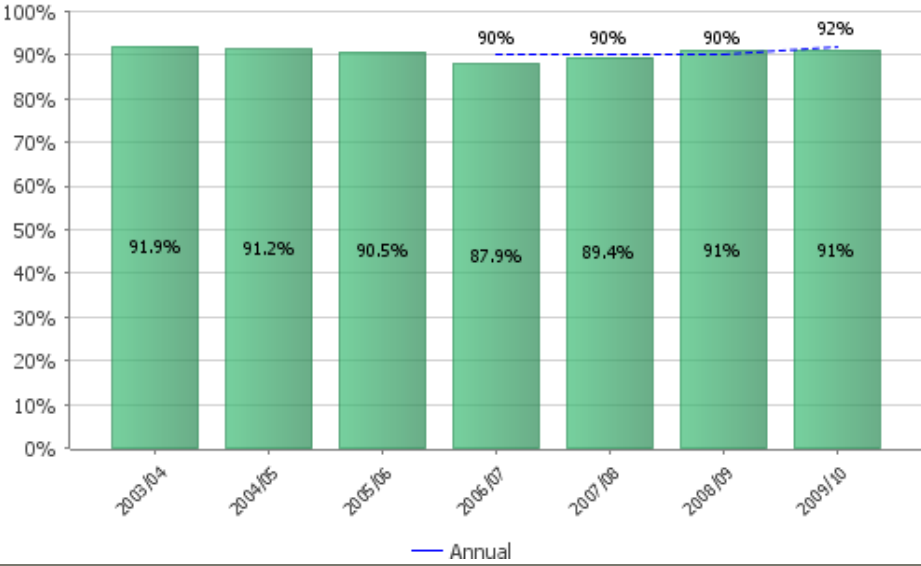
Performance Measure	Target	Latest Value	Traffic Light
% of success in dealing with written queries and complaints within 15 working days	95%	83%	




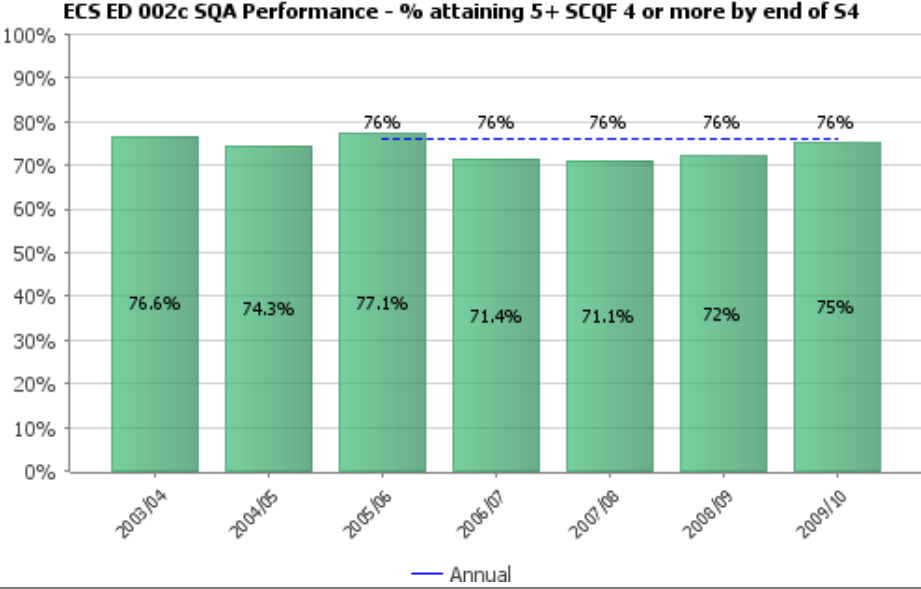
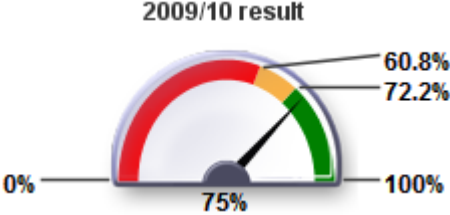
ECS Committee Appendix Report




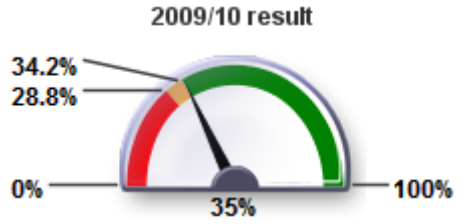
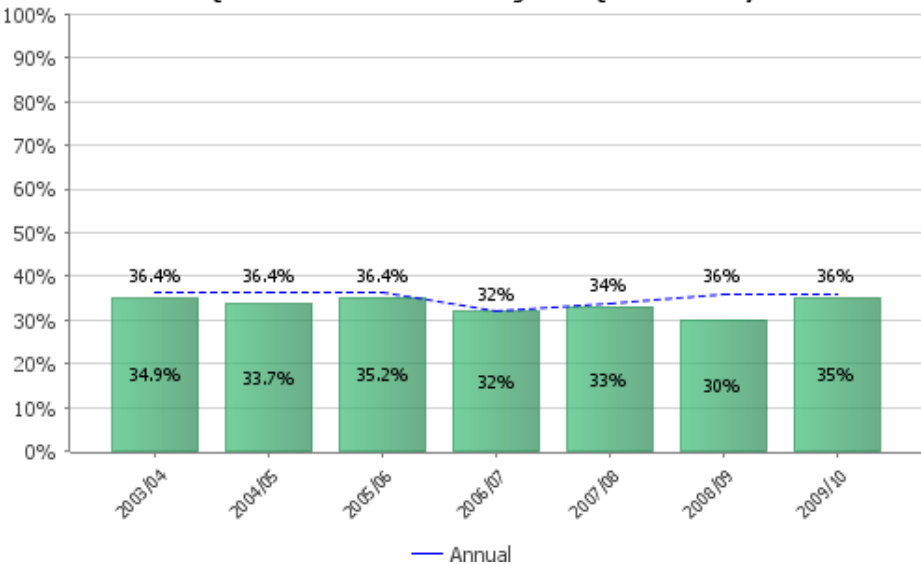
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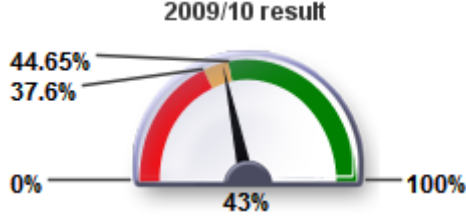
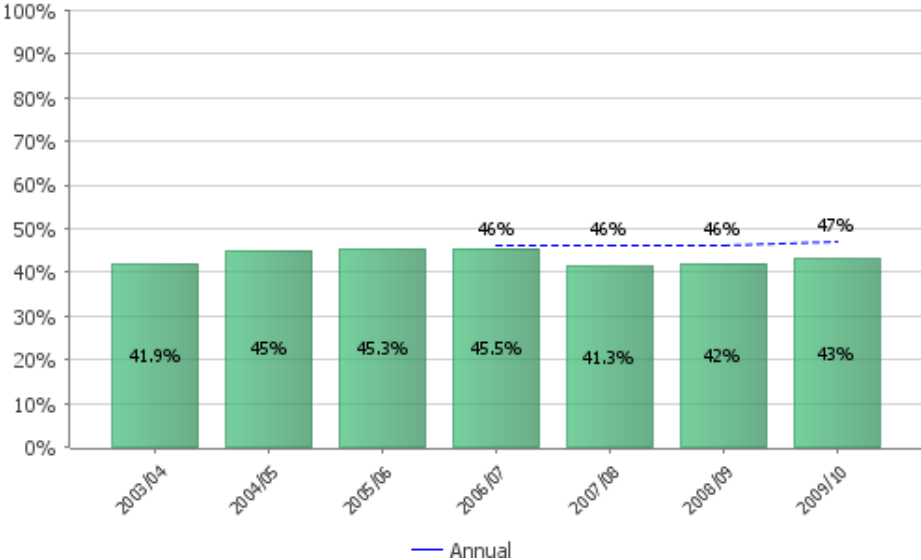





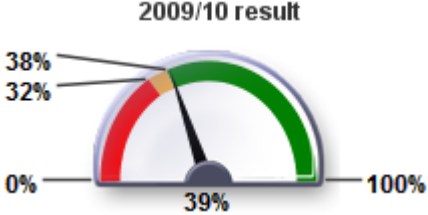
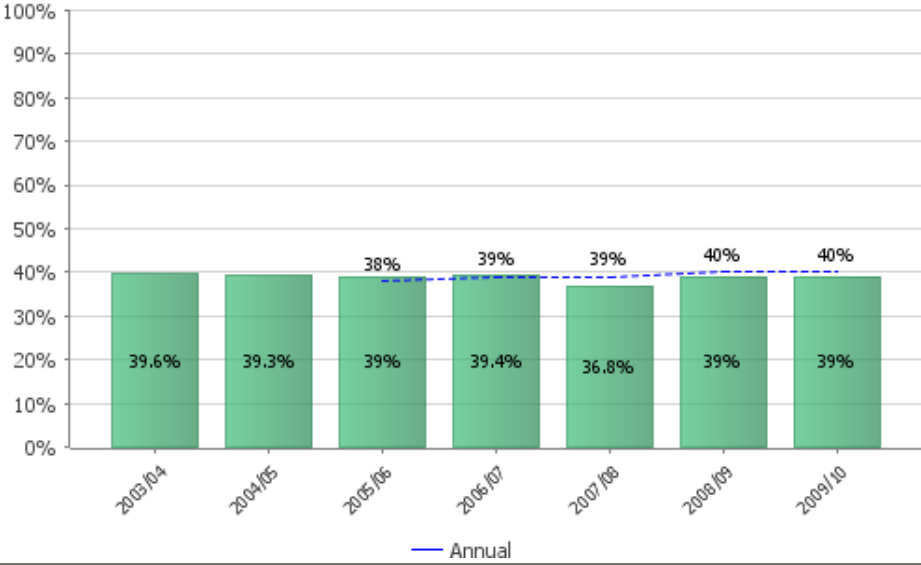
Performance Indicator	SQA Performance - % attaining English and Maths at SCQF level 3+ by the end of S4	Traffic Light	Short Trend	Long Trend													
Target	95%																
Current Value	94%	<p>2009/10 result</p>															
SQA Performance - % attaining English and Maths at SCQF level 3+ by the end of S4	<p>ECS ED 002a SQA Performance - % attaining English and Maths at SCQF level 3+ by the end of S4</p> <table border="1"> <caption>SQA Performance - % attaining English and Maths at SCQF level 3+ by the end of S4</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2003/04</td> <td>92.9%</td> </tr> <tr> <td>2004/05</td> <td>92.3%</td> </tr> <tr> <td>2005/06</td> <td>92.7%</td> </tr> <tr> <td>2006/07</td> <td>93.7%</td> </tr> <tr> <td>2007/08</td> <td>92.6%</td> </tr> <tr> <td>2008/09</td> <td>94%</td> </tr> <tr> <td>2009/10</td> <td>94%</td> </tr> </tbody> </table>				Year	Performance (%)	2003/04	92.9%	2004/05	92.3%	2005/06	92.7%	2006/07	93.7%	2007/08	92.6%	2008/09
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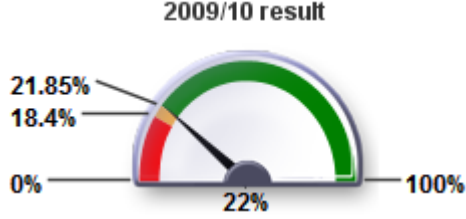
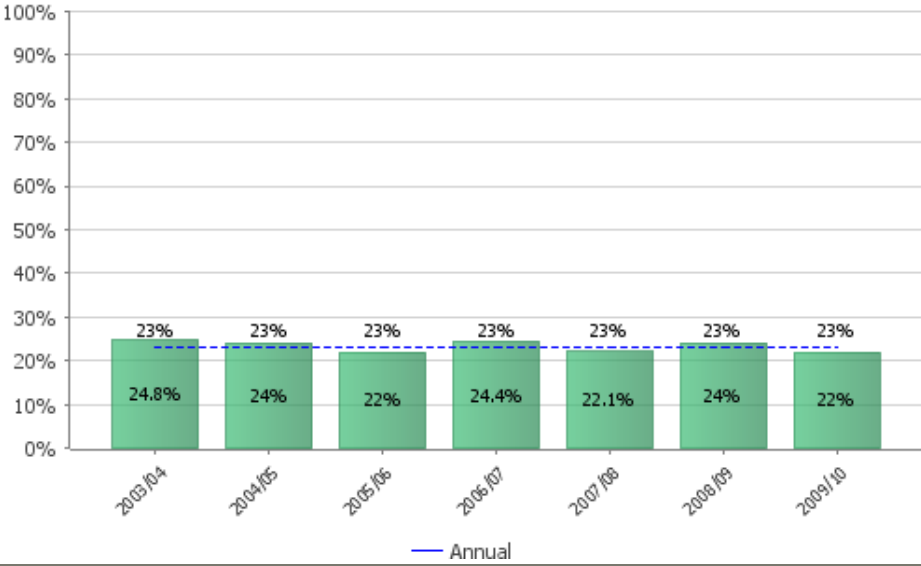
Performance Indicator	SQA Performance - % attaining 5+ SCQF 3 or more by end of S4	Traffic Light	Short Trend	Long Trend													
Target	90%																
Current Value	91%																
SQA Performance - % attaining 5+ SCQF 3 or more by end of S4	<p>ECS ED 002b SQA Performance - % attaining 5+ SCQF 3 or more by end of S4</p>  <table border="1"> <caption>SQA Performance Data (2003/04 to 2009/10)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>2003/04</td><td>91.9%</td></tr> <tr><td>2004/05</td><td>91.2%</td></tr> <tr><td>2005/06</td><td>90.5%</td></tr> <tr><td>2006/07</td><td>87.9%</td></tr> <tr><td>2007/08</td><td>89.4%</td></tr> <tr><td>2008/09</td><td>91%</td></tr> <tr><td>2009/10</td><td>91%</td></tr> </tbody> </table>				Year	Percentage	2003/04	91.9%	2004/05	91.2%	2005/06	90.5%	2006/07	87.9%	2007/08	89.4%	2008/09
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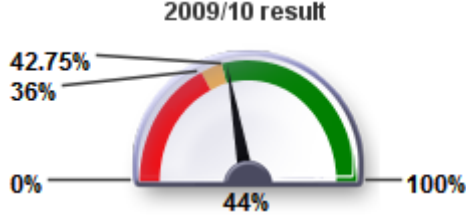
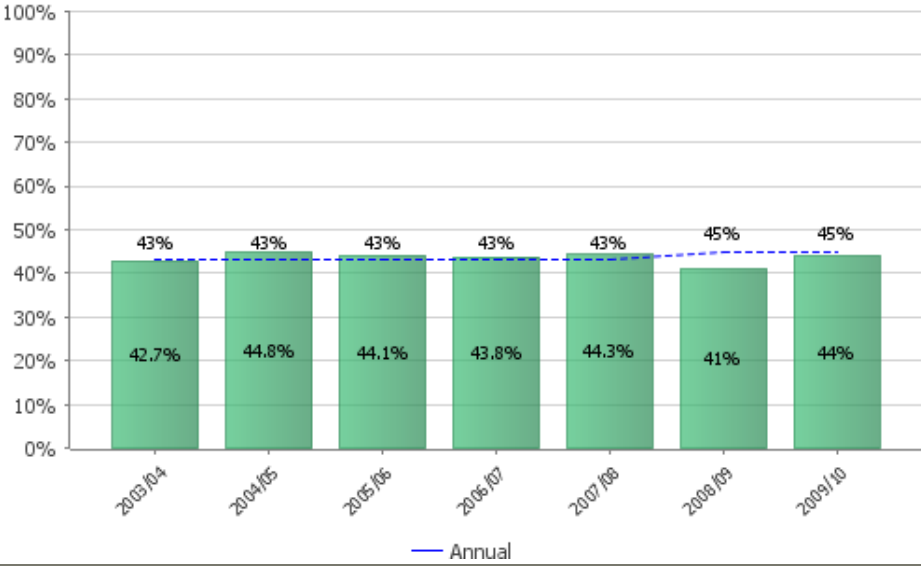
Performance Indicator	SQA Performance - % attaining 5+ SCQF 4 or more by end of S4	Traffic Light	Short Trend	Long Trend
Target	76%			
Current Value	75%	 		
SQA Performance - % attaining 5+ SCQF 4 or more by end of S4				
Latest Update	The percentage of pupils achieving 5 or more awards at General level or better by the end of S4 increased significantly in 2010. This is increase for 2 consecutive years but no significant trend since 1999. Nationally, Aberdeen ranks 24th for this measure in 2010, a rise of six places from its 2009 rank of 30th.			




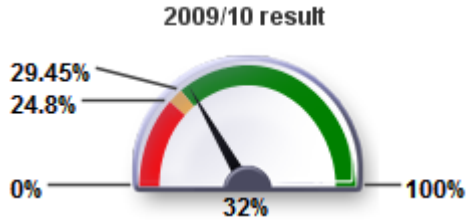
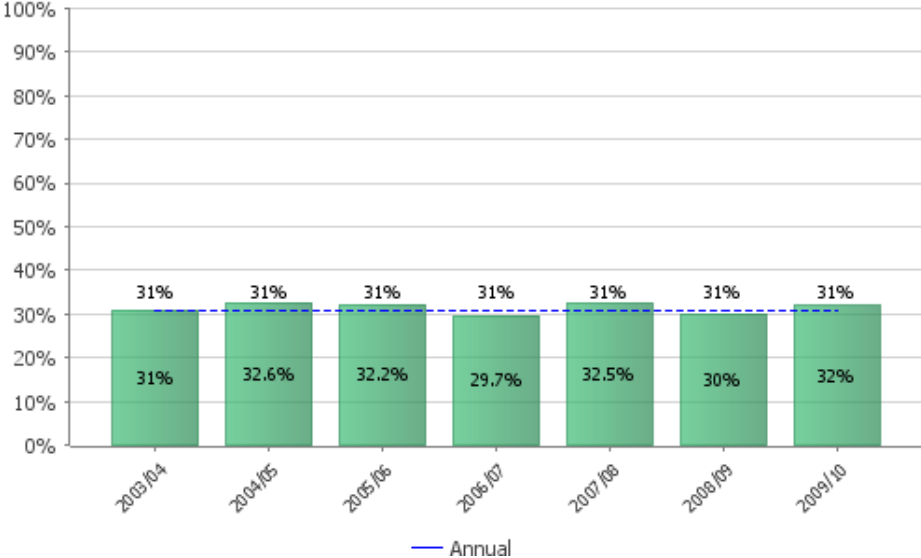
Performance Indicator	SQA Performance - % attaining 5+ SCQF 5 or more by end of S4	Traffic Light	Short Trend	Long Trend																					
Target	36%																								
Current Value	35%																								
SQA Performance - % attaining 5+ SCQF 5 or more by end of S4	<p>ECS ED 002d SQA Performance - % attaining 5+ SCQF 5 or more by end of S4</p>  <table border="1"> <caption>SQA Performance Data (2003/04 to 2009/10)</caption> <thead> <tr> <th>Year</th> <th>Actual Performance (%)</th> <th>Annual Target (%)</th> </tr> </thead> <tbody> <tr> <td>2003/04</td> <td>34.9%</td> <td>36.4%</td> </tr> <tr> <td>2004/05</td> <td>33.7%</td> <td>36.4%</td> </tr> <tr> <td>2005/06</td> <td>35.2%</td> <td>36.4%</td> </tr> <tr> <td>2006/07</td> <td>32%</td> <td>36.4%</td> </tr> <tr> <td>2007/08</td> <td>33%</td> <td>36.4%</td> </tr> <tr> <td>2008/09</td> <td>30%</td> <td>36.4%</td> </tr> <tr> <td>2009/10</td> <td>35%</td> <td>36.4%</td> </tr> </tbody> </table>				Year	Actual Performance (%)	Annual Target (%)	2003/04	34.9%	36.4%	2004/05	33.7%	36.4%	2005/06	35.2%	36.4%	2006/07	32%	36.4%	2007/08	33%	36.4%	2008/09	30%	36.4%
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2009/10	35%	36.4%																							
Latest Update	The percentage of pupils achieving 5 or more awards at Credit level or better by the end of S4 increased significantly in 2010. No significant trend since 1999. For this measure, Aberdeen ranks 18th nationally in 2010, a significant improvement from its 2009 rank of 27th.																								

Performance Indicator	SQA Performance - % attaining 5+ SCQF 5 or more by end of S5	Traffic Light	Short Trend	Long Trend													
Target	47%																
Current Value	43%																
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Latest Update	Percentage of S4 roll achieving 5 or more awards at level 5 or better (Intermediate 2 at A-C and Standard Grade 1-2) by the end of S5 has not changed in 2010. Significant upward trend since 1999, but no significant trend since 2004. Nationally, Aberdeen ranks 30th for this measure, a drop of four ranks from its 2009 rank of 26th.																

Performance Indicator	SQA Performance - % attaining 1+ SCQF 6 or more by end of S5	Traffic Light	Short Trend	Long Trend													
Target	40%																
Current Value	39%																
% achieving 1+ level 6 awards at end of S5	<p>ECS ED 002f SQA Performance - % attaining 1+ SCQF 6 or more by end of S5</p>  <table border="1"> <caption>SQA Performance Data (2003/04 to 2009/10)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>2003/04</td><td>39.6%</td></tr> <tr><td>2004/05</td><td>39.3%</td></tr> <tr><td>2005/06</td><td>39%</td></tr> <tr><td>2006/07</td><td>39.4%</td></tr> <tr><td>2007/08</td><td>36.8%</td></tr> <tr><td>2008/09</td><td>39%</td></tr> <tr><td>2009/10</td><td>39%</td></tr> </tbody> </table>				Year	Percentage	2003/04	39.6%	2004/05	39.3%	2005/06	39%	2006/07	39.4%	2007/08	36.8%	2008/09
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Latest Update	Percentage of S4 roll achieving 1 or more awards at level 6 (Higher Grade A-C or better) by the end of S5 has not changed in 2010. No significant trend since 1999. No significant trend since 2004. Nationally, Aberdeen ranks 25th for this measure, a drop of two ranks from 2009 where it ranked 23rd.																




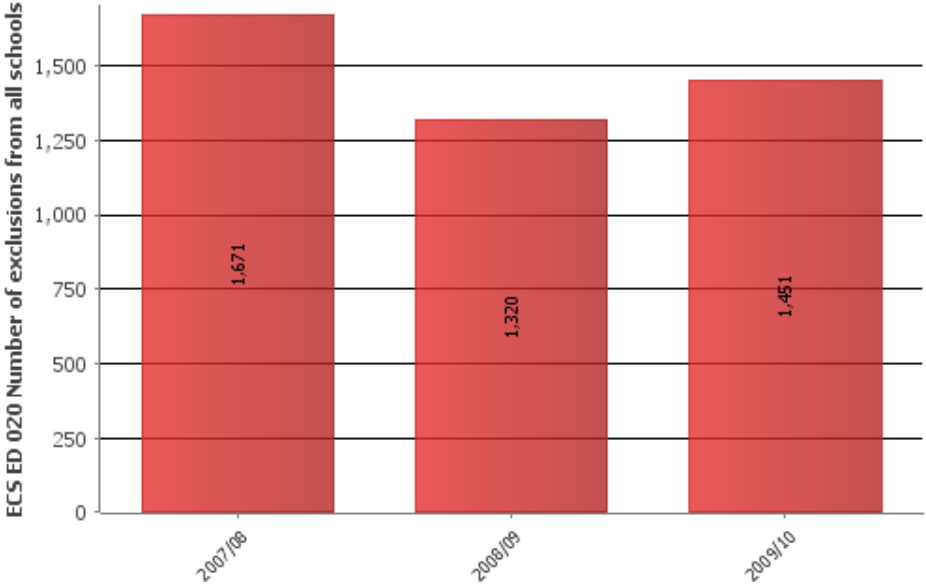
Performance Indicator	SQA Performance - % attaining 3+ SCQF 6 or more by end of S5	Traffic Light	Short Trend	Long Trend
Target	23%			
Current Value	22%			
SQA Performance - % attaining 3+ SCQF 6 or more by end of S5	<p>ECS ED 002g SQA Performance - % attaining 3+ SCQF 6 or more by end of S5</p> 			
Latest Update	Percentage of S4 roll achieving 3 or more awards at level 6 or better (Higher at A-C) by the end of S5 decreased by 2% in 2010. No significant trend since 1999. No significant trend since 2004. Nationally, Aberdeen ranks 23rd for this measure, a drop of 9 ranks from 2009.			




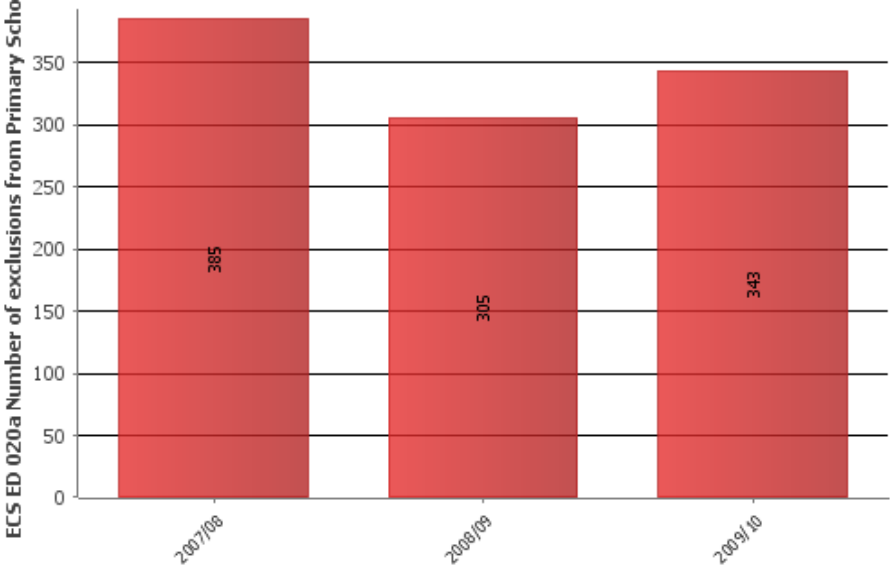
Performance Indicator	SQA Performance - % attaining 1+ SCQF 6 or more by end of S6	Traffic Light	Short Trend	Long Trend																					
Target	45%																								
Current Value	44%																								
SQA Performance - % attaining 1+ SCQF 6 or more by end of S6	<p>ECS ED 002h SQA Performance - % attaining 1+ SCQF 6 or more by end of S6</p>  <table border="1"> <caption>SQA Performance Data (2003/04 to 2009/10)</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> <th>Annual Target (%)</th> </tr> </thead> <tbody> <tr> <td>2003/04</td> <td>42.7%</td> <td>43%</td> </tr> <tr> <td>2004/05</td> <td>44.8%</td> <td>43%</td> </tr> <tr> <td>2005/06</td> <td>44.1%</td> <td>43%</td> </tr> <tr> <td>2006/07</td> <td>43.8%</td> <td>43%</td> </tr> <tr> <td>2007/08</td> <td>44.3%</td> <td>43%</td> </tr> <tr> <td>2008/09</td> <td>41%</td> <td>45%</td> </tr> <tr> <td>2009/10</td> <td>44%</td> <td>45%</td> </tr> </tbody> </table>				Year	Performance (%)	Annual Target (%)	2003/04	42.7%	43%	2004/05	44.8%	43%	2005/06	44.1%	43%	2006/07	43.8%	43%	2007/08	44.3%	43%	2008/09	41%	45%
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2006/07	43.8%	43%																							
2007/08	44.3%	43%																							
2008/09	41%	45%																							
2009/10	44%	45%																							
Latest Update	Percentage of S4 roll achieving 1 or more awards at level 6 or better (Higher at A-C) by the end of S6 increased by 3% in 2010. No significant trend since 1999. No significant trend since 2004. Nationally, Aberdeen ranks 24th for this measure in 2010, no change from its rank in 2009.																								




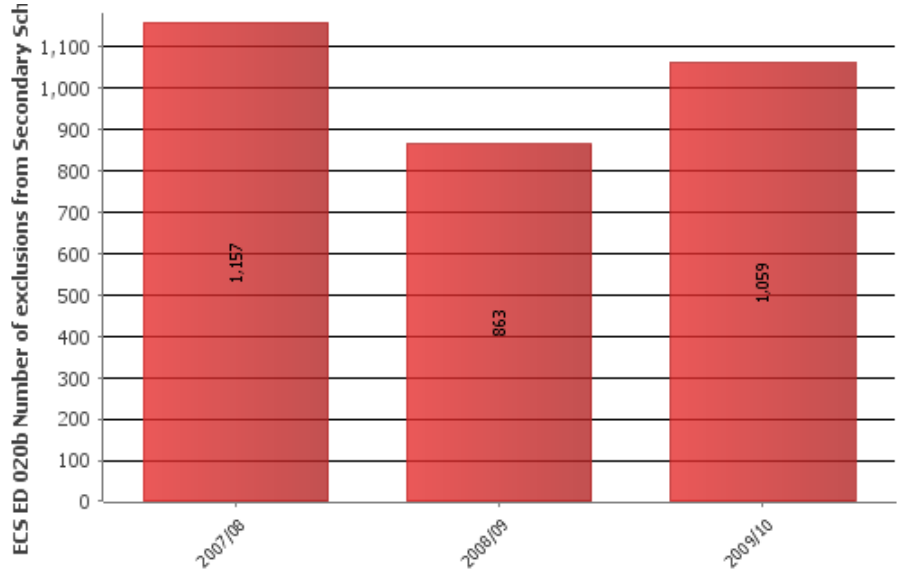
Performance Indicator	SQA Performance - % attaining 3+ SCQF 6 or more by end of S6	Traffic Light	Short Trend	Long Trend
Target	31%			
Current Value	32%			
SQA Performance - % attaining 3+ SCQF 6 or more by end of S6	<p>ECS ED 002i SQA Performance - % attaining 3+ SCQF 6 or more by end of S6</p> 			
Latest Update	Percentage of S4 roll achieving 3 or more awards at level 6 or better (Higher at A-C) by the end of S6 increased by 2% in 2010. No significant trend since 1999. No significant trend since 2004. Nationally, Aberdeen ranks 18th for this measure in 2010, a drop of one rank from 2009.			




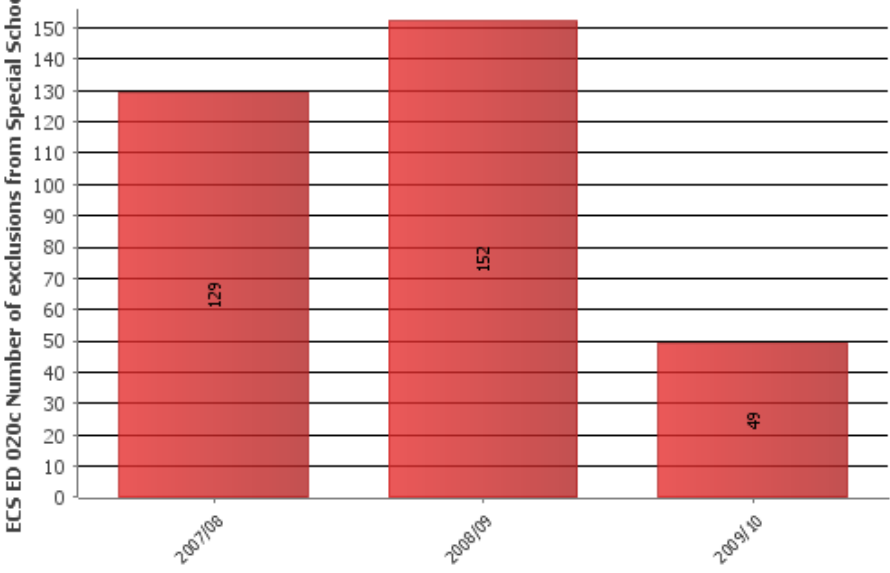
Performance Indicator	SQA Performance - % attaining 5+ SCQF 6 or more by end of S6	Traffic Light	Short Trend	Long Trend													
Target	20%																
Current Value	22%																
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Latest Update	Percentage of S4 roll achieving 5 or more awards at level 6 or better (Higher at A-C) by the end of S6 increased by 1% in 2010. Significant upward trend since 1999. No significant trend since 2004. Nationally, Aberdeen ranks 15th for this measure, a rise of two ranks from 17th in 2009.																




Performance Indicator	SQA Performance - % attaining 1+ SCQF 7 or more by end of S6	Traffic Light	Short Trend	Long Trend																																		
Target	13%	🟢	⬆️	⬆️																																		
Current Value	16%																																					
SQA Performance - % attaining 1+ SCQF 7 or more by end of S6	<p>ECS ED 002k SQA Performance - % attaining 1+ SCQF 7 or more by end of S6</p> <table border="1"> <caption>SQA Performance Data (2003/04 to 2009/10)</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>2003/04</td> <td>14.2%</td> <td>13%</td> </tr> <tr> <td>2004/05</td> <td>16.5%</td> <td>13%</td> </tr> <tr> <td>2005/06</td> <td>15.7%</td> <td>13%</td> </tr> <tr> <td>2006/07</td> <td>14%</td> <td>13%</td> </tr> <tr> <td>2007/08</td> <td>14.3%</td> <td>13%</td> </tr> <tr> <td>2008/09</td> <td>14%</td> <td>13%</td> </tr> <tr> <td>2009/10</td> <td>16%</td> <td>13%</td> </tr> </tbody> </table>	Year	Performance (%)	Target (%)	2003/04	14.2%	13%	2004/05	16.5%	13%	2005/06	15.7%	13%	2006/07	14%	13%	2007/08	14.3%	13%	2008/09	14%	13%	2009/10	16%	13%	<p>2009/10 result</p> <table border="1"> <caption>Gauge Chart Data</caption> <thead> <tr> <th>Value (%)</th> <th>Color</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>Red</td> </tr> <tr> <td>10.4%</td> <td>Yellow</td> </tr> <tr> <td>12.35%</td> <td>Green</td> </tr> <tr> <td>16%</td> <td>Green (Current)</td> </tr> <tr> <td>100%</td> <td>Green</td> </tr> </tbody> </table>	Value (%)	Color	0%	Red	10.4%	Yellow	12.35%	Green	16%	Green (Current)	100%	Green
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Latest Update	<p>Percentage of S4 roll achieving 1 or more awards at level 7 or better (Advanced Higher at A-C) by the end of S6 increased by 2% in 2010. Significant upward trend since 1999. No significant trend since 2004. Nationally, Aberdeen ranks 11th for this measure, a rise of six ranks from 2009.</p>																																					




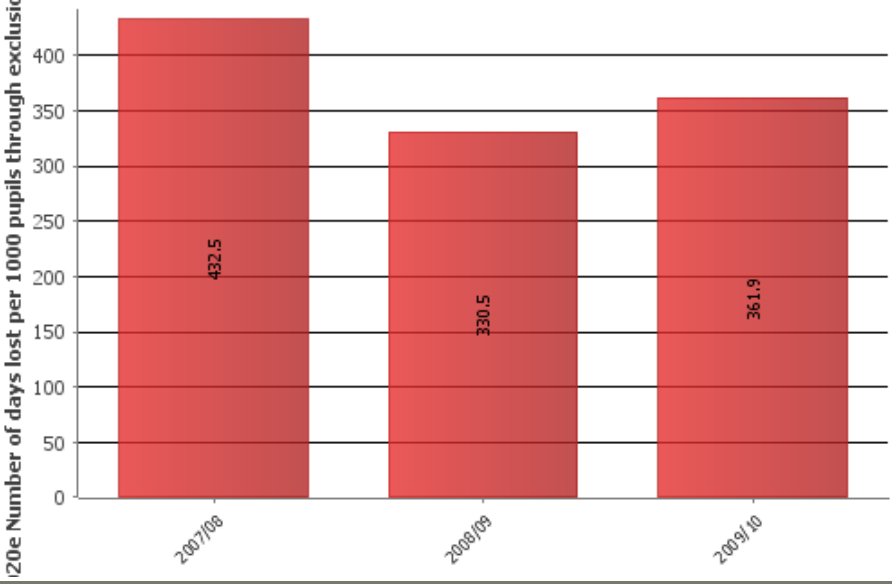
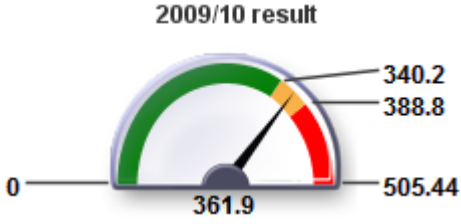
Performance Indicator	Number of exclusions from all schools	Traffic Light	Short Trend	Long Trend
Target				
Current Value	1,451			
Total of all exclusions from primary, secondary and special schools.				
Latest Update	<p>Total exclusions in Aberdeen City schools increased from 1347 in 2008/09 to 1451 in 2009/10. Exclusions in primary schools increased from 310 in 2008/09 to 343 in 2009/10. In primary schools 68.57 days per 1000 pupils were lost through exclusions, exceeding 54 days target. Total exclusions from secondary schools increased from 885 in 2008/09 to 1059 in 2009/10 and 361.87 days were lost per 1000 secondary pupils through exclusions. The set target for 2009/10 was 324 days. In special schools the number of exclusions decreased significantly from 152 in 2008/09 to 49 in 2009/10 and a number of days per 1000 pupils lost trough exclusion dropped from 1242.6 in 2008/09 to 314 in 2009/10.</p>			

Performance Indicator	Number of exclusions from Primary Schools	Traffic Light	Short Trend	Long Trend
Target				
Current Value	343			
Latest Update	<p>In 2010, there were 343 exclusions, an increase of 12.5% for primary schools over the 2009's 305 exclusions. However, the 2010 figure remained below its equivalent in 2008 which saw 385 primary exclusions. Data has been submitted to the Scottish government and national trend information should be available in January 2011.</p>			




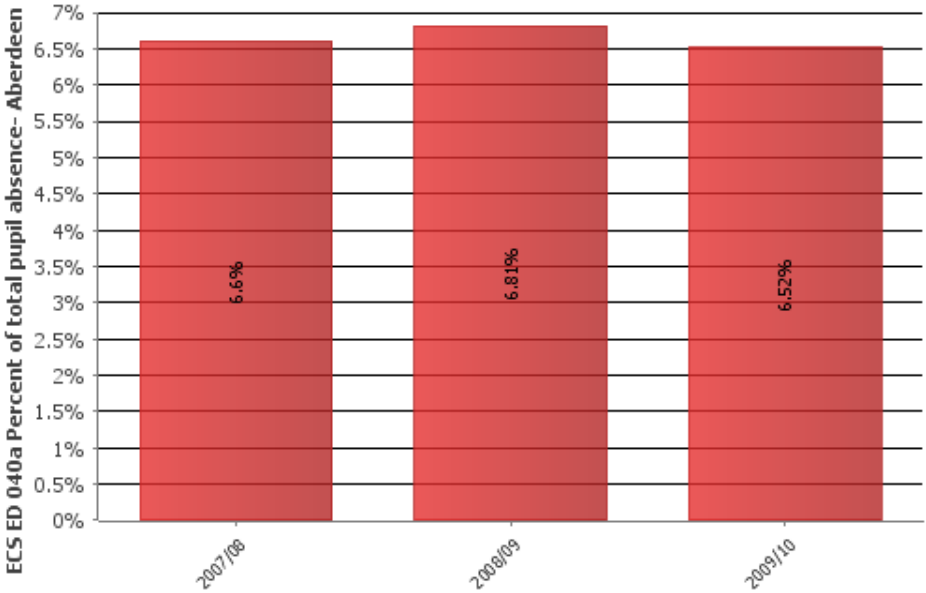
Performance Indicator	Number of exclusions from Secondary Schools	Traffic Light	Short Trend	Long Trend
Target				
Current Value	1,059			
Latest Update	<p>In 2010, the number of secondary school exclusions increased from 863 in 2009 to 1059 in 2010, an increase of 22.7%. However, this figure remained lower in 2010 than its equivalent in 2008 which had 1157 secondary exclusions. National data will be available from the Scottish government in January 2011.</p>			




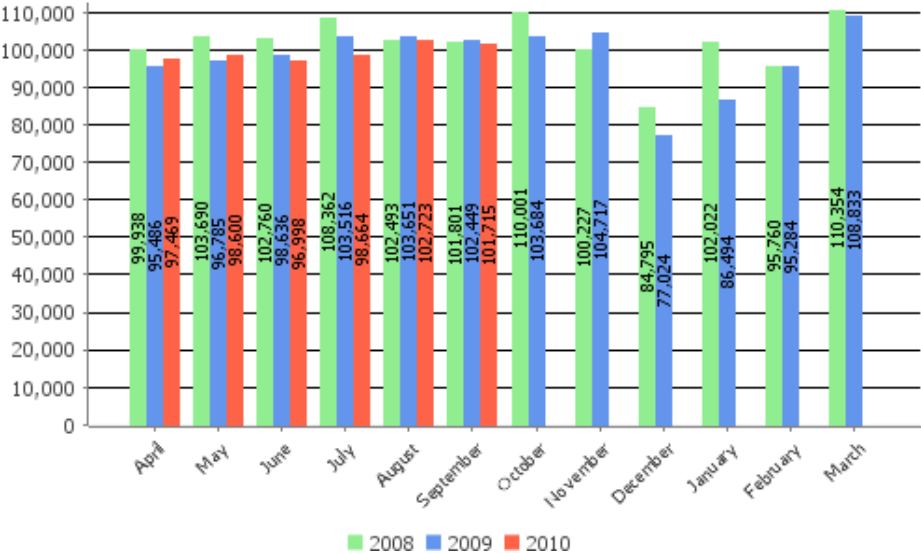
Performance Indicator	Number of exclusions from Special Schools	Traffic Light	Short Trend	Long Trend
Target				
Current Value	49			
Latest Update	In 2010, there were 49 exclusions, a drop of 67.7% from 2009 which had 152 exclusions. National data will be available in January 2011.			

Performance Indicator	Number of days lost per 1000 pupils through exclusions- Primary	Traffic Light	Short Trend	Long Trend
Target	54			
Current Value	68.6			
Latest Update	In 2010, there was an increase of approximately 10 days per 1000 pupils lost due to exclusions. Despite this decrease, the 2010 figure remains below its 2008 level of 85.6 days.			

Performance Indicator	Number of days lost per 1000 pupils through exclusions- Secondary	Traffic Light	Short Trend	Long Trend
Target	324			
Current Value	361.9	 		
Latest Update	In 2010, there was an increase of approximately 31 days per 1000 pupils lost due to exclusions. Despite this decrease, the 2010 figure remains significantly below its 2008 level.			

Performance Indicator	Number of days lost per 1000 pupils through exclusions- Special	Traffic Light	Short Trend	Long Trend								
Target		?	↑	↑								
Current Value	314											
	<table border="1"> <caption>Number of days lost per 1000 pupils through exclusions</caption> <thead> <tr> <th>Year</th> <th>Number of days lost per 1000 pupils</th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td>856.3</td> </tr> <tr> <td>2008/09</td> <td>1,242.6</td> </tr> <tr> <td>2009/10</td> <td>314</td> </tr> </tbody> </table>	Year	Number of days lost per 1000 pupils	2007/08	856.3	2008/09	1,242.6	2009/10	314			
Year	Number of days lost per 1000 pupils											
2007/08	856.3											
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Latest Update	<p>In 2010, there were 314 days per 1000 pupils lost due to exclusions, a significant decrease of 928 days per 1000 pupils. It should be noted that due to the relatively small number of special school pupils, this figure can experience large fluctuations from a small change in exclusions.</p>											

Performance Indicator	Percent of total pupil absence- Aberdeen City	Traffic Light	Short Trend	Long Trend
Target				
Current Value	6.52%			
	<p data-bbox="533 375 560 957" style="writing-mode: vertical-rl; transform: rotate(180deg);">ECS ED 040a Percent of total pupil absence- Aberdeen</p>			
Latest Update	<p data-bbox="533 981 2083 1029">In 2010, there was a drop of 0.29 percentage points, little change in the percentage of total pupil absence from the 2009 value. This figure has remained relatively stable over the past two years.</p>			

Performance Indicator	Collective number of monthly visits to libraries in person	Traffic Light	Short Trend	Long Trend																																																		
Target																																																						
Current Value	101,715																																																					
Collective number of monthly visits to libraries in person	<p style="text-align: center;">ECS LIB 001a Collective number of monthly visits to libraries in person</p>  <table border="1" style="display: none;"> <caption>Monthly Visits Data</caption> <thead> <tr> <th>Month</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr><td>April</td><td>99,938</td><td>95,486</td><td>97,483</td></tr> <tr><td>May</td><td>103,690</td><td>96,785</td><td>98,600</td></tr> <tr><td>June</td><td>102,760</td><td>98,636</td><td>96,938</td></tr> <tr><td>July</td><td>108,362</td><td>103,516</td><td>98,664</td></tr> <tr><td>August</td><td>102,493</td><td>103,651</td><td>102,723</td></tr> <tr><td>September</td><td>101,801</td><td>102,449</td><td>101,715</td></tr> <tr><td>October</td><td>110,001</td><td>103,684</td><td></td></tr> <tr><td>November</td><td>100,227</td><td>104,717</td><td></td></tr> <tr><td>December</td><td>84,795</td><td>77,024</td><td></td></tr> <tr><td>January</td><td>102,022</td><td>86,494</td><td></td></tr> <tr><td>February</td><td>95,760</td><td>95,284</td><td></td></tr> <tr><td>March</td><td>110,354</td><td>108,833</td><td></td></tr> </tbody> </table>	Month	2008	2009	2010	April	99,938	95,486	97,483	May	103,690	96,785	98,600	June	102,760	98,636	96,938	July	108,362	103,516	98,664	August	102,493	103,651	102,723	September	101,801	102,449	101,715	October	110,001	103,684		November	100,227	104,717		December	84,795	77,024		January	102,022	86,494		February	95,760	95,284		March	110,354	108,833		101,715
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Latest Update	<p>Analysis: Visitor figures increased at several libraries across the city including Bucksburn, Cornhill, Cove, Kincorth and Mastrick and the Central Children's Library saw over 814 more visitors come through their doors than last year. However some community libraries continued to see a decline markedly including Bridge of Don, Cults, Tillydrone and the Central Adult Library. Linksfield Library closed on the 30th September and Kaimhill continues to be served by the Mobile library until the new 3Rs building is completed. Issue figures for stock continues to be down overall despite 10 community libraries showing an increase in children's books and 4 with an increase in adult books issued. Audio Visual loans continue to decline rapidly as a direct result of the increase in charges at the start of the year. Use of online databases continues to increase and overall use of digital online services including the online request service has grown. Since the introduction of online request in 2008/9 there has been a 43% increase in use. There has also been an increase in WiFi usage which is likely to continue as 4 community libraries introduced this service during September. Cove public PCs were replaced during September as were the PCs in the children's library although there was a disruption for a day when they were being installed. They will deliver an improved access for library users at both locations. Aberdeen College classes started during September in the Media Centre, Bucksburn, Cults and Tillydrone Aberdeen College Learning centres. Various exhibitions and events were held during September as part of the 50+ festival with taster sessions; Wii Fit sessions and writer workshops were held in libraries across the city. School and nursery visits saw 990 and 174 children respectively visit libraries. The Curriculum Resource and Information Service began their CPD programme for teachers and other school support staff.</p>																																																					

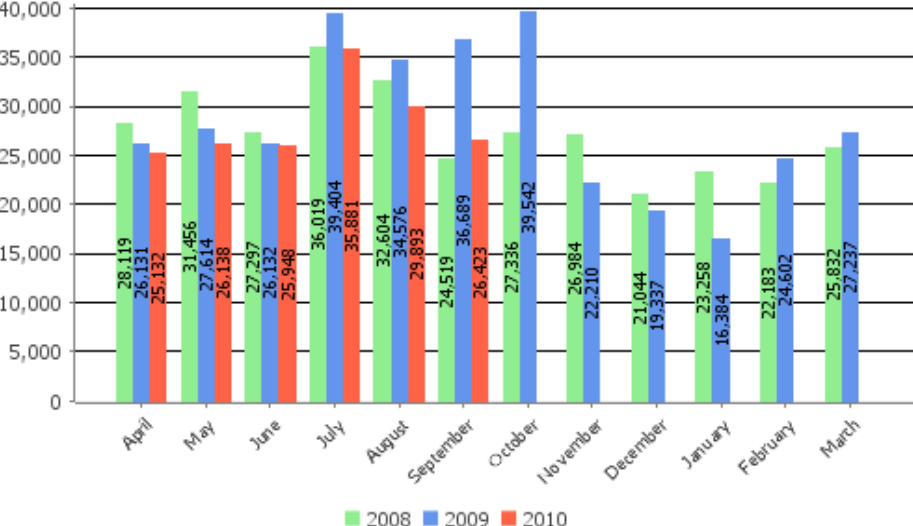
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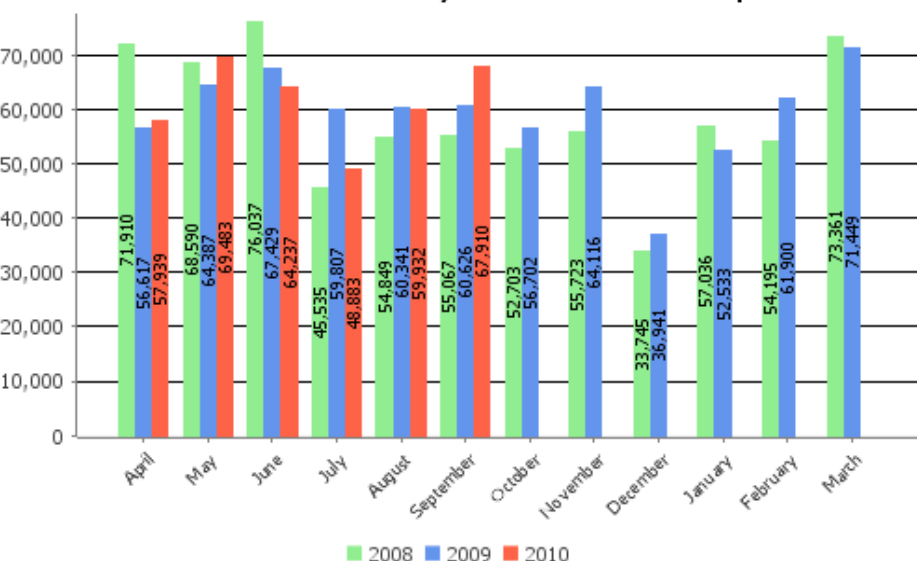
Community Librarians are actively encouraging local schools to visit libraries and the early years Bookbug programme is going out to groups to encourage reading at an early stage. Links have been made with the Childminders Group and various other groups who work with children to raise awareness of what libraries can offer and encourage them to come along to Bookbug and story time sessions.

During the October holidays there are various activities in community libraries including Europe Direct Bags of Fun sessions at Dyce and Tillydrone community libraries and Ferryhill Library hosts a Europe Direct road show.




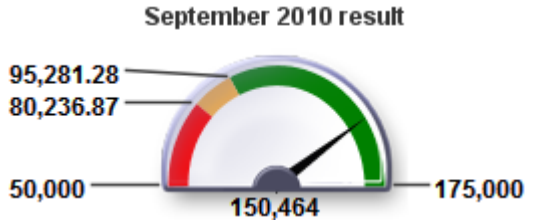
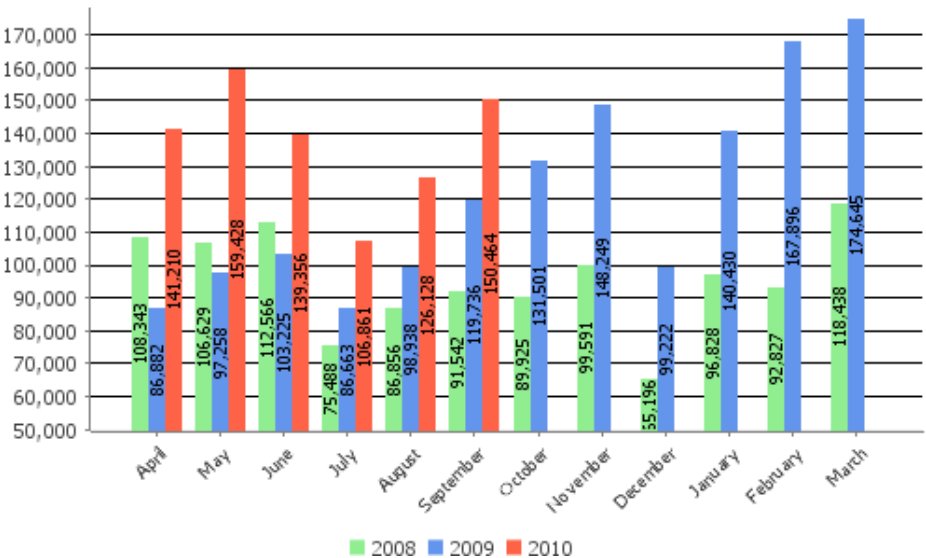
Exhibitions in October include Reflections and Visions: photographs from a group of looked after children and See Me photograph exhibitions in the Central Library. Aberdeen in the 50s exhibition will be touring around community libraries. There will also be a display relating to the launch of Scottish Church Court Records online a joint project between the National Archives of Scotland and Church of Scotland.

At the end of the month Scottish Opera makes a welcome return to the Central Library after their successful visit earlier in the year with two short performances of Kamishibai.

Performance Indicator	Collective number of monthly visits to/usages of council funded or part funded museums - in person	Traffic Light	Short Trend	Long Trend																																																				
Target																																																								
Current Value	26,423	<div data-bbox="528 395 1460 994"> <p data-bbox="539 403 1449 451">ECS MG 001b Collective number of monthly visits to/usages of council funded or part funded museums - in person</p>  <table border="1" data-bbox="539 459 1449 986"> <thead> <tr> <th>Month</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr><td>April</td><td>28,119</td><td>26,131</td><td>25,132</td></tr> <tr><td>May</td><td>31,456</td><td>27,614</td><td>26,138</td></tr> <tr><td>June</td><td>27,297</td><td>26,132</td><td>25,948</td></tr> <tr><td>July</td><td>36,019</td><td>39,404</td><td>35,881</td></tr> <tr><td>August</td><td>32,604</td><td>34,576</td><td>29,893</td></tr> <tr><td>September</td><td>24,519</td><td>36,689</td><td>26,423</td></tr> <tr><td>October</td><td>27,336</td><td>39,542</td><td></td></tr> <tr><td>November</td><td>26,984</td><td>22,210</td><td></td></tr> <tr><td>December</td><td>21,044</td><td>19,337</td><td></td></tr> <tr><td>January</td><td>23,258</td><td>16,384</td><td></td></tr> <tr><td>February</td><td>22,183</td><td>24,602</td><td></td></tr> <tr><td>March</td><td>25,832</td><td>27,237</td><td></td></tr> </tbody> </table> </div>			Month	2008	2009	2010	April	28,119	26,131	25,132	May	31,456	27,614	26,138	June	27,297	26,132	25,948	July	36,019	39,404	35,881	August	32,604	34,576	29,893	September	24,519	36,689	26,423	October	27,336	39,542		November	26,984	22,210		December	21,044	19,337		January	23,258	16,384		February	22,183	24,602		March	25,832	27,237	
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Performance Indicator	Collective monthly number of attendances at pools	Traffic Light	Short Trend	Long Trend																																																		
Target																																																						
Current Value	67,910																																																					
<p>Collective monthly attendance to pools excluding community facilities (see ECS SP 002a for dry facility attendance)</p>	<p style="text-align: center;">ECS SP 001a Collective monthly number of attendances at pools</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Month</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr><td>April</td><td>71,910</td><td>56,617</td><td>57,939</td></tr> <tr><td>May</td><td>68,590</td><td>64,387</td><td>69,483</td></tr> <tr><td>June</td><td>76,037</td><td>67,429</td><td>64,237</td></tr> <tr><td>July</td><td>45,535</td><td>59,807</td><td>48,883</td></tr> <tr><td>August</td><td>54,849</td><td>60,341</td><td>59,932</td></tr> <tr><td>September</td><td>55,067</td><td>60,626</td><td>67,910</td></tr> <tr><td>October</td><td>52,703</td><td>56,702</td><td></td></tr> <tr><td>November</td><td>55,723</td><td>64,116</td><td></td></tr> <tr><td>December</td><td>33,745</td><td>36,941</td><td></td></tr> <tr><td>January</td><td>57,036</td><td>52,533</td><td></td></tr> <tr><td>February</td><td>54,195</td><td>61,900</td><td></td></tr> <tr><td>March</td><td>73,361</td><td>71,449</td><td></td></tr> </tbody> </table>	Month	2008	2009	2010	April	71,910	56,617	57,939	May	68,590	64,387	69,483	June	76,037	67,429	64,237	July	45,535	59,807	48,883	August	54,849	60,341	59,932	September	55,067	60,626	67,910	October	52,703	56,702		November	55,723	64,116		December	33,745	36,941		January	57,036	52,533		February	54,195	61,900		March	73,361	71,449		<p>67,910</p>
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Latest Update	<p>September saw an increase of admissions compared to the previous two years during the same month. This effect primarily occurred at the Beach Leisure Centre, as well as Kincorth, Bucksburn and Hazlehead swimming pools. Interestingly, this effect is also occurring despite relatively fewer locations and opening hours compared to previous years. As of September, the cumulative yearly figure is approximately 8400 admissions higher than at this time in 2009.</p>																																																					

Performance Indicator	Collective monthly number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex	Traffic Light	Short Trend	Long Trend																																																	
Target																																																					
Current Value	82,554	<p style="text-align: center;">82,554</p>																																																			
<p>Collective monthly attendance at indoor sports and leisure facilities excluding those with pools in a combined complex and including Aberdeen Sports Village (see ECS SP 001a for pool attendance figures)</p>	<p>ECS SP 002a Collective monthly number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex</p> <table border="1"> <caption>Monthly Attendance Data (Estimated from Chart)</caption> <thead> <tr> <th>Month</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr><td>April</td><td>36,433</td><td>30,265</td><td>83,271</td></tr> <tr><td>May</td><td>38,039</td><td>32,871</td><td>89,945</td></tr> <tr><td>June</td><td>36,529</td><td>35,796</td><td>75,119</td></tr> <tr><td>July</td><td>29,953</td><td>26,856</td><td>57,378</td></tr> <tr><td>August</td><td>32,007</td><td>38,597</td><td>66,196</td></tr> <tr><td>September</td><td>36,475</td><td>59,110</td><td>82,554</td></tr> <tr><td>October</td><td>37,222</td><td>74,799</td><td></td></tr> <tr><td>November</td><td>43,868</td><td>84,133</td><td></td></tr> <tr><td>December</td><td>31,451</td><td>62,281</td><td></td></tr> <tr><td>January</td><td>39,792</td><td>87,897</td><td></td></tr> <tr><td>February</td><td>38,632</td><td>105,996</td><td></td></tr> <tr><td>March</td><td>45,077</td><td>103,196</td><td></td></tr> </tbody> </table>				Month	2008	2009	2010	April	36,433	30,265	83,271	May	38,039	32,871	89,945	June	36,529	35,796	75,119	July	29,953	26,856	57,378	August	32,007	38,597	66,196	September	36,475	59,110	82,554	October	37,222	74,799		November	43,868	84,133		December	31,451	62,281		January	39,792	87,897		February	38,632	105,996		March
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Performance Indicator	Total sports admissions for indoor facilities and pools	Traffic Light	Short Trend	Long Trend																																																	
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National Qualifications

A QUICK GUIDE



This guide gives you the basic facts about National Qualifications (NQs) in Scotland and tells you about the range of qualifications available.

National Qualifications — a quick guide



National Qualifications (NQs) are one of the most important types of qualification in Scotland. Almost everyone leaving school or college today has one or more NQ. This leaflet will give you an idea of what the NQs that a young person might achieve at school or college actually mean.

NQs are awarded by the Scottish Qualifications Authority (SQA) — Scotland's national body for qualifications.

What are National Qualifications?

National Qualifications are one of the three main groups of qualifications awarded by SQA. The other two groups are Higher National qualifications (usually taken at college) and Scottish Vocational Qualifications (work-based qualifications).

NQs are taken by students in secondary schools and colleges (and some training centres). They cover subjects to suit everyone's interests and skills, from Chemistry to Construction, History to Hospitality, and Computing to Care.

The types of NQ that you will come across are:

- Standard Grades
- National Units
- National Courses
- Group Awards

Standard Grades

Standard Grades are generally taken over the third and fourth year at secondary schools. Students often take seven or eight subjects including Mathematics and English.

There are three levels of study: Credit, General and Foundation. Students usually take exams at two levels — Credit and General or General and Foundation. This makes sure that students have the best

Level	Grade
Credit	1 or 2
General	3 or 4
Foundation	5 or 6
Course completed	7

chance of achieving as high a grade as possible. The table shows the levels and grades that can be achieved.

National Units

National Units are the building blocks of National Courses and Group Awards. They are also qualifications in their own right, and are normally designed to take 40 hours of teaching to complete. Over 3,500 National Units are available.

National Courses

National Courses are usually made up of three National Units and an external assessment (which could be an exam or a piece of work that is assessed by examiners). There are National Courses at various levels.

Levels

Access 1, 2 and 3

Access 1 is designed for students who require considerable support with their learning, while Access 2 is designed for those with more moderate support needs. Access 3 is comparable with Standard Grade Foundation level.

Learning at Access 1, 2 and 3 is assessed by the school — it does not involve an exam.

Intermediate 1 and 2

Intermediate 1 and 2 are qualifications for students who have completed Standard Grades, or Courses at Access 3. For some students Intermediate 2 is a stepping stone to Higher. They are also suitable for those wishing to take up a new subject at school or college. Some schools now offer Intermediate Units and Courses as alternatives to Standard Grade in second, third and fourth year.

Higher

Highers are aimed particularly at students who have passed subjects at Standard Grade Credit level, or who have successfully completed a Course at Intermediate 2. (Adults wishing to study Highers at college may not need previous qualifications.)

Highers are normally needed for entry into university or college to study for degree or Higher National Certificate or Diploma courses (HNCs or HNDs).



National Qualifications — a quick guide

Advanced Higher

Advanced Highers are aimed at students who have passed Highers, and are usually taken in sixth year of school or at college. These Courses extend the skills and knowledge gained at Higher and are useful for entry to university or employment.

Skills for Work Courses

Skills for Work National Courses have been introduced on a pilot basis to encourage school students to become familiar with the world of work. They involve a strong element of learning through involvement in practical activities which are directly related to a particular vocational area, and they develop knowledge and skills that are important to employment. They are available at a range of levels and are normally delivered by a school and college working in partnership.

Skills for Work Courses are assessed by the school or college — they do not involve a Course assessment, such as an exam (though the assessments are quality assured by SQA).

Group Awards

National Qualifications Group Awards are built up from National Units.

National Progression Awards (NPAs)

NPAs are designed to develop and assess a defined set of skills and knowledge in specialist vocational areas. They are linked to National Occupational Standards — the basis of Scottish Vocational Qualifications.

NPAs range from Access 2 to Higher, and are mainly used by colleges for short programmes of study, such as part-time programmes for those already in work or return-to-work programmes for the unemployed.

NPAs are available from summer 2006.

National Certificates

National Certificates are primarily aimed at 16–18 year olds and adults in full-time education, normally at a college. They prepare students for more advanced study or employment. National Certificates are available from summer 2006.



How are NQs assessed?

Unit assessments are tasks that are set and marked against national standards by teachers and lecturers in schools and colleges. This is known as an internal assessment.

Most National Courses from Intermediate 1 to Advanced Higher include an external assessment. This can be an exam, project work or folio, which is completed during the Course and then marked by SQA. How well the candidate does in the external assessment determines the grade for the Course.

Access 2 and 3 and Skills for Work Courses are assessed by teachers or lecturers and have no final exam. Marking is checked by SQA.

Achieving Grades

For Intermediate 1 to Advanced Higher Courses

Grades are awarded on the basis of how well a student does in the external assessment. To pass a Course, a student has to pass all three National Units as well as achieve a grade in the external assessment (where there is one). Intermediate 1 to Advanced Higher Courses are awarded at Grades A–D.

There is a comprehensive appeals system for students who do not perform as well as expected.

Access 2 and 3 and Skills for Work National Courses are ungraded. Students pass the National Units that make up the Course to achieve the qualification.

Core Skills

Core Skills are the essential skills that help people through their education, training, work and life. They are often built into National Units and National Courses, so students don't have to sit additional assessments, but they can also be studied as Units in their own right. The Core Skills are:

- Communication
- Numeracy
- Problem Solving
- Information Technology
- Working with Others

Everyone who achieves SQA qualifications automatically gets a Core Skills Profile — a listing of all the Core Skills they've achieved — on their Scottish Qualifications Certificate.



National Qualifications — a quick guide

The Scottish Credit and Qualifications Framework (SCQF)

To understand how NQs and other qualifications relate to each other, you need to know a bit about the SCQF.

The SCQF is a way of comparing and understanding Scottish qualifications. It does this by giving qualifications level and credit points. These show how demanding the learning for a qualification is, and roughly how long it takes to achieve the qualification.

- The level of a qualification shows how difficult it is. There are 12 levels in the SCQF, level 1 being the least difficult and level 12 the most difficult.

- The number of SCQF credit points shows how much learning has to be done to achieve the qualification. One SCQF credit point equals about 10 hours of learning (including assessment). So a student achieving a qualification with 24 SCQF credit points will have done approximately 240 hours of learning.

Levels and credit points are shown on the certificates we issue to students.

The table below shows how SQA qualifications and those awarded by universities fit into the SCQF.

SCQF Levels	SQA National Units, Courses and Group Awards	Universities and colleges	SVQ
12		Doctorate	
11		Masters Degree	SVQ 5
10		Honours Degree	
9		Ordinary Degree	
8		Higher National Diploma	SVQ 4
7	Advanced Higher	Higher National Certificate	
6	Higher		SVQ 3
5	Intermediate 2/ Standard Grade Credit		SVQ 2
4	Intermediate 1/ Standard Grade General		SVQ 1
3	Access 3/ Standard Grade Foundation		
2	Access 2		
1	Access 1		

More information

Our Customer Contact Centre can provide more information about any of our qualifications. There are also some other useful publications that you can request or download from our website:

- *Scottish Qualifications*
FD2904 March 2006
- *HN Qualifications of Choice*
CC3141 March 2006
- *SVQs: an introduction for employers*
DD3133 March 2006
- *Appeals: how the system works*
BA1879 March 2006
- *Introducing Advanced Higher*
BD2803 March 2006

Useful web addresses

www.sqa.org.uk

www.parentzonescotland.gov.uk

www.ltscotland.org.uk

www.sfeu.ac.uk



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AUTHORITY



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curriculum for excellence



New National Qualifications





About Curriculum for Excellence

You will know by now that Scotland is reforming its curriculum for young people. Curriculum for Excellence describes a set of outcomes and experiences that will help Scotland's young people take their place in modern society by becoming successful learners, confident individuals, responsible citizens and effective contributors.

One aspect of the reform is that we are going to be making some changes to our National Qualifications — the qualifications that most young people do at school or in colleges. Some new qualifications will be introduced, and others will be revised to take account of Curriculum for Excellence.

We are working to develop the new qualifications in partnership with the teaching profession, the Scottish Government and national and local partners.

We are introducing new National Qualifications at SCQF levels 4 and 5. Called simply 'National 4' and 'National 5', these will replace the current level 4 and 5 National Qualifications — Standard Grade General and Credit, and Intermediate 1 and 2. Foundation level Standard Grades (SCQF level 3) will be replaced by the new Access 3.

National Qualifications at the other SCQF levels — Access 1 and Access 2 (SCQF 1 and 2), and Higher and Advanced Higher (SCQF 6 and 7) — will be revised.

These new qualifications will offer increased flexibility, a greater focus on skills and applying learning to real-life situations, and more time and scope for personalisation. They will meet the needs of learners as they progress from their broad, general education through the qualifications framework to other learning and eventually, employment.

Timetable — what's happening, and when

The new qualifications are being phased in between now and session 2015–16, as you can see from this timetable:

2010–11	New curriculum introduced
2012	Specifications for National 4 and National 5 and new Access and Higher qualifications published
2012–13	Last certification of Standard Grades Specifications for new Advanced Higher qualifications published
2013–14	National 4 and National 5 introduced ('dual run' with current Access, and Intermediate Courses)
2014–15	New Highers introduced ('dual run' with current Higher, Intermediate and Access Courses)
2015–16	New Advanced Higher introduced

You can see a more detailed account of the project timeline at www.sqa.org.uk/cfetimeline.



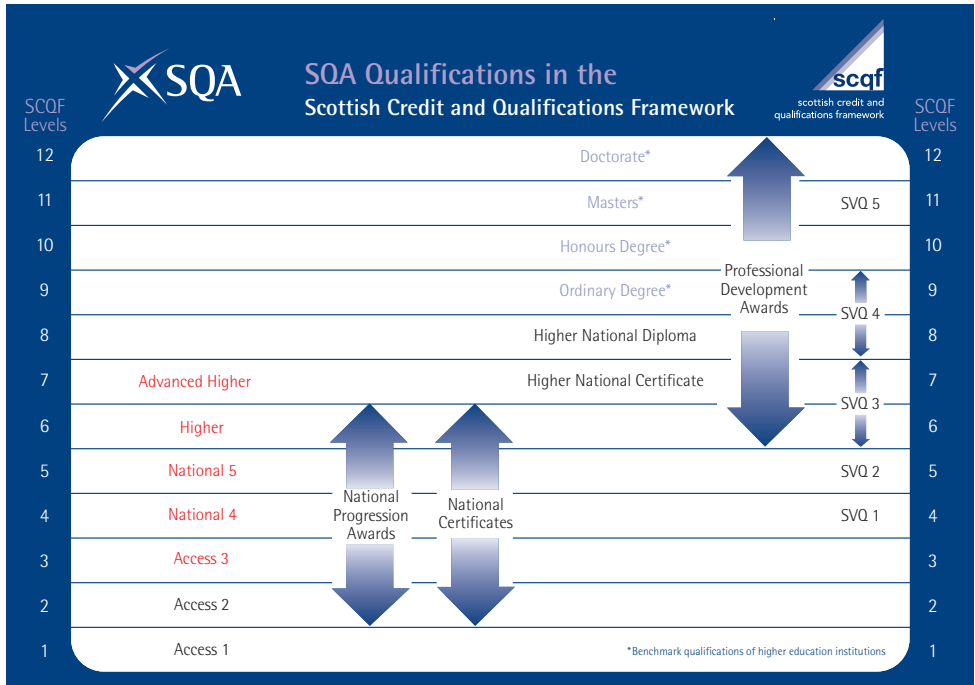
The new qualifications in the Scottish Credit and Qualifications Framework (SCQF)

The new National Qualifications are at levels 1–7 in the Scottish Credit and Qualifications Framework (SCQF).

The SCQF is a way of comparing the full range of Scottish qualifications and learning programmes.

The SCQF gives qualifications a level indicating how demanding each one is. Every qualification is also given a number of credit points to show how much learning must be done to achieve it. By making the level of qualifications easier to understand, the SCQF makes the progression or transfer between qualifications simpler.

Find out more about levels and credit points at www.sqa.org.uk/scqf.



Assessment

Assessment of the new qualifications will be appropriate to the subject and level. It will include a combination of practical work, case studies, examinations and projects.

All Unit assessment will be assessed on a pass/fail basis in centres. We will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

To be awarded a Course, learners will have to provide evidence they have met the requirements of all Units. They will also (for National 5, Higher and Advanced Higher) have to pass an external exam or, in some Courses, an external assessment based on coursework.

Where appropriate for the subject area, we will develop qualifications which combine assessments, reducing the number of assessments required.

For those learners who want to build up their achievements over time, Unit-by-Unit assessments will also be available.

Support for centres

We are committed to working with local authorities and individual schools and colleges to ensure the new qualifications and exams are successfully supported and implemented.

Our new Curriculum for Excellence Centre Liaison Team will provide a dedicated resource for every school and college throughout Scotland, delivering support and advice during the transition and implementation phases of the new qualifications.

The team will work with centres to confirm they are aware of the new qualifications so the teaching profession can ensure those pupils currently in S1 are well prepared for the new qualifications in 2013–2014.



They will also work with schools, colleges and local authorities to develop quality assurance approaches for the new qualifications at SCQF levels 3 and 4 (which are all internally assessed and externally quality assured by SQA).

We will support centres by helping to implement thorough quality assurance procedures — including external verification — to ensure assessment judgements made by schools and colleges are consistent and meet national standards.

The team will be working in partnership with your Business Development Team to ensure that you will continue to receive excellent customer service focused on your needs.

Find out more about the team and how to get in touch with them at www.sqa.org.uk/cfeteam.

Adding value

Each National 4, National 5, Higher and Advanced Higher Course will include a 40-hour added value element.

National 4 Courses will include an added value Unit. This will require the learner to demonstrate depth of understanding and/or application of skills. It will not be graded.

National 5, Higher and Advanced Higher Courses will include an external assessment. This will sample breadth, depth and/or application from across the Course. The external assessment will be graded.

Literacy and numeracy

The new National Qualifications will support the development of literacy and numeracy skills across the curriculum, helping to raise overall standards.

At SCQF levels 3 and 4, the Units will be designed to form part of English and Mathematics Courses.

At SCQF level 5 some, but not all, literacy and numeracy skills will be included within English and Mathematics Courses. As a result, these skills will not be separately certificated by SQA, based on these Courses. Freestanding Units at SCQF level 5 will be available for those who require full certification in literacy and numeracy.

The Literacy and Numeracy Units will also be available to adult learners.

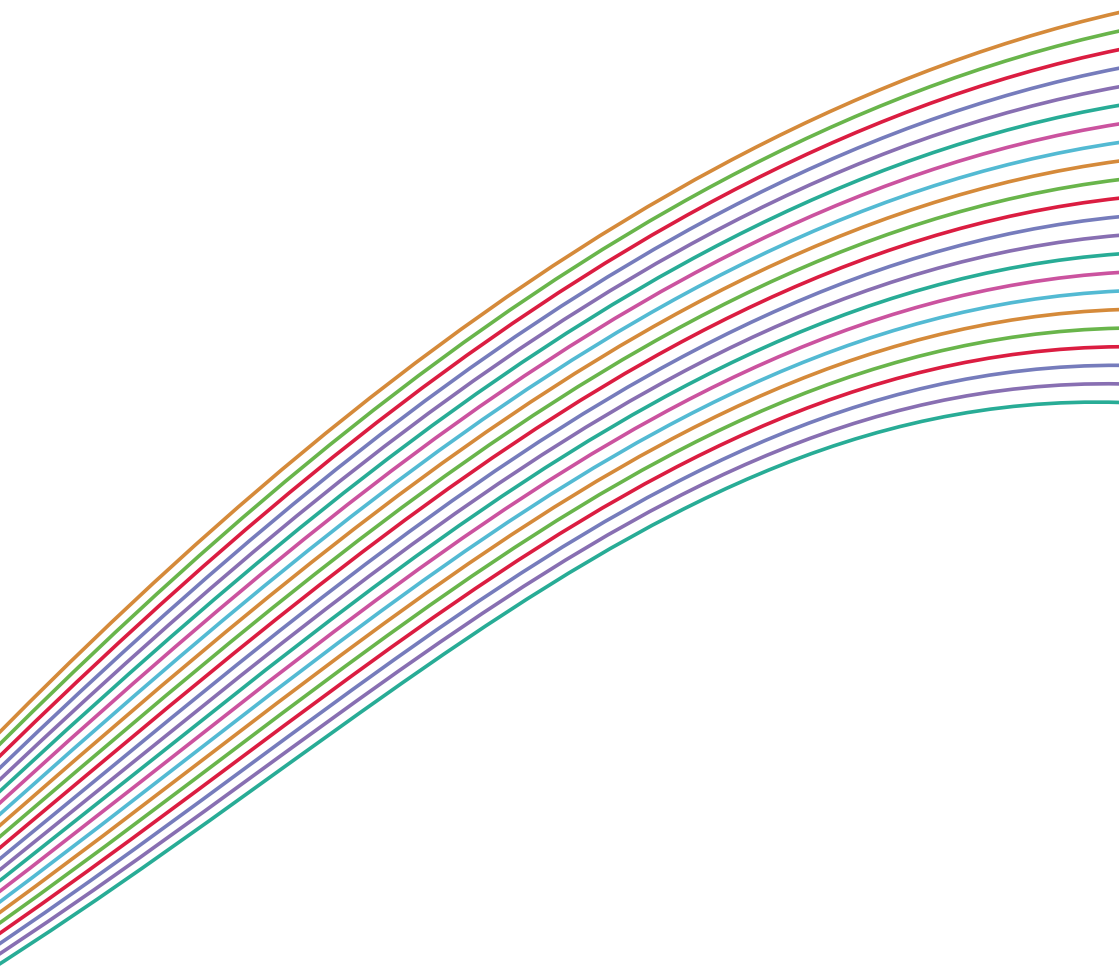
Keeping in touch and getting involved

If you'd like to track our progress and keep up to date with the latest on the development of the new National Qualifications, you can check for updates at www.sqa.org.uk/curriculumforexcellence.

We are working closely with practitioners and other colleagues in education and training to make sure that all new qualifications take forward the aims of Curriculum for Excellence and meet the needs of schools, colleges, higher education, learners and employers. We want your feedback on the development of the next generation of qualifications as we reach milestones. Let us know what you think at www.sqa.org.uk/haveyoursay.

You can also sign up to our 'MyAlerts' service to receive e-mail alerts of the latest CfE news from SQA direct to your in-box — read more and sign up at www.sqa.org.uk/myalerts.

We are looking for teaching staff to volunteer for our Subject Working Groups and support the development of the new National Qualifications. You can read more about this, and get involved, at www.sqa.org.uk/subjectworkinggroups.



Customer Contact Centre

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