CDN	College Development Network
ES	Education Scotland
SG	Scottish Government
SFC	Scottish Funding Council
SDS	Skills Development Scotland
SQA	Scottish Qualifications Authority

CfE Implementation Plan 2016/17

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
Assessment and National Qualifications Group: actions for national bodies			
ES	Issue clear, specific and succinct statement of expectations and advice on adequate preparation of candidates through the Broad General Education (BGE)	Jun-16	Teachers will be familiar with, and using, the benchmarks to support their judgement of achievement of a level in curricular areas other than literacy and numeracy. Teachers will have increased confidence in approaches to assessment and issues around transition from broad general education into senior phase.
ES	Publish clear good practice advice for, teachers on assessment across the Broad General Education (BGE) and Senior Phase, including the achievement of curriculum levels across curricular areas and subjects other than Literacy and Numeracy	Dec-16	
SQA	SQA will undertake a review of the Quality Assurance approach	Oct-16	
ES/SQA	Develop and deliver a significant new programme of engagement with teachers and schools, with an initial focus on secondary schools to support the development of streamlined assessment practice in the continued implementation of the Broad General Education (BGE) and Senior Phase in 2016/17	Mar-17	
SQA	Subject reviews published	May-17	
Clarifying the Curriculum for Excellence Framework			
ES	Prepare and publish a clear and concise statement of the basic framework within which teachers teach	Aug-16	Teachers will be familiar with, and following, the national statement on planning learning, teaching and assessment. In line with local arrangements, they will be further streamlining approaches to recording and reporting progress and achievement. Teachers will be familiar with, and using, the benchmarks to support their judgement of achievement of a level in literacy and numeracy.
SG/ES	Advice and guidance on achievement of a Curriculum for Excellence level in literacy and numeracy published	Aug-16	
SQA	Consultation with stakeholders on how best to streamline its course documentation for the national qualifications	Sept 2016 and ongoing	
ES	School inspections and other Education Scotland will gather evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change through school inspection	from Sept 2016	
ES	Focused review carried out on schools by each local authority in relation to CfE	mid Sept 2016	
ES	Publish clear good practice advice for, teachers on assessment across the Broad General Education (BGE) and Senior Phase, including the achievement of curriculum levels across curricular areas and subjects	Dec-16	
ES	Significantly streamline the current range of guidance and related material on CfE, based on feedback from teachers and publish on the National Improvement Hub	Jan-17	
ES	Develop a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection	Jun-17	

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
	Assessment of Children's Progress		
SG/ES	Interim reporting arrangements for schools and local authorities in place	Jun-16	Teachers show increased confidence when reporting children's progress. Across Scotland, there is a more streamlined approach to confirming that a pupil has achieved a level and that standards are more consistent. Staff are using the significant aspects of learning with increasing confidence to monitor and track children and young people's progress through the Broad General Education (BGE).
ES	Modelling effective approaches to monitoring and tracking progress within Broad General Education (BGE) S1-S3 published	Dec-16	Schools to use robust assessment information from the Broad General Education (BGE) to ensure that learners make appropriate choices and are presented at the right level for qualifications. This will avoid excessive workload for teachers and unnecessary assessments for learners.
SG/ES	Increased moderation and support for teacher professional judgement	Jun-17	Schools have in place, more effective approaches to recording, monitoring and tracking children and young people's progress and achievement across all curriculum areas, including literacy and numeracy. Approaches also support evaluating children and young people's progress in health and wellbeing across the four contexts of the curriculum, including taking account of learners evaluation of their own progress in this area.
SG/ES	Consider and agree requirements for standardised assessment for Gaelic Medium Education	Jun-17	These approaches are based on increasingly effective arrangements to assess children and young people's progress, what level they are at and what their next steps in learning should be. Approaches to monitoring and tracking support dialogue with children and young people so they develop awareness of themselves as learners including through their involvement in profiling is developing further.
ES	Exemplification and modelling flexible pathways through the Broad General Education (BGE) into Senior Phase and beyond published	Jun-17	Dialogue between headteachers / depute heads / principal teachers and practitioners about children and young people's progress and achievement is used to determine appropriate achievement pathways through the BGE and into the Senior Phase.
ES	Continue to support all curriculum areas and sectoral priorities for example National Numeracy Hub, 1+2 Modern Languages, Scots and Gaelic projects	Jun-17	Staff work collaboratively to develop a shared understanding of standards. They are increasingly engaged with activities within establishments, within authority and across authorities and with partners to develop their skills and confidence in assessment to support their judgements in evaluating progress and learning in achievement. Schools and their partners are developing their approaches to the provision of the entitlement of support, so that learners are involved in planning for next steps in learning and in making informed choices for progression resulting in improving outcomes and achievements. Schools and partners are developing personal opportunity for all children and young people. Schools are tracking opportunity for personal achievements as appropriate for all children and young people. Personal achievements promote learners' growth as citizens and develop the skills, attributes and capabilities of the four capacities.
CDN	Lead on disseminating current and emergent practice in learning, teaching and assessment common to schools, colleges and universities	Jun-17	Supporting Quality Enhancement by drawing on and sharing evidence from college self-evaluation, external reviews and other relevant stakeholders. Working with relevant partners to design and deliver joint professional learning opportunities. Delivering a sequential programme of learning opportunities for new and beginning sector staff, within a framework of career long professional learning. Delivering professional learning opportunities with a focus on key aspects of the curriculum.
CDN	In partnership with colleges and employers, make a significant contribution to the implementation of employability and enterprise policy drivers	Jun-17	Developing sector wide knowledge, expertise, use and adaptation of relevant and appropriate resources for specific learner groups. Disseminating emerging practice by creating joint professional learning activity for school, college, training providers and higher education practitioners. Sharing the national picture of college activity with an emphasis on Senior Phase pathways, widening access and articulation. Showcasing the opportunities to use the curriculum effectively to develop transferable skills for learning, skills for life and skills for work.
CDN	College Development Network subject and organisational networks will lead on, create and share emerging practice that enhances quality of learning and teaching across the college sector	Jun-17	Supporting the sector to implement the key recommendations of the Commission on Widening Access and the Blueprint for Fairness. Developing awareness of the impact of funding changes to extended learning support and knowledge of strategies to lessen inequalities in education. Supporting the sector to implement key recommendations of the Sciences, Technologies, Engineering and Mathematics (STEM) agenda.
	Supporting School Improvement		
SG/ES	Development of statutory guidance on reporting duties under Education (Scotland) Bill	Dec-16	Statutory guidance on reporting duties will be issued for formal consultation and subsequent revisions. Schools and local authorities will be considering the guidance and reviewing how best they will be reporting under the Education (Scotland) Act. Staff in schools together with their partners monitor and evaluate the impact of curriculum change using a range of evidence of

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
ES	Practitioner guidance on the participation of pupils in the life and work of the school developed and published	Dec-16	the impact on outcomes for learners. They use self-evaluation to evaluate and share good practice. They take the opportunity to reflect on the impact of school improvement on raising attainment and to what extent their curriculum supports all children and young people to achieve as well as they can and to provide a firm foundation for progression.
ES	Primary Science Education Programme • identify five authorities to participate in the improvement programme • develop a Primary Science self-improvement framework to be used by all participating schools	Jun-17	Schools and partners are given the opportunity to share their successes in improving the curriculum in line with Curriculum for Excellence and how this is impacting on raising attainment for all. Fieldwork visit findings from 2015/2016 are used to disseminate good practice and support school improvement partnerships.
ES	Inspections in early learning and childcare settings, schools and learning communities will contribute to professional learning and capacity building to support the implementation of Curriculum for Excellence (CfE); and provide evidence on CfE implementation	Jun-17	Local authorities and schools should review their approaches to self-evaluation and improvement planning to ensure that these are proportionate. Improvement plans should focus on a manageable number of priorities, including National Improvement Framework priorities, that clearly show better outcomes for learners.
ES	Education Scotland inspections to focus on raising attainment in literacy and numeracy	Jun-17	
ES	Inspection teams continue to challenge unnecessary bureaucracy and offer practical assistance to schools and local authorities including supporting the use of School Improvement Planning to tackle bureaucracy	Jun-17	
ES	Support the development of strategy, policy and practice for the promotion of positive relationships/behaviour and environments for learning as indicated in the national guidance • meetings with local authority link officers • contributing to the development of policy and strategy • supporting the implementation of the strategy through delivery of career-long professional learning to build capacity	Jun-17	
ES	Support the readiness of education authorities, schools and establishments to implement aspects of the Children and Young People Scotland Act (2014) in relation to rights and wellbeing through • delivering career-long professional learning in children's rights • supporting local authorities to implement Getting it Right for Every Child (GIRFEC) through a self-evaluation task involving a cluster of schools in each local authority	Jun-17	
OECD Report			
SG	Develop and consult on new narrative for Curriculum for Excellence, set within the context of the overall vision of excellence and equity	Jun-16	
SG	Consultation on a draft national research strategy for education	Jun-16	
SG	Establish processes and priorities for refresh / development of the curriculum (e.g. digital)	Jul-16	
SG	Establish priority areas and mechanism for simplifying and clarifying core curriculum guidance - including models for support for improvement and engagement	Jul-16	
Literacy and Numeracy (including Scottish Survey of Literacy and Numeracy)			
ES	Develop professional learning resources, informed by 2015 SSLN results to support the teaching of reading and writing skills. (to be published on the National Improvement Hub)	Feb-17	Each local authority, school and learning community should: promote a positive and supportive attitude towards literacy and numeracy amongst parents and carers of children from P1 to P3 encourage a greater role for parents and carers in supporting their children to read, write and count – developing and building on the assets of parents and communities, providing them with the confidence to play a greater role
ES	Provide advice and support for the First Minister's Reading Challenge and Read, Write, Count	Apr-17	reinforce the idea of a joint endeavour for teachers, parents and carers and practitioners in supporting the development of strong skills in literacy and numeracy in early primary each school will be expected to demonstrate a very clear strategy for raising attainment in literacy
Health and Wellbeing (HWB)			
ES	Core Physical Education Grant Funding Final Report collated for Scottish Government (Phases 1- 4)	Sep-16	
ES	Food for Thought funding assessed, distributed and projects completed (Phase 4)	Jun-17	

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
	School Leadership		
SG/ES	Collection and analysis of relevant information on school leadership from inspection and local authority self-evaluation	Jan-17	Education Authorities and schools will be familiar with the new How Good Is Our School 4 quality indicators and use them to gather a sound evidence base on the quality of school leadership at all levels and in particular leadership of change.

Leadership of Change will be evaluated in all school inspections from September 2016. This will enable Education Scotland to provide robust data on the quality of school leadership. |
| SG/ES | Information about the range, quality and impact of professional learning for leadership across Scotland's schools published | Jan-17 | Education Authorities self-evaluation and inspection evidence along with information about the quality of professional learning for leadership will be used to improve identification and sharing of good practice and provide timely interventions. |
| | **Teacher Professionalism** | | |
| SFC | With Developing Young Workforce (DYW) groups establish areas for improvement and priorities for development and professional learning in colleges and work collectively to deliver quality opportunities for professional learning and leadership across the wider learning sector | Jan-17 | We continue to improve the professionalism of our teachers and the quality and impact of their professional learning. Professional learning at all levels is consistent with the principles and model of Career-Long Professional Learning (CLPL) http://www.educationscotland.gov.uk/professionallearning/clpl/index.asp.

Local authorities and learning communities will continue to work with and promote the work of a range of national partners, such as Education Scotland, the Scottish College for Educational Leadership (SCEL) and the General Teaching Council for Scotland (GTCS) keeping abreast of national developments and sharing information as appropriate within local contexts.

Local authorities and learning communities will ensure that systems for Professional Review and Development and Professional Update are robust and used effectively to maintain and enhance teacher professionalism. |
| SG/ES | Collection and analysis of relevant information on teacher professionalism from inspection and local authority self-evaluation | Jan-17 | Local authorities and learning communities will encourage and provide opportunities for staff development; building leadership capacity and enabling staff to develop their skills and abilities, as well as their professional knowledge and understanding.

Local authorities and learning communities will help to support and develop effective networks for professional learning.

Local authorities and learning communities will promote Masters-level learning and encourage aspirant Head Teachers to undertake the new Into Headship qualification.

School leaders will promote and encourage a positive climate and culture of career-long professional learning, providing opportunities for staff to lead and to work collaboratively with colleagues and others. Collaborative enquiry and research are used effectively to support improvements in learning. |
| SFC | Implement actions to address areas for improvement and priorities for development and professional learning in colleges with College Development Network and Colleges Scotland | Mar-17 | School leaders will ensure that systems for Professional Review and Development and Professional Update are valued, and are used effectively to support staff in planning professional learning. This should increasingly focus on securing improved outcomes for all learners.

The General Teaching Council for Scotland Professional Standards will be promoted and used by all staff to critically self-reflect on practice and to plan and evaluate professional learning. The Standards will form the basis of on-going dialogue between colleagues throughout their careers.

Professional learning should be well aligned with national, local and school improvement priorities. The impact of career-long professional learning on outcomes for learners will always be a regular focus of school planning and discussion. |
| | **Support for engaging parents and carers** | | |
| SG/ES | Work with local authorities and parent organisations to improve the consistency of reporting on children and young people's progress to parents/carers | Mar-17 | Teachers show increased confidence and improved consistency when reporting children's progress to parents/carers.

Continue to engage with local authorities, schools, parents and carers on the development of national qualifications. Parents and carers will have relevant and useful information to help them understand the national qualifications and assessments.

Each local authority, school and learning community should ensure:
• parents and carers have access to the information they need about Curriculum for Excellence (including on the new qualifications)
• Parent Councils are involved in school improvement planning, including curriculum development
• schools and early learning and childcare settings continue to develop approaches to involve parents and carers in supporting all children and young people in their learning
• all parents and carers are informed about and encouraged to engage with children and young people's learning. Their views are represented at school, local and national level. |
| ES | Ensure Education Scotland guidance, briefings and inspections highlight the importance of effective engagement with parents | Jun-17 | Schools should involve parents in developing more simple and effective means of reporting that emphasise quality of engagement rather than reams of paperwork. |

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
CDN	Advancing equalities for Developing the Young Workforce learners with additional support needs through a series of webinars and online learning resources	Jun-17	
	Employability and Skills (DYW)		
SFC	New standard for work placement in place for colleges - aligned with standard for schools	Jul-16	Developing Young Workforce (DYW) programme reflected in local authority strategic plans.
SFC	Outcome Agreement Guidance for 2017/18 incorporates advice on the new standard for work placement for colleges	Aug-16	Local authorities, schools, colleges and partners integrate Developing the Young Workforce (DYW) activity into improvement plans.
SFC	Outcome Agreement Guidance contains direction on inclusion of a regional Sciences, Technologies, Engineering and Mathematics (STEM) implementation plan for the 3 year period Academic Year 17/18, 18/19 and 19/20 - building on STEM mapping	Aug-16	Local authorities and colleges have partnerships in place to widen provision of senior phase options available.
ES	Four learning resources for practitioners to support the delivery of the Career Education Standard delivered and published	Aug-16	Increase in schools offering Vocational Qualifications in the Senior Phase.
ES	Support key partners in holding events to develop approaches to career awareness and employability skills	Aug-16	There is sufficient capability and capacity within schools and colleges to increase the range of high quality vocational options available, building on framework for Educational Leadership, Professional Standards and Priorities.
SFC	Development of Sciences, Technologies, Engineering and Mathematics (STEM) Framework to support STEM Mapping and development of STEM Implementation Plans	Aug-16	Range of career and work placements options in place for children and young people with additional support needs.
SG	Support and facilitate the Developing Young Workforce (DYW) Regional Groups and key partners in defining effective school/employer partnerships for monitoring Key Performance Indicators	Aug-16	
ES	Enable and grow a skills network to build local leadership and capacity	Sep-16	
SFC	Promote and communicate to college sector new integrated approach to validated self-evaluation to support colleges' continuing quality improvement	Sep-16	
SFC	Roll out of new integrated approach to self-evaluation across colleges	Sep-16	
SFC	Develop a plan to improve the current status of college relationships with the Community Planning process	Oct-16	
SFC	Develop structural arrangements to support college engagement with employers regionally and sectorally, particularly through Developing the Young Workforce (DYW) groups	Dec-16	
ES	Further support for the implementation of the work placement standard in place	Dec-16	
CDN	Through a series of webinars share the national picture of college activity with an emphasis on Senior Phase pathways, widening access and articulation routes	Jan-17	Enhanced awareness of employability and skills development required by employer and market demand with particular reference to key sector areas.
SFC	Outcome Agreements Review process provides assurance that Outcome Agreements deliver against Developing the Young Workforce (DYW) priorities	Feb-17	
SDS	Certification & Articulation. Certification of the earlier cohorts to be agreed with partners. Articulation routes for programme participants to be mapped	Mar-17	
ES	Revisit of the Career Education Standard (3-18), work placement standard and school/ employer guidance completed	Mar-17	
SDS	Careers Education Standard: Careers Information and guidance delivery to all Schools in Scotland as detailed in the standard	Jun-17	
SDS	Careers Education Standard: Learning Resource Development (4 modules provided to Education Scotland to promote with Teachers)	Jun-17	
SDS	Careers Education Standard: Parental Engagement using existing engagement methods in partnership with Education Scotland and establishing any regional requirements	Jun-17	
CDN	Delivery of one national employer Engagement Event with content shaped by regional and market demand	Jun-17	
CDN	Through the vehicle of College Development Network subject networks share emerging and incremental practice illustrating curriculum connection to employability and skills development	Jun-17	
SG	Support and facilitate the Developing Young Workforce (DYW) Regional Groups and key partners in ensuring effective school/employer partnerships are operating in all secondary schools	Jun-17	

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
	Senior Phase Pathways		
SG	Developing Young Workforce (DYW) and development of Senior Phase pathways built into Education Scotland activities related to inspection and Area Liaison	Jun-16	Learning in the Senior Phase builds directly from the Broad General Education in a joined-up, seamless way to offer a range of flexible achievement pathways which ensure personalisation and choice.
SFC	Review projections for 2016-17 Senior Phase activity	Jun-16	Schools work with a range of partners to broaden the range of achievement pathways.
SG	Facilitate service design workshop on Senior Phase curriculum and disseminate learning	Jun-16	The curriculum pathways are designed to ensure all young people gain qualifications within a timeframe planned around their needs and prior achievements ensuring more time is spent on challenging learning at higher levels. These pathways include opportunities for young people to continue to develop the important skills, attributes and capabilities of the four capacities.
SG	Collate and disseminate learning from Senior Phase vocational pathway discussions with Directors/ Principals	Jun-16	Schools are given the opportunity to share their successes in improving the curriculum in line with Curriculum for Excellence and the impact of their actions in raising attainment for all.
ES	Senior Phase self-evaluation guide for practitioners in schools and colleges delivered	Jun-16	Schools to increase number of young people achieving industry recognised vocational qualifications at SCQF level 5 or above.
SFC	Baseline established for 2014-15 Senior Phase vocational provision	Jul-16	Local authorities and colleges have partnerships in place to facilitate and support partnership working and senior phase pathways planning.
SG	Developing Young Workforce (DYW) and the development of Senior Phase pathways reflected as a priority in Scottish Funding Council College Outcome Agreement Guidance for 2017-18	Aug-16	Local authorities and training providers have partnerships in place to facilitate and support partnership working and senior phase pathways planning.
SDS	Foundation Apprenticeship Evaluation 2015-16 programme. Research & Evaluation (R&E) of the programme has been commissioned. The R&E will also include interviews with pupils, parents, employers, colleges and schools. The report will be published in September 2016	Sep-16	Schools and partners are developing the curriculum to ensure coherence and progression in learning and assessment to provide progression and continuity in learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.
ES	Children Rights Learning Resource for Youth Workers published	Sep-16	Approaches to monitoring and tracking young people's progress and achievement provide evidence of standards of achievement and trends over time. Approaches are manageable and not overly bureaucratic.
ES	Review the learning journey for all 15-24 year olds to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support	from Sept 2016	
ES	Support the development of profiling across 3-18 to include a focus on supporting Young People to make choices on Senior Phase	Dec-16	
CDN	Through the vehicle of College Development Network subject networks share the variety of Senior Phase pathways already available and under development	Dec-16	
SFC	Review attainment for 2015-16 Senior Phase vocational pathways cohort	Feb-17	
SDS	Scaling the Foundation Apprenticeship Programme. Foundation Apprenticeships aligned to local skills needs to be offered in all local authority areas	Mar-17	
SDS	Framework Design & Development. Three further frameworks to be developed: • Automotive • Creative Industries • Life sciences	Mar-17	
SDS	Contracting & Delivery. The procurement process will begin and conclude in the last quarter of 2016. This will allow delivery partners to recruit earlier for the 2017-19 cohort	Mar-17	
SFC	All college regions to offer Wood curriculum options to the majority of schools in their region by Academic Year 2017-18	Mar-17	
ES	Work with key national partners (both 3rd Sector and local authority) to articulate a clear collective message promoting the role of youth work and community learning and development in improving young people's attainment and widening access to employment	Mar-17	
SFC	Outcomes Agreements for Academic Year 17/18 contain Sciences, Technologies, Engineering and Mathematics (STEM) improvement plans and targets, developed on the basis of regional STEM mapping	Apr-17	
SFC	Outcome Agreements for 2017/18 contain 3 year regional gender plan and targets reflecting Gender Action Plan	Apr-17	
SFC	Outcome Agreements for 2017/18 are clearly aligned to Equality Outcomes and demonstrate regional contribution to the national ambition for those from a care experienced background	Apr-17	
SG	Support key partners in addressing gender stereotyping in the Senior Phase particularly in Sciences, Technologies, Engineering and Mathematics (STEM) subjects	Jun-17	
CDN	A series of professional learning opportunities planned and held for college and school practitioners	Jun-17	
SG	Support Higher Education sector and key partners to ensure flexibility in Senior Phase learning pathways is not a barrier to progression to Higher Education	Jun-17	

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
ES	Work with the Awards Network to implement recommendations from the Youth Award Aspect Review	Jun-17	
	Performance Information		
SG	Summer 2016 Update, to include the Aug 2016 results (with new Advanced Highers, plus awards from new and existing providers as feasible)	Sep-16	Education Authorities and schools use the updated Insight data, for professional reflection, particularly at course / subject / faculty level to identify the areas where schools are having the most success for pupils in the Senior Phase and where improvements can be made.
SG/ES	Data collection of teachers professional judgement complete	Sep-16	More robust data, based on teacher professional judgement, is collected for national analysis. Early learning and childcare practitioners have increased awareness of NIF and their role. Staff in schools are aware of the Key Performance Indicators from DYW. Schools are working to ensure they are aware of the full range of awards and achievements gained by young people.
SFC	Report on College Leaver Destination Survey (for 14-15 leavers)	Sep-16	
SG/ES	Further work to develop evidence from early years activity and alignment with school years complete	Dec-16	Early learning and childcare practitioners have increased awareness of National Improvement Framework and their role.
SG/ES	Inclusion of Key Performance Indicators from Developing Young Workforce (DYW) programme	Dec-16	Staff in schools are aware of the Key Performance Indicators from Developing the Young Workforce (DYW).
SG/ES	Consideration of a wider range of awards and achievements including those gained from Community Learning and Development	Dec-16	Schools are working to ensure they are aware of the full range of awards and achievements gained by young people.
SFC	Identify College Leaver Destination Survey development requirements to meet Developing Young Workforce (DYW) objectives	Dec-16	
SG	February Insight data update, to include 2016 Leavers' destinations data, etc, together with further tool enhancements	Feb-17	Education Authorities and schools use the updated Insight data, for professional reflection, at whole-school as well as at course / subject / faculty level to identify the areas where schools are having the most success for pupils in the Senior Phase and where improvements can be made.
CDN	Supporting quality enhancement by drawing on and sharing evidence from college self-evaluation, external reviews and other relevant sources through delivery of professional learning webinars	Jun-17	Attendance at professional learning sessions will impact on learning, teaching and assessment through enhanced self-evaluation.
	Supporting the new National Qualifications		
SQA	Closing date for submission of outstanding Unit results (linked to courses) - colleges only	Jun-16	Centres and education authorities will adapt national resources to support local arrangements for implementation of National 1 to Advanced Higher.
SQA	NQ diet of external examinations complete	Jun-16	Centres and education authorities to: • ensure high quality learning and teaching to deliver the new qualifications for all learners; • carry out robust and appropriate assessment to national standards; and • be confident in ensuring appropriate level of presentation for all learners.
SQA	All 2015/16 Prior Verified Assessments (National 1 - Advanced Higher) published on SQA secure website (for use in following session)	Jun-16	
SQA	2015/2016 Understanding Standards Packs (Unit Assessment Release 7 National 1 to Advanced Higher) - All identified Understanding Standards Pack priorities for each Course and level published on SQA secure website	Jun-16	
SQA	Electronic results issued to centres	Aug-16	
SQA	Receipt of exam results by candidates	Aug-16	
SQA	Changes to National 5, Higher and Advanced Higher Mandatory Documents as a result of Diet 2016 (Course, Course Assessment, Unit and Added Value Unit Specifications) published on SQA website	Aug-16	
SQA	Approved changes to Unit Assessment Support (including Added Value Unit Assessment Support) for National 1 to Advanced Higher qualifications published on SQA website	Aug-16	
SQA	2016/2017 Understanding Standards Events - Unit Assessment National 1 to Advanced Higher - Events start	Sep-16	
SQA	National 5, Higher and Advanced Higher Coursework Information & Marking Instructions (including new briefs if applicable) finalised and republished on SQA website	Sep-16	
SQA	Changes to National 5, Higher and Advanced Higher Course and Unit/Award and Unit Support Notes (Necessary changes as a result of 2016 exam diet only) published on SQA website	Sep-16	
SQA	National 5, Higher and Advanced Higher Specimen Question Papers & Marking Instructions finalised and republished (if necessary) on SQA website	Sep-16	
SQA	Higher/Advanced Higher Exemplar Question Papers republished (if changes to Higher/Advanced Higher Specimen Question Papers & Marking Instructions were identified) on SQA website	Sep-16	

Responsible Organisation	Planned national support	Deadline	Expected progress at Education Authority (EA), school and college level
SQA	Republication of guidance on the use of past paper questions for Higher/Advanced Higher (if necessary) on SQA website	Sep-16	
SQA	2016/2017 Understanding Standards Events - Unit Assessment National 1 to Advanced Higher - Events finish	Oct-16	
SQA	NQ Subject Updates (Oct 2016) - All subject updates posted on subject pages of SQA website	Oct-16	
SQA	Publish packaged verification (2015/16) key message documents on SQA website	Oct-16	
SQA	2016/2017 Understanding Standards Events - Course Assessment Advanced Higher - Events start	Nov-16	
SQA	All 2016 National 5, New Higher and New Advanced Higher Course Reports published on SQA website	Nov-16	
SQA	2016/2017 Understanding Standards Events - Unit Assessment National 1 to Advanced Higher - Publish presentations & materials from Understanding Standards events on Und Standards Event Materials pages of SQA website	Nov-16	
SQA	2016/2017 Understanding Standards Packs Unit Assessment Release 8 National 1 to Advanced Higher - Publish all identified Understanding Standards Pack priorities for each Course and level on SQA secure website	Nov-16	
SQA	2016/2017 Understanding Standards Events - Course Assessment Advanced Higher - Events finish	Jan-17	
SQA	2016/17 - Publish Course Assessment (Internally and Externally Assessed Components) (Advanced Higher (National 5 and Higher by exception)) on Understanding Standards or SQA Secure website	Feb-17	
SQA	2016/2017 Understanding Standards Events - Course Assessment Advanced Higher - Publish presentations and materials from Understanding Standards events materials pages of SQA website	Feb-17	
SQA	Publish all 2016/17 Prior Verified Assessments (National 1 - Advanced Higher) on SQA secure website	Jun-17	
SQA	2016/2017 Understanding Standards Packs (Unit Assessment Release 9 National 1 to AH) - Publish all identified Understanding Standards Pack priorities for each Course and level on SQA secure website	Jun-17	
CDN	Deliver one national event with a focus on learning, teaching, assessment and attainment	Dec-16	
CDN	Work in partnership with SQA College coordinators to deliver a series of regional events for college practitioners and secondary school teachers	Jun-17	Deepening understanding by practitioners of qualifications and approaches to assessment.