The Committee will consider the following current petitions—

PE837 Petition by Neil Hollow calling for the Scottish parliament to urge the Scottish Executive to actively use its influence to ensure that by the year 2020 all buildings in Scotland, including domestic, commercial and government buildings, should be fitted with at least one type of small-scale energy generation equipment, that such equipment should be brought within permitted development rights and that no charges for connecting to the grid should be made.

PE808 Petition by Lilian Lawton, on behalf of the Scottish Council on Deafness, calling for the Scottish Parliament to urge the Scottish Executive to develop and establish a specialist inpatient mental health unit for deaf and deafblind people and to provide resources (e.g. training) for mainstream psychiatric services in the community to make them more accessible to deaf and deafblind people in Scotland.

PE910 Petition by Dr Donald Smith, on behalf of the Literature Forum for Scotland, calling for the Scottish Parliament to urge the Scottish Executive to urgently review the study of Scottish history, literature and languages at primary, secondary and tertiary levels to ensure that all citizens of Scotland have the opportunity to understand these key aspects of their own society and culture.

PE908 Petition by Connie M Syme calling for the Scottish Parliament to urge the Scottish Executive to ensure that traffic regulation orders are applied to all disabled parking bays to ensure that they are used by registered disabled users only.

PE909 Petition by James MacLeod, on behalf of Inverclyde Council on Disability Ltd., calling for the Scottish Parliament to urge the Scottish Executive to review the Local Authorities’ Traffic Orders (Procedure) (Scotland) Regulations to allow for speedier provision and enforcement of
dropped kerbs and disabled parking bays to prevent their abuse, ensuring greater and easier access for disabled, elderly and other users.

**PE831** Petition by Catriona Leslie, on behalf of Portree Community Council, calling for the Scottish Parliament to urge the Scottish Executive to review its policy on public libraries to ensure appropriate provision in rural areas.

**PE832** Petition by Catriona Leslie, on behalf of Portree Community Council, calling for the Scottish Parliament to debate the use of Public Private Partnership funding to build new schools and to urge the Scottish Executive to provide adequate public sector funding for local authorities, who are better placed to meet the needs of the local community, to build new schools.

**PE798** Petition by Margaret Scott calling for the Scottish Parliament to urge the Scottish Executive to resolve the current critical problems in the provision of wheelchairs and specialist seating services within the NHS by both an immediate increase in funding and through a review, which in consultation with users, will address minimum standards, the scope of equipment provided and the delivery of services.

**PE929** Petition by George Packwood calling for the Scottish Parliament to review the implementation of European Union drinking water directive (98/83/EC) in relation to the replacement of lead piping in public and private sector domestic properties to ensure that drinking water in Scotland has zero lead content.
Public Petitions Committee – a template for public petitions

Should you wish to submit a public petition for consideration by the Public Petitions Committee please complete the template below. Please refer to the Guidance on submission of public petitions for advice on issues of admissibility before completing the template. You may also seek advice from the Clerk to the Committee whose contact details can be found at the end of this form.

**Details of principal petitioner:**
*Please enter the name of person and organisation raising the petition, including a contact address where correspondence should be sent to, email address and phone number if available*

Neil Hollow,

**Text of petition:**
*The petition should clearly state what action the petitioner wishes the Parliament to take in no more than 5 lines of text, e.g.*

The petitioner requests that the Scottish Parliament considers and debates the implications of the proposed Agenda for Change legislation for Speech and Language Therapy Services and service users within the NHS

The petitioner requests that the Scottish Parliament..........

Petition by Neil Hollow calling for the Scottish Parliament to urge the Scottish Executive to actively use its influence to ensure that by the year 2020 all buildings in Scotland, including domestic, commercial and government buildings, should be fitted with at least one type of small-scale energy generation equipment, that such equipment should be brought within permitted development rights and that no charges for connecting to the grid should be made.

*Defined below.

**Additional information:**
*Any additional information in relation to your petition, including reasons why the action requested is necessary, should not be included here. However, it may be appended to the petition and will be made available to the Public Petitions Committee prior to its consideration of your petition. Please note that you should limit the amount of any additional information which you may wish to provide in support of your petition to no more than 4 sides of A4.*
Action taken to resolve issues of concern before submitting the petition:

Before submitting a petition to the Parliament, petitioners are expected to have made an attempt to resolve their issues of concern by, for example, making representations to the Scottish Executive or seeking the assistance of locally elected representatives, such as councillors, MSPs and MPs. Please enter details of those approached below and append copies of relevant correspondence, which will be made available to the Public Petitions Committee prior to its consideration of your petition.

I have Emailed, written and spoken to my MSP Sarah Boyack about this whole area many times. Also written to Margaret Curran MSP, Alistair Darling MP, Peter Hain MP, Margaret Becket MP, Stephen Timms (Mike O'Brien), Tony Blair etc.

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Request to speak:

Petitioners may request to appear before the Public Petitions Committee in support of their petition, although it should be noted that requests to speak will only be granted if the Convener considers that a brief statement from the petitioner would be useful in facilitating the Committee's consideration of the petition. Due to the large volume of petitions being considered the Committee will usually only hear presentations on up to 4 new petitions at each meeting.

Please indicate below whether you wish to request to make a brief statement before the Committee when it comes to consider your petition.

![Yes][No][Delete as appropriate]

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Signature of principal petitioner:

When satisfied that your petition meets all the criteria outlined in the Guidance on submission of public petitions, the principal petitioner should sign and date the form in the box below. Other signatures gathered should be appended to this form.

Signature .

Date 10/4/05

---

Please note that any additional information, copies of relevant correspondence and additional signatures should be appended to this form and submitted to:

The Clerk to the Public Petitions Committee,
The Scottish Parliament,
Edinburgh
EH99 1SP
Neil Hollow.

Petition PE837

Dear Ms Martin,

Thank you for letter of the 14/12/05 regarding the above petition I made last year. The submissions made by the three groups you sent my petition to are pretty much as expected. I was very encouraged by the response of the Scottish executive. The fact that they are considering making the fitting of microgeneration mandatory as part of the building standards is very exciting.

I was less encouraged by the response of Energy Networks association. I was very concerned about the possibility of the DNO charging in areas where multiple SSEG's are made. I would like to point out that several reports (including at least one by the Distributed Working Group set up by the DTI) state that far from creating additional network cost microgeneration will lower such costs on the transmission and distribution network.

I endorse Friends of the Earth's comments.

Neil Hollow
Petition by Lilian Lawson, on behalf of the Scottish Council on Deafness, calling for the Scottish Parliament to urge the Scottish Executive to develop and establish a specialist inpatient mental health unit for deaf and deafblind people and to provide resources (e.g. training) for mainstream psychiatric services in the community to make them more accessible to deaf and deafblind people in Scotland.
Clerk to the Public Petitions Committee
The Scottish Parliament
Edinburgh
EH99 1SP

Tuesday 11th January 2005

To the Scottish Parliament

Mental Health Services for Deaf and Deafblind People

We, the undersigned, declare that ......

For many years, Scottish Council on Deafness (SCoD) and its 93 member organisations have fought for specialist mental health services for deaf and deafblind people. The specialist services would have staff who could communicate effectively with deaf and deafblind people; who had knowledge of the culture and language of deaf people and were aware of the issues which may impact on their mental health. Staff lacking these attributes may not be able to diagnose correctly and treat appropriately mental health problems in deaf and deafblind people.

In early 1990's, SCoD and deaf organisations enlisted support from representatives of local NHS trusts to establish bi-monthly outreach clinics in Edinburgh and Glasgow, provided by the National Centre for Mental Health and Deafness, John Denmark Unit in Manchester. Whilst this was welcomed as a stop-gap measure to ensure that there was some means of enabling deaf patients to access specialist services, it was less than ideal. There are constraints in operating a service at a considerable distance; clinics may be cancelled at short notice due to staffing difficulties and there is no alternative in place. It also means that there is no specialist support for deaf patients outwith these specific treatment times.

As well as the need for establishing specialist services relevant to the needs of Deaf Sign Language users with "severe and/or enduring mental illness", there is an additional need to improve access to generic, community based psychiatric services. Training needs to be resourced to extend awareness and ensure the provision of communication support.

The Scottish umbrella body representing the interests of local and national voluntary organisations, local authority social work, education and health departments working with Deaf Sign Language users, deafened, deafblind and hard of hearing people.

The Council's Scottish Charities Index Number is SCO16957
By comparison, in England, there are at least three specialist units where deaf and deafblind people with mental health problems are treated by staff who have appropriate communication skills and knowledge of their language, culture and issues. Deaf and deafblind people in Scotland are currently disadvantaged because services have not been reasonably adjusted to meet their needs and comply with the DDA.

Scottish deaf and deafblind patients with mental health problems have to attend the nearest specialist unit – the John Denmark Unit – in Manchester for assessment and treatment. There is a waiting list for their first appointments with a consultant psychiatrist.

Therefore, we, the Scottish Council on Deafness, request that the Scottish Parliament ......

To commit the Scottish Executive to develop and establish a specialist inpatient mental health unit for deaf and deafblind people and to provide resources (e.g. training) for mainstream psychiatric services in the community to make them more accessible to deaf and deafblind people in Scotland.

We, the petitioners have already been approached by the member organisations for assistance in resolving the issues contained in our petition.

Lilian Lawson
Director

Enc: Letters of Support & Briefing Paper
Friday 10th March 2006

Dear Ms Martin

Scottish Parliament Public Petitions Committee – Consideration of PE808

The Scottish Council on Deafness (SCoD) would like to thank Michael McMahon and the other members of the Public Petitions Committee for the opportunity to offer comments on the responses received so far on our petition PE808.

As we have already informed you, at present Scotland does not have a full-time dedicated mental health service for deaf people. In addition, there are no consultant psychiatrists or similarly qualified staff based in Scotland; furthermore, there are very few staff who are themselves Deaf or Hard of Hearing working in the field of mental health (compared with the rest of the United Kingdom).

That there is a great need for a dedicated in-patient mental health service in Scotland is strongly evidenced by the various case studies (please see attached documents). As you will have seen, this is further supported by the responses from:

1) The John Denmark Unit (JDU) – letter dated 22 March 2005: see the penultimate paragraph on page 4;

2) The Royal National Institute for Deaf People (RNID) – letter dated 11 March 2005: see last paragraph of section (a) on page 2;

The Scottish umbrella body representing the interests of local and national voluntary organisations, local authority social work, education and health departments working with Deaf Sign Language users, deafened, deafblind and hard of hearing people.
3). The British Society for Mental Health & Deafness (BSMHD) – letter dated 29 June 2005: see last paragraph on page 2.

Regarding the responses from the Scottish Executive, SCoD is very appreciative of the various initiatives (as outlined in their two letters dated 12 April 2005 and 31 August 2005), including several research projects and funding for BSL projects. Furthermore, SCoD is grateful for the support from the NHS Education for Scotland for the development of the new Communication Tactics Pack for healthcare staff (as mentioned in the second paragraph on page 3 of the letter dated 12 April 2005). However, these initiatives do not address the need for full-time, specialist in-patient services for Deaf and Hard of Hearing people in Scotland, which is very much needed. Also, the new Communication Tactics pack offers only very basic awareness training, which is below what would be required for those working in the field of mental health.

SCoD fully understands the Scottish Executive’s aim that it should be the responsibility of each health board region to make appropriate provisions in their areas. In an ideal situation, this would mean the establishment of specialised in-patient units for deaf people in each health board regions. However, this is likely to be expensive and not necessarily cost-effective; furthermore, this would probably mean that deaf patients are more likely to be on their own, which could be even more detrimental to their eventual recovery.

SCoD supports HDL (2005) 27 which would go some way towards addressing the issues around improving the accessibility of the mainstream mental health services to Deaf people. [Furthermore, SCoD would support the extension of this to include all other services, including health, in Scotland.] However, there are concerns that this will lead to variable levels of commitment, including funding, in each local health board regions, potentially leading to undesirable ‘post-code lottery’ scenarios. One way of avoiding this would be to provide ring-fenced funding from central sources and the establishment of a suitable body to oversee the development of suitable services all over Scotland - precedents for this include the successful National Audiology Modernisation Project.

However, SCoD believes that the Scottish Executive should exercise greater control of the provision of mental health services to deaf people such that a consistent provision is made available to all deaf people in Scotland. This could be established by either a single, centralised in-patient service in a suitable location or even a few smaller specialised units at key locations such as, for example, Glasgow, Perth and Inverness. Obviously, this would need the
collaboration of all health boards in Scotland. Such unit(s) would have the following advantages:

a) being manned by (fewer) highly trained dedicated staff (including those who are Deaf themselves) able to work with deaf patients;
b) allowing deaf patients to be grouped together, thus reducing their isolation and possibly even increasing their prospects of successful outcomes in shorter periods of time;
c) reducing reliance on the external services from the JDU, which may even cease at some point in time in the future. Indeed, as the letter from the JDU mentioned, their services was intended to be temporary measure until a ‘succession planning’ has been carried out (point 6 on page 2).

[Precedents for this include the national cochlear implantation scheme at the Crosshouse Hospital in Kilmarnock and the national heart transplantation scheme at the Golden Jubilee National Hospital in Clydebank.]

Such an arrangement would work alongside other services established by other organisations including voluntary bodies, such as the RNID. It should be emphasised that the RNID’s Futurebuilders proposal is for an intervention or rehabilitation service and, therefore, should not be seen as a substitute for the provision of centralised clinical specialist mental health service for Deaf people, which is still needed in Scotland.

While SCoD is grateful for the Scottish Executive’s funding for its Counselling Training Project, SCoD still strongly believes that the Scottish Executive should make funding available for deaf and hearing people to be trained to work with deaf and deafblind patients (e.g. psychiatrists, psychologists, RMNs, CPNs and MHOs).

For convenience, a sheet outlining the advantages and disadvantages of each structure is attached.

Finally, perhaps SCoD could use this opportunity to suggest that it might be worthwhile for the members of the Public Petitions Committee to consider referring this matter to the Health Sub-Committee for further discussion.

Yours sincerely

Lilian Lawson OBE
Director
### MENTAL HEALTH SERVICE PROVISION FOR DEAF PEOPLE IN SCOTLAND

<table>
<thead>
<tr>
<th>LOCALLY BASED SERVICES</th>
<th>CENTRALISED SERVICES</th>
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</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td>Specialist staff</td>
<td>Lower number of specialist staff at each local site</td>
</tr>
<tr>
<td>Communication Support</td>
<td>Relatively less accessible</td>
</tr>
<tr>
<td>Isolation of deaf patients</td>
<td>More isolated - may affect speed of recovery</td>
</tr>
<tr>
<td>Costs of service</td>
<td>Total summative costs higher (?)</td>
</tr>
<tr>
<td>Travel to centres</td>
<td>Minimal travel for patients and their families, etc.</td>
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<tr>
<td>Other issues</td>
<td>Variable level and range of services in each area - this may depend on commitment at the local level</td>
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(*) However, the existence of HDL (2005) 27 should encourage minimal levels of appropriately accessible local mental health services.

**RNID's Futurebuilder's Proposal for a Crisis Intervention Centre:**

This would complement any mental health service provision set up in Scotland but should **NOT** be regarded as a substitute for the centralised specialist in-patient service which is still necessary and should be established on a suitable site somewhere in Scotland.
Case study 1:
A Deaf man with a history of schizophrenia was being sectioned. He didn't get an interpreter, and all communication was done through writing notes. He ended up in a psychiatric hospital without really knowing why he was there and it took several days until he was able to speak to a doctor with an interpreter present. This was obviously very frightening for the man. At present, this man is at home (after a period of having been sectioned in the community) and would like to get counselling. The only deaf counsellor available in the area works for a different NHS trust. Since the Deaf man still regularly receives visits from his CPN (who is only able to communicate with him through an interpreter and no direct communication is possible), he is not eligible for funding for this deaf counsellor. The NHS feels he receives adequate counselling from his CPN and doesn't take into account that the CPN is not aware of deaf issues and is unable to communicate directly with the Deaf man. The Deaf man tends to solely "have a chat" with his CPN, but he doesn't consider his CPN to be his counsellor since he can not communicate directly with him and he feels he can not talk openly to him.

Case study 2:
A Deaf woman who has been diagnosed as having OCD (for which she received no treatment in the past) has an appointment with her GP. Her social worker arranged this appointment, since the woman has not had an up-to-date mental health assessment for several years and the social worker was concerned about the woman's mental health. The woman refused to see her usual GP, since he is a man; instead asking for an appointment with a female GP and asked her social worker to accompany her to the appointment. This GP hasn't met the woman before and didn't seem to have read her case notes to familiarise herself with the woman's case. When asked why she is here today, the woman started talking about wanting some creams. The GP had a look in her case files and commented "oh, you like your creams" but didn't seem to find it odd that a woman would constantly come in to get creams for a scar (from a caesarean) which is 11 years old. When asked about "how she feels inside", the woman started talking about being happy in the morning, until she gets up and starts thinking about interpreters who never turn up and move away and not tell her
where they moved to. For the rest of the interview, whatever the GP asked, the woman always answered by talking about interpreters and got upset about one interpreter in particular. She didn't answer a question directly but just repeated the same signs and kept finger-spelling the same names. However, the GP seemed to think that deaf people just complain about interpreters and assured the interpreter that "she shouldn't take it personally". When the social worker tried to explain that healthy deaf people do not repeat one topic again and again and do not obsess about one topic/person, the GP just ignored her. The GP concluded that since the Deaf woman herself thinks she is fine, it is only the social worker who is overly concerned.

Case study 3:
A deaf woman (married, 2 children) has spoken to her social worker about 2 men who are pulling her ears and pricking her fingers and also talking to her and demanding her attention. These men (real neighbours whom she has never actually spoken to) also communicate with her through subtitles and a complicated system of flashing lights and passing cars in different colours. These men according to the woman try to persuade her to leave her husband (they have threatened to kill him) and tell her that they love her. They change the storylines of soaps that the woman watches. The woman reported that writing "from a ghost" appeared on her mirror, relating to these 2 men. The woman is quite upset about this. She and her husband have no real understanding of mental illness as opposed to physical health and think since she has no physical problems, she is not ill. Since the men are real neighbours, the husband doesn't seem to believe that they are not real. The woman obviously believes they are real because she is ill. Her husband consequently asks her to just ignore these men, which pressurise the woman immensely, since she can not simply ignore them. The mother talks constantly about these men. Her older daughter is very worried. Because of the pressure from her mother she has started to self-harm and has spoken to her youth worker about it, who has alarmed the children and families social worker and arranged for the woman to be seen by a psychiatrist. However the psychiatrist felt that the woman should voluntarily agree to treatment. She didn't get help from a CPN, nobody who explained to her about mental illness and who could have worked with her and the rest of the family (especially the husband) and consequently stopped her medication after a few days because of the side effects. She is still convinced that these men speak to her through subtitles. They have told her to kill herself and have threatened to rape her daughters. When the woman broke down in front of her social worker because she couldn't take the constant pressure of ignoring these men while still constantly feeling them any longer, she agreed
to see the psychiatrist again. However, she refused to go to hospital and the psychiatrist again only gave her medication.

**Case Study 4:**
A deaf man aged 36.
Having come to the notice of social work dept through involvement in the Court system (probation). He was assessed at the John Denmark Unit (JDU) Manchester and diagnosed Schizophrenic (8 nine years ago.) Needs were quite clearly defined but due to lack of communication support / appropriately skilled workers (psychiatry) and the lack of appropriate housing, Mr. B remains in a vulnerable situation:- a target for the local Drug subculture. Parents are unable to support him other than to remove him from his tenancy and have him move in with them. His contact with the CPN, although fairly regular, lacks the quality required to support Mr. B in sustaining good mental health and ultimately retain his own tenancy or any quality of life relating to social interaction. Without the input by his elderly parents this man would be unable to sustain contact with any health providers.

**Case Study 5:**
A Deaf man aged 56. He lives alone: difficulty in accessing services due to their inability to communicate. Housing is unsuitable. Home is chaotic and unclean as is personal hygiene and self-care. Unwilling to accept home care support and reluctant to meet with GP to discuss his frequent periods of “bad/grumpy mood” Experiences social exclusion within his local community yet is not willing to access neighbouring support through Vol orgs addressing the needs of Deaf people by Deaf people.

**Case Study 6:**
A deaf woman aged 21left school and college with good grades and very employable admin skills. This young person has been unable to gain employment and now suffers serious bouts of self-doubt and lack of confidence. Physical symptoms are now the norm in which debilitating sickness, tummy cramps and headaches have been diagnosed as anxiety/stress related. Having continually failed to gain employment her family and social relationship has disintegrated. Self-medication through use of alcohol and local chemist, been attempted leading to further spiralling physical health problems.

**Case Study 7:**
A deaf man aged 37 is a single father of two. He was diagnosed with Bipolar - Manic depression. His condition saw the care of his children seriously impaired with referral to the Reporter resulting in a Supervision Order in addressing and meeting the needs of the
children. Due to the lack of SLI and the Mental Health professions understanding of their responsibility in this respect, local (anywhere in Scotland) Psychiatric services are unable to address the needs of patients like this gentleman in relation to mental health needs.

Under Mental Health legislation Mr. D was subsequently 'detained' and referral made to the JDU. This resulted in a diagnostic/treatment plan, which depends entirely on the outreach programme offered by JDU. Had local psychiatric services been able to provide local support at an earlier stage the condition could have been prevented from deteriorating to this level of crisis.

**Case Study 8:**
This is a concern raised about a deaf service user by a service provider:-

“As a specialist day and residential care service for deaf adults with additional problems, including mental health problems and learning disability, we were faced with a very difficult situation over the last few weeks which I wish to draw to your attention.

One of our service users, whom we have known for over 20 years, required to be re-admitted to the specialist Psychiatric Services of the John Denmark Unit for Mental Health and Deafness in Prestwich, Manchester, because local Glasgow services do not have sufficient communication skills to offer a full in-patient assessment to deaf individuals with mental health problems. This service user returned to our service having come off Clozapine, which had been previously prescribed for a Schizophrenic condition by a Psychiatrist. She was now off all medication and this most recent assessment stated that she did not have a mental health problem. On her return, to those who knew her well, she was not in particularly good health, either mentally or physically and this further deteriorated as the weeks progressed. Her communication seemed poorer, her ability to make decisions in her own best interest was impaired, and she had lost a lot of weight and was not eating/drinking properly. Her general standard of hygiene had diminished, although this was always an area requiring input, but now she could not be persuaded to wash or bathe. The situation worsened with her visiting friends and refusing to leave, going missing for periods of time when her whereabouts was not known, leaving the building in her bare feet and pyjamas, soiling and wetting and still not changing her pyjamas. Care staff and managers were extremely concerned for her welfare. She saw the GP but later was not well enough to attend the GP; phone calls were made to her GP, her local authority senior social worker, the John Denmark Unit in Prestwich, local Psychiatric Services, including the duty Mental Health Officer, local
Community Learning Disability teams, and Vulnerable Adults services. We were passed from pillar to post and back again and still no-one came to our Care Home to assess her and offer support and advice. This service user was unwell both mentally and physically and at risk remaining in our Care Home, which is not secured obviously, and still we were unable to obtain professional medical expertise.

I can understand where some of the difficulties arose; to do with geographical boundary problems or perhaps because there was no mental health diagnosis or because of the complexity of the case. However, despite appreciating some of the reasons for not being able to access services, there remained a woman in dire need of psychiatric and medical input and none was forthcoming for a whole week as she deteriorated in front of our eyes. I eventually had to take the step of threatening to exclude this service user from our Care Home services in order to get action. This was not because we thought this was the best course of action or were not managing the situation, although it was staff intensive, but because the woman needed help and we could think of no other way of getting her this help.

Thankfully, I can report that eventually both Psychiatric services and CLDT services came out to visit and assess our service user and ultimately she was admitted to a Psychiatric Hospital, but without specialist services for deaf adults.”

**Case Study 9:**

Woman admitted to hospital suffering a breakdown and in the words of MHO was "fit to be tied". She needed to be sectioned but MHO did not know how to access interpreter and she requested someone from my team do this (I was on leave) but my team are aware that this had legal implications and should be covered by registered interpreter, team gave info on how to contact interpreter. Interpreter was unable to attend at the exact time requested but could have arranged within a few hours, however this was declined. Finished up woman was detained in hospital without knowing what was happening and section was arranged later with use of an interpreter but out of normal time - human rights issues etc here.

**Case Study 10:**

Young woman with a lot of mental health issues - eventually decided she should be referred to CPN for counselling - difficulties with arranging interpreters to suit appointments - CPN suggested
someone from social work who has signing skills could do the MH counselling with input between CPN and Social Work.

Case Study 11:

Elderly male suffering from memory problems had appointment to attend memory clinic - clinic advised by SW that interpreter required – they thought patient should provide his own. After a great deal of phoning etc it was agreed that clinic fund interpreter. SW gave info re how to contact interpreting services and advised client that interpreter would be available. Client arrived for clinic appointment and no-one knew anything about interpreter - client came to SW very distressed and anxious and refused further appointment with clinic. Still suffering memory problems without assessment/assistance.

January 2006
Public Petitions Committee – a template for public petitions

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Details of principal petitioner:
Please enter the name of person and organisation raising the petition, including a contact address where correspondence should be sent to, email address and phone number if available

Dr Donald Smith on behalf of the Literature Forum for Scotland, member organisations and individual supporters

The Scottish Storytelling Centre

Text of petition:
The petition should clearly state what action the petitioner wishes the Parliament to take in no more than 5 lines of text, e.g.

The petitioner requests that the Scottish Parliament considers and debates the implications of the proposed Agenda for Change legislation for Speech and Language Therapy Services and service users within the NHS

Petition by Dr Donald Smith, on behalf of the Literature Forum for Scotland, calling for the Scottish Parliament to urge the Scottish Executive to urgently review the study of Scottish history, literature and languages at primary, secondary and tertiary levels to ensure that all citizens of Scotland have the opportunity to understand these key aspects of their own society and culture.

Additional information:
Any additional information in relation to your petition, including reasons why the action requested is necessary, should not be included here. However, it may be appended to the petition and will be made available to the Public Petitions Committee prior to its consideration of your petition. Please note that you should limit the amount of any additional information which you may wish to provide in support of your petition to no more than 4 sides of A4.
Action taken to resolve issues of concern before submitting the petition:
Before submitting a petition to the Parliament, petitioners are expected to have made an attempt to resolve their issues of concern by, for example, making representations to the Scottish Executive or seeking the assistance of locally elected representatives, such as councillors, MSPs and MPs. Please enter details of those approached below and append copies of relevant correspondence, which will be made available to the Public Petitions Committee prior to its consideration of your petition.

The Forum and its members have made representations to the Scottish Executive and to the relevant public bodies. These have revealed a lack of strategic coordination between SEED, SQA, HMI, the Scottish Arts Council, the Scottish Higher and Further Education Councils, and local education authorities. Often where positive recommendations exist there is no framework for delivering them and a lack of appropriate resources.

Petitioners appearing before the Committee
The Convener of the Committee may invite petitioners to appear before the Public Petitions Committee to speak in support of their petition. Such an invitation will only be made if the Convener considers this would be useful in facilitating the Committee's consideration of the petition. It should be noted that due to the large volume of petitions it has to consider, the Committee is not able to invite all petitioners to appear before the Committee to speak in support of their petition.

Please indicate below if you do NOT wish to make a brief statement before the Committee when it comes to consider your petition.

I do wish to make a brief statement [ ]

Signature of principal petitioner:
When satisfied that your petition meets all the criteria outlined in the Guidance on submission of public petitions, the principal petitioner should sign and date the form in the box below. Other signatures gathered should be appended to this form.

Signature ...

Date 30th November 2008

Please note that any additional information, copies of relevant correspondence and additional signatures should be appended to this form and submitted to:

The Clerk to the Public Petitions Committee,
The Scottish Parliament,
Edinburgh
EH99 1SP
Tel: 0131 348 5186 Fax: 0131 348 5088
e-mail: petitions@scottish.parliament.uk
Additional Information

SEED policy
In its curriculum policy documents the SEED recommends that Scottish writing should permeate the curriculum of Scottish schools at every stage. Its National Guidelines for English Language 5–14; Standard Grade Guidelines; Higher Still and Advanced Higher Specifications all recognise that Scotland has ‘an identifiable and distinctive culture, worthy of transmission’. The guidelines for Standard Grade courses stress the importance of the work of Scottish writers in encouraging ‘the linguistic development and personal enhancement of pupils’. Equally Scottish historical and cultural topics are commended for study within different course options at primary, secondary and tertiary levels.

The Literature Forum for Scotland welcomes these positive policies but submits that they are not being properly implemented due to a lack of strategic coordination and resources and in some cases because the provision of the different public bodies act in contradictory directions.

- For example, due to the way the Scottish Qualifications Authority sets its history papers, there is an option for teachers to omit study of Scottish History at Higher level although this is recommended in curriculum guidelines.
- For example, the mandatory provision for the teaching and assessment of at least one Scottish text in the Higher Still National Qualifications Structure (Literature & Language) was recently removed.
- For example, the existing curriculum guidelines for Early Education refer to the need to understand other people’s cultures without providing for celebration of the pupils’ own culture – whatever diverse aspects of Scottishness that may represent.
- For example, students who opt to study Gaelic or attend a Gaelic medium unit are relatively well served, while the majority are left unaware of the way in which Gaelic permeates the place-names, environment and culture of Scotland.
- For example, a lack of recognition of Scots and Scots English as valid literary and linguistic mediums has left many young learners in Scotland marginalised through the exclusion of the inherited speech patterns of their own communities.
- For example, there is little evidence that the Scottish Higher and Further Education Council weighs in its funding allocations a responsibility on the part of Scottish Universities to provide for teaching and research in Scottish literature, history and languages.

We submit therefore that there is a goodwill towards the study and celebration of Scottish literature, languages and history and growing public interest but that the public bodies have failed to respond adequately to the cultural and political changes in Scotland.

We identify the problems as:

- lack of a coordinated strategic framework
- lack of effective coordinated delivery mechanisms
- piecemeal provision of core cultural elements
- lack of knowledge of Scottish literature, language and history among teachers
lack of appropriate and appropriately priced educational materials designed specifically for Scottish schools.

The Literature Forum affirms the learner centred approach reflected in current Scottish educational thinking but submits that a critical knowledge, pride and self-awareness of the learner's own environment and culture is a necessity foundation for self-confidence in dealing with and caring about other cultures and necessary environments.

We urge therefore:

• pro-active policy frameworks
• mandatory provision for the experience and study of Scottish literature, languages and history complemented by appropriate assessment
• increased back-up for teachers through continuing professional development in these subject areas
• affirmation of the creative powers and linguistic vigour of pupils
• an increasing range of texts and teaching materials
• increasing support for writer and storyteller visits to schools
• inclusion of Scottish literature and languages in university courses for students who intend to teach English in Scottish schools at primary or secondary level
• experience and celebration of Scottish cultural identities in nurseries and primary schools.

This petition has the support of the following organisations in membership of the Literature Forum for Scotland:

Scottish Pen
The Society of Authors in Scotland
The Edinburgh International Book Festival
The Scottish Book Trust
The Scottish Poetry Library
Association for the Study of Scottish Literature
The Scottish Storytelling Centre
The Scottish Publishers Association
Moniack Mhor, the Avon Writing Centre
The Gaelic Books Council
The Saltire Society
Language Dictionaries of Scotland Association
The Playwrights Studio
The Scottish Society of Playwrights
The Writers Guild of Great Britain (Scotland)
Thank you for your letter of 26 January 2006 in which you seek comments on Petition PE910 from Dr Donald Smith on behalf of the Literature Forum for Scotland. I am aware that you have also written to Patricia Ferguson about this petition. In the interests of joined up working, I have discussed the Petition with Patricia Ferguson and this response covers both our portfolio interests.

The Petition is wide-ranging and therefore our response, which is set out in the attached Memorandum, covers a broad range of current policy issues and strategies.

I trust this is of assistance to the Committee.
MEMORANDUM

Scotland's Society and Culture

1. The petitioners point to the importance of Scottish literature, history and language as first-hand sources, and highlight concerns over a lack of apparent overall strategy for their promotion and celebration. They see a lack of integration between the education and culture sectors, highlighting greater scope for harnessing the strengths of cultural organisations and improving access to, and promotion of, Scottish cultural resources amongst teachers and educationists.

2. The Committee are referred to the formal statement given to the Scottish Parliament on 19 January 2005 by the Minister for Tourism, Culture & Sport, announcing the launch of Scotland's Culture – the Scottish Executive's Response on the Cultural Review. Scotland's Culture sets out our vision for the strategic direction of future cultural policy, including improved links between education and culture. We are ambitious for Scotland's cultural life, which is why we plan to establish the right cultural landscape, to reorganise activities that deliver our goals and to work across the range of policy areas with all key stake-holders.

3. The Executive acknowledges a national responsibility to promote the best of Scotland's rich cultural heritage and indigenous art forms, including Scottish literature, history and languages. The country's strong, indigenous art forms have featured in several successful international promotions backed by the Executive. Following the publication of Scotland's Culture, I agree that it is vital that all of the Executive's education policy strands which contribute to the cultural life of Scotland, are developed alongside and properly integrated with cultural policy. I have asked officials to take this forward and to consider some of the areas which have been identified for future working, for example, our new focus on promoting Scottish literature and publishing in schools or bringing together programmes such as cultural co-ordinators and active schools co-ordinators.

4. We assure the committee that, as signalled in Scotland's Culture, we are not only taking the key themes raised by this petition seriously but we are tackling them head-on in the following ways:

- **Creative Scotland**, the new Scottish cultural development agency, will promote sector networks of nationally important bodies. It will draw up national guidance to ensure that the contribution of all parts of the cultural sector can be maximised. Specifically, it has been given the remit of enhancing the role and prominence of Scotland's literature and publishing, including Gaelic and Scots projects, and this work must include improvement of links into schools and connections with the education sector.

- **Curriculum Developments** We recognise that cultural activity will increasingly be used as a vehicle, not just a context for learning, and we will aim to ensure that links are properly established between the implementation of Scotland's Culture and the work being done to develop *A Curriculum for Excellence*. Absolutely central to *A Curriculum for Excellence* is the notion that every pupil should have the opportunity to gain an understanding of the world and Scotland's place in it.

- **Scotland's Culture** identifies key sector players, including bodies which already act as national resources in this area - the Scottish Book Trust, the Scottish Poetry Library, the Scottish Storytelling Centre and Scottish Publishers' Association. They can assist Creative
Scotland in the promotion of literature, publishing and making connections into the education sector.

- The emerging National Languages Strategy will celebrate and promote the rich diversity of languages spoken in Scotland, including Gaelic and Scots. See further details below.

- Works by prominent Scots artists, artisans and writers from over the centuries are held by our five national collections’ bodies: the National Galleries of Scotland, the National Museums of Scotland, the National Library of Scotland, the National Archives of Scotland and the Royal Commission on the Ancient and Historical Monuments of Scotland. We agree that more needs to be done to effectively promote these collections, make them increasingly relevant to teachers, to schools and to directly complement formal education priorities.

- Under Scotland’s Culture the museums and heritage organisations will be encouraged to develop closer operational and strategic relationships in terms of their education, access and outreach functions. We intend that, in future, national collections should be presented as truly ‘national’ resources, more available to people across the country – achieved through a mix of physical presentation and virtual access.

- Both Creative Scotland and the national collections bodies will be expected to work closely with Learning and Teaching Scotland. This will ensure that they are offering the most appropriate support to education practitioners, in ways that can complement the curriculum, and that they are carrying out the most effective co-ordination of education and outreach activity. This will help promote Scotland’s cultural and historical heritage, and enable the education community to bring these riches into the classroom in ways that foster enthusiasm and boost general awareness.

5. We believe that these are significant steps forward, both in terms of giving due recognition to Scottish arts and heritage, and in building strategic connections between Scotland’s cultural and education sectors. Our plans aim to develop young people’s understanding and appreciation of the wealth of creative endeavour and achievement that are a vital part of Scotland’s historic legacy by creating an environment that will increase their exposure to the many ways in which Scotland’s creative community continues to flourish, demonstrating outstanding talent that delights and inspires.

Gaelic

6. The provision of Gaelic education, whether Gaelic medium education or Gaelic for learners is a matter for schools and local authorities. We seek to encourage and support authorities with the provision of additional funding, support for teachers and pupils, guidance on Gaelic medium education and other initiatives to encourage the sector to expand. Gaelic medium education is provided in a number of authorities and the Scottish Executive has asked authorities to respond to reasonable demand and to make provision for Gaelic medium education. Gaelic for learners, whether at primary or secondary, is also available in a number of authorities. Authorities have been encouraged to consider the possibility of offering Gaelic for learners where this is possible and practicable.

6A. The Gaelic Language (Scotland) Act 2005 creates a statutory body, Bòrd na Gàidhlig, to promote the use of the Gaelic language in Scotland. The Bòrd is required to develop a National Gaelic Language Plan which the Executive expects to set out short, medium and long-terms goals for
future Gaelic development, and to act as a guide for the activities of public bodies and private and voluntary bodies where appropriate. During the passage of the Gaelic Language (Scotland) Bill I explained that it was our intention that the National Plan should include a national Gaelic education strategy. Bòrd na Gàidhlig requires to submit the National Plan to Ministers for approval by February 2007 and must consult publicly on a draft of the National Plan before then.

Scots

7. The Scottish Executive considers Scots to be an important part of Scotland's distinctive linguistic and cultural heritage. We have advocated the inclusion of Scots in the school curriculum where appropriate. At present, there are a range of groups supporting and promoting Scots in public life in Scotland. These include the Scots Language Society, the Scots Language Resource Centre, Scottish Language Dictionaries, Dictionary of the Scottish Tongue and the Association for Scottish Literary Studies. Some groups receive funding from the Scottish Arts Council, from the Heritage Lottery Fund and from other sources. Scots funding also comes from local authorities and the enterprise network.

8. There is continuing support from the Scottish Executive, Learning and Teaching Scotland, and the Scottish Qualifications Authority which is designed to assist schools in making their pupils aware of the richness and diversity of language, including Scots, in introducing them to a range of Scottish literature, and in encouraging them to develop ability to understand and to communicate effectively in forms of Scots.

Linking Culture to the School Curriculum

9. The Scottish Arts Council administers and manages a national programme of Cultural Coordinators in local authorities. Their role is to maximise the contribution of culture to young people's education, develop their self-confidence and widen the range of cultural experiences available to children.

10. The development of *A Curriculum for Excellence* over the coming months and years will add greater weight to the place of culture as a context for learning across the whole curriculum. *A Curriculum for Excellence* aims to provide a curricular framework within which cultural engagement and creativity will have an important role to play in learning and teaching, enabling young people to become successful learners, confident individuals, responsible citizens, able to participate in political, economic, social and cultural life. As teachers develop a new approach to teaching and learning, cultural engagement and creativity will increasingly be seen as a vehicle for learning that will help our children and young people to achieve those outcomes.

11. The Curriculum Review Programme Board will be publishing a progress report on work to date. The document will be sent to schools. The Register of Interest will become a key tool for members for the profession and others to develop *A Curriculum for Excellence*. It will be used to identify establishments who may wish to contribute to the development of thinking, either on their own or in collaboration with others who share the same interests. Such participation is likely to include activities such as focus groups, the exemplification of varied practice across the country, and opportunities to comment on developing materials or to take part in action-led research. The Executive will aim to ensure that links to culture and creativity are made in taking this work forward.
12. While recognising the petitioner's views on curriculum guidelines, it is important to highlight what current curriculum guidelines aim to achieve. In history, for example, attainment outcomes require that young people should be able to suggest ways in which society's awareness of its own past can affect its present and future development. Similarly, English language guidelines note that pupils should be encouraged to develop the notion of language diversity, within which they can appreciate the range of accents, dialects and languages they encounter.

13. Qualifications School qualifications in Standard Grade and Higher Grade English courses provide frequent opportunities for the study of Scottish history, literature and music. At Higher Grade the study of texts by Scottish authors is encouraged and these are included as options among the set texts. In the English Higher course, for example, the works of Robert Burns, Crichton Smith and Grassic Gibbon could be chosen by candidates writing a critical essay in which they must demonstrate the ability to understand, analyse and evaluate a writer they have studied. SQA National Qualifications are available from Access to Advanced Higher in Gaelic (Learners) and Gaidhlig. The SQA also offer assessments in the Gaelic Medium at Standard Grade in History, Geography and Mathematics.

14. Resource Materials Learning and Teaching Scotland (LTS) is core funded by the Scottish Executive to support teachers, schools and education authorities to improve the quality of education and raise the levels of achievement of all learners. As a non-departmental public body, LTS ensures that the curriculum and approaches to learning and teaching assists children and young people to develop their full potential. For example, LTS has recently developed a new website specifically to promote learning about Scottish history - http://www.ltscotland.org.uk/scottishhistory/index.asp The site covers major historical events in the life of Scotland, including the 1707 Treaty of Union, the Glencoe massacre and various interesting aspects of Scotland's medieval history.

Further and Higher Education

15. We recognise the important contribution that the further and higher education sectors make in developing cultural activity in Scotland. A significant number of courses, delivered in both further and higher education institutions, already support the arts and culture agenda and it is recognised that cultural activity can boost educational achievement by building confidence, self esteem, teamwork and commitment of individuals.

16. In recent years we have encouraged the Scottish Further and Higher Education Funding Council and its predecessors to do more to support arts and culture within further and higher education institutions. In accepting the role and value of arts and culture courses we have highlighted:

- the substantial amount of existing activity relating to studies with a cultural dimension;
- the year-on-year record funding to further and higher education, from which arts and culture activity within both sectors has shared;
- the emphasis given to the importance of integrated cultural provision within strategic guidance to the Scottish Further and Higher Education Funding Council; and
- the increased priority which we are now asking the Scottish Further and Higher Education Funding Council to give to the promotion of Gaelic language, arts and culture through Gaelic medium education.
CONSIDERATION OF PETITION PE910

RESPONSE FROM HM INSPECTORATE OF EDUCATION

Comments sought on issues raised in the petition

HMIE welcome the positive comments made in the petition and also recognise that the opportunities for stressing a Scottish dimension in national curriculum advice are already well established in relation to the study of historical and cultural topics. HMIE also recognises the positive work being carried out to encourage the Scottish dimension in the curriculum by bodies such as the Literature Forum.

Scotland does not have a prescriptive, statutory or mandatory curriculum. Schools have the flexibility to meet the needs of their own pupils and community locally - the learner-centred approach to which the petition refers. Achieving continuity and progression of pupils’ learning experiences continue to be a challenge in this context. Nevertheless, most primary schools and secondary schools have Scottish themes and contexts for learning within pupils’ curricular experiences. The current review of the curriculum 3-18 that is taking place will provide further opportunities to establish the Scottish dimension in the curriculum.

GRAHAM H C DONALDSON
HM Senior Chief Inspector
HM Inspectorate of Education

9 March 2006
BMcL/CMcA

06 March 2006

Dr James Johnston
Clerk
Public Petitions Committee
The Scottish Parliament
Edinburgh
EH99 1SP

Dear Dr Johnston

Petition PE910

Please find attached a response prepared by officers of Learning and Teaching Scotland to the above petition, considered by the committee on 18 January 2006. This has also been submitted to you in electronic form. Should you have any questions, or require any additional information, please contact Colin McAndrew, Principal Education Officer, who will be happy to assist.

Yours sincerely

Bernard McLeary
Chief Executive
The Scottish Parliament Public Petitions Committee

Consideration of Public Petition PE910

Response from Learning and Teaching Scotland Officers

Petition PE910 raises a number of concerns in relation to the role and contribution of formal education in the study of Scottish history, literature and languages.

Education Policy

Educational attention and concern for these topics has been previously acknowledged at various times and in different ways e.g. in the 5-14 Programme for Curriculum and Assessment; the Higher Still Development Programme; and by the establishment and work of the Scottish Culture Review Group and its subsequent report *The School Curriculum and the Culture of Scotland* (LT Scotland, formerly Scottish Consultative Council on the Curriculum, 1999). Similarly the final report of the Cultural Commission *Our Next Major Enterprise* (June 2005) covers much of this territory. The specific issue of Gaelic policy has been strengthened by the Gaelic Bill and the establishment of Bòrd na Gàidhlig. The position of both Gaelic and Scots language was recently highlighted and discussed internationally in the context of the evaluation by the Council of Europe expert committee on the UK’s implementation of the European Charter on the Regional and Minority Languages. The published second periodic report from UK Government, 2005, indicates progress across a range of policies and practices.

There has been considerable effort, energy and resources invested in recent years in school education to promote all aspects of the different cultures of Scotland and our heritage and languages, in ways that are inclusive, encourage mutual respect and understanding, and that form a key part of education for citizenship for our young people. Schools across the country have planned for, and implemented, a wide range of projects and activities that are embedded in the curriculum experience of young people and the inclusive ethos of schools.

The petitioners urge that the Scottish Executive takes steps towards "mandatory provision for the experience and study of Scottish literature, languages and history complemented by appropriate assessment". As the Scottish school curriculum has been, and remains, non-statutory it is highly unlikely, and arguably undesirable, that this request will be met (see also below *A Curriculum for Excellence*). Equally, the appeal for a Scottish Executive review of these topics at school level is not, in the view of the Learning and Teaching Scotland, the appropriate solution to the issues outlined.
While recognising that current curriculum policy guidelines are supportive, the petitioners identify weaknesses in the implementation of these policies. However, the petition fails to acknowledge highly significant Scottish Executive Education Department national initiatives, in particular Ambitious, Excellent Schools and A Curriculum for Excellence. The latter, founded on the values engraved on the Scottish Mace - justice, wisdom, integrity, and compassion - stems from the National Debate on Education, with a mandate to review all of the current curriculum, assessment and qualifications arrangements for 3-18. A Curriculum for Excellence encourages teachers and schools to be more flexible in creating a curriculum framework that meets local and individual needs. There is no reason to believe that the roles of Scottish history, languages and literature will be diminished once the outcomes of the current subject review groups are published. Securing a stronger place in the curriculum for cross-curricular aspects is also a stated aim of A Curriculum for Excellence. Heritage, culture and languages should benefit as a result.

Currently, the Curriculum for Excellence programme is actively seeking input from all stakeholders and has established a ‘Register of Interest’. The register is not confined to purely educational groups or bodies. The petitioners should be encouraged to explore this route in order to engage with the process of development.

Resources and Support

Learning and Teaching Scotland promotes, and provides resources for, these important aspects of education in Scottish schools in a number of ways. A trawl of Learning and Teaching Scotland’s Resource Catalogues would highlight the number of high-quality and up to date print resources that have been published in recent years, the majority of which are available at no cost to schools. Where a cost is attached, it is often heavily subsidised through project funding from the Scottish Executive Education Department. LT Scotland has had no evidence presented to it that the cost of resources is a factor in reducing uptake by schools.

There are also extensive CD ROM-based software and online web-based resources. Within the context of 5-14, resources have been produced by LT Scotland in partnership with other bodies e.g. the NMS/LT Scotland History of the Scottish People CD ROM series, and Scottish Archives for Schools that developed four print titles and a CD ROM with the National Archives of Scotland (NAS). A Scottish History website has been launched within the suite of LT Scotland online services. The LT Scotland project Literacy and Numeracy Scotland is developing a new Edwin Morgan online resource for schools. The resource will feature video clips of Liz Lochhead and Edwin Morgan in conversation about his life, inspirations and poetry, as well as audio performances of 27 poems with accompanying teaching ideas and interactive learning opportunities.
Also within the context of 5-14 online, LT Scotland recently produced, a *Special Focus on Scots*. This resource offers practical information and ideas for the promotion of Scots in the classroom. It provides useful and relevant information about the key Scots language and literature groups in Scotland - what they do and how they came about - and it offers young people many opportunities to develop their knowledge of Scots vocabulary and poetry.

LT Scotland print publications have supported the teaching and enjoyment of Scots for many years. For English studies, titles include *The Kist* (SCCC, 1996) '... adding breadth to the study of language and literature ... in the major dialects of Scots, with some Gaelic ...', and a raft of more recent National Qualifications titles - *Using Scottish Texts* (1999), *Teaching Scots Language* (2002), *Scots Language and Literature - Examples and Activities* (2003), *Working with Scots Poetry* (2000), *Scots Fiction* (2001), *Scots Plays* (1999). For Drama, titles include four original playscripts using Scots to greater or lesser degrees (*Tally's Blood*, *The 3 Estates*, *Britannia Rules* and *Aman the Craws*), and an anthology of short playlets (*Scotland Plays: New Scottish Drama*). All of these publications reflect and draw on best current practice in the teaching of Scots in secondary schools.

In the secondary school curriculum, the use of Scots is widely encouraged in subjects like English and Drama. The widely-adopted study of at least some Scots text (for Higher English) and the availability of National Qualifications study units such as Scots Language (for Higher English) and Contemporary Scottish Theatre (for Higher Drama) have contributed to this raised interest in, and study and use of, Scots in schools.

**Support for Gaelic Education**

LT Scotland has recently appointed a Development Officer to take forward curriculum development work and to support the Gaelic education community.

A range of web services are provided by *Gaelic Online*. Main elements are:

- **Primary School:** support materials
- **Secondary School:** support materials; CLAS (Professional Association for Gaelic School teachers); Virtual Secondary School
- **Gaelic Language in the Primary School (GLPS):** resources; discussion forum; talking books
- **Training:** practical support in using the web-site; Local Authority visits
- **Events:** school related activities; web-site links to schools with Gaelic provision.

**Partnerships**

LT Scotland responds positively to requests from other agencies such as Scottish Natural Heritage, Scottish Museums Council, The Scottish Poetry Library (*The Jewel Box*, 2000), Scottish PEN (*Crossing Borders*, 2006 forthcoming) and Historic
Scotland to provide curriculum guidance on the development of their materials e.g. resources to support the Prisons of War exhibition at Edinburgh Castle. LT Scotland maintains open links with the Scottish Association of Teachers of History (SATH). The Heritage Education Officers Groups (HEOG) is a useful national forum for education professionals working in national agencies for the exchange of information and joint activities.

Further, in respect of language and literacy, LT Scotland is listening to and involving 'Literature and Learning' a new group established by the Scottish Arts Council involving the Scottish Book Trust, the Scottish Poetry Library, Scottish Storytelling Centre (including Dr Donald Smith) in aspects of our Literacy and Numeracy programme. An example is the production of an anthology of poems for children by Scottish writers commissioned by the Scottish Poetry Library and soon to be distributed by LT Scotland.

LT Scotland has recently met with the organisers of the Highland Year of Culture 2007 to look at practical ways to support and promote this important event nationally and to engage schools across Scotland.

Access to Information

LT Scotland is by no means the 'sole supplier' and recognises that there is a wealth of resource materials available from a range of commercial and public sources that support learning and teaching. However, teachers require information on how to access and best use resources. LT Scotland online services help raise teachers' awareness of what is available to support curriculum areas, subjects and courses. LT Scotland would be happy to meet with the petitioners to explain how these services currently operate and to consider any suggestions for further developments.

With the wide range of opportunities for continuing professional development for teachers now available, the petitioners might consider their own roles as providers in ways that are attractive to teachers.

Colin McAndrew
Principal Education Officer, Policy and Liaison
Learning and Teaching Scotland
Submitted translation of Bòrd na Gàidhlig letter, dated 1.3.06

Dr James Johnston
Clerk to the Petitions Committee
TG.01
Parliamentary Headquarters
Edinburgh
EH99 1SP

1.3.06

Dear Dr Johnston,

Petition PE910 – Scottish Culture

Thank-you for your letter of 26 January 2006, seeking the comments of Bòrd na Gàidhlig on the issues raised in petition PE910, regarding the study of the history, literature and languages of Scotland.

We agree with the Literature Forum for Scotland that the Parliament should, "urge the Scottish Executive to urgently review the study of Scottish history, literature and languages at primary, secondary and tertiary levels to ensure that all citizens of Scotland have the opportunity to understand these key aspects of their own society and culture."

Though it will be understood that we have a particular interest in the languages aspect of the petition, and on how this impacts of Gaelic in particular, we would like to give our support to the general thrust of the petition.

In addition to their intrinsic value, we consider history and literature as subjects which also impact on the well-being of Scottish languages. Indeed, we consider these subjects to be of great importance.

It is through an awareness of history that students come to appreciate the full complexity of Scotland's linguistic heritage, and to appreciate how Gaelic is a fundamental part of this heritage throughout most of the mainland and in the Hebrides. And it is through the study of literature – including poetry and prose, oral
traditions and onomastics — that access is gained to the richness and depth of Gaelic culture and heritage, nationally and locally.

However, it is through the direct knowledge of the languages themselves that skills are sampled which open eyes and minds to these opportunities in history and literature, and which lifts the veils of ignorance and prejudice. We would hope also that a taste of knowledge would encourage many to take their learning of Gaelic further.

In these ways the aim of the petition coincides with section 1(3) of the Gaelic Language (Scotland) Act 2005. This Act established Bòrd na Gàidhlig with a view to securing the status of the Gaelic language as an official language of Scotland commanding equal respect to the English language through:

(a) increasing the number of persons who are able to use and understand the Gaelic language,

(b) encouraging the use and understanding of the Gaelic language, and

(c) facilitating access, in Scotland and elsewhere, to the Gaelic language and Gaelic culture.

Likewise, under article 8(1)(g) of the European Charter for Regional or Minority Languages, it is incumbent on the Government to make arrangements to ensure the teaching of the history and culture which is reflected by Gaelic.

The delivery that we recommend requires:

1) That every primary-school pupil receives tuition in the linguistic heritage of Scotland, including local place-names and linguistic heritage and awareness of the various languages in the community, such as immigrant languages, Gaelic, and the local Scots or English;

2) that no-one should complete their school education without the ability to attempt pronunciation of Gaelic names on the map of Scotland, which include many of the principle Scottish hills;

3) that the opportunity be open in an increasing number of schools and areas for the acquisition or reinforcement of fluency in Gaelic through immersion at every level of education;

4) that the opportunity be open in an increasing number of schools and areas for the acquisition of a knowledge of Gaelic through the Gaelic Language in
the Primary School scheme and through secondary and tertiary level courses;

5) that education resources for the teaching of Gaelic be expanded;

6) that education resources for the study of Scottish history, literature and languages through the medium of Gaelic be expanded; and

7) should a statutory advisory committee for culture in schools be established, that Bòrd na Gàidhlig should as a statutory body have representation on that committee, perhaps in conjunction with those voluntary Gaelic bodies with a particular interest in the remit of the committee.

We trust that this paper will assist the committee in its deliberations, and help with the success of the petition.

Yours sincerely,

Allan Campbell
Chief Executive

Bòrd na Gàidhlig
Darach
Fèith nan Clach
Inbhir Nis IV2 7PA

Bòrd na Gàidhlig
Darach
Stoneyfield Business Park
Inverness IV2 7PA
Petition PE 910: Response by the Scottish Funding Council

The Scottish Funding Council welcomes the opportunity to give evidence on this petition. The Scottish Funding Council (SFC) was established formally on 3 October 2005 by the Further and Higher Education (Scotland) Act 2005. The Council replaces the Scottish Further Education Funding Council and the Scottish Higher Education Funding Council and now brings together funding and support for Scotland's colleges and universities under one body. That Act also gives the Council a responsibility to have regard to social and cultural issues of Scotland in considering its funding.

This response gives information on how we fund universities and colleges and current provision of courses related to Scottish history and culture.

Scottish universities and colleges offer a wide range of courses in Scottish culture and history. Some are specific named degrees and others are courses or modules within more general degrees such as history, literature or languages. The data available does not allow us to identify precise numbers of students who are studying for courses which are wholly or partially related to Scottish culture, but the data on applications indicate that demand from potential students and the number of accepted places on named degrees in this area is growing.

The Council recognises that it will be useful to have a deeper understanding of the issues and of the concerns raised by the Literature Forum for Scotland. We would be pleased to meet with the Forum and with relevant colleagues in the Scottish Executive to explore these issues in more depth.

The Scottish Funding Council's role.

1. The section gives some information on how we allocate funding to universities and colleges.

2. The Scottish Funding Council allocates funding to universities and colleges without prescribing which courses it should be used for. In deciding which courses to offer, colleges and universities respond to student and employer demand rather than external direction.

3. The exceptions to this are 'controlled' subjects (such as medicine and initial teacher education, where the Scottish Executive specify the number of students we should fund in universities) and 'strategic'
subjects specified by the Scottish Executive (such as Science and Engineering). Universities must seek permission to transfer funded places from 'strategic' subjects to other subjects.

4. While most institutions are funded largely on a formula relating to the number of students they have and, in the case of universities, the research they do, we have made an exception to Sabhal mòr Ostaig where the Council has also provided at additional £127,000 in part recognition of its specialist mission and activities in support of Gaelic.

University and college provision in Scottish history, languages and literature

5. Scottish universities and colleges offer a range of courses related to Scottish culture and history, and the opportunity to study these subjects is available widely.

6. At present, seven universities (Aberdeen, Dundee, Edinburgh, Glasgow, UHI Millennium Institute, St Andrews, and Stirling) offer courses in one or more of: Scottish history, Scottish literature and Scottish languages, or more general Scottish studies. Other courses include Scottish ethnography and archaeology at the Universities of Aberdeen, Edinburgh and Glasgow.

7. These courses can generally be taken either as ordinary degrees or as part of a joint honours degree with other subjects. A full list of courses is appended at Appendix A.

8. Much of this provision is within general history or language or English departments. There are however, some examples of specialist departments such as the School of Celtic and Scottish Studies at Edinburgh University where students can study Scottish languages literature and history. The School also has a programme of public lectures and undertakes research and publications.

9. There is also an example of collaboration to provide courses in Scottish history. Anyone wishing to study modern Scottish history where they live, can undertake a distance learning programme run by the University of Dundee in conjunction with the Open University. Additional courses in Medieval Scotland and Early Modern Scotland will be offered in 2006 and 2007.
10. Scottish history, languages and literature courses are also provided by life long learning departments of universities.

11. Beyond history, languages and literature, universities and colleges offer courses in many different aspects of Scottish culture such as music. The Council is working with the Royal Scottish Academy of Music and Drama, to develop a plan for enhancing the impact the Academy can make, including in the teaching of traditional Scottish music.

Numbers of students

12. We do not know the precise number of students studying courses in Scottish languages, history and literature. This is because many students doing degrees in history or language or literature will include modules on Scottish subjects, and because the Higher Education Statistics Agency does not collect information at this level of detail.

13. However, universities have provided us with information on the number of students studying individual modules in Scottish languages, literature or history at degree or postgraduate degree level in this academic year in order to respond to this petition. These amount to about 4050, but the number may be higher as some universities have not reported all their students studying Scottish courses as part of other degrees. Universities have informed us that there does not appear to be a significant change in the number of students wishing to study these subjects.

14. The Universities and Colleges Admission Service has provided us with figures for the number of students applying and the number of students accepted by Scottish universities to study courses in Scottish languages, history and culture. The number of applications for such courses has risen from 859 in 2000 to 1064 in 2005. In the last three academic years, the numbers of students accepted by Scottish Universities to study courses with 'Scottish' in the title has risen from 140 to 150 students. The number of applications outnumber acceptances by so much because each applicant can make up to six applications (these figures will, of course, not include those doing courses in Scottish languages, literature and history as part of a wider degree).
Gaelic

15. Aberdeen Edinburgh, Glasgow and Strathclyde Universities offer full time undergraduate courses in Gaelic. Sabhal Mòr Ostaig (SMO) and Lews College offer Gaelic at certificate, degree and diploma level.

16. Thirteen colleges other than SMO and Lews Castle offer courses in Gaelic, mainly in the form of evening or leisure classes. These colleges are: Argyll, Ayr, Clydebank, Cumbernauld, Edinburgh Telford, Forth Valley, Inverness, Kilmarnock, Langside, Lochaber, Perth, Reid Kerr and Stow. This provision varies from intensive certificated immersion courses to non-certificated leisure and evening classes, with the bulk of the provision towards the latter end of the spectrum.

17. The Council recently held a consultative seminar with stakeholders from institutions that provide Gaelic and from a wide range of other relevant organisations, in order to develop our understanding of how our activities could best support the Scottish Executive's aspirations for Gaelic. We are currently considering the outcome of that seminar and will be making recommendations to our Council.

Research

18. Research into Scottish Languages, literature and history is funded through the main research grant allocated to each institution.

19. The Arts and Humanities Research Council supports research projects. These include research projects in Scottish history, languages and literature, including a project to study the expansion and contraction of Gaelic in medieval Scotland (£364,463) at the University of Glasgow, and a study in the redefinition of the visual within Gaelic Scotland (£543,587) at the University of Dundee.
### APPENDIX A

**Scottish courses apart from Gaelic 2000 - 2005**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Institution name</th>
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THE EDUCATIONAL INSTITUTE OF SCOTLAND

Consideration of Petition PE910

EIS Comments

1. The EIS welcomes the invitation of the Public Petitions Committee of the Parliament to comment on the issues raised by the petition in the name of Dr Donald Smith.

2. We would argue for several reasons that this is an inappropriate time 'to urge the Scottish Executive to urgently review the study of Scottish history, literature and languages at primary, secondary and tertiary levels':

   a. The Scottish Executive launched a major public discussion of all aspects of Scottish school education (the National Debate) through 2002 – this afforded all members of the public and groups with an interest in Scottish education to voice their views.

   b. The outcomes of this National Debate led to the Scottish Executive setting up in October 2003 a Curriculum Review Group widely representative of the interest involved in Scottish education.

   c. The Curriculum Review Group reported to Ministers at the end of October 2004 in the form of the statement entitled *A Curriculum for Excellence*; the Minister for Education responded to this, endorsed the views of the Group, and set out a work programme, including a major review of the curriculum 3-18, in his statement *Ambitious, Excellent Schools*.

   d. The review of the curriculum is currently being conducted under the aegis of the Programme Board answerable to SEED and the Minister for Education; a publication on progress is expected in the next few weeks.

3. Given this it seems inappropriate to launch another review of the curriculum which will cut across the work already in hand; the concerns raised by Dr Smith and his colleagues can be dealt with through the current arrangements for curriculum review.

4. It is important that all involved with Scottish school education recognise that the curriculum is not narrowly specified by central diktat; rather it is expected that schools and teachers will develop curricula appropriate to the needs of the pupils in their classes in the context of broad guidance; the move over the past decade has been towards less specified guidance; this is explicit in the work of the Curriculum Review Group and of the Programme Board.
5. There has been considerable debate in recent years on the place of Scottish culture in the curriculum and school system. In particular the former Consultative Council on the Curriculum devoted considerable time to this leading to the publication in 1999 of *The School Curriculum and the Culture of Scotland: A Paper for Discussion and Consultation*. This recognised the importance of relating education and culture.

6. The Curriculum Review Group agreed that the fundamental values which should illuminate the school experience of all young people in Scotland are those which are inscribed on the mace of the Parliament: wisdom, justice, compassion and integrity.

7. The Curriculum Review Group agreed that the education of all young people should ensure that they enjoy four outcomes: to be and to become confident individuals, successful learners, responsible citizens and effective contributors to society.

8. We believe that these statements provide a context within which learners can explore the cultures within which they live.

9. Specifically the Curriculum Review Group recommended that young people should, among other qualities and skills:

   a. have secure values and beliefs
   b. have respect for others
   c. have a commitment to participate responsibly in political, economic, social and cultural life
   d. be able to use literacy, communication and numeracy skills
   e. be able to develop knowledge and understanding of the world and Scotland’s place in it
   f. and be able to understand different beliefs and cultures.

10. These appear to us to form a basis within which young people can develop a critical knowledge of their own language and literature

11. The Curriculum Review currently being conducted through the Programme Board involves partnership among SEED, SQA, Learning and Teaching Scotland and HMIE; we believe that this addresses one of the concerns raised by the petitioner. This is further addressed in that the Programme Board is carrying out its work conscious of *Scotland’s Culture*, the Executive’s Response on the Cultural Review and in that the Programme Board has involved all education authorities in the development of its work.
12. We welcome the statement within the petition that ‘The Literature Forum affirms the learner centred approach reflected in current Scottish educational thinking’. We agree also that ‘a critical knowledge, pride and self-confidence of the learner’s own environment and culture is a necessary foundation for self-confidence and relating with and caring about other cultures’.

13. We do have some concerns that the petitioner elsewhere within his document does not recognise that young Scots are citizens of a multi-cultural world and appears to imply that all young Scots share one of two common linguistic backgrounds. Many children in Scotland enjoy much richer and more complex linguistic backgrounds than seems to be appreciated here.

14. We agree with a number of detailed points in the final substantive paragraph of the accompanying statement: specifically

a. increased back-up for teachers through continuing professional development in these subject areas

b. affirmation of the creative powers and linguistic vigour of pupils

c. an increasing range of texts and teaching materials

d. increasing support for writer and storyteller visits to schools

e. experience and celebration of Scottish cultural identities in nurseries and primary schools.

15. We believe that the recommendation ‘inclusion of Scottish literature and languages in ... level’ is lacking in clarity in its identification of such courses. It can only make sense if it is read as applying to BEd and PGDE courses.

16. We disagree with the recommendation ‘mandatory provision for the experience and study of Scottish literature, languages and history complemented by appropriate assessment’ for several reasons:

a. recent policy has moved away from mandatory specification of the curriculum for extremely powerful reasons; the EIS has argued for this process as it recognises and enhances the professionalism of teachers, encourages teachers to meet the needs of the pupils in their classes and recognises the importance of diversity and individual choice

b. the National Debate on education determined that the public believed that there was excessive assessment in our schools – we would oppose additional assessments proposed here

c. this recommendation centrally fails to recognise that many of our pupils have not been brought up within the cultures referred to here; and indeed might well be disadvantaged educationally by this proposal.

1 March 2006
Dr James Johnston  
Clerk  
Public Petitions Committee  
TG.02  
The Scottish Parliament  
Edinburgh  
EH99 1SP  

8 March 2006  

Dear Dr Johnston  

**Consideration of Petition PE910**  

Universities Scotland welcomes the opportunity to discuss the issues addressed in petition PE910 by Dr Donald Smith.  

Universities Scotland has no specific policy interest in this area and does not wish to comment on the specific proposals in the Petition. However, we do support the general principle of the petition and agree that the study of Scottish history, literature and languages are important to the development of Scottish society.  

I hope that you find this information useful.  

Yours sincerely  

David Caldwell  
Director