



**CURRICULUM FOR EXCELLENCE
DRAFT EXPERIENCES AND OUTCOMES**

Collection, analysis and reporting of data

Annex to the Final Report

7th January 2009

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Appendix Four: Curriculum area focus group topic guides

CURRICULUM AREAS

Teachers not taking part in the trialling, EA's, school-college partnerships, subject specific networks (12 people).

Participants (male/female): _____ / _____

Region/Councils:

Subject area: (e.g. Maths, Science, Numeracy, Classical languages etc.)

Date:

Logistics: Tea, coffee and biscuits available 15 minutes prior to Focus Group. Timing for Focus Group to be 1 hour 15 mins. Whole session will be recorded. Flip chart to be available to record main themes, if appropriate. Expenses forms for participants. Copies of Draft Experiences and Outcomes for specific curriculum area.

Introduction

A. Participants' Background

- What are your job roles? Where are you from? (Prompt: Sector (s) etc)

B. Level of Understanding

- What do you know about the Curriculum for Excellence Draft Experiences and Outcomes? *Please Explain briefly*

C. Prior Engagement with the CfE Draft Experiences and Outcomes

- Are you aware of them?
- Have you read them?
- Have you implemented any of the Draft Experiences and Outcomes?

Hand out copies of Draft Experiences and Outcomes for specific curriculum area. Participants given 5 minutes to review the content of the Draft Experiences and Outcomes.

D. Participants' Views on the Draft Experiences and Outcomes and the Curriculum for Excellence

- To what extent do the draft Experiences and Outcomes in [insert curriculum area] encourage you to reflect on your current practice? *Please explain briefly.*
- Do you think that the draft Experiences and Outcomes encourage change to bring about improvement to current practice in [insert curriculum area]
- Do you think that the new Experiences and Outcomes in [insert curriculum area] encourage the development of cross-curricular themes? *Please explain briefly and give an example*
- Do you think that the new Experiences and Outcomes provide opportunities for 'deep learning'? *Please explain briefly and give an example.*

- Are the draft Experiences and Outcomes suitable? (e.g. content, challenge, motivation for all children and young people, including those with additional support needs and those needing more choices and more chances)?
- Taken together, do the draft Experiences and Outcomes provide opportunities for the development of the four capacities (*Please give examples linked to the development of successful learners, confident individuals, responsible citizens, effective contributors*)?
- Do the draft Experiences and Outcomes in [insert curriculum area] provide opportunities for children and young people to develop an understanding of how their learning is relevant to their lives, now and in the future?

E. Further Development of the Draft Experiences and Outcomes and the Curriculum for Excellence

- What do you see as the main strengths and weaknesses of the draft Experiences and Outcomes? (*Prompts: e.g., clearly worded, good basis for planning, allow children and young people to make connections across the curricular areas, it is clear what knowledge, attributes and skills are to be developed, provide a suitable basis for assessing the progress of children and young people*).
- In what ways do you think that the draft Experiences and Outcomes could be further developed? *Please explain briefly and give a specific example.*
- What professional development or other support and/or resources may be needed to help with the implementation of the new Experiences and Outcomes?

F. Any other Relevant Issues?

Thank all for participating.
Close of Focus Groups/ Distribute expenses forms

Appendix Five: Non-curriculum area focus group topic guides

Voluntary sector

Groups providing educational programmes and/or special interest groups (who promote and support interests of children and young people with Additional Support Needs)

Introduction: Begin by welcoming participants and explaining purpose of the research and this group.

A. Participants' Background

Introductions: which group/organisation are you representing? What is your interest in attending today's group?

B. Level of Understanding

What do you know about the Curriculum for Excellence and the draft experiences and outcomes? *Please explain briefly*

Questions

[Distribute copies of the four capacities sheet, note paper and focus group questions and allow participants time for discussion in groups of 2-3]

- Do the four capacities cover the skills and attitudes you would like to see developed through the school curriculum?
- Is the balance between developing knowledge, skills and attitudes appropriate? (Curriculum for Excellence promotes increased opportunities for skills development).
- Do you think the proposals in Curriculum for Excellence will provide activities that will motivate and engage children and young people? [Refer to More Choices, More Chances]
- Will the curriculum be appropriate for all children and young people?
- Will the draft experiences and outcomes provide opportunities for young people to make connections across curriculum areas?
- Do you think there is anything missing from the way learning is assessed and reported by schools at the moment e.g. the recognition of wider achievement?
- How successful do you think Curriculum for Excellence will be in making learning relevant for young people now and in the future?
- Do you think the language used in the Curriculum for Excellence documents is clear and accessible?
- What are the implications of Curriculum for Excellence for your educational programme and/or the services that you provide?

- What are the implications of Curriculum for Excellence for the professional development of practitioners providing your educational programmes and/or services?
- What should be the role of the voluntary sector in the next steps in implementation of a Curriculum for Excellence?
- Are there any other relevant issues that you would like to add?

Further Education Colleges

Introductory Questions

A. Participants' Background

Where are you from? Why are you here today?

B. Level of Understanding

What do you know about the Curriculum for Excellence? *Please explain briefly*

Main Questions

[Distribute copies of the four capacities sheet and focus group questions and allow participants time for discussion in groups of 2-3]

- How will the four capacities in a Curriculum for Excellence impact on teaching (with reference to the school-college liaison)? Do these four capacities cover all the skills and attitudes you would like to see developed through the school and college curriculum?
- Is there the right balance between developing knowledge, skills and attitudes?
- Do you think the proposals in Curriculum for Excellence will provide activities that will motivate and engage children and young people?
- Will the curriculum be appropriate for all children and young people?
- Should children and young people be encouraged to make connections across curriculum areas?
- Do you think there is anything missing from the way learning is assessed by schools and colleges at the moment?
- How successful do you think Curriculum for Excellence draft experiences and outcomes will be in making learning relevant for young people now and in the future?
- What other role(s) do colleges play in the successful implementation of a Curriculum for Excellence?
- Are there any other relevant issues that you want to raise?

Thank all for participating.

LTS Team Leaders

A. Participants' background

- What is your role in preparing the draft experiences and outcomes?

B. Participants' views on the preparation of the draft Experiences and Outcomes

- In preparing the draft documents how have you tried to support practitioners to reflect and build upon their current practice?
- In your opinion, how will the draft Experiences and Outcomes encourage improvements in current practice in your curriculum area?
 - What are the key areas of improvement that are sought?
- How have you tried to encourage the development of links across the curriculum?
- How have you addressed the need to provide opportunities for motivating activities for all children and young people, including those who need more choices more chances?
- How have you tried to ensure that the draft Experiences and Outcomes provide opportunities for the development of the four capacities? *Please give examples linked to the development of successful learners, confident individuals, responsible citizens, effective contributors*
- How have you tried to ensure that the draft Experiences and Outcomes provide opportunities for children and young people to develop an understanding of how their learning is relevant to their lives, now and in the future?

C. Possible further development of the draft Experiences and Outcomes and support needed for implementation

- What do you see as the main strengths and weaknesses of the draft Experiences and Outcomes? (*Prompts: e.g. clearly worded, good basis for planning, allow children and young people to make connections across the curricular areas, is it clear what knowledge attributes and skills are to be developed, do they provide a suitable basis for assessing the progress of children and young people*)
- What professional development or other support and/or resources may be needed to help with the implementation of the Experiences and Outcomes?
- Is there anything that you feel *doesn't* come through from the existing range of data sources (online questionnaire, focus groups, launch events and trialling feedback) that you would want to share?

D. Any other relevant issues?

Thank you for participating

Deans of Faculties/Schools of Education

How successful do you think Curriculum for Excellence draft experiences and outcomes will be in making learning relevant for young people now and in the future?

- Will the draft experiences and outcomes provide opportunities for young people to make connection across curriculum areas?

How are you responding to Curriculum for Excellence in initial teacher education?

How should we approach continuing professional development nationally e.g. with staff in initial teacher education, teachers and other practitioners to support implementation of CfE?

What should be the role of Schools of Education in the next steps in implementation of Curriculum for Excellence?

Higher Education Institutions

How successful do you think Curriculum for Excellence draft experiences and outcomes will be in making learning relevant for young people now and in the future?

- Will the draft experiences and outcomes provide opportunities for young people to make connection across curriculum areas?
- Is the balance between developing knowledge, skills and attitudes appropriate?

Do you think there is anything missing from the way learning is assessed and reported by schools at the moment e.g. the recognition of wider achievement?

What do you think the impact of Curriculum for Excellence will be on learning and teaching on undergraduate university courses?

What should be the role of universities in the next steps in implementation of Curriculum for Excellence?

Parents and Employers (Regional Events)

- Do the four capacities cover all the skills and attitudes you would like to see developed through the school curriculum?
- Is there the right balance between developing knowledge, skills and attitudes?
- Do you think the proposals in Curriculum for Excellence will provide activities that will motivate and engage children and young people?
- Will the curriculum be appropriate for all children and young people?
- Should children and young people be encouraged to make connections across curriculum areas?
- Do you think there is anything missing from the way learning is assessed and reported by schools at the moment?
- How successful do you think Curriculum for Excellence (draft experiences and outcomes) will be in making learning relevant for young people now and in the future?
- From this morning's workshop, do you think the language used in the Curriculum for Excellence documents is clear?
- Are there any other relevant issues that you want to add?

Children and Young People

Awareness of Curriculum for Excellence

- Have you heard of *Curriculum for Excellence* before? If yes, how did you hear about it?
- Have you heard of successful learners/ confident individuals/ responsible citizens/ effective contributors before? If yes, how did you hear about them?

The development of the four capacities and underlying attributes

Successful Learner

- What sorts of things do you think a successful learner needs to be able to do well?
- What sorts of things make people successful learners?
- Why do you think you need to become a successful learner?

Confident Individual

- What sorts of things do you think a confident individual needs to be able to do well?
- What sorts of things make people confident individuals?
- Why do you think you need to become a confident individual?

Responsible Citizens

- What sorts of things do you think a responsible citizen needs to be able to do well?
- What sorts of things make people responsible citizens?
- Why do you think you need to become a responsible citizen?

Effective Learner

- What sorts of things do you think an effective contributor needs to be able to do well?
- What sorts of things make people effective contributors?
- Why do you think you need to become an effective contributor?

The importance of the curriculum providing motivating activities for all children and young people

- What kinds of activities motivate you to learn?
- How could your learning be better organised by schools/ colleges/ other settings to help you to learn?

Children and young people making connections across curriculum areas

- Why do you think it is important to see connections in your learning across the different curriculum areas?
- What more could schools / colleges / other settings do to help you see these connections?

The relevance of learning for the lives of children and young people now and in the future

- Why do you think it is important to be able to see the relevance of your learning in school / college / other settings to your life now and in the future?
- What more could schools / colleges / other settings do to help you to see the relevance of your learning to your life now and in the future?

Appendix Six: Example of a feedback questionnaire

Feedback questions on the draft science experiences and outcomes

There are 11 questions on the draft science experiences to be completed by all respondents.

If you are responding as an individual please also complete Sections A and C.

If you are responding on behalf of a group or an organisation please also complete Sections B and C.

To complete the questionnaire please tick the boxes and write your responses as appropriate.

In making comments in response to the questions, please include reference to the code numbers for specific outcomes. The framework for the draft science experiences and outcomes can be downloaded from http://www.curriculumforexcellencescotland.gov.uk/Images/science_outcomes_codesv2_tcm4-443390.pdf

The information you provide will help the curriculum writers in refining the draft science experiences and outcomes.

Data Protection:

The information you provide through this questionnaire is being collected by Learning and Teaching Scotland and the Scottish Government to inform the development of the final learning experiences and outcomes for Curriculum for Excellence. It may be shared with other key education partners, eg HM Inspectorate of Education, Scottish Qualifications Authority and the Association of Directors of Education in Scotland, within the scope and context of the overall purpose of the questionnaire.

Q1 *The draft science experiences and outcomes are clearly worded.*

strongly agree agree disagree strongly disagree don't know

To what extent do you agree or disagree with this statement?

Please add any comments you may have.

Q2 *The expectations of the draft science experiences and outcomes at each level are suitably challenging.*

strongly agree agree disagree strongly disagree don't know

To what extent do you agree or disagree with this statement?

Please add any comments you may have.

Q3 Overall, the draft science experiences and outcomes provide a good basis for planning how children and young people will progress in their learning in science.

strongly agree agree disagree strongly disagree don't know

To what extent do you agree or disagree with this statement?

Please add any comments you may have.

Q4 The draft science experiences and outcomes provide opportunities to promote good teaching approaches and deep learning.

strongly agree agree disagree strongly disagree don't know

To what extent do you agree or disagree with this statement?

Please add any comments you may have.

Q5 The draft science experiences and outcomes provide opportunities for effective links with other areas of the curriculum.

strongly agree agree disagree strongly disagree don't know

To what extent do you agree or disagree with this statement?

Please add any comments you may have.

Q6 Taken together, the draft science experiences and outcomes provide opportunities for development of the four capacities (successful learners, confident individuals, responsible citizens, effective contributors).

strongly agree agree disagree strongly disagree don't know

To what extent do you agree or disagree with this statement?

Please add any comments you may have.

Q7 The draft science experiences and outcomes provide opportunities for children and young people to develop an understanding of how their learning will help them in their future lives.

strongly agree agree disagree strongly disagree don't know

To what extent do you agree or disagree with this statement?

Please add any comments you may have.

Q8 What do you see as the main strengths of the draft science experiences and outcomes?

Q9 What professional development may be needed to help the implementation of the draft science experiences and outcomes?

Q10 In what ways could the draft science experiences and outcomes be developed further?

Q11 Do you have any further comments?

Section A - Individual response

Q12 What is your role?

Headteacher Go to Q13

Depute headteacher Go to Q13

Faculty head Go to Q13

Principal teacher Go to Q13

Class teacher Go to Q13

Nursery / early years practitioner Go to Q13

College lecturer Go to Q13

Youth worker Go to Q13

Parent Go to Section C

Other (please specify)

Q13 If you are a teacher or other adult who works with children and young people, for how many years have you been involved?

Student teacher

Under 5 years

5-20 years

More than 20 years

Q14 If you are a teacher or other adult who works with children and young people, what is your establishment type?

Early years centre

Primary school
(independent)

Secondary school
(independent)

Youth work setting

Primary school

Secondary school

Special school

College

Other (please specify)

Q15 If you work in a secondary school or college, which subject(s) do you teach?

Section B - Responding on behalf of a group or an organisation

Q16 What is the status of the response? (Please tick the box or write in response as appropriate)

Whole early years centre response

Whole school response

Whole college response

Local authority response

Small group response (1-10 individuals)
(Please specify eg Principal Teachers ' Group, Subject Network)

Large group response (10-50 individuals)
(Please specify eg local authority event for headteachers)

Professional organisation response
(Please specify)

Other response (Please specify)

Q17 What is your establishment type?

Early years centre

Primary school
(independent)

Secondary school
(independent)

Youth work setting

Primary school

Secondary school

Special school

College

Local authority

Other (please specify)

Section C - To be completed by all respondents

Q18 If from a local authority, please indicate which

<i>Aberdeen City</i> <input type="checkbox"/>	<i>East Dunbartonshire</i> <input type="checkbox"/>	<i>Highland</i> <input type="checkbox"/>	<i>Renfrewshire</i> <input type="checkbox"/>
<i>Aberdeenshire</i> <input type="checkbox"/>	<i>East Lothian</i> <input type="checkbox"/>	<i>Inverclyde</i> <input type="checkbox"/>	<i>Scottish Borders</i> <input type="checkbox"/>
<i>Angus</i> <input type="checkbox"/>	<i>East Renfrewshire</i> <input type="checkbox"/>	<i>Midlothian</i> <input type="checkbox"/>	<i>Shetland Islands</i> <input type="checkbox"/>
<i>Argyll and Bute</i> <input type="checkbox"/>	<i>Edinburgh, City of</i> <input type="checkbox"/>	<i>Moray</i> <input type="checkbox"/>	<i>South Ayrshire</i> <input type="checkbox"/>
<i>Clackmannanshire</i> <input type="checkbox"/>	<i>Eilean Siar</i> <input type="checkbox"/>	<i>North Ayrshire</i> <input type="checkbox"/>	<i>South Lanarkshire</i> <input type="checkbox"/>
<i>Dumfries and Galloway</i> <input type="checkbox"/>	<i>Falkirk</i> <input type="checkbox"/>	<i>North Lanarkshire</i> <input type="checkbox"/>	<i>Stirling</i> <input type="checkbox"/>
<i>Dundee City</i> <input type="checkbox"/>	<i>Fife</i> <input type="checkbox"/>	<i>Orkney Islands</i> <input type="checkbox"/>	<i>West Dunbartonshire</i> <input type="checkbox"/>
<i>East Ayrshire</i> <input type="checkbox"/>	<i>Glasgow City</i> <input type="checkbox"/>	<i>Perth and Kinross</i> <input type="checkbox"/>	<i>West Lothian</i> <input type="checkbox"/>

Q19 If you are willing to be contacted about your response, please provide contact details below

Contact Name	<input type="text"/>
Contact Organisation (if appropriate)	<input type="text"/>
Contact email	<input type="text"/>
Contact Telephone Number	<input type="text"/>

Your time and effort in contributing to the development of Curriculum for Excellence is valued and appreciated.

Postal address:

**Curriculum for Excellence Team
Learning and Teaching Scotland
FREEPOST RLZG-BSBT-YBEL
The Optima
58 Robertson Street
GLASGOW
G2 8DU**

Email address for enquiries: CfEDraftOutcomes@LTScotland.org.uk

Curriculum for Excellence Team: Tel: 0800 280 2456

Appendix Seven: Example of a trialling feedback questionnaire

(NB: the questions in Section B of this questionnaire were specific to the curricular area – in this example, Science)

Trialling Feedback on Draft Science Experiences and Outcomes

Thank you for taking the time to provide us with your trialling feedback. Your time and effort in contributing to trialling of the draft science experiences and outcomes is valued and appreciated.

The trialling feedback questionnaire has three sections. Section A asks generic questions on the draft science experiences and outcomes, Section B asks curricular area questions on the draft science experiences and outcomes and Section C asks for details on the individual or group completing the questionnaire to assist with the analysis of data gathered.

To complete the questionnaire please tick the boxes and write in your responses as appropriate. In making comments in response to the questions, please include reference to the code numbers for specific questions. The framework for the draft science experiences and outcomes can be downloaded from

http://www.curriculumforexcellencescotland.gov.uk/images/science_outcomes_codesv2_tcm4-443390.pdf

Before completing this questionnaire please read the associated guidance paper from

http://www.ltscotland.org.uk/Images/CurriculumforExcellenceTriallingFeedbackAdvice_tcm4-479058.pdf

Data Protection:

The information you provide through this questionnaire is being collected by Learning and Teaching Scotland and the Scottish Government to inform the development of the final learning experiences and outcomes for Curriculum for Excellence. It may be shared with other key education partners, e.g. HM Inspectorate of Education, Scottish Qualifications Authority and the Association of Directors of Education in Scotland, within the scope and context of the overall purpose of the questionnaire.

Please list the specific draft experiences and outcomes code(s) that you have been working with during the trialling.

Section A

Generic questions on the draft science experiences and outcomes

Q1 The draft science experiences and outcomes are clearly worded.

To what extent do you agree or disagree with this statement?

strongly agree *agree* *disagree* *strongly disagree* *don't know*

Please add any comments you may have.

Q2 The expectations of the draft science experiences and outcomes at each level are suitably challenging.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q3 Overall, the draft science experiences and outcomes provide a good basis for planning how children and young people will progress in their learning in science.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q4 The draft science experiences and outcomes provide good opportunities to build upon good current learning and teaching practices.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q5 The draft science experiences and outcomes provide opportunities for children and young people to make connections across curriculum areas.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q6 Taken together, the draft science experiences and outcomes provide opportunities for development of the four capacities (successful learners, confident individuals, responsible citizens, effective contributors).

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q7 The draft science experiences and outcomes provide opportunities for children and young people to develop an understanding of how their learning is relevant to their lives, now and in the future.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q8 The draft science experiences and outcomes suggest opportunities for motivating activities for all children and young people, including those who need more choices more chances.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q9(a) The draft science experiences and outcomes make clear the knowledge and understanding expected to be developed.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

**Q9(b) The draft science experiences and outcomes make clear the attributes expected to be developed.
(Attributes are, for example, self-respect, ambition, resilience as listed against the four capacities.)**

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q9(c) The draft science experiences and outcomes make clear the skills expected to be developed.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree

strongly disagree

don't know

Please add any comments you may have.

Q10 The draft science experiences and outcomes provide a suitable basis for assessing the progress of children and young people.

To what extent do you agree or disagree with this statement?

strongly agree

agree

disagree


strongly disagree

don't know

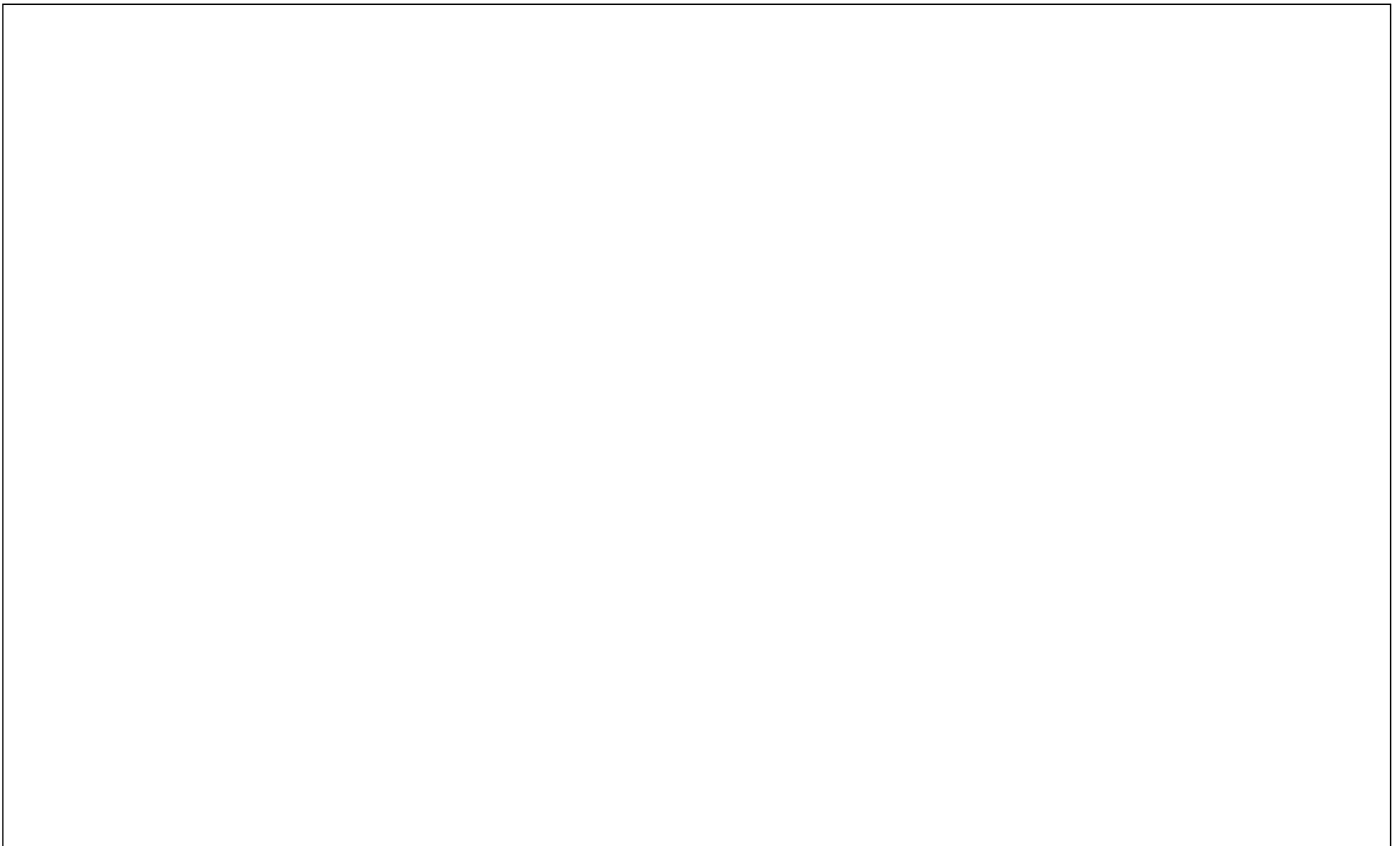
Please add any comments you may have.

Q11 What range of evidence would you need to gather in the course of learning and teaching activities to demonstrate the extent to which the children and young people have achieved?

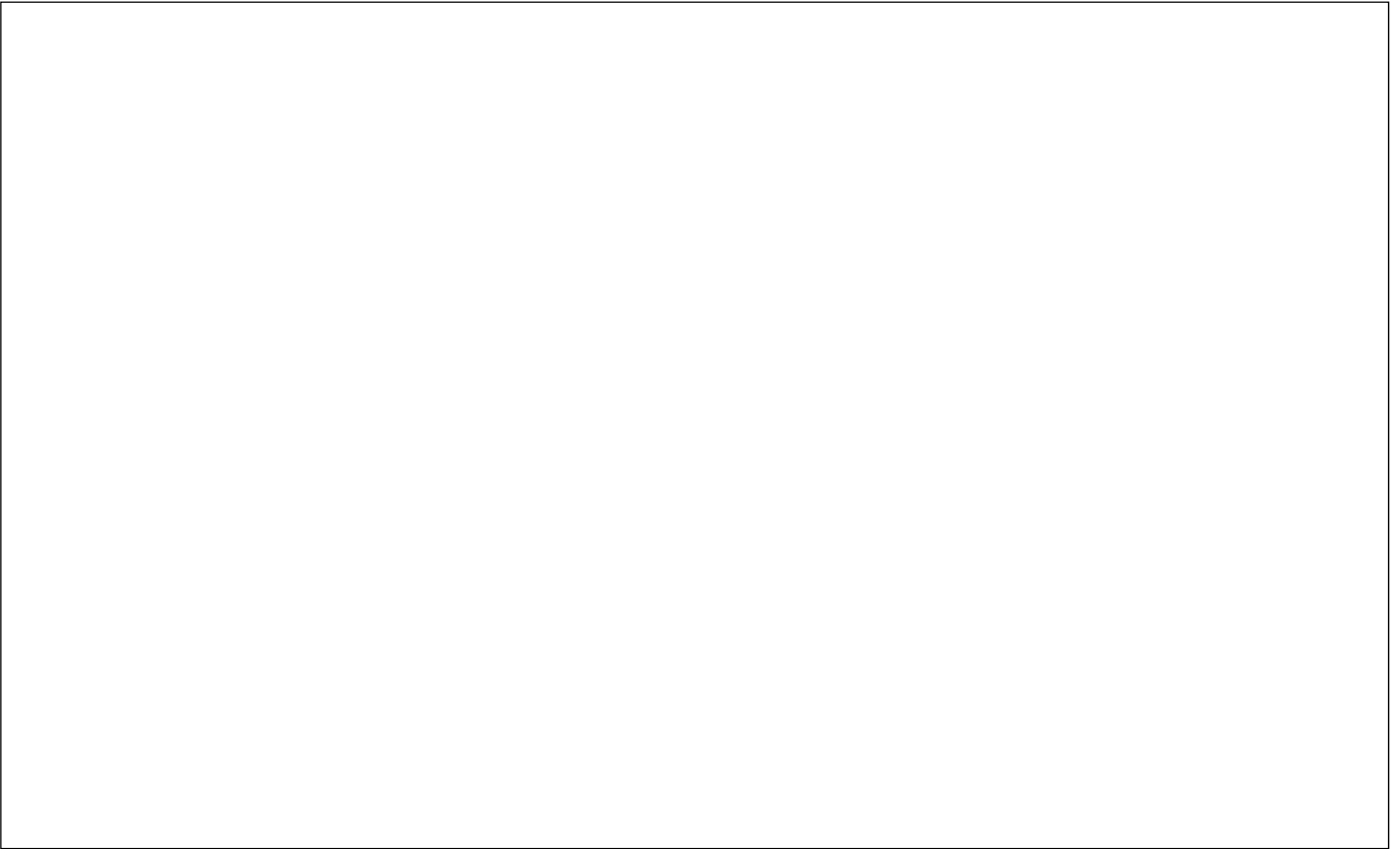
Q12 How appropriate do you consider the gradient of progression across levels to be? You may consider which words, concepts or contexts indicate the progression from one level to the next.



Q13 What do you see as the main strengths of the draft science experiences and outcomes?



Q14 What do you see as the main weaknesses of the draft science experiences and outcomes?



Q15 What professional development or other support or resources may be needed to help the implementation of the draft science experiences and outcomes?



Section B

Curricular area questions on the draft science experiences and outcomes

Q1 Are key scientific concepts being introduced at an appropriate stage for children and young people?

Q2 Are any important science concepts missing from the draft science experiences and outcomes?

Q3 To what extent are the specific expectations for progression in science enquiry skills evident in the draft science experiences and outcomes?

Q4 Do the draft experiences and outcomes provide suitable opportunities for developing awareness of moral and ethical issues in science and the capacity to reach informed views?

Q5 The draft science experiences and outcomes are intended to build on your current practice. Which aspects of the framework, if any, will necessitate a significant change in your practice?

Q6 Are the draft science experiences and outcomes flexible enough to accommodate future developments?
e.g. SCN322T, SCN438V, SCN325V, SCN331B, SCN443BB, SCN444BB

Q7 Do you have any further comments?

Section C

Demographic questions

Q1 Are you responding as:

An individual

Go to **An Individual Response Q1**

On behalf of a
group or
organisation

Go to **On behalf of a group or organisation Q1**

An individual response

Q1 What is your role?

Headteacher

Chartered teacher

College lecturer

Depute headteacher

Class teacher

Youth worker

Principal teacher

Nursery/early years practitioner

Other

If other, please specify

Q2 If you are a teacher or other adult who works with children and young people, for how many years have you been involved?

Student teacher

Under 5 years

5-20 years

More than 20 years

On behalf of a group or organisation

Q1 What is the status of the response?

Whole school response

Whole college response

Whole department response

Staff group response

Q2 How many people are in your group?

Small group (2-5)

Medium sized group (6-10)

Large group response (11+)

To be completed by all respondents

Q1 What is your establishment type?

Early years centre

Primary school

Secondary school

Special school

College

Youth work setting

Please turn over the page to complete

Q2 If from a local authority, please indicate which

<i>Aberdeen City</i> <input type="checkbox"/>	<i>East Lothian</i> <input type="checkbox"/>	<i>Midlothian</i> <input type="checkbox"/>	<i>South Ayrshire</i> <input type="checkbox"/>
<i>Aberdeenshire</i> <input type="checkbox"/>	<i>East Renfrewshire</i> <input type="checkbox"/>	<i>Moray</i> <input type="checkbox"/>	<i>South Lanarkshire</i> <input type="checkbox"/>
<i>Angus</i> <input type="checkbox"/>	<i>Edinburgh, City of</i> <input type="checkbox"/>	<i>North Ayrshire</i> <input type="checkbox"/>	<i>Stirling</i> <input type="checkbox"/>
<i>Argyll and Bute</i> <input type="checkbox"/>	<i>Eilean Siar</i> <input type="checkbox"/>	<i>North Lanarkshire</i> <input type="checkbox"/>	<i>West Dunbartonshire</i> <input type="checkbox"/>
<i>Clackmannanshire</i> <input type="checkbox"/>	<i>Falkirk</i> <input type="checkbox"/>	<i>Orkney Islands</i> <input type="checkbox"/>	<i>West Lothian</i> <input type="checkbox"/>
<i>Dumfries and Galloway</i> <input type="checkbox"/>	<i>Fife</i> <input type="checkbox"/>	<i>Perth and Kinross</i> <input type="checkbox"/>	<i>Other</i> <input type="checkbox"/>
<i>Dundee City</i> <input type="checkbox"/>	<i>Glasgow City</i> <input type="checkbox"/>	<i>Renfrewshire</i> <input type="checkbox"/>	
<i>East Ayrshire</i> <input type="checkbox"/>	<i>Highland</i> <input type="checkbox"/>	<i>Scottish Borders</i> <input type="checkbox"/>	
<i>East Dunbartonshire</i> <input type="checkbox"/>	<i>Inverclyde</i> <input type="checkbox"/>	<i>Shetland Islands</i> <input type="checkbox"/>	

If other, please specify

Q3 How long have you been trialling the draft science experiences and outcomes?

up to 1 month *2 or 3 months* *4 or 5 months* *6 months or more*

Q4 If you work in a secondary school or college, which subject(s) do you teach?

Secondary school

College

Q5 If you are willing to be contacted about your response, please provide contact details below

Name

School/Organisation

Address 1

Address 2

Address 3

City/Town

County

Postal Code

Contact email address

Thank you for completing the trialling questionnaire on the draft science experiences and outcomes

**Postal address:
Curriculum for Excellence Team
Learning and Teaching Scotland
FREEPOST RLZG-BSBT-YBEL
The Optima
58 Robertson Street
GLASGOW
G2 8DU**

**Email address for enquiries: CfEDraftOutcomes@LTScotland.org.uk
Curriculum for Excellence Team: Tel: 0800 280 2456**

Appendix Eight: Local authority interview schedule

Telephone interviews with Local Authority officers

1. What does your role in the trialling for the draft experiences and outcomes involve?
 - How does your role in the trialling fit with your other responsibilities?
2. How would you describe the responses of the teachers involved in the trialling?
3. Are there any challenges in your role?
 - What are they?
 - How have you dealt with these challenges?
4. What have you found rewarding about your role?
 - What might be the implications for future developments?
5. Do you have any comments to make on these guiding themes identified by the project steering group on the draft experiences and outcomes:
 - CPD requirement
 - Exemplification
 - Further elaboration
 - Re-write/edit ?
 - have any of these aspects been raised by participants in the trialling?
6. What is the next step in developing the experiences and outcomes?
 - What should be the next step?
7. Is there anything else you would like to add?