

Education Scotland

Consultation Support Paper

September 2021

This document outlines the roles and responsibilities of Education Scotland. It provides background information for the consultation on education reform being led by Professor Ken Muir. Further information about Education Scotland's work can be accessed on Education Scotland's [website](#).

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1. Education Scotland Status

- Education Scotland is a Scottish Government Executive Agency charged with supporting quality and improvement in Scottish Education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages.
- As an Executive Agency, Education Scotland operates impartially while remaining directly accountable to the Scottish Ministers for its performance and use of public funds.
- This status safeguards the independence of inspection, review and reporting within the overall context of the National Performance Framework.
- Education Scotland's chief executive is responsible to Scottish Ministers, within the terms of the Agency's [framework](#) document, for its management, performance, and future development.
- The Framework document sets out the Chief Executive's relationship with the DG Learning & Justice, who acts as the 'Fraser Figure', ensuring alignment of the agency's strategy and activities with Minister's objectives and the broader expectations and requirements of Scottish Government.

2. Background

- Education Scotland was established on 1 July 2011 by the then Cabinet Secretary for Education and Lifelong Learning.
- Since then, the launch of '[Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children](#)' in June 2017 set out a significantly enhanced role and purpose for Education Scotland, including our move to regional working. It gave the Agency a strengthened scrutiny and inspection function and a renewed focus on professional learning and leadership, providing clarity and coherence to the regional and national landscape.
- This led to an organisational restructure which helped Education Scotland deliver the enhanced remit and move to regional working.
- The OECD (Organisation for Economic Cooperation and Development) [report](#) was published in June 2021. The Scottish Government's response to the recommendations of that report includes a clear commitment to reform Education Scotland and replace the Scottish Qualifications Authority.
- Education Scotland is ready to work with Professor Ken Muir on how Education Scotland, and the wider system, can change to better reflect the needs of learners.

3. Education Scotland Budget

- Agency funding is allocated as a discrete element within the overall budgetary provision for the Education and Justice portfolios.
- Education Scotland published its [Annual Accounts 2020-2021](#) on the 30 July 2021, the same date these were laid before Parliament. The financial information presented in the accounts included Education Scotland expenditure from 1 April 2020 – 31 March 2021.

Organisational Structure

Education Scotland's work to support the education system is organised in five directorates. The sections below provides a summary of information about the work in each area.

4. Scrutiny

- The inspection function within Education Scotland operates independently and impartially, whilst remaining directly accountable to Scottish Ministers for the standards of its work.
- The Strategic Director of Scrutiny acts as “the Head of Profession for HM Inspectors of Education”, who are a designated specialist professional group within the Scottish Government.
- Her Majesty's Inspectors of Education (HMIE) are located within the Scrutiny Directorate in Education Scotland. The Scrutiny Directorate carries out all the inspection functions, working to improve education in Scotland through first-hand, independent evaluation of standards, quality and improvement.
- Establishments and services take responsibility for the quality of education they provide and take action to secure continuous improvement. This is complemented by the external evaluation carried out by HMIE.
- HMIE publish the findings of scrutiny activities on Education Scotland's [website](#).
- The core function of external evaluation carried out by HMIE is to support improvement by:
 - providing assurance and public accountability to stakeholders about the quality of education locally, nationally and at individual establishment/service level;
 - promoting improvement and building capacity through identifying and sharing effective practice and;
 - informing the development of educational policy and practice by providing independent, professional evaluations from observing practice at first hand.
- HMIE gather evidence on the direct impact inspection has on promoting improvement. HMIE follow up with schools and establishments 9-12 months after inspection to explore the impact of the inspection on the establishment's improvement journey.
- HMIE publish the indicators of quality used in scrutiny activities. The standards are set out in a series of 'quality improvement frameworks', including How Good Is Our School? These are designed to help providers and practitioners to evaluate their own work and identify what is working well and what they need to do to improve. In doing so, HMIE assist practitioners and leaders to increase their capacity to self-evaluate. Each sector has its own framework to reflect and meet the specific needs of that sector and its stakeholders.
- Scottish Ministers' powers relating to inspection are set out in legislation. Inspections are carried out by “HM Inspectors”. HM Inspectors are defined under section 135(1) of the 1980 Act. Appointment to the post of HM Inspector is subject to approval by Her Majesty at a sitting of her Privy Council, hence the term Her Majesty's Inspector. Staff who are recruited as HMIE have had significant professional experience in education.
- HMIE undertake functions and activities which support the Scottish Funding Council to fulfil its statutory obligations under The Further and Higher Education Act, 2005 (Section 13) for assuring and enhancing quality in the college sector. This is set out in a memorandum of understanding and accompanying annual outcome agreement.
- HMIE carry out inspection of the quality of education in: early learning and childcare settings, including nursery classes in schools; primary and secondary schools; Gaelic Medium

Education; independent schools, special and residential special schools; community learning and development services; education functions of local authorities; educational psychology services; publicly funded colleges; community learning; career information, advice and guidance services; work-based learning provision; and initial teacher education.

- Health and nutrition inspectors monitor the implementation of the Scottish Nutrient Standards for school lunches.
- HMIE carry out inspections required by the Home Office UK Visa and Immigration Service to meet the requirements for educational oversight for Tier 4 sponsor status, including private colleges and English language schools.
- HMIE report to an education authority on the educational benefits of consultations on certain significant changes to an education authority's provision of school education.
- HMIE provide advice to the Registrar of Independent Schools in the following contexts: registration of proposed independent schools; compliance visits where conditions have been imposed on the running of an independent school in accordance with Part 5 of the 1980 Act; applications from existing schools requesting to increase their roll, to change location or to vary/extend their provision; and requests for professional advice from the Registrar as part of consideration of concerns or complaints under section 99 of the 1980 Act.
- On behalf of the Care Inspectorate, HMIE review the educational provision where there has been the death of a looked after child.
- Most school inspection teams include a member of the public called a lay member. Lay Members do not have an educational background. They look at the establishment or service from the point of view of parents/carers.
- HMIE carry out national thematic inspections of specific topics or aspects of education. HMIE gather evidence from a section of establishments/services and publish a national report outlining overall standards and quality. These reports also outline what is working well and what needs further improvement. For each national thematic inspection an overall report is published which outlines key findings at a national level.
- Approaches to inspection make use of the collective expertise within Scottish education to promote improvement. HMIE value the knowledge, skills and expertise of current practitioners and inspection teams also include practising professionals who are involved in education. They are called associate assessors. They develop skills, knowledge and understanding from undertaking training with, and working alongside, inspectors. They gather valuable experience of evaluating practice using quality frameworks and observing practice in other parts of Scotland. This helps to support their journey of continuous improvement in their own establishment/service and locality.
- Approaches to college external scrutiny include contributions from learners, called Student Team Members, who join teams to gather the views of learners about their learning and their experience of college study. This ensures that the learner voice is central to evaluation and planning for improvement.
- HMIE work in partnership with other scrutiny bodies:
 - HM Inspectorate for Prisons in Scotland – HMIE use standard 6 Purposeful Activity to form their evaluations.
 - Care Inspectorate – HMIE form part of teams inspecting services for children and young people
 - HMIE work alongside the Care Inspectorate in the registration and inspection of care services which incorporate an educational element.

- HMIE and the Care Inspectorate may carry out what is known as ‘shared inspection activity’ of independent boarding schools and visit the establishment at the same time.
- HMIE and the Care Inspectorate carry out ‘shared inspection activity’ of some early learning and childcare services. Each body inspects against their own frameworks. One report is published on Education Scotland’s website.
- HMIE shares its expertise with other inspectorates in the UK and beyond. HMIE is a member of the Standing International Conference of Inspectorates and the Strategic Director of Scrutiny serves on its executive committee.
- HMIE work in partnership with College Development Network (CDN) and sparqs to support the college sector through sharing of highly effective practice and delivery of CLPL opportunities for staff.
- In addition to the corporate functions as set out below, scrutiny activities are supported and enabled through a distinct:
 - Scrutiny planning and scheduling team; and
 - Scrutiny administration team.

5. Professional Learning and Leadership

The Scottish Government’s [Education Governance: Next Steps](#) (June 2017) identified that Education Scotland has strategic responsibility for **professional learning and leadership (PLL)** in Scotland. This work includes the design and delivery of a wide range of professional learning opportunities that support Scotland’s practitioners, including Into Headship, the route for aspiring school leaders towards the now mandatory Standard for Headship. The full leadership programme list is detailed below, and programme information can be accessed [here](#):

- Teacher Leadership Programme
- Supporting Teacher Leadership
- Leadership of Early Learning
- Middle Leaders Leading Change
- Aspiring to Middle Leadership
- Collaborative Middle Leadership
- Towards Headship
- Into Headship
- In Headship
- Excellence in Headship
- Evolving Systems Thinking

One of the outcomes from the Next Steps report was the transfer of the role and functions of the Scottish College for Educational Leadership (SCEL) to Education Scotland. This work is now part of the PLL directorate, which has the following broad areas of responsibility:

- Lead role in the strategic leadership of leadership and professional learning in Scotland, strengthening understanding of effective professional learning to support improvement including embedding the National Model of Professional Learning in schools, local authorities and Regional Improvement Collaboratives (RICs).

- Working with, and strategically supporting, Career Long Professional Learning and Leadership (CLPL) leads in local authorities and RICs.
- Coordination of the Scottish Professional Learning Network and membership of and contributors to Professional Learning and Leadership workstreams across RICs to support strategic thinking and operational delivery.
- Working collaboratively with university partners ensuring breadth and relevance of provision of professional learning for educators at all levels including class teachers, middle leaders, those aspiring to headship, experienced head teachers and those in system leadership roles.
- Working with partners to support capacity building at all professional levels and continued access to professional learning to increase participation including nurturing aspiring head teachers from an earlier stage in their career.
- Working with the Education Scotland Professional Learning and Leadership Stakeholder Forum, engaging with representatives from stakeholder groups to share information and influence strategy and practice in professional learning across the system.
- Providing support to the Scottish Government in relation to the development and implementation of national policy in relation to professional learning and leadership and in support of workforce planning and development.
- Facilitating international knowledge exchange through collaborative working across a Tri-Nations group with Welsh and Irish counterparts and with a range of international universities and organisations.
- System leadership professional learning and development for Local Authorities, RICs, Education Scotland and Scottish Government (SG) colleagues focused on supporting curriculum and pedagogical developments, quality and improvement processes and effective collaborative working across the system.
- Working with Association of Directors of Education (ADES) and SG on whole system leadership to support collaborative working, working in complexity and understanding the core aspects of system and collective leadership practices.
- CERG Workstream 6: lead on the development of the CERG Workforce Support package focused on the provision of wellbeing support for educators at a variety of levels in the system, in light of the impact of COVID-19 and coordinating resources across all members of the group.
- Race and Equality: work to support race and equality, supporting the work of the Diversity in the Teaching Profession working group and the Race Equality Board. A Race and Equality Lead Specialist was recently appointed to take this work forward.
- Endorsement: this work provides a mechanism to embed understanding of effective professional learning at system level and supports coherence across the system. The process is led by the PLL team and supported by other colleagues in Education Scotland and across the wider education system, including local authority and RIC colleagues.
- International: working with colleagues across the system to increase global competencies of learners in Scotland, promote international engagement and share and learn from practice internationally.

6. National Improvement

The National Improvement Directorate has the following broad areas of responsibility:

Curriculum Innovation

- Strengthening curriculum design and innovation at organisation and system level from early years through to the senior phase.
- Working with individual teachers, establishments and across local authorities and RICs, the Curriculum Innovation Team support the development, design, innovation and the implementation of curricula across Scotland, using the Refreshed Narrative for Scotland's Curriculum as the driver for innovation.
- Using the [OECD review](#) (2021) findings to inform developments.
- Working with partners to develop, implement and consolidate the National e-Learning Offer (NeLO).

National e-Learning Offer (['NeLO'](#))

- Remote learning was a significant feature of Scottish education in the context of the COVID-19 pandemic. NeLO is a partnership between Education Scotland, the Scottish Government, the Association of Directors of Education (ADES) and eSgoil to support remote learning while school buildings were closed as part of lockdown and to support delivery as part of a blended model thereafter.
- Leading on the next iteration of NeLO taking us beyond COVID-19.

Policy advice, support and implementation

- Providing support to the Scottish Government in relation to the development and implementation of national policy. This includes, for example, [Free Bikes for Schools](#), [the Logan Review](#) and A National Response to Improving Mathematics in Scotland that builds on the work of [Making Math Count](#).

Inclusion, Wellbeing & Equalities

- Provision of professional learning activities, resources, coaching and mentoring; and support for local, regional and national networks for inclusion, wellbeing and equality.
- Provision of focused professional support, learning activities and resources developed for local and regional colleagues to support children and young people who require additional support, including those with complex and complexity of needs.
- Sharing of effective inclusion, wellbeing and equality practices regionally, nationally and internationally.
- Provision of evidence-based advice and consultation on inclusion, wellbeing and equality policy and implementation to support Scottish Government policy development.
- Working collaboratively with a broad range of partners to offer holistic support to children, young people, their families and local communities.

Digital Services

- Delivering Glow – the national on-line platform for learning and teaching. Glow was used by 656,735 users during the academic year to June 2021, in more than 80 million sessions.
- Managing the Scottish Wide Area Network (SWAN) - providing connectivity for education to 32 local authorities.

- Supporting Digital Learning and Teaching – including professional learning and leadership for education professionals via digilearn.scot and supporting activity around cyber security, internet safety and responsible use. Implementation of the National Digital Learning and Teaching Strategy for Scotland.
- Corporate Digital Services – managing Education Scotland’s use of Scottish Government’s SCOTS service, delivering and supporting our local IT systems and services including Note of Visit Tracker (which records and reports engagement with the education system) and Education Scotland’s Scrutiny Planning Application.
- Transformation Programme – a two year programme (currently in year 2) to identify and deliver improvement in business processes and technology across Education Scotland.

Other work led by the National Improvement Directorate

The RAiSE Programme

- The RAiSE programme is delivered through a partnership of Education Scotland, The Wood Foundation, Scottish Government and participating local authorities. It aims to enhance the confidence and skills of primary school practitioners to improve learning and teaching in science, technology, engineering and mathematics (STEM) education.
- The programme supports local authorities and the Primary Science Development Officer (PSDO) network to develop and promote good practice and to showcase the achievements.

Financial oversight of National Grants

- The National Improvement Directorate provides financial oversight of a number of grants including STEM; RAiSE, and Creativity.

7. Regional Improvement

- Education Scotland has six regional teams which include a range of staff with specialist expertise who are led by the team of six Senior Regional Advisors.
- The Regional Teams work together and with local, regional and national partners to lead national policy priorities including:
 - the Scottish Attainment Challenge
 - National Improvement Framework (NIF)
 - Science Technology Engineering and Mathematics
 - Developing the Young Workforce
 - Improving Gender Balance in Education
 - Mentors in Violence Prevention
 - Digital learning and teaching
 - Cyber security
 - 1 +2 modern languages
 - Literacy and English
 - Numeracy and Mathematics
 - Inclusion
 - Health & Wellbeing
 - RME/RMPS
 - Social Studies
 - Expressive Arts
 - Technologies

- Digital Learning & Teaching
- The Regional Teams work with all sectors from early learning and childcare, primary, secondary, CLD and third sector partners.
- The teams provide bespoke support for schools to bring improvements in leadership, learning, teaching and assessment, curriculum, best use of evidence and equality, equity, wellbeing and inclusion across all stages from 3-18. This is often undertaken in partnership with HM Inspectors and, where appropriate, other colleagues.
- Teams also work directly with local authority colleagues to provide additional capacity and ensure there is a coordinated approach in how schools are supported. This support is usually planned in consultations between Senior Regional Advisors and Local Authority staff as a bespoke service to take account of local contexts. Examples include Attainment Advisors supporting headteachers to ensure effective use of the Pupil Equity Fund, Senior Education Officers (SEOs) providing national expertise to develop improvement strategies for specific curriculum areas and professional learning activities to strengthen self-evaluation and quality improvement within the context of a specific school or local authority. Through this support we aim to build capacity in the system through sharing evidence-informed practice and strengthening the professional expertise of leaders at all levels.
- Education Scotland work in partnership with local authority subject networks to support improvements in outcomes for learners across all curriculum areas. SEOs across all curriculum areas have long established relationships with subject networks in all 32 local authorities. We have also established online learning communities within Glow which effectively promote collaboration between practitioners for sharing of practice and resources. Our SEOs lead the work of our teams to deliver professional support and advice through publication of resources, professional dialogue and professional learning activities to support improvement in subject specific pedagogies, assessment and moderation, curriculum development and leadership of learning.
- Education Scotland provide support to local authorities, schools and partners to be aware of and meet their responsibilities in relation to relevant legislation and national education policies e.g. UNCRC, Scottish Attainment Challenge (SAC) and National Improvement Framework (NIF).
- There are 32 Attainment Advisors linked to all local authorities across Scotland who provide professional advice and guidance, lead and build capacity for improvement in approaches to close the poverty related attainment gap. Jointly with Scottish Government, we develop and lead delivery of the Scottish Attainment Challenge.
- Jointly with Scottish Government, our NIF Officers lead delivery of the NIF programme including gathering evidence for the annual NIF Plan and Report and planning and delivering support in relation to the NIF drivers.
- Senior Regional Advisors work closely with RICs and in particular RIC Lead Officers to achieve priorities set out in their RIC Improvement Plans and enhance sharing of effective practice across and between RICs. Our staff work closely with RIC teams to plan and deliver the range of work outlined in each of the RIC plans.
- Senior Regional Advisors, supported by Strategic Directors, lead the annual review of RIC plans and report on these to the Chief Inspector and the Cabinet Secretary. They work with RIC Lead Officers, Scottish Government and other partners to consider next steps for maximising the potential of regional collaboratives to provide excellence and equity.

- Senior Regional Advisors support further development and implementation of a programme of local authority Collaborative Improvement in partnership with ADES.
- Senior Regional Advisors and their teams work collaboratively with Scottish Government and LAs to analyse data and contribute to robust evaluation of improvement across Scottish education.
- Education Scotland provide professional advice to Scottish Ministers and gather intelligence to support policy development and decision making.

8. Community Learning and Development Standards Council

The [CLD Standards Council](#) is housed in Education Scotland. The Council was formally established by the Scottish Cabinet Secretary for Education and Lifelong Learning in 2008. It was directed to support quality and improvement in Community learning and Development (CLD). Having previously sat within Learning and Teaching Scotland (LTS), the Council moved structurally, along with LTS, to Education Scotland when Education Scotland was created in 2011. The Council is the professional body for CLD practitioners in Scotland. It is a peer led organisation which requires the Council to be a step removed from government in order to have a distinct identity and to support ownership of its strategic areas of responsibility. The administration of the Council is staffed by civil servants.

The Council's strategic aims and objectives, which are set and agreed by the Scottish Ministers, are to:

- Deliver a professional approvals structure for qualifications, courses and professional learning opportunities for everyone involved in CLD.
- Maintain and develop a registration system, available to practitioners delivering and active in CLD practice.
- Develop and maintain models of continuing professional learning and training opportunities for CLD practitioners.
- Improve and develop our organisational capability.
- Collaborate and contribute to relevant CLD policy and workforce development information.

The current Framework Agreement with Education Scotland can be found [here](#).

9. The Registrar of Independent Schools

The responsibilities of the Registrar are:

- To maintain a publically available register of independent schools (online at: [Independent schools in Scotland: register - gov.scot \(www.gov.scot\)](#)).
- Administer applications to register new independent schools, or applications to amend the registration of extant schools.
- Support the development and implementation of government policy in relation to independent schools.
- Liaise with both Education Scotland and the Care Inspectorate (and other bodies as appropriate) to understand inspection outcomes and gather intelligence which may be relevant to the Scottish Ministers.
- Provide advice to the Scottish Ministers in relation to the independent schools' sector (in particular, where related to the Scottish Ministers' regulatory functions over the independent schools' sector as set out in Part V of the Education (Scotland) Act 1980, as amended).

10. Corporate Services

The Corporate Services Directorate provides many of the enabling functions for Education Scotland. This includes leading and supporting the effective development and delivery of corporate and directorate level governance, risk, business planning, finance, procurement, grants, internal and external communications and engagement and HR. This directorate also provides administration support to the directorates, including support to the Chief Executive and Strategic Directors. Work of the Corporate Performance and Statistics teams is included below to keep all corporate service functions together, however these functions report into the regional directorate.

Finance, Infrastructure and Analysis

- **Finance:** responsible for developing and monitoring the Education Scotland budget, preparing annual accounting statements and coordinating the annual audit and accounts, providing Leadership Team, Advisory Board and Audit and Risk Committee with financial reports, ensuring payment of invoices follows Education Scotland and Scottish Government guidance.
- **Procurement and Grants:** manage and facilitate the procurement of goods and services, advise colleagues on procurement matters in line with Scottish Government Procurement Policy and manage and facilitate the contracting process which involves preparation and awarding contracts. Manage and coordinate grant and sponsorship funding.

Operations

- **Governance and Information:** responsible for the organisation's corporate governance and assurance arrangements including risk management, organising meetings for the organisation's governance boards including the preparation of formal agendas, meeting papers and minute taking and overseeing the Agency's response to public sector duties and policy reviews. Support for non-executives and auditors. Manage official correspondence for Education Scotland, such as FOI, Complaints, Parliamentary Questions and other ministerial correspondence. Provide advice and support relating to information governance and management. Responsible for Parliamentary liaison and development and maintenance of core briefs.
- **Strategic Business Unit:** provides advice and guidance on programme planning, ensuring governance processes are in place across directorates to enable clear lines of reporting, accountability and assurance. This includes supporting risk management within the directorates. The team have responsibility for ensuring robust budget forecasts are in place as well as providing advice and support on procurement processes within directorates. A core part of the team's function provides administration support, including organising events, mailbox management and collation of data to support reporting.
- **Communications, Engagement and Online Services:** responsible for development and implementation of internal and external communications strategies and plans, including news bulletins, social media posts and other communications channels. Also leads the organisation of highly successful internal staff engagement sessions across a range of topics and leads in the development and publication of online content. This team is also responsible for event management including the Scottish Learning Festival and the Education Awards.
- **HR and Facilities Estate Management:** provide colleagues with specialist support, advice and guidance regarding HR policies and procedures. Supports and advises colleagues on

staff recruitment and on-boarding, leads on developing staff culture and values, and leads and supports on the implementation of our staff wellbeing strategy. Support the organisation's office estate and is responsible for health and safety.

- **Office of the Chief Executive:** coordinate administrative support for CEO and Strategic Directors.

Corporate Performance

The Corporate Performance team is part of the Regional Directorate, and is responsible for providing high quality evaluation and performance measurement/monitoring support and services to ensure that Education Scotland gathers evidence of impact and bases its decisions on the best available evidence.

- The team provides professional advice on the design and development of performance indicators at corporate, directorate and programme/workstream levels, reports on corporate outcomes (KPIs) and reports to the Leadership Team and internal Boards on corporate Management Information.
- The team implements evaluation projects in partnership with Directorates, analyses qualitative and quantitative data produced through evaluation and produces reports and briefings on evaluation in a user friendly format.
- Additionally, the team works to increase Education Scotland's awareness of current research priorities and projects and provides analytical input and advice on the Scottish Government's National Research Strategy, including co-ordinating Education Scotland's input to key strategy groups.
- The team advises on compliance with research ethics frameworks and data protection legislation for research and evaluation work as well as providing tailored advice and guidance about evaluation design, methods and analysis.

Statistics Team

The Statistics Team sits within the Regional Directorate, but provides support across the whole organisation. It offers a range of planned and bespoke statistical and analytical services, including:

- Preparation of statistics packs to support inspection activity at school/establishment level.
- Preparation of local authority level statistics packs to inform regional and other work.
- Rapid turnaround data analysis in response to Parliamentary Questions, FOI requests etc.
- Responding to other bespoke requests for data analysis for internal and external purposes.

11. Transformation Programme

As a result of the Education Scotland Digital Strategy, published in 2018, the organisation was provided with capital funding to complete a transformation programme.

- The work of the Transformation Programme is closely aligned to the Corporate Plan and will help Education Scotland achieve excellence and equity for Scotland's learners, with Scotland's educators.
- This investment in our resources will allow us to improve our end-to-end processes and digital systems to improve access to the full range of services that Education Scotland offers.
- The Transformation Programme aims to make changes to Education Scotland in three main areas: Digital Systems, Business Processes and Service Design.
 - **Digital Systems** - the programme will improve the digital systems and resources that we need to support the work we do. We will look to make our services easier and more efficient to use, create a secure space to store, manage and analyse our data and provide various tools to automate some processes and make complex processes easier.
 - **Business Processes** - the Programme will help staff to update and improve their processes to get the most out of these resources and better align them with the business. These improvements will help make this a 'Great Place to Work' and we are working with staff to create a culture that supports everyone and make them proud to be a part of Education Scotland.
 - **Service Design** - is about putting users at the centre of what you do and is focussed on designing with the people who use our services and access our resources, including our staff. This approach will ensure that our users have an input to everything we create including improvements we make to our Scrutiny, Professional Learning and Professional Advice and Support Services.
- Several workstreams are underway which aim to better support practitioners. This includes development and implementation of a Customer Relationship Management system that will improve our use of data and information for internal and external benefit. There will also be improvements in how practitioners find relevant professional learning, for events run by Education Scotland and information about our services and resources easier to find across our web channels.
- The Transformation Programme is working to make Education Scotland a great place to work by creating a culture of empowerment that supports innovation and collaboration.

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