**SCOTTISH POLICY FORUM**

**Education and Skills**

1. **Overview**

The second Scottish Policy Forum paper of our policy review is exploring Education and Skills.

This is a policy area that Scottish Conservatives have been leading on in the Scottish Parliament for many years, be it on improving numeracy and literacy standards, further and higher education funding structures or teacher recruitment. Our Shadow Cabinet Secretary for Education, Liz Smith MSP, has also conducted a thorough review of the Curriculum of Excellence and produced a series of recommendations to improve it.

The list of SNP failures in education is long, from a stagnating attainment gap between poorer and wealthier pupils, through slipping international rankings, to significant cuts to college funding and places. The SNP Government cannot pass responsibility for them elsewhere – this is a policy area that has been fully devolved to the Scottish Parliament since 1999 and under the SNP’s control for the last 11 years.

The importance of skills development and an education system that is aligned with the needs of the economy is something that is regularly flagged by stakeholders. The pace of change in our economy is accelerating and the need for a responsive and flexible skills system is only going to increase.

We are keen to continue to work hard in this policy area and present policy solutions that can return Scotland’s education system back to being one of the best in the world. We look forward to your help in this endeavour.

As ever, if you want to send in comments on anything beyond the questions asked in this paper, you are very welcome to do so in the same submission. As a running theme through all future papers, we are very keen to explore the balance of powers between central and local government, so any comments on that will be gratefully received.

The final deadline for submissions is **Friday 29 June 2018.**

1. **Early Years and Childcare**

In recent years, there has been considerable policy debate about childcare in Scotland and the UK as a whole. Partly this relates to concerns about child development and early intervention and partly to supporting mothers into employment. These policy aims overlap, but they do not necessarily suggest the same solutions.[[1]](#footnote-1)

**Childcare costs in the UK are comparatively high** – estimated at approximately £4/hr – and several policy initiatives exist which are aimed at providing a public subsidy to support childcare. The UK-wide tax-free childcare scheme offers up to £2,000 in subsidy through “salary sacrifice” vouchers, a childcare element is included in the new Universal Credit system for families on a lower income and, in a devolved setting, governments provide direct childcare hours via accredited providers.

Other forms of support have been mooted in the past, for example linking the subsidy to family income (ensuring no family pays more than a certain percentage of their income on childcare) or through covering a percentage of total childcare costs.

In Scotland, the main public subsidy for childcare in Scotland is the statutory provision of part-time pre-school education places for every 3 and 4 year-old, and around a quarter of the most disadvantaged 2 year-olds. The Scottish Government intends to increase this provision to 1,140 hours a year, which equates to approximately 30 hours a week (nearly full-time). One of the policy centrepieces of the independence White Paper was a pledge to introduce universal free childcare, which was to mean 30 hours a week for all 1 to 5 year-olds.

To deliver the existing commitment, local authorities have estimated that they will need 12,000 extra Early Learning and Childcare (“ELC”) staff by 2020, and that **£690 million will be needed for changes to infrastructure and around £1 billion in annual revenue** – for reference, that’s around a tenth of the entire local government allocation in this year’s Scottish Budget.

Apart from concerns over the amount of funding being committed to the policy and its deliverability, concerns have been raised over the flexibility of childcare provision. Statistics show that 90% of council nurseries do not provide full working day ELC places, with just one in ten council nurseries open between 8am-6pm. Nineteen councils have no nurseries open the full time between 8am and 6pm, just 3% have places starting before 8am, and just 2% have places ending after 5:15pm.

In our 2016 Scottish Parliament election manifesto we argued that the priority should be extending hours to a higher proportion of disadvantaged 2 year-olds and disadvantaged 1 year-olds in the first instance, with a gradual expansion of part-time hours to all 1 to 4 year-olds. This would ensure help is available early on, but would also close the current gap between statutory parental leave and free hours, with positive labour market impacts.

Extending the number of free hours, however, is only one side of the coin. Scottish Conservatives have also long campaigned for the system to be much more flexible and responsive to parental demand. The most straightforward way to do this would be to give parents the freedom to use their entitlement whenever they need it at approved childcare providers, including registered childminders. This means childcare entitlement would be brought in line with modern working life.

**Discussion Questions**

**Q1. Should governments support families with their childcare costs to help with parental employment and/or child development?**

**Q2. Public subsidy in Scotland is delivered through direct provision of childcare places. Are there any other models of support you would prefer?**

**Q3. Do you think flexibility should be at the heart of the childcare policy? If so, how can we make the system more flexible?**

1. **Primary and Secondary Education**
   1. **Curriculum for Excellence**

The Curriculum for Excellence was the most fundamental reform of Scottish education for a generation – it has introduced a new framework for the school curriculum from ages 3 to 18 along with new qualifications (National 1-5 and new and revised Highers/Advanced Highers).

At the time of its introduction, there was near unanimous agreement that its principles were the right ones; that to educate young people for the 21st century there had to be greater focus on skills and on personal and social responsibility as well as on core knowledge. Young people should understand *why* they were learning just as much as what they were learning. As such, it was built on the four capacities:

* Successful Learners
* Confident Individuals
* Responsible Citizens
* Effective Contributors

But whilst there continues to be widespread support for these four capacities, **the educational rationale for the Curriculum for Excellence remains unclear** – it has come to mean different things to different people. Its structure is not coherent therefore it has confused teachers. Learning “outcomes and experiences” that are intended to shape the curriculum are too vague and there are far too many of them. Mastering core knowledge has, too often, had to give way to learning processes. At the same time, there has been an absence of the necessary quantitative and qualitative data to measure the progress of the Curriculum for Excellence making it impossible to pinpoint exactly where the problems really lie.

A poll of teachers has found that confidence in CfE is collapsing. The survey found that **pupil disengagement across Scotland is increasing throughout school**, and that many felt the new N4 qualification was worthless due to the lack of any exam attached to it. A majority of teachers also blame changes to the curriculum as a reason for being dissatisfied with their job.

Liz Smith MSP, our Shadow Cabinet Secretary for Education and Skills, concluded her review of the Curriculum of Excellence with a series of recommendations including several aimed at improving clarity and accountability in the system:

**Firstly**, there has to be a key focus on core skills in the curriculum. Strong competence in literacy and numeracy are obviously the core skills required for every learner. Competence in these skills opens doors to other educational opportunities and provides confidence to the learner. Broad general education needs reset so that the main focus is on traditional subjects and on the necessary core knowledge which defines them

**Secondly**, the Scottish Government should reverse its decision to take Scotland out of the international TIMSS and PIRLS measurements. The Scottish Survey of Literacy and Numeracy should not have been abandoned but, instead, reformed to provide analysis of a wider cohort of pupils in both literacy and numeracy on an annual basis.

**Thirdly**, the new standardised tests should be exactly that – standardised across the country and not open to the wide variation across different local authorities. The results of these tests should be published so that proper statistical work can be undertaken to measure progress year on year. If we are to raise standards across the board we need that transparency to ensure that teacher judgment, which is so crucial, is wholly backed up by the necessary data which proves that progress is being made.

* 1. **Governance Reform**

The Scottish Government is intending to overhaul the governance of Scotland’s school system through twin proposals to create **Regional Collaboratives as well as devolving more powers to school level.** We agree that there should be reforms which bring greater devolution of power towards schools and which automatically bring with it the opportunities to enhance parental and community involvement. We do not believe that the current system, which rests solely on the accountability of local authorities, works well enough when it comes to meeting the individual needs of young people.

We have also argued for **greater diversity within the school system**. We believe equality relates principally to opportunity rather than to outcome. Each child is different and a successful school system must reflect that. We were very persuaded of the principles which underpinned the Wood Commission and the principles which underpin the approaches of other European nations which seek to tailor their education systems to the diversity of aspiration and the practical needs of a fast-changing and flexible economy.

The extension of powers to allow greater devolution includes greater power over staffing decisions which is so often under the control of local authorities. We are strongly of the view that there is far too small a percentage of any school budget over which headteachers have direct control. This in turn raises issues about accountability. Several heads have made the point that they feel accountable only to local authorities, not to parents – something which we believe is a serious concern and which prevents a more dynamic school sector.

Fundamentally, we believe that there should be much greater autonomy for headteachers so that they are free to make the decisions which they know can raise standards in their school.

* 1. **Teacher Recruitment**

Having sufficient, well qualified and highly skilled teachers is obviously key to educational success. It is also the key to getting the Curriculum for Excellence back on track.

Notwithstanding the fact that teacher numbers are bound to fluctuate as a result of changing pupil demographics, the very significant drop of 3,500 teachers since 2007 has had a profound effect on the ability of schools to deliver top class education given the resulting pressure on resources.

In particular, groups such as the Scottish Children’s Services Coalition have regularly produced worrying statistics which show the cumulative effects on additional support for learning resources. Given that the most recent data indicates that around one quarter of Scottish school pupils are identified with additional support needs this is a very worrying trend which means that many of our most vulnerable children are not receiving adequate support.

The Scottish Conservatives would like to see more work undertaken to make it possible to have **more flexible routes into teaching**. We believe there remains a strong case for a Scottish version of Teach First which can meet the rigorous academic standards required by our universities and teacher training institutions, accreditation with the General Teaching Council of Scotland, and also the high expectations of parents.

**Discussion Questions**

**Q4. Do you support the Curriculum for Excellence? Are there any other ways we could improve it?**

**Q5. Would you like to see more or less rigorous testing at schools?**

**Q6. How can we attract more teachers into the profession?**

**Q7. Where should the balance of decision-making power lie between headteachers, councils and the Scottish Government?**

1. **Further and Higher Education**
   1. **Colleges and Vocational Pathways**

Until the legislative reforms that began in 2011, colleges in Scotland had not been subject to significant legislative change since 1992, when most colleges transferred from being managed by the relevant local authority to establishing their own individual corporate body with a “board of management” overseeing the governance of the college. Following more recent reforms, colleges have been merged and regionalised, allowing for more central control of further education.

Scotland’s colleges have a tradition of serving the most disadvantaged and those furthest from the workplace. They continue to serve our most deprived communities, as well as those with additional support needs, older learners and women, care-experienced students and those from a Black and Minority Ethnic background.

That said, a staggering 143,000 college places have been lost across Scotland since the SNP came to power. Much of this drop is due to a significant fall in part-time enrolments, which have declined by 51% since the SNP came to power. This is symptomatic of a **long-running prioritisation of academic qualifications over vocational ones**. Scottish Conservatives have always disagreed with this approach and argued we should redress the balance and give equal weight to vocational education.

Not every pupil will desire to study at university and we need to ensure they have the opportunities to develop their talents, improve skills and gain meaningful qualifications. This requires cooperation with the private sector on skills training, providing more flexible secondary education and developing closer working relationships between business, schools, and colleges.

Not only do colleges deliver further education courses as well as an increasing percentage of higher education, they also play an important role in delivering the Modern Apprenticeship programme which offers opportunities to gain skills, experience and a qualification while in employment. With a national ambition to have 30,000 Modern Apprenticeships starts by 2020, the key role of colleges in this programme will continue.

Colleges are also the main provider of Foundation Apprenticeships which enable young people to gain industry-recognised qualifications, real-world work experience and access to work-based learning while still at school.

* 1. **Universities**

Scottish Higher Education Institutions generate a total income of around £3.5 billion per year. The largest proportion of income comes from the Scottish Funding Council grant (£1.1bn), which basically covers the cost of tuition for home-domiciled students. For comparison, tuition fee income (£941m) and research income (£800m) made up 27 and 22 per cent of the budget respectively.

This investment of over £1 billion in funding by the Scottish Government provides Scottish Ministers with a mechanism for influence over the activities of higher education institutions. Some of the current policy priorities of the Scottish Government include widening access by those from traditionally under-represented socio-economic groups, promoting digital skills, and continued activity to prioritise high quality research and innovation.

* + 1. **Sustainable Funding**

“Free” university study for home-domiciled students is seen by the SNP as one of Scotland’s most distinctive policies since devolution. An independent review of tuition fees was promptly established by the Labour-Liberal Democrat coalition that formed the first Scottish Executive and fees were replaced in 2001 by a graduate endowment of just over £2,000, which was paid by graduates when their earnings reached £15,000. The endowment, in turn, was abolished by the SNP when it came to power in 2007.[[2]](#footnote-2)

**Concerns about the sustainability of higher education funding have recently been raised by a range of organisations**. Audit Scotland, for example, found that it was getting harder for Scots to win a place because the number of applications was increasing faster than the number of places, which is capped by the government to control the cost to the taxpayer. The proportion of applications by Scots that resulted in an offer fell from 57 per cent to 50 per cent between 2010 and 2015, while the proportion of applicants who did not receive any offers rose by four percentage points to 19 per cent over the same period.

The sector in Scotland has been arguing for an increase in funding if our universities are to remain internationally competitive, widen access, provide improved support for bursaries and be able to stay at the cutting edge of research and knowledge exchange. Instead of cutting public spending elsewhere or raising taxes, Scottish Conservatives have argued for a better balance to be found between taxpayers and graduates in funding tuition and in our last manifesto we have supported a graduate contribution, payable once the graduate is earning a good salary rather than an upfront fee.

* + 1. **Widening Access**

Widening access to universities has become a key policy aim of the Scottish Government, Despite the differences in tuition fees, **a smaller percentage of Scotland’s most deprived children go to university than in any other part of the UK**. Just 12.3 per cent of the poorest 20 per cent of 18 year-old Scots go to university – compared to 20.4 per cent in England, 18.1 per cent in Wales and 15.9 per cent in Northern Ireland.

The difference within Scotland is just as staggering - the latest figures from UCAS show that 18 year-olds from Scotland’s 20% least deprived communities are more than four times as likely to enter university as those from the 20% most deprived communities. For those who wish to enter the most selective institutions, the position is considerably worse. The Scottish Government aims to ensure that 20% of higher education students are drawn from the most socially disadvantaged neighbourhood by 2030. To that end a Commission on Widening Access chaired by Dame Ruth Silver reported in 2016 with a series of recommendations.

We have warned that the fixed cap on student numbers inevitably raises concerns that the drive to recruit students from deprived backgrounds will reduce opportunities for other students. The SNP’s cap on student numbers means that the proportion of Scots at universities is in decline.Over the past decade, the number of EU students in Scotland has risen by 97 per cent. In the same period**, the percentage of Scottish students in Scottish universities fell from 75 per cent to 66 per cent of the total**.

* 1. **Bursary Support**

While all Scottish students receive free tuition, arrangements for help towards living costs are much more complicated, with a mixture of bursaries and loans available. The Scottish Government has **moved away from bursary support towards the provision of loans**. Since the SNP came to power, bursary and grant payments have been cut by 33 per cent. The number of students receiving bursary and grant support has fallen by 24 per cent and the average bursary or grant payment has fallen by 27 per cent.

More recently, however, an independent review of student finance, commissioned by the Scottish Government, recommended that all college and university students should have an income of at least £8,100 a year. This would be a mix of loans and bursaries determined by personal circumstances. The Scottish Government is yet to respond.

**Discussion Questions**

**Q8. Where should the balance be between further and higher education in terms of public funding?**

**Q9. How can we ensure a sustainable financial future for Scotland’s universities? What contribution should students make to the cost of their tuition, if any?**

**Q10. Should widening HE access be an objective of government policy? If yes, how do we achieve that objective?**

**Q11. What mix of bursary and loan support would you like to see provided to students?**

**Q12. Are there other forms of student support the government should provide?**

1. **Skills Development**

Recent years have seen an increasing focus on the provision of more in-work training, for skills development to be aligned with business need and for alternative pathways into employment. Modern Apprenticeships have been the centrepiece of the Scottish Government’s policy, but there have also been recent introductions and expansion of Foundation and Graduate Apprenticeships.

Scottish Conservatives have consistently made the case for more vocational education and skills training to be aligned with business demand. Per head of population, Scotland has only half the number of apprenticeships as England. We have argued for an additional 10,000 apprenticeship starts every year by the end of the Parliament - twice the current SNP proposals - in particular expanding opportunities for women as well as higher level apprenticeships.

* 1. **Modern Apprenticeships**

The Scottish Government aims to deliver 30,000 apprenticeship starts by the end of this Scottish Parliament. At the moment, 26,000 people start a Modern Apprenticeship[[3]](#footnote-3) every year, combining a qualification with on-the-job experience. This lets people work, learn and earn at the same time. Skills Development Scotland contribute towards the costs of their training, through a training provider (e.g. a college) who works with the business.

There are **over 80 Modern Apprenticeship frameworks** – from healthcare and financial services to construction and IT. These have been developed by so-called sector skills councils, in consultation with their industry. Apprentices can therefore build valuable work experience from day one and gain an accredited qualification which is recognised by industry.

* 1. **Foundation Apprenticeships**

Introduced in 2016, Foundation Apprenticeships[[4]](#footnote-4) are a **work-based learning opportunity for senior-phase secondary school pupils**. Lasting two years, pupils typically begin their Foundation Apprenticeship in S5.  Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers.

Foundation Apprenticeships are currently available in eight subjects including civil engineering, software development and financial services. Foundation Apprenticeships are linked to growth sectors of the Scottish economy, so young people are getting industry experience which will help them kick-start a successful career in their chosen field.

In August 2016, 351 young people started a Foundation Apprenticeship and from August 2017 the number of places available increased to 1,900. By the end of 2019, 5,000 Foundation Apprenticeship places will be available. We have called for every school in every local authority area to offer FAs.

* 1. **Graduate Apprenticeships**

Graduate level apprenticeships[[5]](#footnote-5) differ as a new way to gain a degree or related Level 8 qualification through work, whilst in paid employment. The qualifications range from DipHE to master’s degree level. They are **a new way into degree-level study for individuals who are currently employed, or who want to go straight into work**.

Apprentices split their time between university or college, and the workplace. They’re employed throughout the programme, and many go on to gain full employment upon completion, with the same employer. There’s also a wide range of university and college degrees which include work placements and vocationally-related learning, as well as academic study. Attendance is mostly at work, with different options for university attendance – from day release, to block release or online learning, or a combination.

With a graduate level apprenticeship, students are first and foremost an employee, spending around 80% of their time in the workplace, and the rest at university or college.  However, apprentices are matriculated students, so they can use the on-campus facilities.

* 1. **Reskilling and Upskilling**

Apprenticeships, however, are not the only form of skills development. Many employers will run their own training schemes, with little or no government funding and support. The introduction of the apprenticeship levy and its different operation in Scotland has exacerbated the problems employers face in funding their own schemes. This is a UK-wide levy payable by businesses with an annual pay bill of over £3 million. In Scotland, the levy raises approximately £230m annually and is used centrally by the Scottish Government on a range of schemes in relation to employability and skills. In England, levy-payers can use their payments to procure training directly via dedicated accounts, although the system has been criticised for being too complex and in fact discouraging companies from investing in skills development.

As the pace of change in our economy accelerates, it has been argued that the formal apprenticeship system is not flexible enough to offer upskilling, especially for employees over 25 years of age. In our 2016 manifesto we argued that smaller, bite-sized training opportunities should also be developed by, for example, supporting internship schemes and part-funding them for their duration.

In addition, businesses should be encouraged to develop at least an additional 10 skills academies across Scotland. These are industry-led, but government-supported institutions that offer shorter intensive courses in a specific area, for example digital skills (like the CodeClan academy).

**Discussion Questions**

**Q13. Do you have any suggestions on how to improve the apprenticeship system in Scotland?**

**Q14. If you are familiar with the Apprenticeship Levy, do you think its operation in Scotland should change in any way?**

**Q15. What should be done to make our skills development system more flexible and responsive to industry needs?**

1. **Appendix A (Key Statistics)**

* **Total of all teacher numbers are down 3,587 since 2007.** In 2007 there were 55,100, and now in 2017 there are 51,513. This represents a reduction of 6.5 per cent (Scottish Government*, Summary Statistics for Schools 2016/17,* 12 December 2017, [link](http://www.gov.scot/Publications/2017/12/3099/0)).
* **The decline of teacher numbers has seen average class sizes hit all-time highs**.The SNP’s 2007 manifesto pledged to cut class size and maintain teacher numbers, promises that have since been abandoned. Now the average primary school class is 23.5, up from 22.8 in 2007. In addition, the percentage of pupils in classes of 18 or fewer in 2011 was 20.2, it is now just 12.2 per cent (Scottish Government*, Summary Statistics for Schools 2016/17,* 12 December 2017, [link](http://www.gov.scot/Publications/2017/12/3099/0)).
* **The International PISA results show that Scottish education has gone backwards.** Since 2006, reading has dropped from a score of 499 to 493. The mathematics score has from 506 to 491, whilst the science score has taken the worst fall from 515 to 497. England and Northern Ireland now outperform Scotland in every category, as does the Republic of Ireland, Estonia and Poland. Scottish education, under the SNP is now just average (OECD, *PISA 2015 results,* 6 December 2016, [link](http://www.oecd.org/pisa/data/)).
* **Pupils from deprived backgrounds ‘lag behind’ in their first year of school.** In P1, just 73 per cent of the SIMD 20 most deprived children achieved the expected level for reading, compared to 90 per cent for the least deprived. In writing, the difference was 70 per cent and 88 per cent, for listening and talking it was 81 per cent and 93 per cent and for numeracy it was 78 per cent and 92 per cent (Scottish Government *Achievement of Curriculum for Excellence Levels*, 12 December 2017, [link](http://www.gov.scot/Publications/2017/12/5300/downloads#res528876)).
* **The most deprived pupils are half as likely to achieve the expected level of writing by the time they leave school than the least deprived pupils**.For the most deprived pupils, only 34 per cent achieved the expected level of writing, compared to 66 per cent for the least deprived. For reading, this gap was 37 per cent and 69 per cent; for listening and talking the gap was 37 per cent and 69 per cent. For numeracy the gap was 39 per cent and 74 per cent (Scottish Government *Achievement of Curriculum for Excellence Levels*, 12 December 2017, [link](http://www.gov.scot/Publications/2017/12/5300/downloads#res528876)).
* **Since the SNP came to power, bursary and grant payments have been cut by 33 per cent.** The number of students receiving bursary and grant support has fallen by 24 per cent and the average bursary or grant payment has fallen by 27 per cent. In 2010/11, the average bursary or grant amount payed was £1,841.65 per student, in 2016/17 this was just £1343.81, a decline of £497.84 per student (SAAS*, Higher Education Student Support in Scotland 2016/17*, 31 October 2017, [link](http://www.saas.gov.uk/_forms/statistics_1617.pdf)).
* **A smaller percentage of Scotland’s most deprived children go to university than in any other part of the UK.** Just 12.3 per cent of the poorest 20 per cent of 18 year old Scots go to university – compared to 20.4 per cent in England, 18.1 per cent in Wales and 15.9 per cent in Northern Ireland (UCAS*, End of Cycle Report*, 14 December 2017, [link](https://www.ucas.com/file/140396/download?token=ekh0PW6p)).
* Since the SNP came to power, **college student numbers have been cut by 143,496**. In 2007/08, the student headcount was 379,233, in 2016/17 this has fallen to just 235,737, a decline of 38 per cent (Scottish Funding Council*, College Statistics 2016/17*, 30 January 2018, [link](http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcst012018/SFCST012018_College_Statistics_2016-17.pdf)).
* T**he number of part time college students have been cut by 51 per cent.** In 2007/08, the number of part time FE students was 398,606, in 2016/17 this had fallen to just 195,125, a decline of 203,481 (Scottish Funding Council*, College Statistics 2016/17*, 30 January 2018, [link](http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcst012018/SFCST012018_College_Statistics_2016-17.pdf)).
* **31 per cent of Scottish employers say that there is a lack of complex numerical skills among many applicants**. An additional 16 per cent say that there was a lack of basic numerical skills from their applicants. Overall, 95 per cent of employers said that the skills-shortage has had an impact on their vacancies and recruitment (UK Government, *Employer Skills Survey 2015*, 26 May 2016, [link](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525743/ESS_2015_Scotland_Slide_Pack__May_.pdf)).
* **The rate of apprenticeship starts in Scotland is just half that of England.** Per 100,000 people, there were 486 modern apprenticeship starts in Scotland against 889 in England. (SDS, *Modern Apprenticeship Statistics*, June 2017, [link](https://www.skillsdevelopmentscotland.co.uk/media/43282/modern-apprenticeship-statistics-quarter-4-2016-17.pdf)) (DfE, *FE data library: apprenticeships*, 25 January 2018, [link](https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships)).

1. SPICe, *Early Learning and Childcare*, SB14/26 [↑](#footnote-ref-1)
2. <https://www.timeshighereducation.com/features/can-scottish-higher-education-carry-on-with-its-free-tuition-policy> [↑](#footnote-ref-2)
3. <https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/> [↑](#footnote-ref-3)
4. <https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/foundation-apprenticeships/> [↑](#footnote-ref-4)
5. <https://www.ucas.com/graduate-level-apprenticeships> [↑](#footnote-ref-5)