

NATIONAL DISCUSSION & INDEPENDENT REVIEW OF QUALIFICATIONS AND ASSESSMENT

Information to support school in-service day discussions

NATIONAL DISCUSSION

- **Co-facilitated by Professor Carol Campbell and Professor Alma Harris**
- **Vision, Values and Call to Action**



NATIONAL DISCUSSION – WHY NOW?

- The National Discussion was carried out following a recommendation from Professor Ken Muir's report: "*Putting Learners at the Centre: Towards a Future Vision for Scottish Education*" which said we should hold a national discussion to establish a compelling, consensual and renewed vision for the future of Scottish education that;
 - puts the learner at the centre; and
 - Is as inclusive as possible.
- The report also noted that it had been 20 years since Scotland last had a national debate on education.
- The National Discussion was launched in Autumn 2022 and was titled "Let's Talk Scottish Education".

NATIONAL DISCUSSION

LET'S TALK SCOTTISH EDUCATION

01

WE CAME TO YOU

Events and discussions took place in every part of Scotland, from Shetland to the Borders, led by schools, community groups and third sector organisations -reaching more than

38,000
people.



02

YOU SHARED

We received feedback in a host of different ways - including drawings, mindmaps and videos



03

YOU ANSWERED

+5600
responses

VISION – ALL LEARNERS IN SCOTLAND MATTER

- Children and young people are at the heart of education in Scotland. The Scottish education system values collaborative partnerships that engage all learners, the people who work within and with the education system, parents and carers to ensure that all learners in Scotland matter.
- All learners are supported in inclusive learning environments which are safe, welcoming, caring, and proactively address any barriers to learning and inequities that exist or arise. Education in Scotland nurtures the unique talents of all learners ensuring their achievement, progress and well-being.
- Each child and young person in Scotland has high-quality learning experiences which respect their rights and represents the diversity of who they are and the communities they live in.
- Each child and young person receives great teaching, resources, and support for joyful learning that builds their confidence and equips them to be successful and to contribute in their life, work and world, so they know how much they matter.

VALUES – A FUTURE SCOTTISH EDUCATION SYSTEM WILL BE AMBITIOUS, INCLUSIVE AND SUPPORTIVE

Ambitious

For all learners by enabling each child and young person to develop and achieve their personal ambitions.

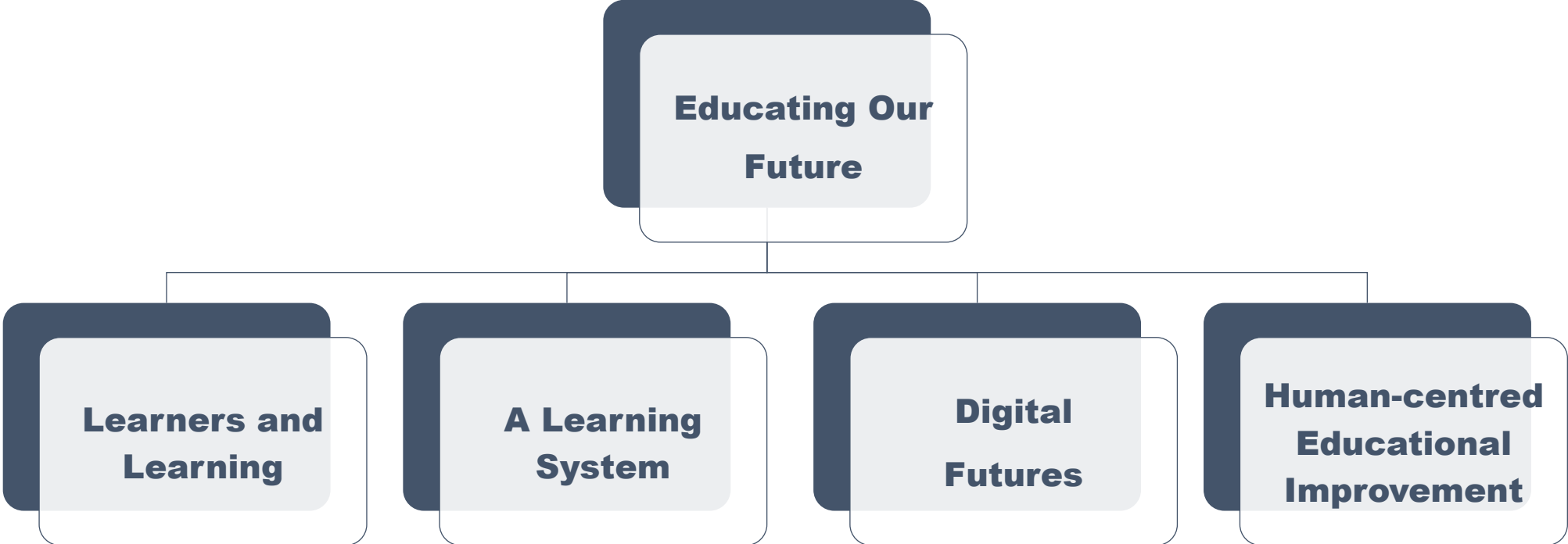
Inclusive

Value, respect, recognise and represent the diversity of all people involved and provide equitable educational experiences, opportunities and outcomes for every learner.

Supportive

Provides the necessary support for all involved – children, young people and adults.

CALL TO ACTION – A HIGH LEVEL SUMMARY



CALL TO ACTION

- Focus on high-quality teaching and learning, with range of appropriate assessments.
- Different learner pathways and alternative routes to success.
- Adequate sustained funding to provide staffing and specialist resources to achieve commitment to inclusivity and meet the needs of each learner, including those with additional support needs.
- Appreciate diversity of people and places, and reflect in the curriculum, teaching and learning resources, and represented in the education workforce.
- Safe and inclusive cultures that nurture respectful relationships and address discrimination and harassment.
- Expertise and judgement of education profession, including deep curricular knowledge and access to curriculum based resources, working with support staff and specialists is vital.
- Continued need to proactively learn about and support mental, emotional and physical health and healthy relationships.
- Provide whole-school approaches to nurture safe learning spaces and anti-bullying practices.

CALL TO ACTION

- Regular curriculum review process established to ensure curriculum remains fit for purpose and reflects contemporary learner needs.
- Harness abilities, skills and talents of all children and young people.
- Break down academic/vocational divide and offer broader set of assessment and qualification options.
- Formally recognise and reward achievements of all learners.
- Digital upskilling and digital transformation across the Scottish education system, is urgent priority.
- Attention to maximising existing skills and infrastructure available to further build digital capacity is essential.
- Build relationships by listening to the views of children and young people.
- Putting the needs of children and young people at the heart of the system, engaging parents/carers, families and communities.
- Education profession leading the way forward with professional expertise and judgement informing decisions and actions.

YOUR ROLE IN DELIVERING THE CALL TO ACTION



Your suggestions for delivering the Call to Action are crucial to delivering on the National Discussion findings.



The facilitators suggested short, medium and long terms actions will be required to deliver the vision agreed as part of the National Discussion consultation.



What is your top priority for a short, a medium and a long term action?

MORE INFORMATION MAY BE FOUND HERE



[All Learners in Scotland Matter - national discussion on education: summary report - gov.scot \(www.gov.scot\)](http://www.gov.scot)



[All Learners in Scotland Matter - national discussion on education: final report - gov.scot \(www.gov.scot\)](http://www.gov.scot)



Versions of the report in BSL, Gaelic and Easy Read can be found here: [National Discussion Scottish Education - Scottish Government - Citizen Space \(consult.gov.scot\)](http://consult.gov.scot)

**INDEPENDENT
REVIEW OF
QUALIFICATIONS
AND ASSESSMENT**

INDEPENDENT REVIEW OF QUALIFICATIONS AND ASSESSMENT

- **Convened by Professor Louise Hayward**
- **Summary of recommendations**



WHAT WAS THE AIM OF THE REVIEW?

- Review initiated in response to concerns highlighted in 2021 OECD report
 - curriculum content in Senior Phase driven by high-stakes exams and over-reliance on exams.
- Review focussed on possible changes to Senior Phase qualifications in schools, colleges and wider education settings and associated arrangements for assessment.
- Review adopted iterative approach to engagement and developed thinking over three distinct phases
 - vision and principles;
 - options for change; and
 - a proposed model
- Professor Hayward found almost universal support for change to the way qualifications and assessment currently operate in the Senior Phase.

VISION

An inclusive and highly regarded Qualifications and Assessment system that inspires learning, values the diverse achievements of every learner in Scotland and supports all learners into the next phase of their lives, socially, culturally and economically.

PRINCIPLES – SCOTLAND'S QUALIFICATIONS AND ASSESSMENT SHOULD:



1. Recognise, value and promote the rights and achievements of every learner.



2. Reflect the Scottish curriculum whilst being responsive to the changing needs of individual learners and of society, creating a positive and sustainable future for learners, their communities and the wider world.



3. Develop and maintain an appropriate range of approaches to assessment including through digital mechanisms.



4. Be clear, coherent, credible and easily understood as part of a lifelong learning journey.



5. Be adaptable and subject to regular review using the Vision and Principles as a touchstone against which change can be tested.



6. Ensure that all groups with a stake are involved in future decisions related to design, implementation and practice.

SCOTTISH DIPLOMA OF ACHIEVEMENT

A GRADUATION CERTIFICATE OFFERED IN ALL SETTINGS WHERE SENIOR PHASE EDUCATION IS PROVIDED



SCOTTISH DIPLOMA OF ACHIEVEMENT – PROGRAMMES OF LEARNING

- Final report states that learners would continue to study in-depth individual areas of the curriculum, general subjects and vocational, technical and professional qualifications.
- Where currently, qualifications are graded, e.g., Highers, Advanced Highers, they would continue to be graded.
- Courses designed in modules.
- As learners complete modules, they build credit.
- Where a qualification has an exam, the credit learners have built would be combined with result from final examination to obtain final grade.
- A wider range of methods of assessment would be used with methods appropriate to the individual programme.
- The number of examinations in the Senior Phase would be reduced.
- Professor Hayward recommends that external assessment in S4 should be removed.

SCOTTISH DIPLOMA OF ACHIEVEMENT – PERSONAL PATHWAY

- Purpose of the Personal Pathway is to give learners the opportunity to personalise their qualification profile by selecting aspects of their experiences that
 - reflect their interests;
 - contributions they make to society; and
 - their career aspirations.
- Focus of the Personal Pathway element is not on number of experiences, but on what an individual has learnt through an experience.
- The Personal Pathway would not be graded and would be subject to authentication processes.
- The Personal Pathway would be owned by the learner.

SCOTTISH DIPLOMA OF ACHIEVEMENT – PROJECT LEARNING

- Learners would have opportunity to use knowledge and skills they have developed in their Programmes of Learning to tackle a significant question or problem that is important to them by undertaking a Project.
- For example, the focus could be on a global challenge such as climate change, migration or social justice.
- Projects may be undertaken individually or in groups.
- Assessment would be based on individual achievement and would be subject to internal assessment with external verification
- Project Learning would not be graded.
- Project Learning will be linked to SCQF levels each with a different number of credit points.

OTHER KEY RECOMMENDATIONS



Time must be made available for staff to access professional learning, to collaborate and engage with the changes being proposed.



Digital profile for all learners which allows them to record personal achievements, identify and plan future learning.



To strengthen parity of esteem there should be a move to use the terms 'SCQF level' as the key descriptor followed by type of qualification. e.g. SCQF Level 6 – Higher.



The information on learners' achievements within the Scottish Diploma of Achievement, courses and projects should be aligned with Scottish Statistics on Attainment and Initial Leaver Destinations and INSIGHT data.



Scottish Government should convene a cross sector commission to develop shared value position on the future of AI in education.

A PHASED APPROACH TO CHANGE

- Report notes that one of the most important lessons from the introduction of CfE is how important it is to have a clear plan to put ideas into practice.
- Proposed plan for the introduction and development of the Scottish Diploma of Achievement would require:
 - investment for professional learning, time for collaboration and for moderation (including avoiding bias) to ensure fairness for every learner and public confidence in the system.
 - careful planning in terms of phasing and resources.
 - an inclusive process of change.

YOUR ROLE IN REFORM TO QUALIFICATIONS AND ASSESSMENT

Given the potential significance of Professor Hayward's recommendations it is important the Scottish Government understands the views of teachers and other key stakeholders.

- **Are there recommendations that you believe are essential and should be prioritised over others?**
- **Are there any recommendations which you strongly disagree with and why?**
- **How can you and college lecturers best be involved in the process of change going forward?**

MORE INFORMATION MAY BE FOUND HERE

It's Our Future: Report of the Independent Review of Qualifications and Assessment

[It's Our Future: Report of the Independent Review of Qualifications and Assessment - gov.scot \(www.gov.scot\)](http://www.gov.scot)

The Independent Review of Qualifications and Assessment: The Review and its Key Recommendations

[The Independent Review of Qualifications and Assessment: The Review and its Key Recommendations - gov.scot \(www.gov.scot\)](http://www.gov.scot)