

An Independent Review of Scottish Qualifications and Assessment

How to use these slides

- ▶ This resource has been designed to help support discussions with learners in a variety of settings, including schools, colleges and other youth settings, on the questions contained within the Public Consultation on the future of Qualifications and Assessment.
- ▶ Please look at the questions and tasks and decide how you might use, or adapt them to meet the needs and interests of your group. The slides can be used by education staff, learners, pupil councils, parent councils and parents/carers.
- ▶ They have been developed with the audience of senior phase learners in mind, but can also be used with people of all ages who may wish to respond.
- ▶ Once you have had your group discussion, you can tell us what your group said using the Citizen Space survey [Public consultation](#).
- ▶ Please note, you do not need to provide a response to all the questions. You may choose to focus on one or two only.
- ▶ If you cannot access Citizen Space you can email us a summary of your group discussion to qualificationsreform@gov.scot
- ▶ We would like to take this opportunity to thank you in advance for your continued support of the Review and the work with your community.

Discussion guide for schools, colleges and other youth settings

This guide is designed to support schools, colleges and youth settings to hold discussions with their learners as part of Phase Two of the Independent Review on Qualifications and Assessment.

Contents

- ▶ Introduction
- ▶ Video introduction covering the Review's terms of reference
- ▶ Public Consultation questions



Welcome

Professor Louise Hayward and her Independent Review Group (IRG) are undertaking an Independent Review of Scottish Qualifications and Assessment.

Click here to watch a video from Professor Hayward explaining the Review, its three Phases and guidance on other ways to get involved.

<https://youtu.be/DFrekjkBdKs>

Curriculum for Excellence - Background

Curriculum for Excellence - Four Capacities:

- ▶ The way you are taught at school in Scotland (3-18) is underpinned by the Curriculum for Excellence (CfE).
- ▶ CfE sets out four areas important for every learner. These four areas are often called the Four Capacities.

They are that:

Everyone should become a:

- ▶ Successful Learner;
- ▶ Confident Individual;
- ▶ Effective Contributor; and
- ▶ Responsible Citizen.



CfE: Broad General Education and the Senior Phase - Background

Curriculum for Excellence is divided into two phases: the Broad General Education (BGE) and the Senior Phase. BGE starts in early learning and childcare and continues to the end of S3 (the third year of secondary school). The Senior Phase takes place between S4-6.

During the broad general education, children and young people should:

- ▶ achieve the highest possible levels of literacy, numeracy and cognitive skills;
- ▶ develop skills for learning, skills for life and skills for work;
- ▶ develop knowledge and understanding of society, the world and Scotland's place in it, much of which is now included in Learning for Sustainability; and
- ▶ experience challenge and success so that they can develop well-informed views and the Four Capacities.

All young people in Scotland have an entitlement to a senior phase which:

- ▶ provides specialisation, depth and rigour;
- ▶ prepares them well for achieving qualifications to the highest level of which they are capable;
- ▶ continues to develop skills for learning, skills for life and skills for work;
- ▶ continues to provide a range of activities which develop the Four Capacities and
- ▶ supports them to achieve a positive and sustained destination.

Let's begin to talk about the Senior Phase: CfE Group Discussion – Question 1

Q1, Think about your learning in the Senior Phase (S4-6). In which of these four areas do you think you should have evidence of your progress and achievements?

- ◆ Successful Learner
- ◆ Confident Individual
- ◆ Effective Contributor
- ◆ Responsible Citizen

Talking about the
Senior
Phase: CfE
Group
Discussion
Question 2

Q2, Please think about each of the areas in turn. What kinds of information should be gathered on learners' progress and achievements in each capacity?

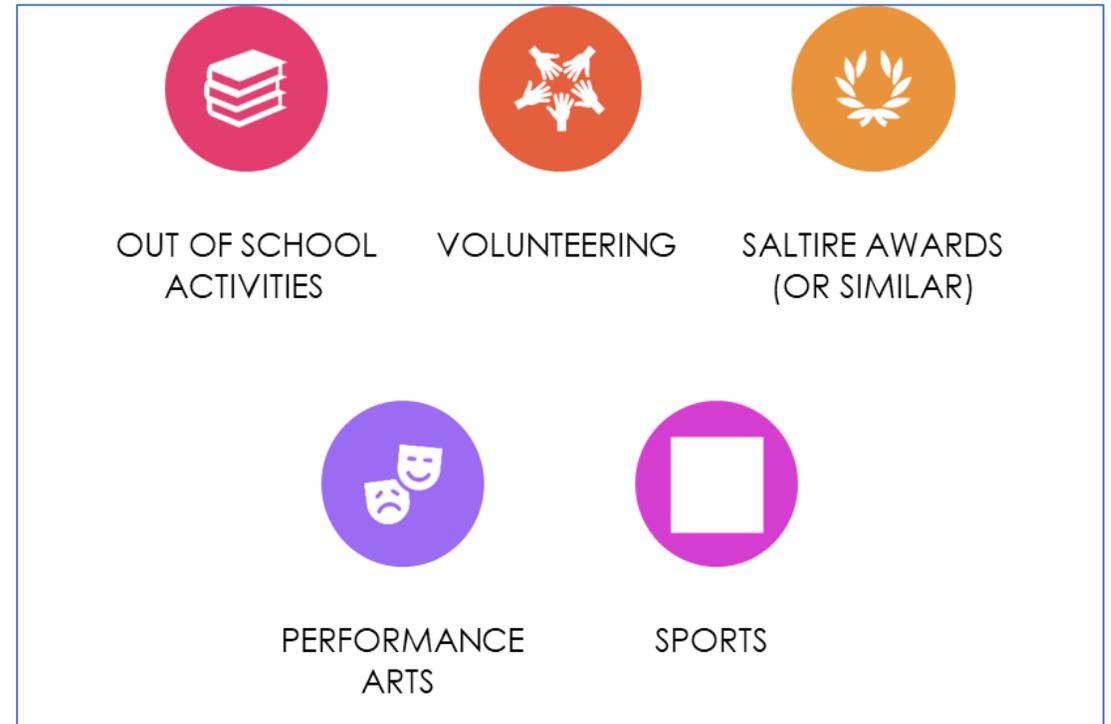
- ▶ Successful Learner
- ▶ Confident Individual
- ▶ Effective Contributor
- ▶ Responsible Citizen

Learning in school, college and other settings: Background information for Question 3

Again, thinking about all your learning, whether that be in school, college or in another setting.

For example:

- ▶ Out of school activities;
- ▶ Volunteering;
- ▶ Saltire awards;
- ▶ Performance arts;
- ▶ Sports.



Learning in school, college and other settings: Group Discussion - Question 3

Q3, Thinking about the activities listed on the previous slide. Should your achievements in these areas be included as evidence of your qualifications and assessment?

Skills & Competences – What do they mean for you?: Background for Questions 4&5

Skills are sometimes called ‘core skills’, ‘meta skills’, or ‘soft skills’.

Examples of skills include:

- team working
- problem solving
- demonstrating resilience
- maintaining your wellbeing
- developing critical learning skills
- communicating effectively

A **competence** is the ability to put different skills into practice. For example, to communicate effectively you may have to know about language, have practical IT skills and the ability to communicate well with your audience.

Skills & Competences: Group Discussion Question 4

Q4, As part of your Senior Phase, should information be gathered on your skills and competences?

- ▶ Yes
- ▶ No
- ▶ Unsure



Skills & Competences: Group Discussion – Question 5

Q5, If you think it is a good idea to gather information on skills and competences, please discuss the positives and negatives of different ways of gathering this evidence.

Examples of ways that this evidence can be gathered include:

- ▶ Exams;
- ▶ Continuous assessment;
- ▶ Group work;
- ▶ Project work;
- ▶ Work-based learning;
- ▶ Volunteering;
- ▶ Interdisciplinary learning.

Exams and other assessment methods: Background for Question 6

Qualifications and assessment systems in different countries have different approaches to the balance between external examinations and school-based assessment.

For example, in France, learners take external exams which count for 60% of their total grade and 40% comes from school based assessment.

In New Zealand, learners' external exams count for 50%, with 50% of evidence for their qualification coming from school based assessment.

In Norway, most of the evidence for a learner's qualifications is from assessment which takes place within the school/college.

Exams and other assessment methods: Group discussion

Question 6

Think about the experiences you have had of different ways of gathering evidence of your progress and achievements, e.g., examinations, teacher assessment, peer assessment and self-assessment.

Q6, Please share your thoughts on what the balance should be between examinations and teacher assessment in the subjects you take?



Recognising Achievement at the end of the BGE: Group Discussion
for Question 7 - What, in your view are the advantages and disadvantages of having a certificate of achievement at the end of the BGE?

Advantages

Disadvantages

Achievement in the Senior Phase: Background for Question 8

During Phase One of this Review, we received suggestions that there should be a leaving certificate (or similar) available at the end of the Senior Phase. This could potentially include a broader range of evidence of achievements than just your traditional subject based qualifications.

For example, a leaving certificate could include achievements,

- ▶ in individual curriculum areas;
- ▶ evidence of skills and competences;
- ▶ contributions to communities and
- ▶ wider achievements.



Senior Phase Leaving Certificate: Group Discussion for Question 8 –
What in your view, are the advantages and disadvantages of having a certificate of achievement at the end of the Senior Phase?

Advantages

Disadvantages

Technology: Background for Question 9

Scotland learned a lot from the experience of the Covid-19 pandemic, including how technology can be used to support learning.

However, we cannot assume that everyone has equal access to technology or the skills they need to use it effectively.

Some countries make much greater use of technology in qualifications and assessment.

For example:

- ▶ some have a system whereby learners' achievements in their Senior Phase are assessed online.
- ▶ others use technology to offer learners different types of assessment e.g., on-line simulations.
- ▶ some countries use digital profiles to gather and present information on learners' achievements.



Technology: Group Discussion for Question 9

How can Scotland's Qualifications and Assessment system make best use of digital technologies?

Prompts:

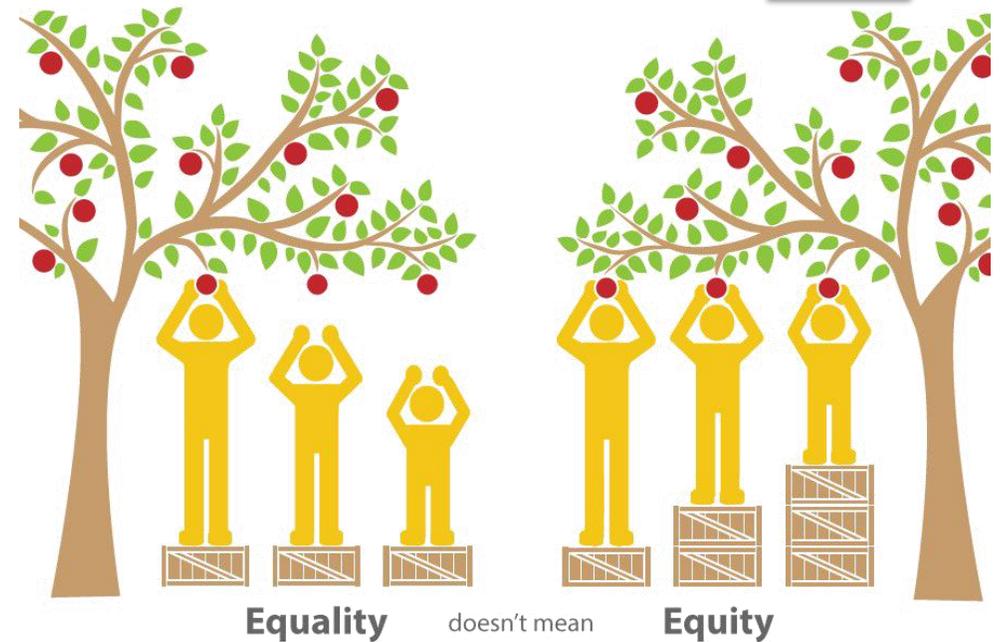
- ▶ How would you like to use technology in assessment?
- ▶ How can technology best support your learning?
- ▶ Would a digital learning profile be something you would like to have?



Learners and Equity: Background for Question 10

One of the Review's Principles for the future of Qualifications and Assessment in Scotland is that it should benefit **all** learners.

A future system of Qualifications and Assessment should reward learners fairly, no matter their age, disability, gender identity, race, religion/belief, sex, sexual orientation or socio-economic background.



Learners and Equity: Group Discussion - Question 10

How can we make sure that a future qualification system will uphold the right of all learners to demonstrate their Senior Phase achievements?

Differences learners might have include:

- ▶ age;
- ▶ disability;
- ▶ gender identity;
- ▶ race;
- ▶ religion/belief;
- ▶ sex;
- ▶ sexual orientation;
- ▶ or socio-economic background.

How can **ALL** learners be supported in achieving their goals?



FAIR ISN'T
everyone getting
the *same* thing.

FAIR IS,
everyone getting
what *they need* in
order to be
SUCCESSFUL!

Have we
missed
anything?

Is there anything else in relation to the reform of Qualifications and Assessment which is not covered in these questions that you would like to raise?

Thank you

- ▶ Please submit your response using the Citizen Space survey Public consultation.
- ▶ If you are unable to access Citizen Space, you can email us a summary of your group discussion
to: qualificationsreform@gov.scot