

English Department
Submission.

Forrester AS

Edinburgh

section 5:

the consultation questions

Section 6: the consultation questions

Please note that the Respondent Information Form MUST be returned with your response.

As indicated in section 3 – How to Respond, responses can be submitted on-line, or on a copy of the questionnaire printed from the website, or by cutting out and completing this section of the document. Additional paper should be used if you wish to provide more extended responses but please ensure that any such pages include your identifying details.

Name/Organisation: Forrester High School English
Neil Collins

PROPOSAL 1

National Qualifications at Access, Higher and Advanced Higher will be retained as points of stability. Highers, in particular, will remain the 'gold standard' of the Scottish education system. The content of all National Qualifications will be updated to reflect the values, purposes and principles of *Curriculum for Excellence*. Some aspects of the structure of these qualifications will also be reviewed. ie NABs etc,

Q1. Do you welcome the intention to update all qualifications at Access, Higher and Advanced Higher in line with *Curriculum for Excellence*? Please comment on any implications to be considered.

YES

NO

Comment

We welcome the ideas behind the CFE, ~~and~~ and feel that the Higher Still Courses are narrow and restricted. We would suggest going back to a model that reflects the traditional / revised Higher.

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PROPOSAL 2

A new qualification will replace the present Standard Grade General and Credit levels and Intermediate 1 and 2 (SCQF 4 and SCQF 5) qualifications. The new qualification will be available in a wide range of subjects, as at present. The new qualification will reflect the best features of Standard Grade and Intermediate. Standard Grade Foundation level will be removed and Access 3 will provide certification at SCQF level 3. (See Annex A Table 1 for illustration of new qualifications on SCQF framework.)

Q2. Early consultation has identified the 'best' features of Standard Grade and Intermediate qualifications as:

- the 'inclusive' approach to certification contained in Standard Grade; and
- the 'unit based' structure of Intermediate qualifications.

Are there any other features in the present Standard Grade and Intermediate qualifications which should be included in the new qualification at SCQF levels 4 and 5?

Comment

Keep Talk and keep a folio element.
Link the skills of Standard Grade to the Higher Still courses.

Q3. One of the proposals is to grade units. Do you agree that units should be graded A-C rather than pass/fail?

YES

NO

Explanation

Pressure is on teachers to get pupils through NABS. Pupils more responsible for own learning. PT's exert pressure. Waste of teaching time.

Q4. Do you want graded units to count towards the final award?

YES

NO

Explanation

We don't want graded units. More internal moderation - open to abuse.

Q5. Which option for introducing compensatory arrangements would you most support?

Please tick one option or suggest an alternative.

Option A Extend the range of grading in course awards to grade E.

Option B Recognise unit passes only.

Option C Compensatory award at the level of the course studied with no grade awarded.

Option D Compensatory grade C award at the level of course below that studied.

Option E Compensatory grade A award at the level of course below that studied.

Explanation/other suggestion

All others open to abuse in terms of presentation

Q6. The proposed name for the new award is General (SCQF 4) and Advanced General (SCQF 5). Please indicate if you are content with this suggestion. If not please offer an alternative and explain your choice.

YES

NO

Explanation/other suggestion

This is neither helpful to pupils, teachers, ~~and~~ nor staff. Just call it general / credit.

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PROPOSAL 3

New awards in literacy and in numeracy will be available at SCQF levels 3 to 5.

Curriculum for Excellence brings a sustained focus on developing literacy and numeracy skills in our young people. To help strengthen this focus, the Scottish Government is proposing new separate awards to accredit young people's literacy and numeracy skills – the Scottish Certificate for Literacy and the Scottish Certificate for Numeracy. The awards will be available at SCQF levels 3 to 5. The expectation is that all young people will be presented for these awards unless there are exceptional reasons for not doing so. The intention is also to ensure that the structure of these awards is flexible enough to make them available to adult learners.

Q7. Do you agree with the proposal to offer literacy and numeracy awards at a range of SCQF levels (3 to 5)? If not please offer an alternative.

YES NO

Explanation/other suggestion

Q8. National Qualifications at Access 3 (SCQF level 3) do not have an external examination. Do you agree that any new awards in literacy and numeracy at SCQF level 3 should have an external examination?

YES NO

Explanation

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Q9. Should the weighting between the internal and external assessments for the literacy and numeracy awards be equal? If not should more weight be attached to the internal or external assessment? Please explain.

- Equal weight
- More weight to internal assessment
- More weight to external assessment

Explanation

This is more standardised. It makes it more relevant for employers requirements.

Q10. When should young people be assessed for literacy and numeracy awards?

Please tick one option.

- Option A At the end of S3 as part of the summer diet of examinations.
- Option B In the December of S4 as part of a winter diet of examinations.
- Option C At the end of S4 as part of the summer diet of examinations.

Explanation

Pupils are more mature with ~~an~~ additional skills.

Will pupils get support with these exams?

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PROPOSAL 4

Increased flexibility to better meet the needs of young people. Suggestions include:

- studying National Qualifications over 18 months (or 2 years) as well as one year;
- introducing a winter diet of examinations; and
- encouraging the most able young people to bypass lower level qualifications and to study Highers from S4 onwards.

Q11. Do you agree with the proposal to allow the study of Highers and Advanced Highers over 12 months, 18 months and 2 years?

YES

NO

Explanation

Pupils can be presented as and when appropriate.

Q12. Do you agree with the proposal to introduce a winter diet of examinations?

YES

NO

Q13. If you agree with the proposal to introduce a winter diet of examinations, what subjects and levels of qualifications might first be offered?

Suggestions

Q14. Would you agree with changes to the system which allowed the most able students to bypass qualifications at lower levels and begin study for Highers from S4 onwards?

YES

NO

Explanation

Able pupils should be pushed, as all pupils should, at their own level.

Q15. Do you have any other ideas for increasing flexibility within the senior phase (S4 to S6)?

Suggestions

More vocational courses. Esp low ability pupils. Courses that will help with skills required in employment/life.

TIMELINE

Q16. It is intended that planning for the new curriculum should commence in 2008/09, with approaches based on the new curriculum introduced from school year 2009/10. This suggests that the new and revised qualifications and any increased flexibilities would be required from 2012/13 onwards to ensure smooth progression between the curriculum and qualifications. Is this indicative timeline realistic? Please comment on any implications to be considered.

YES

NO

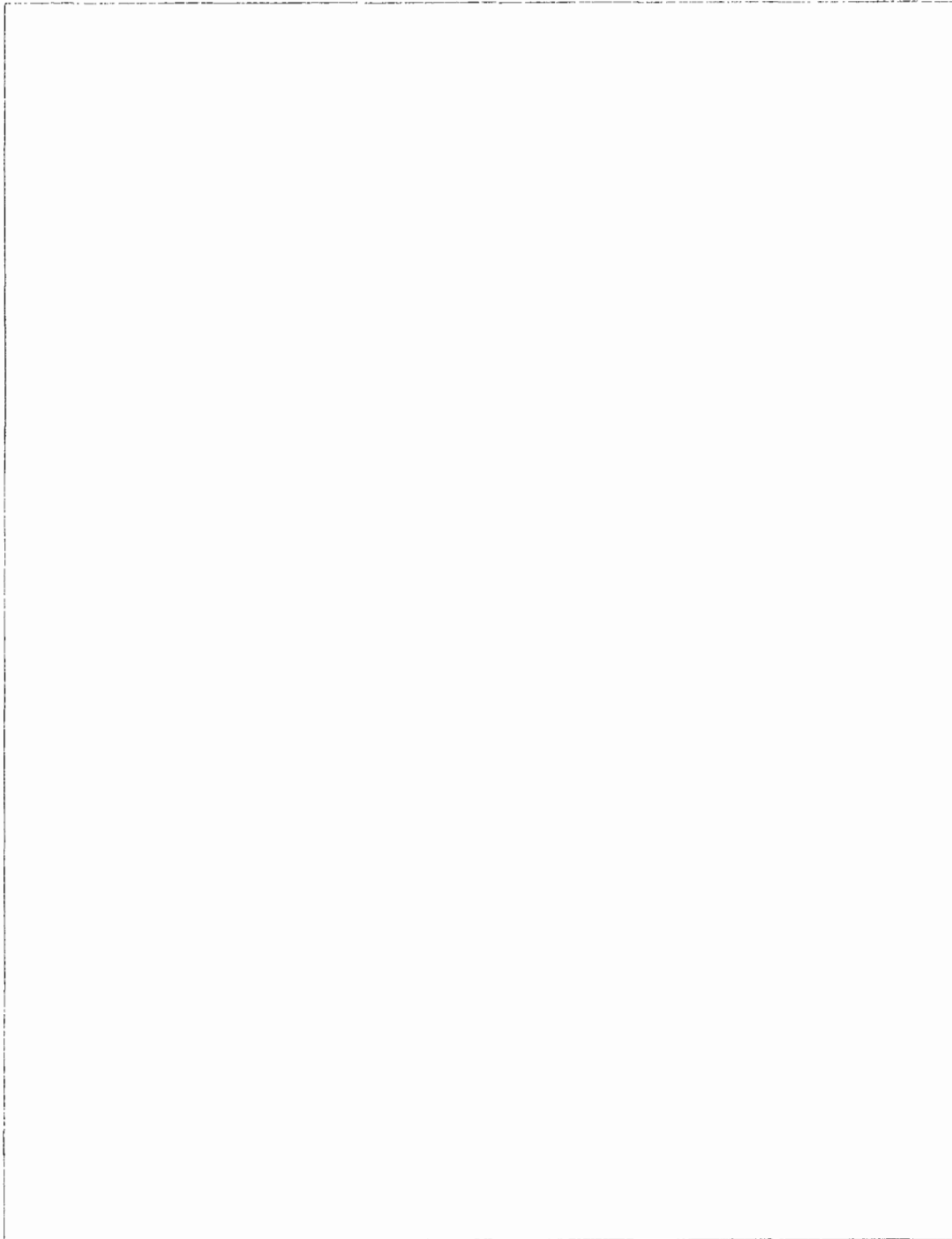
Comment

This is totally unachievable. It is still not clear how we can assess stages within a non-assessment framework.

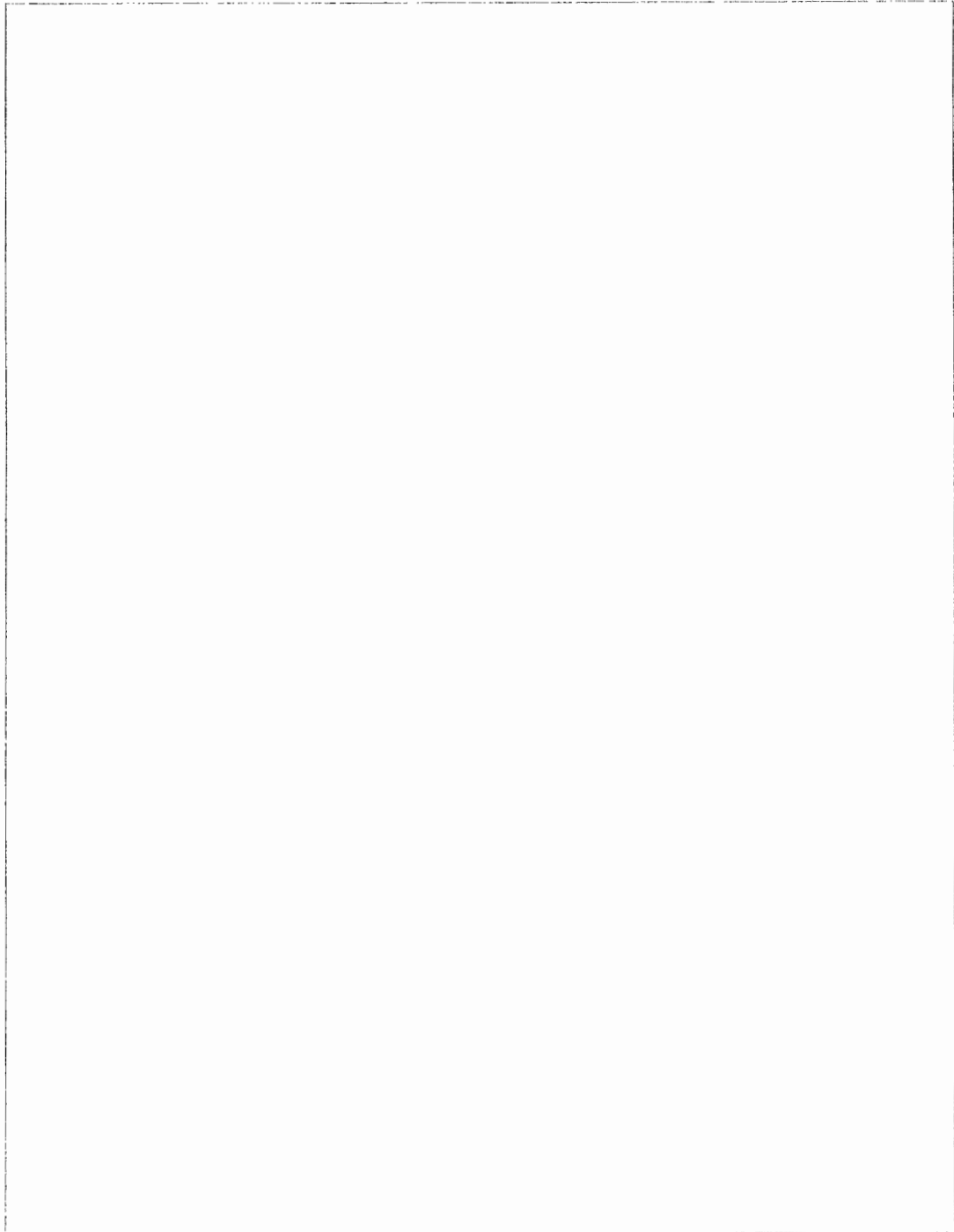
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ANY OTHER COMMENTS?



ANY OTHER COMMENTS?

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Annex A: Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF) is the common language of education and training in Scotland. Each qualification is allocated a level according to how demanding the qualification is.

Table 1: Including Proposed New Qualifications

This table illustrates where the new qualifications may be included. Any changes will need to be agreed with the SCQF partnership following this consultation.

Table of main qualifications			
SCQF level	SQA National Units, Courses and Group Awards	Higher Education	Scottish Vocational Qualifications
12		Doctorates	
11		Masters	SVQ 5
10		Honours Degree Graduate Diploma/Certificate*	
9		Ordinary Degree Graduate Diploma/Certificate*	
8		Higher National Diploma Diploma in Higher Education	SVQ 4
7	Advanced Higher	Higher National Certificate Certificate in Higher Education	
6	Higher		SVQ 3
5	New Advanced General qualification (to replace Standard Credit and Intermediate 2) Literacy and Numeracy qualifications		SVQ 2
4	New General qualification (to replace Standard General and Intermediate 1) Literacy and Numeracy qualifications		SVQ 1
3	Access 3 Literacy and Numeracy qualifications		
2	Access 2		
1	Access 1		

* These qualifications are differentiated by volume of outcomes and may be offered at either level

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Table 2: Existing Framework

Table of main qualifications			
SCQF level	SQA National Units Courses and Group Awards	Higher Education	Scottish Vocational Qualifications
12		Doctorates	
11		Masters	SVQ 5
10		Honours Degree Graduate Diploma/Certificate*	
9		Ordinary Degree Graduate Diploma/Certificate*	
8		Higher National Diploma Diploma in Higher Education	SVQ 4
7	Advanced Higher	Higher National Certificate Certificate in Higher Education	
6	Higher		SVQ 3
5	Intermediate 2 Credit Standard Grade		SVQ 2
4	Intermediate 1 General Standard Grade		SVQ 1
3	Access 3 Foundation Standard Grade		
2	Access 2		
1	Access 1		

* These qualifications are differentiated by volume of outcomes and may be offered at either level

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annex b. design principles for national qualifications

Qualifications arrangements should support the values, purposes and principles outlined in *Curriculum for Excellence*.

- 1 **Inclusiveness.** Arrangements must provide credible recognition of the achievements of all young people within a common framework. Young people will achieve different levels of performance and will progress in different ways: qualifications arrangements should reflect these differences, not create them.
- 2 **High standards.** Qualifications arrangements should support best practice in teaching, promoting deep and effective learning. The arrangements should encourage all young people to achieve the highest standards of which they are capable.
- 3 **Relevance.** Outcomes assessed within the qualifications system should be developed from and closely linked to the purposes of learning 3-18 and the four capacities (successful learners, confident individuals, responsible citizens and effective contributors). Outcomes should include 'vocational' alongside 'academic' in a way that enables them to be given equal value.
- 4 **Skills.** Qualifications should provide explicit recognition for all young people of assessed levels of competence in a small number of essential areas, including literacy and numeracy.
- 5 **Progression.** The arrangements should enable young people to build upon their prior understandings and capabilities and lay down firm foundations for future learning, employment and engagement in society as confident individuals, effective contributors and responsible citizens. Outcomes should be grouped into clusters which have their own integrity. These should enable young people to accumulate knowledge and skills, to make connections across areas of learning where appropriate, and also to progress. There should be rich opportunities for both 'lateral' and suitably-staged 'vertical' progression.

An important subset of achievements will be recognised in the form of qualifications in ways that are fit for purpose.

- 6 **Fitness for purpose.** Assessment methodologies should support and fit the purposes of the intended outcomes of learning. To do this they should make use of the diversity of techniques which can be used to gain evidence of performance. Assessment should be proportionate – neither over-burdensome nor too light-touch for the purpose.
- 7 **Fairness.** Young people's achievements and performances should be judged fairly. There should be safeguards to ensure that judgements made by teachers and other assessors are comparable and that they give a fair assessment against defined national standards.

- 8 **Credibility/Reliability.** The arrangements for qualifications should command confidence so that they will be valued by young people, parents, employers and further and higher education. They should confirm that a young person has achieved what would be expected at a particular level, and support predictions of future success.
- 9 **Usefulness.** Qualifications should serve the purposes expected of them by employers, further and higher education, parents, and young people themselves. They should be as easy to understand as possible.

Arrangements for qualifications for young people in the senior phase (S4 to S6) will form part of the overall framework of qualifications for lifelong learning in Scotland and should build on existing good practice.

- 10 **Age and stage.** The arrangements should take account of the needs of learners in the senior phase and recognise where these may be different from those of older learners. Expectations should take account of issues of maturity where appropriate. There should be nothing within the arrangements that encourages presentation for qualifications at an age earlier than is in the best interests of the young person.
- 11 **Scottish Credit and Qualifications Framework.** Each qualification should carry a credit rating and level within SCQF and enable young people to make further progress within the qualifications framework in a straightforward way.
- 12 **Building on good practice.** Developments should recognise and build on the principles and best practice of Standard Grade and National Qualifications.
- 13 **Structures.** Structures should support the achievement of the above aims. Where existing features are fit for these purposes they should continue to be used. Structures should be flexible and facilitate school/college collaboration.
- 14 **Feasibility/Deliverability.** Teacher assessment workload should be considered. The extent of changes should be carefully justified, evaluated and costed. Plans for implementation should take careful account of the capacity of SQA, local authorities and schools, LTS and other partners to deliver, should build on the work of *Assessment is for Learning* and should be supported by suitable continuing professional development.

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Annex C: the Scottish Government consultation process

Consultation is an essential and important aspect of Scottish Government working methods. Given the wide-ranging areas of work of the Scottish Government, there are many varied types of consultation. However, in general, Scottish Government consultation exercises aim to provide opportunities for all those who wish to express their opinions on a proposed area of work to do so in ways which will inform and enhance that work.

The Scottish Government encourages consultation that is thorough, effective and appropriate to the issue under consideration and the nature of the target audience. Consultation exercises take account of a wide range of factors and no two exercises are likely to be the same.

Typically, Scottish Government consultations involve a written paper inviting answers to specific questions or more general views about the material presented. Written papers are distributed to organisations and individuals with an interest in the issue, and they are also placed on the Scottish Government website enabling a wider audience to access the paper and submit their responses. Consultation exercises may also involve seeking views in a number of different ways, such as through public meetings, focus groups or questionnaire exercises¹⁰. Copies of all the written responses received to a consultation exercise (except those where the individual or organisation requested confidentiality) are placed in the Scottish Government library at Saughton House, Edinburgh (K Spur, Saughton House, Broomhouse Drive, Edinburgh EH11 3XD, telephone 0131 244 4565).

All Scottish Government consultation papers and related publications (e.g. analysis of response reports) can be accessed at: Scottish Government consultations (<http://www.scotland.gov.uk/consultations>).

The views and suggestions detailed in consultation responses are analysed and used as part of the decision making process, along with a range of other available information and evidence. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review;
- inform the development of a particular policy;
- help decisions to be made between alternative policy proposals;
- be used to finalise legislation before it is implemented.

Final decisions on the issues under consideration will also take account of a range of other factors, including other available information and research evidence.

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body.

¹⁰ <http://www.scotland.gov.uk/consultations>

annex d: web links and references

Curriculum for Excellence

Further information on *Curriculum for Excellence* can be obtained using the following web link
<http://www.curriculumforexcellencescotland.gov.uk>

Literacy across the Curriculum

<http://www.curriculumforexcellencescotland.gov.uk/outcomes/literacyandenglish/index.asp>

Numeracy across the Curriculum

<http://www.curriculumforexcellencescotland.gov.uk/outcomes/numeracy/index.asp>

National Qualifications

Quick Guide to National Qualifications (SEED, SQA, LTS, SFEU, 2006)

<http://www.ltscotland.org.uk/nq/nqframework/nqguide.asp>

Insight 11, *An Evaluation of the Higher Still Reforms* (SEED, 2003)

<http://www.scotland.gov.uk/Publications/2003/12/18605/29830>

Guidance on the appropriate age and stage when young people can be presented for externally assessed qualifications, SEED Circular 03/2005

<http://www.scotland.gov.uk/Publications/2005/07/29105352/53535>

OECD report on Quality and Equity of Schooling in Scotland

Further information and copies of the report are available on the following link

www.sourceoecd.org/education/9789264040991

HMIE report on Improving Scottish Education

<http://www.hmie.gov.uk/Publications.aspx>

Assessment is for Learning

Further information on *Assessment is for Learning* is available on the following link

<http://www.ltscotland.org.uk/assess/>

Concordat between Scottish Government and local government

Further information on the concordat is available on the Scottish Government website

<http://www.scotland.gov.uk/Publications/2007/11/13092240/concordat>

Skills for Scotland: A Lifelong Skills Strategy

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<http://www.scotland.gov.uk/Publications/2007/09/06091114/0>

Scottish Parliament

Reports, minutes and papers of the Scottish Parliament's Education, Lifelong Learning and Culture Committee and its predecessor committee are available on the following link:

<http://www.scottish.parliament.uk/s3/committees/ellc/index.htm>

The *Report on Pupil Motivation* can be accessed on the following link:

<http://www.scottish.parliament.uk/business/committees/education/reports-06/edr06-03.htm>



**The Scottish
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