



Independent Review of Qualifications and Assessment

PHASE THREE ENGAGEMENT MATERIAL - MARCH 2023



Discussion guide for schools, colleges and other youth settings.
Independent Review of Qualifications and Assessment - Phase Three

Content

- ▶ Introduction
- ▶ Setting the scene for Phase Three activity throughout March
- ▶ Model for Change and Questions to consider



Why this Review?

- ▶ In Scotland, we want to make sure that all learners are ready to be part of a world that is likely to look very different from the world we currently know.
- ▶ Qualifications and Assessment play a key part in supporting learners as they consider their future pathways and ultimately transition into the next phase of their lifelong learning.
- ▶ We need to look ahead to consider the kind of Qualification and Assessment system that will recognise learners' progression, achievements and provide a strong platform for every learner to make their transition successful.

Phase Three – A Model for Change

In Phase Three we are seeking your views on:

- ▶ Is the model consistent with the Vision and Principles we established in Phase One of the Review?
- ▶ In the longer term, would this model, or an adapted version, provide better evidence for learners in Scotland to support their transition into the next phase of their lives, whether this be in college, employment, university or the voluntary sector?
- ▶ If this model, or an adapted version, were to be adopted what actions would be necessary to ensure that it will work well in practice?
- ▶ If the model is adopted as Scotland's goal, how should the introduction of this new model be phased? What might be possible in the short term, what aspects should be medium term and what should be longer term?

Phase Three – A Model for Change continued...

In Phase Three we are seeking your views on:

- ▶ What support would learners, schools and colleges, and others (eg, parents, employers, universities) need if change is to be successful?
- ▶ The proposed model is designed to represent a future direction of travel for Scottish Qualifications and Assessment.
- ▶ The model is designed to be read side by side with the Vision and Principles and we expect that all future decisions on the model will be taken with the Vision and Principles in mind.
- ▶ For example, a core principle is that the future system should recognise, value and promote the achievements of every learner.

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 system should:

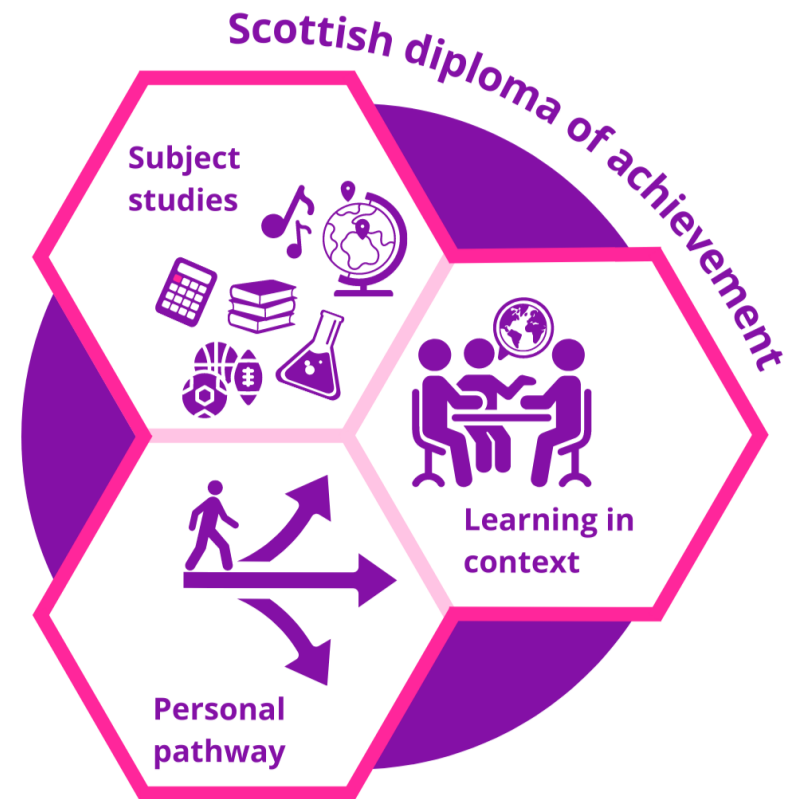
- ▶ Recognise, value and promote the achievements of every learner.
- ▶ Reflect the Scottish curriculum whilst being responsive to the changing needs of individual learners and of society, creating a positive and sustainable future for learners, their communities and the wider world.
- ▶ Develop and maintain an appropriate range of approaches to assessment including through digital mechanisms.
- ▶ Be clear, coherent, credible and easily understood as part of a lifelong learning journey.
- ▶ Be adaptable and subject to regular review using the Vision and Principles as a touchstone against which change can be tested
- ▶ Ensure that all groups* with a stake are involved in future decisions related to design, implementation and practice.

***This should include learners, parents/carers, teachers/lecturers, national bodies, colleges, universities, employers and the voluntary sector.**

Phase Three - The Proposed Model

We are now seeking views on the creation of a Scottish Diploma of Achievement (SDA). This Diploma would gather evidence of learners' progression and achievement in a broader range of areas.

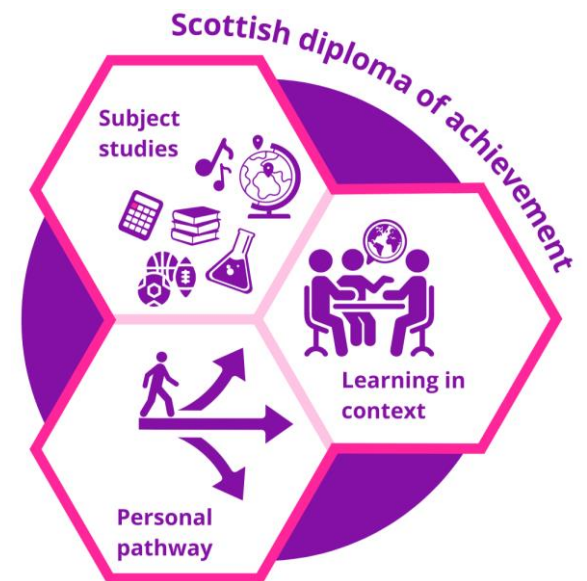
Learners would have opportunities to demonstrate their progression and achievements that reflect the broader aspirations of Curriculum for Excellence (CfE) in three main areas.



Scottish Diploma of Achievement

Background for Q1

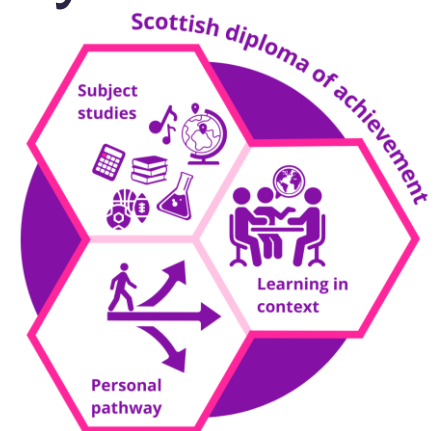
- ▶ **Subjects or Curricular Areas:** In secondary schools for most learners this would involve progress in individual subjects, for some learners it would reflect progress in curricular areas; in colleges it would include progress in programmes of study.
- ▶ **Learning in Context:** An interdisciplinary project-based approach where evidence is gathered on achievements between subjects and across knowledge, skills and competences in action.
- ▶ **A Personal Pathway:** Here learners have opportunities to select aspects of their experiences that reflect their interests, the contributions they make to society and their career aspirations.



Question 1:

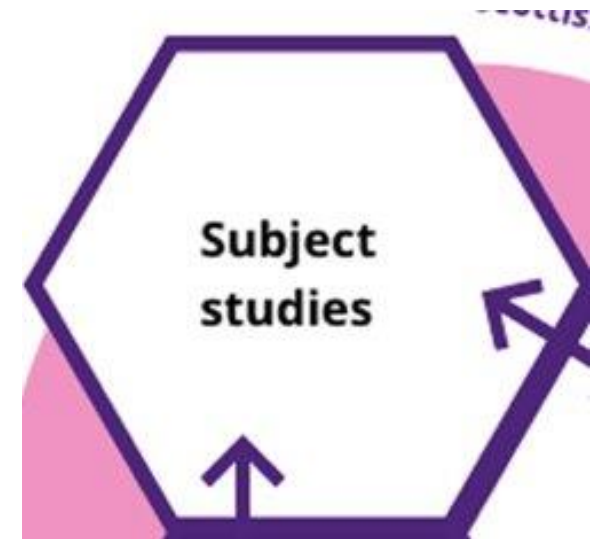
Do you think the three areas described in the SDA offer learners the potential for a broader range of their achievements that are important for their future progression?

Is there anything you would like to add or delete? Why?



Question 2:

What are your views on the proposals for recognising achievements in subjects/curricular areas?



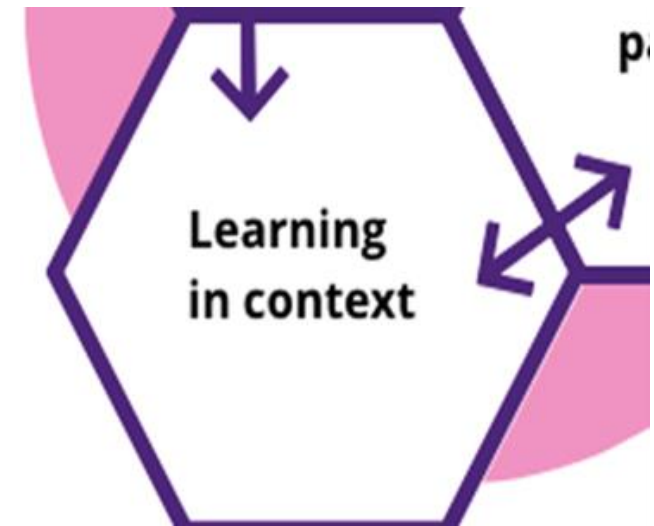
Learning in Context

Background for Learning in Context: An interdisciplinary project-based approach where evidence is gathered on learners' achievements across knowledge, skills and competences in action.

- ▶ This part of the Scottish Diploma of Achievement offers learners opportunities to engage in activities that will allow them to demonstrate their abilities in using knowledge and skills in action.
- ▶ Learners could undertake a project on a global issue, for example, climate change, social justice, or migration. For others, this might involve a local community task.
- ▶ Learning in context would allow learners to demonstrate a range of skills, eg, their ability to collaborate, to problem solve, to manage time and resources in an area that would inspire them to learn and, in a context, be closer to many real-life challenges they will face beyond school.

Question 3:

What are your views on the proposals for recognising achievements in knowledge and skills in action?



Personal Pathway

The third part of the Scottish Diploma of Achievement is the **Personal Pathway**: Designed to offer learners opportunities to select aspects of their experiences to reflect their interests, the contributions they make to society and their future aspirations.

- ▶ Each learner would include evidence achievements in a range of areas .
 - ▶ **Social**, e.g., contribution to school or to wider communities or caring responsibilities.
 - ▶ **Cultural**, e.g., volunteering, engagement in cultural activities like, music, art, drama, Gaelic culture, sport, wider culture
 - ▶ **Economic**, e.g., part-time employment, careers including enterprise, voluntary work.
- ▶ Learners would be encouraged to gather their own evidence to illustrate their learning and progression. This might be in the form of a report but equally it could be photographs, recordings, pieces of video or a written statement. All evidence, including statements of involvement in activities, might be supported by individuals they have engaged with to validate participation and contribution.

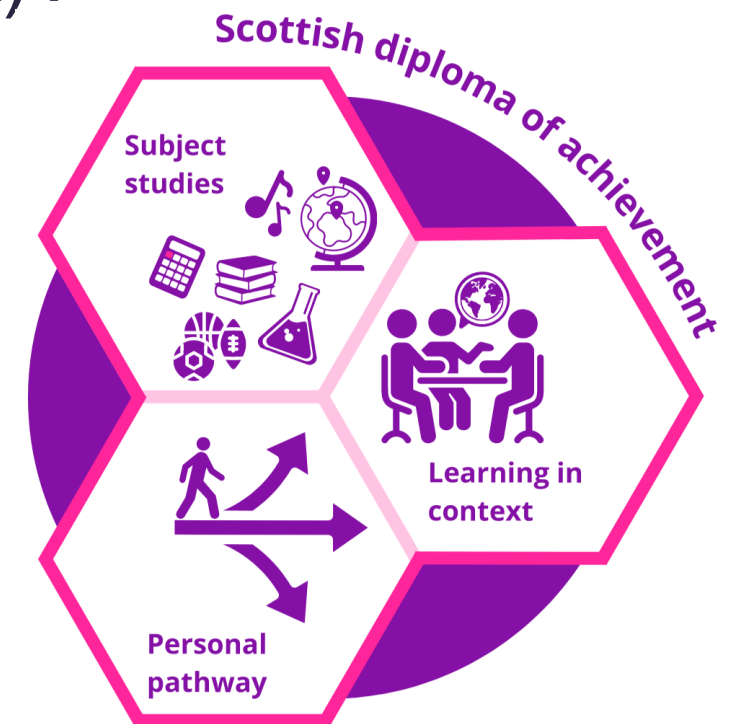
Question 4:

What are your views on the proposals designed to recognise achievements in respect of personal learning?



Question 5a :

What do you think of the idea of introducing a Scottish Diploma of Achievement (SDA)?





Question 5b: If you support this idea, what actions should be taken to make this approach work in practice?

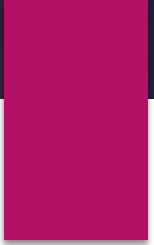
What alternative would you propose that would be consistent with the Vision and Principles identified in Phase One of the Review?

Question 6: What changes to existing practice, if any, would you recommend to support the development of a new qualifications and assessment system?

For example:

- Accountability - the ways information is gathered on the relative success of educational settings.
- Inspection
- Professional Learning
- Initial Teacher Education
- Professional Standards
- College and University Entrance
- Recruitment procedures for employers





Question 7: To promote parity of esteem across all qualifications, academic or technical and professional, should all qualifications at a particular SCQF level have the same name?

Question 8:

Do you have any additional comments about the proposed approach to qualifications and assessment set out in this presentation?

Question 9: Given we are now in the final phase of the Review, we would be interested to receive any feedback on our approach to this important exercise.

Are we missing 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?

Independent Secretariat

- ▶ To respond to Phase Three you can access our Survey at - <https://smartsurvey.co.uk/s/phasethree/>
- ▶ If you would like to discuss further, please contact - qualificationsreform@gov.scot