

Response ID ANON-RFUT-XB4R-1

Submitted to Professor Hayward's Independent Review of Qualifications and Assessment - public consultation
Submitted on 2023-01-13 09:59:39

Curriculum for Excellence - Four Capacities

1 Should information be gathered across all four capacities?

Yes

2 Please consider each of the capacities in turn. What kinds of information should be gathered on learners' progress and achievements in each capacity?

Please add your response in the text box:

The kind of information that should be gathered on learners' progress and achievements could include statements or achievement certificate related to:

- work experience and work-based challenges (successful learner, effective contributor),
- small project leadership including planning resources and delivering and managing work (confident individual),
- sharing digital knowledge with others (confident individual, effective contributor),
- digital knowledge building with other groups, including older, in need generations (confident individual, effective contributor, responsible citizen),
- community-based volunteering (responsible citizen),
- community or school-based projects that benefit a wider audience (responsible citizen).

The capacities which any statement, micro-credential, or certificate of achievement contributed to would be specific to that information. For example, community-based volunteering to share digital knowledge with elderly residents which required the pupil to research the use of specific digital tools, might contribute to all four capacities.

Out of school and college achievements and awards

3 What, if any, information on learners' achievements obtained outside school and college should be gathered? Please explain your response.

Please add your response in the text box:

It would be beneficial for any vocational skills and competencies proven outside of school and college (by, for example, an achievement certificate) to be recognised and recorded. This would:

- Help pupils contribute to broader society and meet the four capacities,
- Improve the parity of esteem between vocational and academic education,
- Support the progression into work with employers,
- Provide flexibility in the curriculum by allowing for a wider range of courses for senior school pupils,
- Support the development of vocational skills specific to the jobs available in the pupil's geographic location, and
- Provide reward and encouragement for pupils who choose to engage in vocational learning outside of school or college.

Skills and Competences

4 Should information be gathered on learners' skills and competencies as part of their senior phase?

Yes

5 If you have views on how this might best be done please provide them here.

Please add your response in the text box:

The information would need to be in the form of some sort of digital badging . It should also include micro-credentialling which certifies the learning outcomes of short-term learning experiences. However, it is important that this is not construed too narrowly, as digital badging should not necessarily be through an exam methodology. To avoid creating unnecessary barriers, it should be sufficient to demonstrate skills and competencies through a non-examined methodology, such as a statement from a teacher, employer or another person with the standing to make an informed judgement.

The most effective method might be for schools and colleges to gather relevant statements of skills and competencies and micro-credentials, together with more traditionally assessed achievement, into a profile of achievement.

Considering how we gather evidence on achievements, awards and qualifications - Exams and other forms of assessment

6 Please share your thoughts on what a 'better balanced' assessment system would look like. As well as considering the balance between external examination and internal assessment you may also wish to comment on the frequency of examinations.

Please add your response in the text box:

Considering how evidence should best be presented - Recognising Achievement at the end of the Broad General Education (BGE)

7 Please share your thoughts (advantages/disadvantages) on the idea of introducing an achievement, award or qualification at the end of the BGE.

Please add your response in the text box:

We would support this idea if the achievement at the end of the BGE provided a wider profile of the pupil and demonstrated their ability to apply practical skills and competencies. These skills include 'meta skills' which SDS define as timeless, higher order skills that create adaptive learners and promote success in whatever context the future brings (see https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf, page 8).

This information would be useful to pupils entering employment as well as employers. Being able to demonstrate skills such as critical thinking, creativity, and effective communication, are as important to many Engineering and Manufacturing employers as academic achievements in subjects such as mathematics, English and physics.

This wider profile may also be useful to Higher and Further Education providers, enabling them to identify individuals who need additional support (for example, in social skills) to succeed and meet their educational goals.

Recognising Achievement in the Senior Phase

8 Please share your thoughts (advantages/disadvantages) on the idea of introducing a type of leaving certificate at the end of the Senior Phase.

Please add your response in the text box:

We support the introduction of a leaving certificate at the end of the Senior Phase. The vast majority (about 90%) of young people stay on to the Senior Phase. However, many are only taking 1 or 2 additional subjects. It would benefit both young people and employers, if a leaving certificate reflected the other relevant activities they are engaged in during that period. Providing suitable recognition of those activities may also provide an incentive for young people to use that time more effectively than they might otherwise do.

Technology and Assessment - The Potential of Technology

9 How should Scotland's qualifications and assessment system make best use of digital technologies?

Please add your response in the text box:

Digital technology is being used to deliver educational content and results. It makes sense for the assessment system to also use digital technology where appropriate. Adopting digital technologies for assessment also provides an opportunity to make the whole system move more quickly, enabling post 16 planning to become more efficient.

An approach that benefits all Learners' - Equity

10 How can we make sure that proposals for a future qualification system will uphold the rights of all learners to demonstrate their achievements?

Please add your response in the text box:

Recognising and recording a wider range of achievements should help ensure that all learners are more fairly rewarded for their achievements. When determining what sort of achievements should be recognised, and the appropriate forms of assessment, the circumstances and needs of all types of learners should be carefully considered.

The qualifications and assessment system must provide support to learners with learning or language difficulties, or disabilities, by offering, for example, assessment methods adapted to their needs and exams in other languages.

It is also important to recognise that any changes may need to be supported by complementary changes elsewhere. The barriers to participation, particularly in STEM education, by females, ethnic minorities and other under-represented groups, are present through-out the education and skills pipeline and require solutions at all stages. For example, UK-wide research commissioned by Enginuity from CHILDWISE found that girls aged 11-14 say they know less about, and are four times less likely to be interested in, an engineering career than boys of the same age.

Have we missed anything?

11 Is there anything else in relation to the reform of qualifications and assessment which is not covered in this consultation which you would like to raise?

Please add your response in the text box:

About you

12 What is your name?

Name:

Sean Mosby

13 What is your email address?

Email:

sean.mosby@enginuity.org

14 Are you responding as an individual or an organisation?

Organisation

15 What is your organisation?

Organisation:

Enginuity

16 The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

Publish response only (without name)

17 We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Yes

18 I confirm that I have read the privacy policy and consent to the data I provide being used as set out in the policy.

I consent

Evaluation

19 Please help us improve our consultations by answering the questions below. (Responses to the evaluation will not be published.)

Matrix 1 - How satisfied were you with this consultation?:

Very satisfied

Please enter comments here.:

Matrix 1 - How would you rate your satisfaction with using this platform (Citizen Space) to respond to this consultation?:

Very satisfied

Please enter comments here.: