



## **Scottish Government Consultation: [Education Reform: A Consultation on the provisions of the Education Bill](#)**

**Submitted: December 2023**

### **Consultation Questions**

#### **High-quality qualifications**

*Question 1: What changes should we consider in terms of how qualifications are developed and delivered that you think would improve outcomes for Scotland's pupils and students?*

Creative Scotland is the funding, development and advocacy body for the arts, screen and creative industries in Scotland. Screen Scotland is part of Creative Scotland and drives development of all aspects of Scotland's film and television industry, through funding and strategic support. Across both Creative Scotland and Screen Scotland, we have a number of initiatives and funding programmes focussed on children and young people. These include: evaluation projects and research into the delivery of the Expressive Arts across the curriculum; the Youth Music Initiative funding stream, providing music opportunities both within and outside school settings; have worked on developing a Film and Screen curriculum to be delivered at secondary level and developed a number of skills development pathways for the screen industries. As a result of this, we believe that involving a wider range of voices in developing qualifications to include those working in the arts, screen and creative industries will help to create qualifications which better reflect the skills needed if students seek a career in these areas.

In addition, developing links with the sectors will help students to understand practices in a variety of artforms and creative practice. This can be reflected in the requirements for the qualifications but can also serve to help open pathways into the sector.

Wherever possible, we would encourage that subject areas should have a variety of approaches to developing instruments of assessment which account for the capacities of learners to demonstrate their knowledge skills and understanding in showcasing their strengths. This is especially relevant to the Expressive Arts and related subject areas.

Also related to the Expressive Arts, we would suggest that the development and delivery of qualifications should allow for gathering of assessment evidence across subject areas/curriculums, where 'naturally occurring' examples may best demonstrate capacity for attainment. For example, if film making is used in a History assessment, the skill of making the film can equally be assessed as part of the developing Film and Screen qualification.

We would also recommend that further and higher education institutions are included in these conversations to help create a clear pathway from school qualifications, through further and higher education and into these areas. Exploration of the SQA HN Next Gen model within secondary school contexts may be a useful exemplar to start this process.

Screen Scotland are working in partnership with SQA to design, develop and deliver a pilot qualification in Film and Screen. This process has involved inputs from teachers, children and young people, film and screen industry professionals, film and screen education and access organisations, Education Scotland and the BFI, and is set out in further detail in question 4.

### Excellence in learning and teaching

*Question 2: How best can we ensure that the views of our teaching professionals are taken into account appropriately within the new qualifications body, and do these proposals enable this?*

Inclusive approaches to curriculum design in collaboration with teachers can be very successful. Screen Scotland developed a draft Film and Screen curriculum through a facilitated collaborative process (a symposium) which engaged teachers at all levels with academic and industry partners and participatory arts organisation representatives, to produce a qualification model that is both inclusive and reflect the views and expertise of the teaching profession. We would be happy to share this approach in any further engagement as the qualifications are developed.

### Involving Scotland's pupils and students in decisions that affect them

*Question 3: How best can we ensure that the views of pupils, students and other learners are appropriately represented within the new qualifications body, and do these proposals enable this?*

As set out below, Creative Scotland is developing a qualification through a facilitated collaborative process, which includes inputs from children and young people. We also set up the National Youth Arts Advisory Group, which has seen success in designing and administering funds for children and young people to develop their artistic practice and has run an annual Youth Arts unconference over the past few years. In both these examples, young people's voices have been central to the development of the work and we would be happy to share our experience of these approaches, if that would be useful.

### High standards for qualifications in Scotland

*Question 4: How can we ensure qualifications being offered in Scotland are reliable, of a high standard and fit for purpose?*

Screen Scotland are working in partnership with SQA to design, develop and deliver a pilot qualification in Film and Screen. This process has involved inputs from teachers, children and young people, film and screen industry professionals, film and screen education and access organisations, Education Scotland and the BFI. By engaging a range of stakeholders across the broadest representative sample of people involved in developing an art form specific qualification, the SQA pilot Film and Screen Award has been shaped to acknowledge the range of perspectives from which it will be viewed, and to deliver and assess a suite of experiences and outputs that reflect the needs of the Film and Screen Industries appropriate at senior phase of secondary schooling. Open and honest discourse has allowed all stakeholders to feel valued and included in the process. This is positively reflected in the language, scope and content of the qualifications themselves. We would be happy to share our experience of the process and any learning with Scottish Government or the new qualifications body, if that were useful.

## Qualifications in the education and skills landscape: A holistic system

*Question 5: How do you think the qualifications body can best work with others across the education and skills system to deliver better outcomes for all?*

While we agree with the proposals in the consultation, we would welcome a framework that can facilitate regular consultation and collaboration with the arts, screen and creative industries. This would go beyond what is proposed as it would not just require consultation with skills bodies, but seek a broader input, from other public bodies which work in the Expressive Arts and beyond and from those working in the sector. As mentioned above, including as wide a range of voices as possible will ensure that outcomes can be best suited to the subjects and keep up to date with changing practice or skills which are needed, therefore keeping qualifications relevant and better equipping students for success beyond school or college.

### Purposes of inspection

*Question 12: Do you have a view on how we make sure evidence from inspections is being used as fully as possible to drive improvement and inform policy and on who the inspectorate should report to?*

We would support there being a mechanism to share any best practice in evidence from inspections with any forums which have been established, as outlined above. These would then feed back into any ongoing conversations and could help with any further development of qualifications.