



ALBA | CHRUTHACHAIL

Scottish Government consultation: [Professor Hayward's Independent Review of Qualifications and Assessment](#)

Submitted: January 2023

Report published, June 2023: [It's Our Future - Independent Review of Qualifications and Assessment: report - gov.scot \(www.gov.scot\)](#)

Consultation questions

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?

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.

There are a number of extracurricular activities through which children and young people can gain awards and that could be beneficial to be looked at alongside qualifications. These would include Arts Awards, Duke of Edinburgh Awards, BFI Film Academy Qualifications and ABRSM (The Associated Board of the Royal Schools of Music) Music Grades. Skills gained through these awards could all help learners to demonstrate their progress and achievements within and across the four capacities. Creative Scotland recently undertook a survey in conjunction with the National Youth Arts Advisory Group (NYAAG). This survey, and other anecdotal evidence, suggest that some young people simply don't see being creative as a skill, especially if it's utilised through digital means. This indicates that there is a lack of understanding of what a skill is amongst children and young people who were surveyed so it would be important to ensure that any gathering of information on learners' interests outwith the curriculum was clear and allowed for a wide range of skills to be detailed and documented beyond those that come with certification. This is especially important when capturing those skills developed through the Expressive Arts, which are not necessarily demonstrated through a traditional closed paper exam method. In this instance, it would be important to understand how learner's extracurricular achievements could be measured and ratified in the context of gathering information on them alongside qualifications. This

information could be presented in the style of UCAS personal statements for entry to Higher Education institutions, or take the form of 'Lifestory Work', 'All About Me' or portfolio-style approach to detailing achievements gained outwith the classroom. This could provide the opportunity for learners to stop and reflect on their journey, and create a process by which extracurricular activities can be formally recognised by teachers, peers and wider community. We would also highlight that not all children and young people will have the opportunity or capacity to engage in extracurricular activities. We would therefore support other mechanisms to understand how these skills can be recognised and celebrated for those who are participating, without putting those who can't at further disadvantage because of their circumstances. Ultimately, it is important to recognise that learners may meet some of the capacities through activities outwith school. Therefore, it would be beneficial particularly for learners and future employers if these could be recognised and celebrated in an appropriate way.

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.

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.

It would be beneficial if the assessment system allowed for a more balanced way that ensures learners skills and competencies can be fully articulated within the system. This is especially pertinent to the Expressive Arts, as closed paper exams do not reflect the reality of practice across the sector. We would welcome an approach which weighted more towards various forms of continuous assessment over exams. The Expressive Arts is a key mechanism for the development of children and young people's creativity skills like curiosity, open-mindedness, imagination and problem solving, and as such would benefit from assessment mechanisms which better reflect practice across the sector. A helpful reference document in this area may be Scotland's Creative Learning plan which sets out how to support creativity in learners. (<https://www.creativescotland.com/resources/our-publications/plans-and-strategy-documents/scotlands-creative-learning-plan#:~:text=Among%20the%20aims%20of%20the%20Creative%20Learning%20Plan,creativity%20and%20experiential%20learning%20by%20parents%20and%20carers>) 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.

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.

Technology and Assessment - The Potential of Technology

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

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?

In order to ensure the rights of all learners to demonstrate their achievements, it would be key for any future qualifications system to strive to ensure there is equality between STEM and Expressive Arts subjects. In the recent Research Scotland report "Arts in Education - Review of Creative Scotland Research into Arts and Creativity in Schools in Scotland" (www.creativescotland.com/resources/professional-resources/research/research-from-the-cultural-sector/arts-in-education-review-of-creative-scotland-research-into-arts-and-creativity-in-schools-in-scotland) it was stated that there continues to be bias against arts-based subjects from several stakeholder groups in education. In fact, the expressive arts allow for the development of creative and meta skills which contribute towards learners' development, including in other subjects, in addition to developing skills within the different artform areas themselves. 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?

We would recommend that the framework and criteria of the reformed system should consider the needs of stakeholders working outside of education, regarding skills needed and the curriculum. In particular this should consider which skills are lacking when young people leave the school education system and how the curriculum and the methods of assessment corroborate with the real world and real-life skills.