

Stakeholder	Question 1: Do you think the three areas described in the SDA offer learners the potential to recognise all their achievements, both in and out of school? Would you like to add to or change the three areas? Why?	Question 2: What are your views on the ideas for recognising all achievements across all subjects areas?	Question 3: What are your views on the ideas for recognising achievements in knowledge and skills in action?	Question 4: What are your views on the ideas designed to recognise achievements in 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? Question 5c: If you do not support this idea, what other ideas do you have to recognise everything learners achieve?
S1: 21.03.23	Yes, like the idea in general. Could be hard to manage, could mean some people are left out, should be completed in school time	Some exams but a balance of more non-exam subjects is a good idea	Generally like the idea, positive responses	Supportive, good to have a digital record, semonstrates the whole person		
S2: 23.03.23	S4 seems early for exams. Like the idea of being able to build up knowledge over time	Like the idea of more balance	Good - lots of learning like this goes on in primary school, helps make connections in learning, more fun, choice, practise of skills being developed	Positive - demonstrates that students are 'not just smart' but can recognise learning outside the classroom. Would need to be able to reflect a wide range of experiences. Risk of some students not being able to access opportunities - equity	Examples of when this has worked/not worked.	

<p>S3: 23.03.23</p>	<p>Positive, has potential, worried it might not work, exams still have a place and the associated stress of exams is not necessarily a bad thing; concerns regarding any group task, will it work?; want more detail around the 3 elements, what's the weighting?</p>	<p>Important to keep this broad</p>	<p>Some concerns, worried about change, some want the current system retained; others see the potential changes as helpful and it'll allow people to achieve who are not 'traditional' students and strong in exam based system,</p>	<p>Good idea; allows people to show their personal development</p>	<p>Positive</p>	<p>Want to see some more details</p>
<p>S4: 20.03.23</p>	<p>Positive, looks more reflective of the real world, may end up being less stressful, students like that system is not all based on subjects/exams, sensible to bring more a skills element in</p>	<p>Positive, want to keep things broad</p>	<p>In agreement, positive development as stronger evidence that can actually do it and have learned, 'what's the point of just writing'</p>	<p>Supportive</p>	<p>Consideration of how it is marketed for parents and when it is introduced.</p>	<p>5b, want to see more detail, including assessment arrangements, and the timings of how changes might be phased in,</p>

<p>S5: 22.03.23</p>	<p>Yes, has potential, need more detail</p>	<p>Yes, good idea</p>	<p>Positive, like idea of learning in context, e.g., Maths Apps is more relevant and based on real life; like the choice element, would encourage initiative and commitment; seems to reward effort and hard work</p>	<p>Might help with career development for students, more control of learning is good, might help with interviews as like a personal project</p>	<p>100% Yes/Positive; like the focus on the student, 'exams are dehumanising and SQA gets in the way'</p>	<p>Needs more detail; employer knowledge and engagement; needs a link to universities</p>
<p>Parents/Carers: 29.03.23</p>	<p>Not yet sure. More information is probably needed. Yes, it has potential. Short answer: yes. The personal pathway could either be a great opportunity or something that people who face additional barriers might find harder to access, hard to know. Sure sounds good - What percentage breakdown between each of the 3 elements make up the overall mark? 'Weighting' of the parts may be important</p>	<p>Think it's an excellent idea to fully capture all the kids' strengths. I think recognising achievements is good unless there is an expectation that everyone achieves in all areas. Think it's too early to say; might be a good idea, but it depends on the format/ how all of it is assessed. Gives every child an opportunity to show strengths in other areas. Gives the kids a subject in which to engage, means they'll like it</p>	<p>Sounds really good but my main thought is learners will need a lot of support/guidance in choosing what to work on, especially if wanting a more academic career. Good to recognise, but what assurance do the learners have that this also counts towards their next steps, if next destinations are looking for exams/marks etc and are not familiar with the new model</p>	<p>Promotes well rounded experience. CV building. Not everyone will have these opportunities though. This is great as it gives the children a greater exposure to what it's like in the workplace etc and gives them more relevant learning for the individual. Provides rounded experience but could disadvantage those who, either financially or because of their personality, don't have the means to 'push' themselves forward</p>	<p>I think it is positive to recognise a range of achievements. I think this is a great new approach</p>	<p>Q5b. Need to ensure that it is clear what is expected for learners to achieve to move onto their next career stage eg university, college etc. What would happen if children are unsure of what path they would like to take?</p>

<p>Staff: 20.03.23 and 27.03.23</p>	<p>Yes and No Consider equity around Personal Pathway. Consider curriculum planning/experiences for young people. What do we value? How will this be tracked? More detail required. Concern that elements could be tokenistic. Consider equity around personal pathway. Personal choice – people should not be forced into particular contexts. Need to consider young carers /young people who can't make that choice, possibly those with ASN.</p>	<p>Consider tariff points across the levels that are attainment related. Marketing Campaign required with lots of work to do with universities/employers and their recognition of this. Parents also. Ensure that those colleagues focussed on Positive Destination understand this. Needs lots of thought on the associated value of subjects. Consider what this means for students moving on from school. Consider whether some subjects (literacy/numeracy) are more important than others? Work experience has to be meaningful to young people. Risk of over importance on Level 6 with a rush through Level 5. Concern that some courses will be taught on a bi-level basis. Tariff points and accountability measures need to be considered.</p>	<p>Cultural change and associated time required for staff. Different way of learning with a significant impact on how we design our curriculum in schools in the BGEd. More weight on skills seems to be part of this. Needs to be built into curriculum. Huge potential but many pitfalls in getting there. Some subject areas may be left out whilst others thrive. Opportunity to look at alternative venues for learning – not just school. Teachers have to 'experts' in their field and this approach may require CLPL. Timing needs to be considered – needs to be facilitated.</p>	<p>Concern from a practical perspective around how will this be built into the week. Where is the time made available to the students? How will this be evidenced, criteria will need to be valued by all. This requires a careful balance between it being a good idea and not just being rubber stamped. Concern that this may not be valued and therefore how do we change people's views. This may necessitate a look at how students make their choices. This is a significant culture change for our system. Significant concerns and consideration required around potential equity issues.</p>	<p>Positive and supportive.</p>	<p>5.b. Professional development around learning & teaching practices. Examples of when this has worked/not worked. Consideration of how it is marketed for parents and when it is introduced. Strong programme of stakeholder awareness is required. Needs a detailed and robust implementation plan which involves teachers. Verification/moderation system and detail required.</p>
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Stakeholder	Q6: What changes to the existing system, if any, would you recommend to support the development of a new qualifications and assessment system?	<p>Q7: To promote parity of esteem* across all qualifications (regardless of the assessment method) should all qualifications at the same SCQF level have the same name? i.e. Should language such as 'Highers' and 'academic' be replaced?</p>	<p>Q8a: Do you have any additional comments about the proposed approach to qualifications?</p>	<p>Question 8b: Do you have any comments about possible assessment arrangements set out in this presentation?</p>	<p>Q9: 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?</p>
S1: 21.03.23					
S2: 23.03.23					

S3: 23.03.23			Positive, need to see how broken down by subject and level		
S4: 20.03.23				Students still want/can see a place for examinations in the system, just don't want all the award based on external exams, don't want exams just at exit points as potentially too much to remember (3 years of work!), there is some concern that in some sections exams may be the only option, or certainly the 'easiest' option	

<p>S5: 22.03.23</p>				<p>Need to recognise that different subjects need different solutions, there is definately a space for exams</p>	
<p>Parents/Carers: 29.03.23</p>		<p>Yes, the language should change in order to make the new system work. It is all going to depend on what universities, colleges and employers are looking for. I don't see a problem with current language but if it were a real barrier for others then language can be important</p>	<p>Is this moving to a more competency based approach. If you get x% on a module move onto the next one, rather than competitive marks across a year?</p>	<p>I don't like the idea of a single exit exam. I think continuous assessment has a role but I would also think exams are needed to - a mix. I think continuous assessment is a great approach. Not everyone performs well under exam pressure</p>	

<p>Staff: 20.03.23 and 27.03.23</p>	<p>All examples shown on the slide. Would like to see significant emphasis on workbased learning opportunities for young people. Perhaps viewed as an essential part of the SDA.</p>	<p>Yes.</p>	<p>How they are scheduled across Senior Phase and how are the credits “grouped”? Would like to see qualifications based on the specific subjects or pathways – not just a general SDA.</p>	<p>Clear directive required. Concern about how we make sure that the system is robust. Should bring subject specialists together to work around models. Issues around timing and coursing for students including consideration if someone is doing a 1 or 2 year Level 6 course as schools cannot sustain different models. Concern that there will not be a consistent approach across all schools.</p>	<p>There needs to be consideration of Level 6/7 external examinations. What proportion of the 'award' will be external. Needs to vary but capped to ensure a balanced approach.</p>
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