

# **PERTH AND KINROSS COUNCIL**

## **EXECUTIVE SUB-COMMITTEE OF THE LEARNING AND FAMILIES COMMITTEE**

**15 MAY 2023**

### **EDUCATION REFORM IN SCOTLAND CONSULTATIONS UPDATE**

**Report by Executive Director (Education and Children's Services)  
(Report No. 23/142)**

#### **1. PURPOSE**

- 1.1 The purpose of this report is to provide the Executive Sub-Committee of the Learning and Families Committee with an update on the professional responses provided thus far on aspects of the education reform activity currently underway. It also provides some detail of how education officers, children and young people, parents and school staff are engaging with the range of consultations and activities which are being undertaken relating to the education reform agenda.

#### **2. RECOMMENDATION**

- 2.1 It is recommended that the committee:
- Notes the responses provided on the National Discussion, and Phases One, Two and Three of the Hayward Review; and
  - Agrees the content of a submission to Phase Three of the Hayward Review which will be submitted, as a late submission, on behalf of members of this committee.

#### **3. STRUCTURE OF REPORT**

- 3.1 This report is structured over the following sections:
- Section 4: Background
  - Section 5: Update on Consultations to Date
  - Section 6: Further Considerations
  - Appendices

#### **4. BACKGROUND**

- 4.1 The Scottish Government has commissioned a series of consultations on a range of reforms within the Scottish Education system. Education and Children's Services (ECS) submitted the report 'Education Reform in Scotland Update' ([Report No. 23/128 refers](#)) to the Learning and Families Committee on 3 May 2023.

4.2 The three areas of reform are:

- A national discussion on education.
- An independent review of qualifications and assessments.
- Creation of three new national education bodies.

4.3 Each of these areas of reform have been phased to ensure that consultation feedback from stakeholders on the [National Discussion Scottish Education](#) informs the next two phases, and subsequently the review of qualifications and assessment will then inform the creation of the three new national education bodies.

## **5. UPDATE ON CONSULTATIONS TO DATE**

### **National Discussion**

5.1 The consultation process for the National Discussion aimed to capture views on a vision for the future of Scottish education. The vision for the Curriculum for Excellence (CfE) and Article 29 of the United Nations Convention of the Rights of the Child (UNCRC) were key elements of the National Discussion.

5.1.1 The National Discussion was convened by the Scottish Government and Convention of Scottish Local Authorities (COSLA) and led by Professor Carol Campbell and Professor Alma Harris. The “Let’s Talk Education” consultation phase took place between 21 September 2022 and 5 December 2022. It invited young people, parents and educators to give their views about what the education system should look like for the next 20 years. Events took place across Scotland, led by schools, community groups and third sector organisations. A series of online national events also took place, and the organisers reported a good response to the consultation part of the process.

5.1.2 All schools within Perth and Kinross Council (PKC) were invited to take part in the consultation, and education officers contributed to the response developed by the Association of Directors of Education (ADES). Headteachers in Perth and Kinross engaged in a session to consider their response in November 2022. The summary of those consultation events from Headteachers within PKC are detailed in Appendix A.

### **Next Steps**

5.2 Consultation and analysis of the responses received nationally is now underway. It is planned that a “Call to Action” will be published in Spring 2023, alongside a vision for the future with short, medium and long term aims.

### **Review of Qualifications and Assessment**

5.3 The Cabinet Secretary for Education and Skills announced in October 2021 the intention to reform qualifications and assessments to ensure learners’ achievements are fairly recognised. The “Let’s Talk Qualification and Assessment” was launched and Professor Louise Hayward, Emerita of Educational Assessment and Innovation, University of Glasgow, was appointed to lead this.

- 5.3.1 The aim of this work is to reform the qualifications and assessment system to ensure that all senior phase learners have an enhanced and equal opportunity to demonstrate the breadth, depth and relevance of their learning. It has been determined that externally assessed examinations will remain part of any new system.
- 5.3.2 Professor Hayward set up an Independent Review Group, membership of which is drawn from:
- Those for whom qualifications matter most, learners, parents and carers.
  - Those who design develop and deliver qualifications; teachers, Headteachers, examinations boards, regulators, local policy makers and communities.
  - Those who use qualifications, schools, colleges, employers and universities.
- 5.3.3 In addition, Professor Hayward planned a series of phased stakeholder engagement opportunities across the education system as part of this consultation period, and schools were invited to participate directly in this with their school communities.
- 5.3.4 The document 'Review of the Future of Qualifications and Assessment: Consultation on Options For Change' (Appendix E) sets out the process for each of the three phases of the consultation process.
- 5.3.5 Phase One took place from August to September 2022 and focused on the development of a set of Vision and Principles, which were first developed with the Scottish Youth Parliament and the Children's Parliament. Phase One responses have been independently analysed and informed the next phases of the review.
- 5.3.6 Phase Two opened in October 2022 with a public consultation which closed on 13 January 2023. The purpose of Phase Two was designed to lead to a preferred Qualifications and Assessment model. The public consultation received over 700 responses. The consultation analysis reported strong support for assessing all four capacities of CfE, gathering evidence of wider achievement and gathering information on learners' skills and competencies as part of the Senior Phase. Respondents were in favour of introducing a leaver's certificate in the Senior Phase. Calls for consistent standardised approaches to assessing these skills and competencies were made, and for parity of esteem for academic and vocational qualifications. Teacher workload was highlighted as a potential issue, as well as concern that gathering evidence of achievements outside of school could discriminate against those who cannot easily access extra-curricular opportunities.
- 5.3.7 Phase Three commenced in March 2023 and concluded on 7 April 2023. It took into account the findings from Phases One and Two. Phase Three sought views on the proposed approach and the practical steps that are needed for the model to be successful. Phase Three also took into account relevant findings from the National Discussion.

## Next Steps

5.4 Professor Hayward provided an interim report ([Independent Review of Qualifications and Assessment](#)) to the Cabinet Secretary for Education and Skills which was published on 3 March 2023.

5.4.1 The interim report sets out the following proposals as part of a possible new approach:

- Significant reduction in external assessment, including examinations in the Senior Phase.
- More clearly defined integration of academic and vocational qualifications.
- Collation of a broader evidence base of achievements in the Senior Phase, which will include skills and other competencies.
- Development of an enhanced digital infrastructure.
- A Senior Phase Leaving Certificate.

5.4.2 The final report will be submitted to the Cabinet Secretary for Education and Skills in May 2023. Any submission agreed at the Executive Sub-Committee of the Learning and Families Committee on 15 May 2023 will be sent with a request that it be considered prior to any final report being produced.

## 6. FURTHER CONSIDERATIONS

6.1 The education service management team, senior leaders and school communities in Perth and Kinross have been actively encouraged to engage in all phases of the consultation process for both the National Discussion and the Hayward Review of Qualifications and Assessments. Education officers held consultation sessions with all Headteachers and collated all of the responses gained into responses which were submitted to the Scottish government on behalf of education professionals within PKC. The consultation responses for each of these consultations provided by engagement with Headteachers are detailed in Appendices A, B, C and D.

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Name	Designation	Date
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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes/None</b>
Community Plan/Single Outcome Agreement	<b>None</b>
Corporate Plan	<b>none</b>
<b>Resource Implications</b>	
Financial	<b>none</b>
Workforce	<b>none</b>
Asset Management (land, property, IST)	<b>none</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>N/A</b>
Strategic Environmental Assessment	
Sustainability (community, economic, environmental)	
Legal and Governance	
Risk	
<b>Consultation</b>	
Internal	<b>yes</b>
External	<b>yes</b>
<b>Communication</b>	
Communications Plan	<b>yes</b>

### 1. Strategic Implications

#### Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life.
- (ii) Developing educated, responsible and informed citizens.
- (iii) Promoting a prosperous, inclusive and sustainable economy.
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

#### Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

- (i) Giving every child the best start in life.
- (ii) Developing educated, responsible and informed citizens.
- (iii) Promoting a prosperous, inclusive and sustainable economy.
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area.

- Learning and Achievement

## 2. Resource Implications

### Financial

- 2.1 There are no financial implications for Perth and Kinross Council in this report.

### Workforce

- 2.2 There are no workforce implications in this report.

### Asset Management (land, property, IT)

- 2.3 N/A

## 3. Assessments

### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome.

- (i) Assessed as **not relevant** for the purposes of EqIA.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act however, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt, or agree to an action or to set the framework for future decisions.

### Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 N/A.

#### Legal and Governance

3.4 There are no legal implications arising from this report.

3.5 N/A

#### Risk

3.6 N/A

### **4. Consultation**

#### Internal

4.1 The reform agenda for education, the details of which are contained within this report, are the subject of ongoing consultation by the national agencies and consultants who are discharged with carrying them out. Consultees within ECS include education officer and school leaders.

#### External

4.2 Extensive consultation is taking place across all local authority areas with all stakeholders within education on all of the reform areas contained within this report by the Scottish Government.

### **Communication**

5.1 A communication plan will be developed as each of the consultation fundings, and subsequent reforms are decided upon at national level.

### **2. BACKGROUND PAPERS**

2.1 The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- [Improving Schools in Scotland: An OECD Perspective](#)
- [Scotland's Curriculum for Excellence: Into the Future](#)
- [Standards in Scotland's Schools etc. Act 2000](#)
- [Children's rights - Human rights - gov.scot \(www.gov.scot\)](#)
- ['Putting learners at the centre: towards a future vision for Scottish education](#)

- [National Discussion Scottish Education](#)
- [Independent Review of Qualifications and Assessment](#)
- [Independent Review of Qualifications and Assessment in Scotland: interim report](#)

### **3. APPENDICES**

- 3.1 Appendix A - Consultation summary on the National Discussion  
Appendix B - Consultation summary for Phase One of the Hayward Review  
Appendix C - Consultation summary for Phase Two of the Hayward Review  
Appendix D - Consultation summary for Phase Three of the Hayward Review  
Appendix E - Review of the Future of Qualifications and Assessment:  
Consultation on Options For Change