

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 22 September 2021

Reform of the Scottish Qualifications Authority and Education Scotland

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

This report provides an update on the Scottish Government's recent announcement that the Scottish Qualifications Authority (SQA) is to be replaced as part of a substantial overhaul of education, following an independent review.

2. Reform of the Scottish Qualifications Authority and Education Scotland

In response to an independent Organisation for Economic Co-operation and Development (OECD) report on the Curriculum for Excellence (CfE), the Scottish Government announced in June that the role, remit and purpose of Education Scotland and the Scottish Qualifications Authority (SQA) would be examined. The exams body is now set to be broken up and replaced and Education Scotland is also set to be reformed with responsibility for inspections to be split off to a new independent system.

The OECD report backed the CfE approach as a whole but said there was a misalignment between its aims and the narrow focus on exams in later years. The report said the CfE was meant to be focused on producing more rounded individuals rather than teaching to tests, and that the qualifications system is acting as a barrier to its aims in secondary education.

Professor Ken Muir CBE has been appointed to act as an advisor to the Scottish Government on the reform. This will include scoping out a possible replacement of the SQA with a new curriculum and assessment agency. The remit for the Advisor is available from the Scottish Government at:

<https://www.gov.scot/publications/advisor-to-the-scottish-government-on-the-reform-of-sqa-and-education-scotland-remit/>

An expert panel will support the Advisor and details of its composition and remit are available at:

<https://www.gov.scot/publications/reform-of-sqa-and-education-scotland-expert-panel-draft-terms-of-reference/>

The Scottish Government has said it will consult widely on what the new system will look like, with a second report from the OECD expected in the autumn and the advisory panel expected to produce initial findings in around six months time.

3. Resource Implications

There are no resource implications arising directly from this report

4. Equalities

There are no equality implications arising directly from this report.

5. Risk and Assurance

No risks are identified at present. In addition, College approaches to learning, teaching and assessment tends to be well aligned to CfE, for example using ongoing and contextualised assessment rather than making significant use of exams.

6. Data Protection

There are no data protection implications arising directly from this report

7. Recommendations

Members are recommended to:

- i. note the contents of the report.

8. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

Glasgow Kelvin College
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