

Reforming Scottish Qualifications: The Hayward Review – Vision and Principles



Overall thoughts

In general, respondents felt that the statement covered areas that mattered to them most.

It was felt by some respondents that the statement was too '*vague*', 'general' and not too different from what is currently in place.

Respondents agreed that it is important to recognise success and achievement but also important to challenge young people and encourage them to aim high.

A system that is **inclusive** and caters to **ALL** children and young people was **important to respondents**

Overall thoughts

- *“The ultimate goal of any education system should be to ensure all students obtain a good level of education no matter their circumstances. The main aim is to improve students all round education.”*
- *“It is too wide-ranging, includes too many areas and is too vague which actually means less accountability!!”*
- *“Striving for excellence and impart absence of ambition to be all they can be”*

Respondents want to see...

More classroom based, continuous assessment rather than exams alone. Respondents felt this would be a better way of evaluating ability and reduce pressure on young people.

Children and young people being **supported** to **fulfil their potential** regardless of their ability.

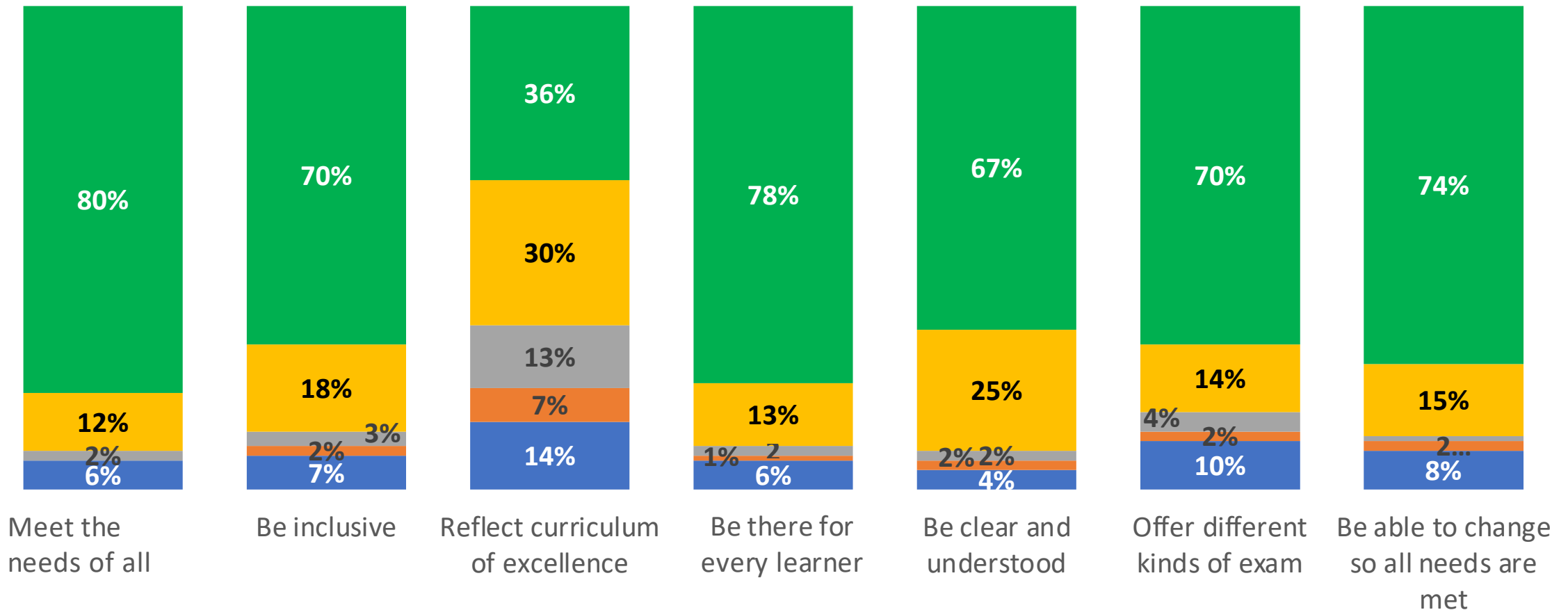
A **flexible** system that adapts learning and assessment to suit the **individual** needs of children and young people.

A stronger emphasis on **life skills, wellbeing** and **career development**.

Respondents want to see...

- *“Recognising that not all people learn in the same way nor at the same pace, requires varied styles of teaching and a more relevant choice of subjects to learn, to equip young people with the knowledge and skills that are actually required to live and to work in our current climate.”*
- *“Mental health is a big issue, I want our youth to be happy and creative, have basic life skills like healthy cooking/repairing things/grow plants/organising a supportive community/being fair leaders/etc.”*

How important is it for qualifications in Scotland to....



■ Other ■ Don't know ■ Not important ■ Important ■ Very important