

SURVEY-SPECIFIC REPORT (FINAL DRAFT)

**REFORM TRACKING RESEARCH:
EDUCATORS IN SECONDARY SCHOOLS AND
FE COLLEGES – FEBRUARY/MARCH 2026**

April 2026 (Published: September 2026)

PREPARED FOR: Qualifications Scotland

**Reform Tracking Research:
Educators in Secondary Schools and FE
Colleges – February/March 2026**

Survey-Specific Report

Ashbrook Research & Consultancy Ltd

April 2026

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Contents

1.0	INTRODUCTION	4
2.0	THE SCOTTISH GOVERNMENT’S PLANS FOR QUALIFICATIONS AND ASSESSMENT REFORM	6
3.0	ATTITUDES ABOUT QUALIFICATIONS AND ASSESSMENT	13
4.0	VIEWS ABOUT QUALIFICATIONS SCOTLAND	15

1.0 INTRODUCTION

This report details findings to emerge from the second phase of a programme of Reform Tracking Research being undertaken amongst educators in Scotland on behalf of Qualifications Scotland by Ashbrook Research & Consultancy Ltd.

The purpose of the research is to elicit a range of views amongst educators in Scottish Secondary Schools and FE Colleges with regard to the reform of qualifications and assessment, together with a range of other issues.

This second phase of the Tracking Research was undertaken during February/March 2026.

A total of 231 completed questionnaires were achieved in the second phase of the research, 174 from educators in Schools out of a target of 200 (through an online questionnaire) and 57 from educators in Colleges out of a target of 100 (through a mixture of an online questionnaire and structured telephone interviews).

During the analysis process, weightings were applied to the data in order to provide equal weighting for both audiences.

The questionnaire administered in February/March 2026 sought information in relation to the following issues:

- The Scottish Government's plans for qualifications and assessment reform
- Attitudes about qualifications and assessment
- Views about Qualifications Scotland

This survey-specific report provides the following outcomes:

- Graphics for each question asked during this survey
- The highlighting of key changes which were apparent for questions which were asked in the latest survey and that undertaken in September/October 2025

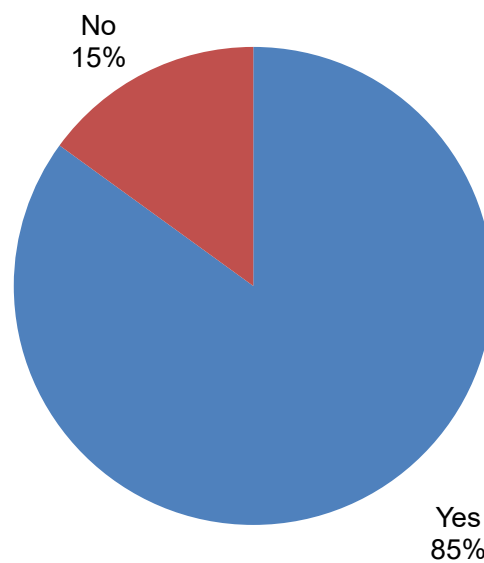
It should also be noted that all variances referred to in this report are statistically significant but that not all statistically significant variances between the latest and the last survey phases are referred to in order to promote the precise nature of the reporting outputs, as requested by Qualifications Scotland.

Finally, Appendix I provides a breakdown of outcomes between educators in schools and educators in colleges.

2.0 THE SCOTTISH GOVERNMENT'S PLANS FOR QUALIFICATIONS AND ASSESSMENT REFORM

“Are you aware of the Scottish Government’s plans for qualifications and assessment reform?”

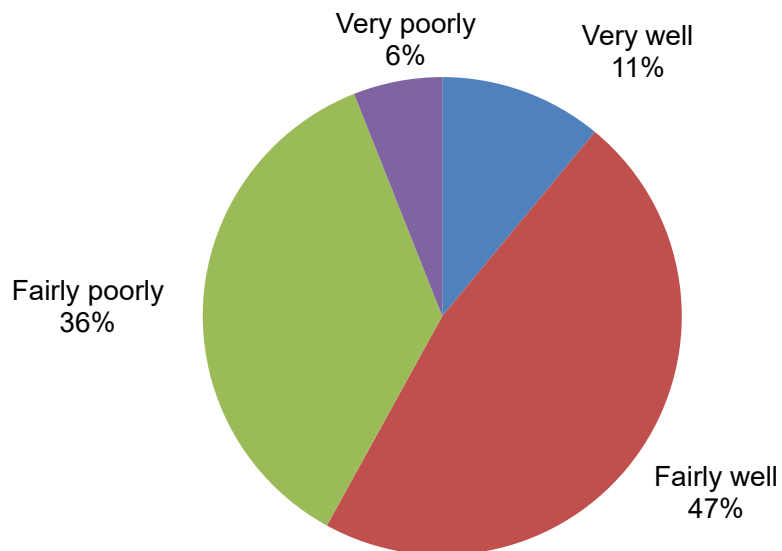
Figure 1: Aware of the Scottish Government's Plans for Qualifications and Assessment Reform?



Base: All Respondents

“How well do you understand qualifications and assessment reform?”

Figure 2: Level of Understanding of Qualifications and Assessment Reform

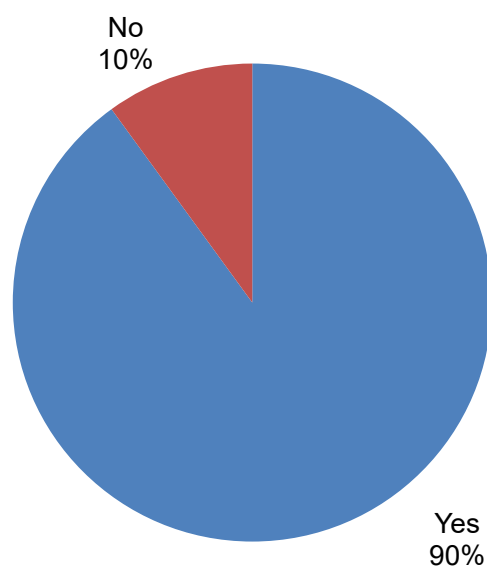


Base: 'Yes' in Figure 1

“Scotland is making important changes to its curriculum, qualifications and assessment system to better support children and young people from ages 3 to 18. This will help ensure every learner is recognised for the knowledge, skills and achievements they develop during their learning journey”.

“Would you like to know more about qualifications and assessment reform?”

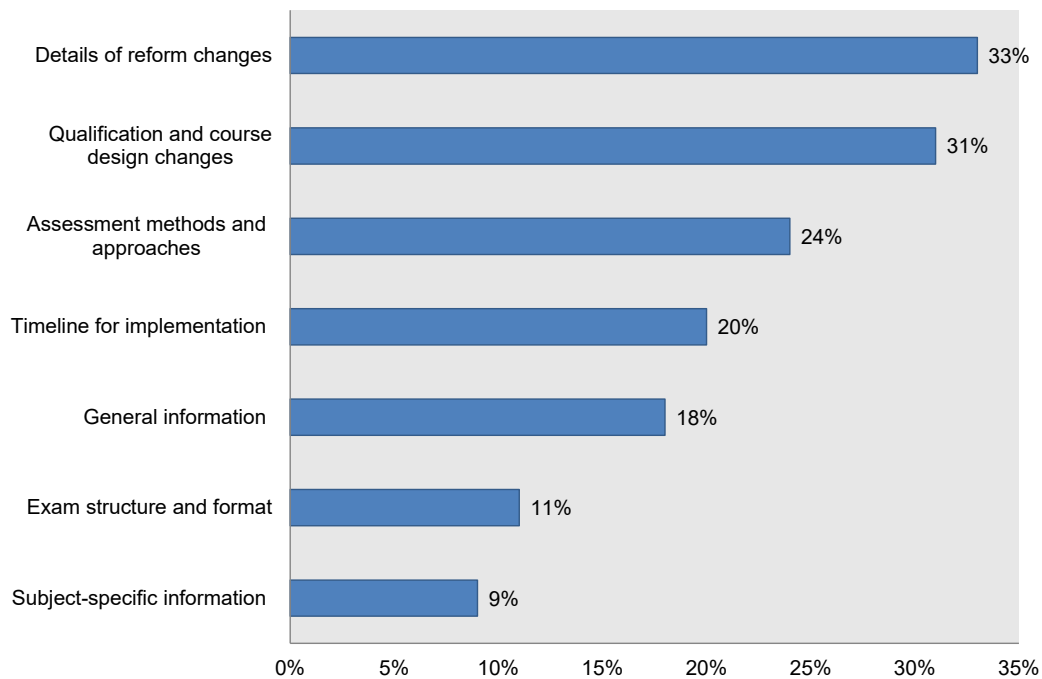
Figure 3: Like to Know More About Qualifications and Assessment Reform?



Base: All Respondents

“What types of information would you like about qualifications and assessment reform?”

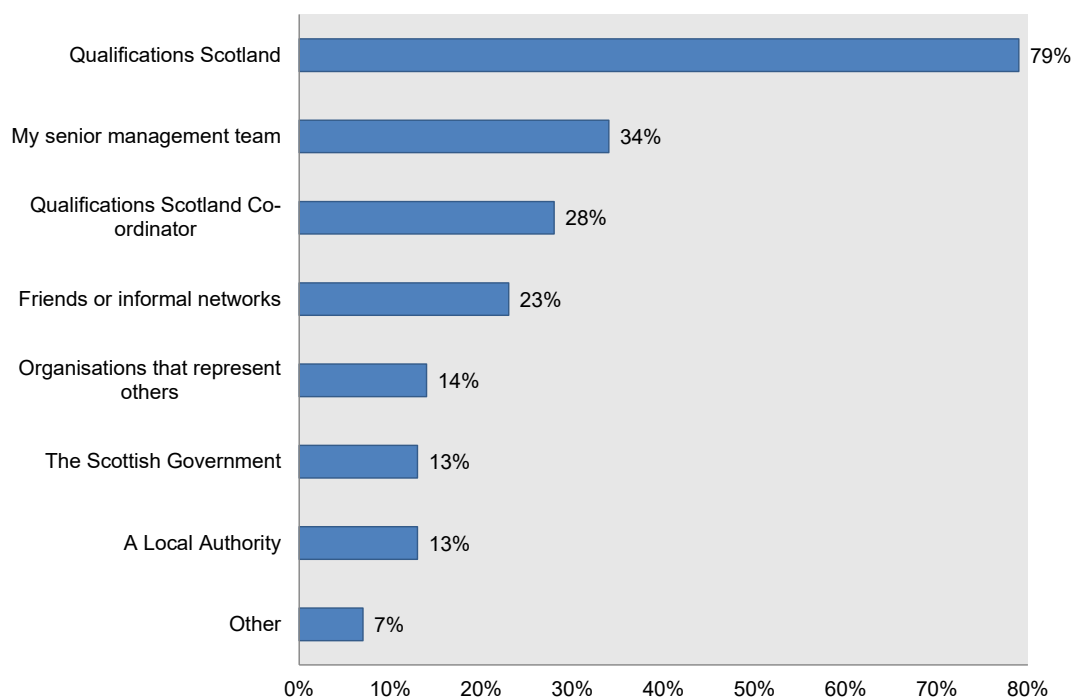
**Figure 4: Information Desires re Qualifications and Assessment Reform
(Unprompted)**



Base: 'Yes' in Figure 3

“Who would you go to in order to find out more about qualifications and assessment reform?”

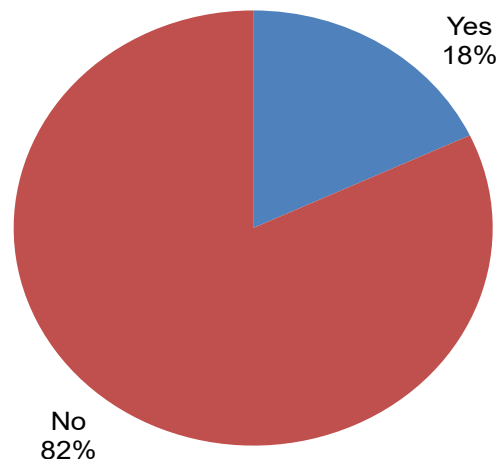
Figure 5: Who Would be Approached to Find Out More About Qualifications and Assessment Reform



Base: 'Yes' in Figure 3

“Before taking part in this survey, have you personally taken part in any SQA or Qualifications Scotland consultation, engagement or research relating to qualifications and assessment reform?”

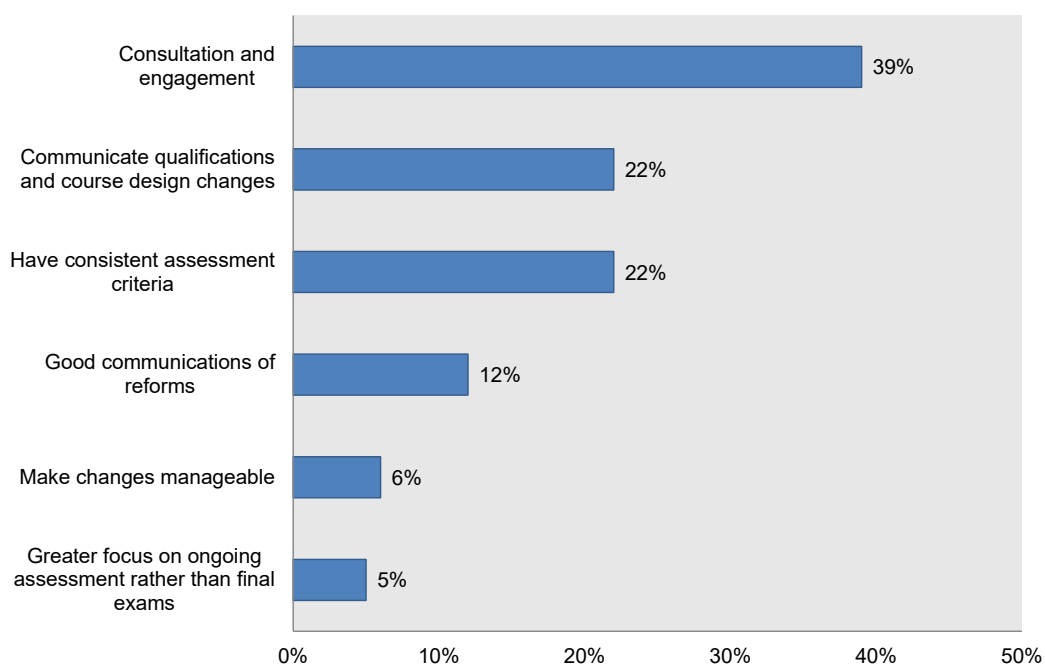
Figure 6: Previous Consultation, Engagement or Research Relating to Qualifications and Assessment Reform?



Base: All Respondents

*“What **one thing** should Qualifications Scotland focus on to make qualifications and assessment reform a success?”*

Figure 7: What Should Qualifications Scotland Focus on to Make Qualifications and Assessment Reform a Success (Unprompted)



Base: All Respondents

Between September/October 2025 and February/March 2026, there was decreasing awareness of the Scottish Government's plans for qualification and assessment reform, together with increasing levels of understanding of these plans amongst those aware of them.

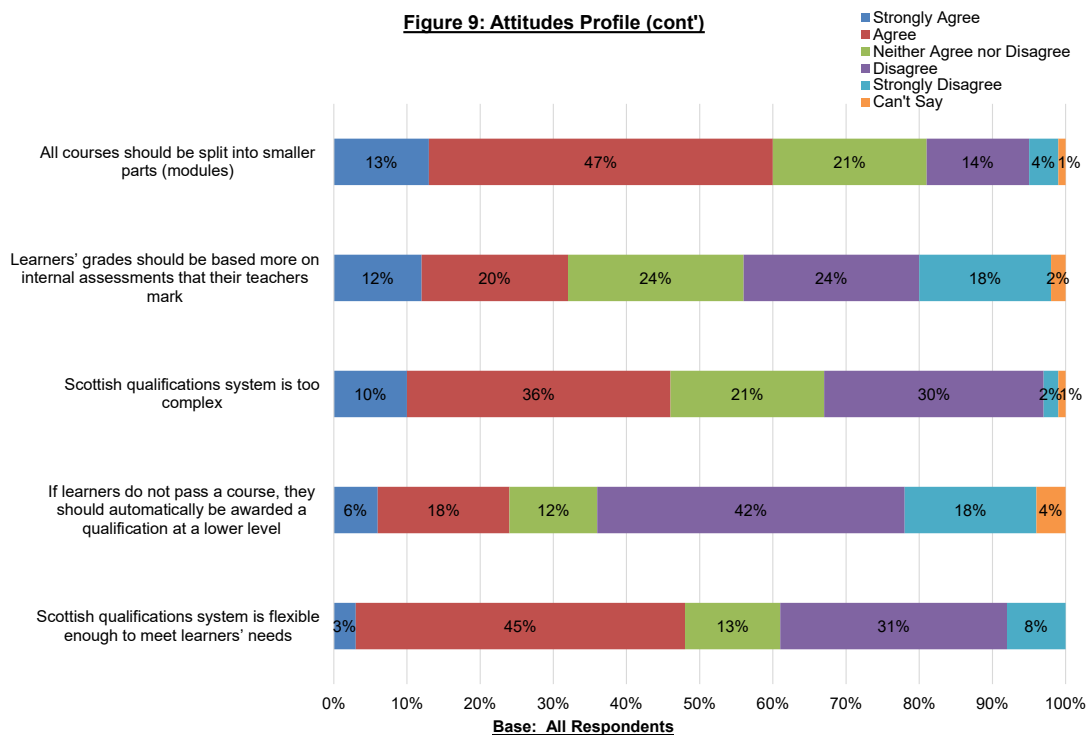
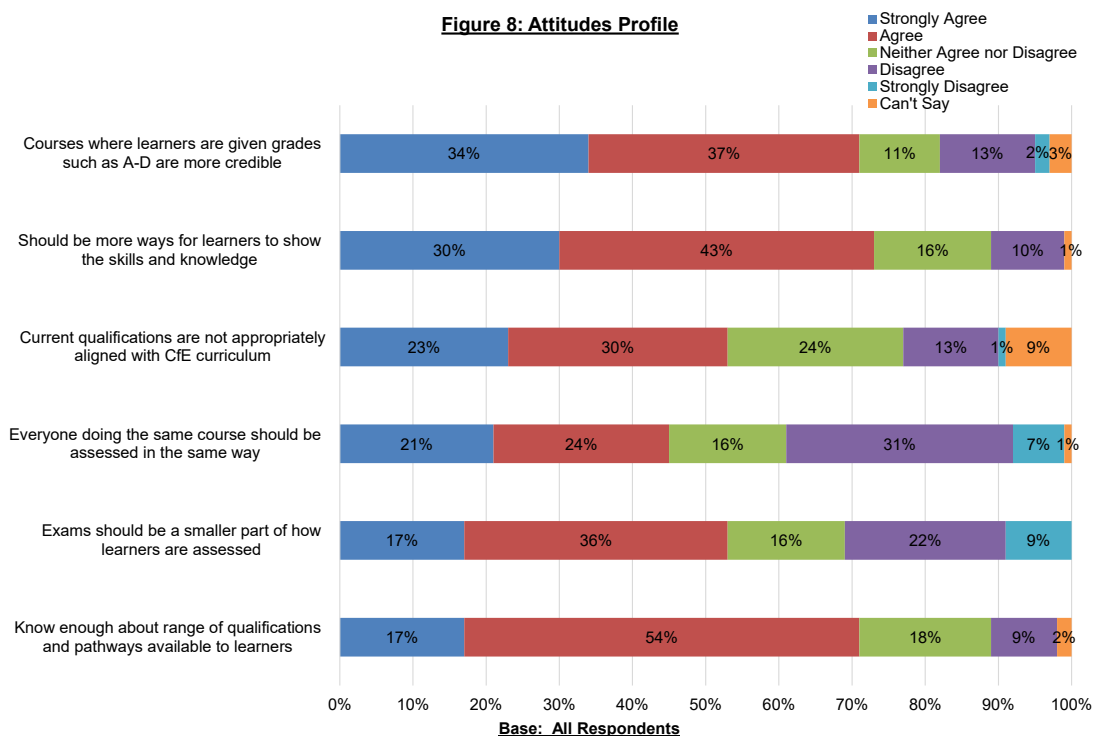
Since the last survey, there was an increase in the extent to which those desiring to know more about qualification and assessment reform noted unprompted mention of 'details about the reform changes' and 'general information' about the reforms. However, during that time, decreasing unprompted reference was made here of information desires relating to 'assessment methods and approaches'.

Between September/October 2025 and February/March 2026, there was decreasing reference to finding out more about qualification and assessment reform by approaching 'friends or informal networks' and 'the Scottish Government'.

Since the last survey, there was increasing unprompted reference to beliefs that, in order to make qualification and assessment reform a success, Qualifications Scotland should focus on 'more consultation and engagement', 'communicating qualifications and course design changes' and 'having consistent assessment criteria'.

3.0 ATTITUDES ABOUT QUALIFICATIONS AND ASSESSMENT

“Please choose the option which most closely matches your views about each of the statements below”

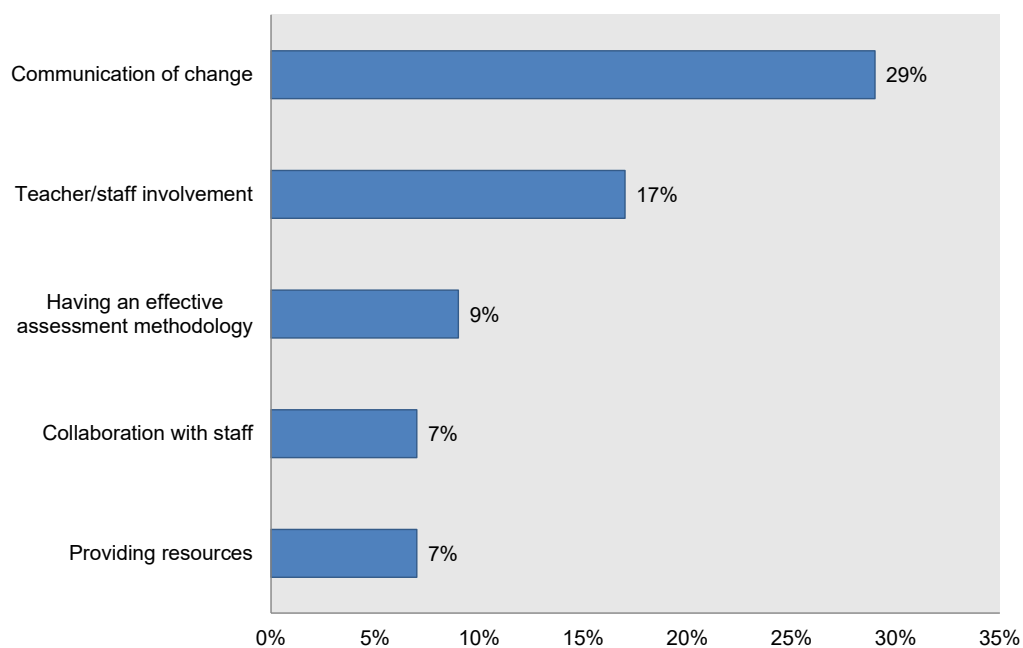


Between September/October 2025 and February/March 2026, there was increasing agreement that ‘courses where learners are given grades such as A to D are more credible than those which are pass or fail’, together with an increase in the extent to which it was believed that ‘the Scottish qualifications system is flexible enough to meet learners’ needs’. However, during that time, there was a decrease in agreement that ‘learners’ grades should be based more on internal assessments that their teachers mark and less on exams and assessments SQA or Qualifications Scotland marks’, together with disagreeing disagreement that ‘the Scottish qualifications system is flexible enough to meet learners’ needs’.

4.0 VIEWS ABOUT QUALIFICATIONS SCOTLAND

*“What **one thing** do you think Qualifications Scotland needs to do to improve how it works with you?”*

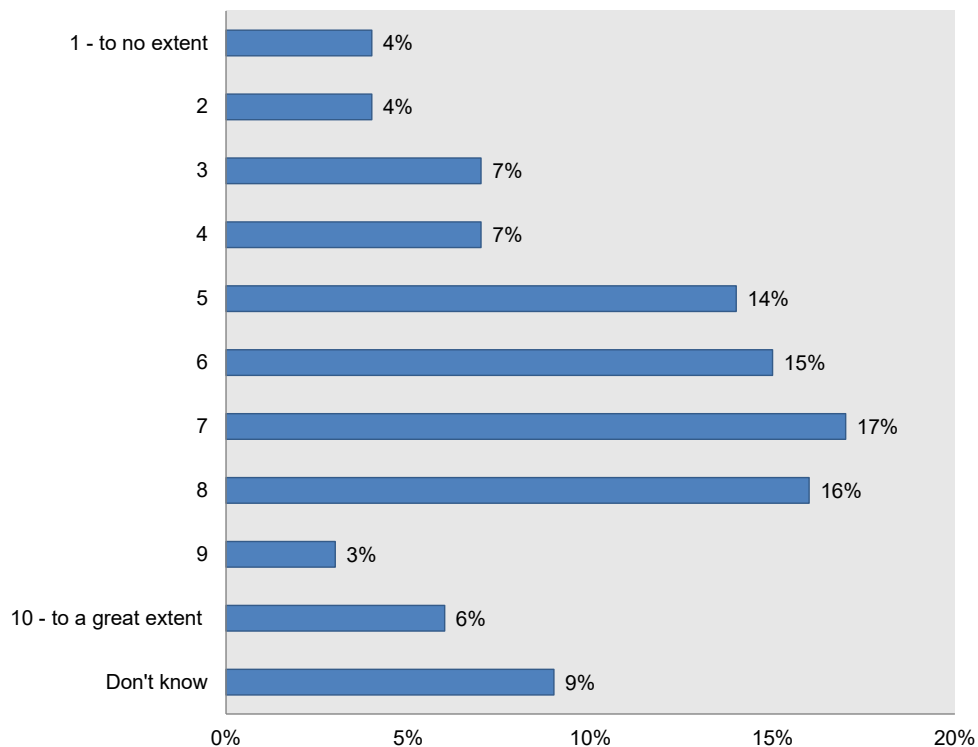
Figure 10: What Qualifications Scotland Needs to Do to Improve How It Works with Educators (Unprompted)



Base: All Respondents

“On a scale from 1 to 10, where ‘1’ is ‘to no extent’ and ‘10’ is ‘to a great extent’, to what extent do you trust Qualifications Scotland to consult and engage with learners, teachers, lecturers and other stakeholders to create new qualifications?”

Figure 11: Extent of Trust that Qualifications Scotland will Consult and Engage with Learners, Teachers, Lecturers and Other Stakeholders to Create New Qualifications



Base: All Respondents
Average = 6.0

Between September/October 2025 and February/March 2026, there were increasing unprompted beliefs that, in order to improve how it works with educators, Qualifications Scotland needs to ‘communicate change’ and have ‘greater involvement of teachers and other staff’

Since the last survey, there was an increasing extent to which it was believed that Qualifications Scotland could be trusted to consult and engage with learners, teachers, lecturers and other stakeholders to create new qualifications.