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23	Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting	1 June	Personal Information	38(1)(b)
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29	RE: Draft Statement	2 June	Personal Information	38(1)(b)
30	RE: Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting	3 June	Personal Information	38(1)(b)
31	FW: Best Wishes	3 June	Personal Information	38(1)(b)
32	RE: Providing Security Officer Services	3 June	Personal Information	38(1)(b)

Enclosure 1 - NQ21 QA ACM WG meeting 25 May

Mon 24/05/2021 16:30

[Redacted s38(1)(b)]@sqa.org.uk>

NQ21 QA ACM WG meeting 25 May

[Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; Gill Stewart <Gill.Stewart@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)] @sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; < [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; Jean Blair <Jean.Blair@sqa.org.uk>; [Redacted s38(1)(b)]@dundeeschools.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@southlanarkshire.gov.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@eis.org.uk>; [Redacted s38(1)(b)]@dundeeandangus.ac.uk>; Margaret Lannon <margaret@scis.org.uk>; [Redacted s38(1)(b)]@hsog.co.uk>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; [Redacted s38(1)(b)] @gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk

Good afternoon

Please find attached the following:

Revised minutes of working group meeting on 12 May
Minutes of working group meeting 18 May
Agenda for working group meeting 25 May
Copy of the presentation shared at meeting on 18 May on course modifications 2022

Agenda item 3- Disruption to Learning- incomplete evidence contingency
Contingency arrangement for incomplete assessment evidence

Agenda item 4- Milestone plan and associated communication
Summary report for NQ21 Group
ACM comms timeline

Agenda item 5- Aide memoire and examples of records for advising candidates of provisional results
Revised aide memoire for discussions or comms with learners on provisional results
Sample SEEMIS report

Kind regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] -[Redacted s38(1)(b)] KS2 English reading

[Redacted s38(1)(b)]@sqa.org.uk | w: <http://www.sqa.org.uk>
Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Enclosure 1.1 – Attachment 1 to 1

Contingency arrangement for incomplete assessment evidence

Context and Rationale

To ensure a degree of equity for learners who have been unduly disadvantaged by severe disruption to learning and teaching throughout the 2020-21 session, a limited opportunity to submit provisional results by 3 September 2021 has been created. This can be offered to candidates who have completed the learning and teaching of their course but who, on account of the kinds of circumstances outlined below, have not been able to complete all of their assessment evidence in time for the 25 June submission date

Centres should, taking full account of the flexibility of the ACM to support teachers' professional judgement, do all they can to ensure that candidates generate sufficient evidence by 25 June. Where this has not been possible, centres should consider carefully the best interests of learners when advising them either to proceed with this contingency process or to repeat the course and be presented in 2022. **Centres will need to consider how best to deal with candidates who, against centre advice, believe they should have access to the incomplete evidence contingency. [Tracked comments- "[Redacted s38(1)(b)] says: I'm not sure that this sentence is necessary or helpful. [Redacted s38(1)(b)] agrees"]**

The National Qualifications 2021 Group is conscious of the practical considerations arising from this contingency: precisely how and when the required evidence would be generated, how and when quality assured provisional results would be provided to SQA and implications for potential school and college leavers. It is important to state that there are no expectations of any related school/college activity during the summer holiday period.

Whilst it is anticipated that the number of learners needing to utilise this contingency will be very small, it is nonetheless an important approach towards ensuring greater equity in the system for those whose opportunity to engage with the assessment process has been disproportionately disrupted by the pandemic.

Eligibility

The contingency arrangements are designed for those candidates who have undertaken the requisite learning within their course and are close to completing all of their assessment evidence. These are candidates who through no fault of their own are missing a piece of the required assessment evidence. For all such learners the incomplete evidence contingency might be considered, if it is feasible that any assessment outstanding on 25 June can be completed, assessed and quality assured by the 3 September submission date.

This contingency is to be seen as a safety net for those candidates requiring a small amount of additional time in which to complete the necessary assessment requirements as set out in the subject-specific guidance. It is not intended to address insufficiency of time for learning and teaching in their centre, but rather to enable, as far as possible, full opportunity for learners who have been able to engage sufficiently with learning and teaching but not the assessment process, to produce the required assessment evidence to enable a provisional result to be entered for them. (Where severe disruption has meant that learners have been

unable to undertake the required learning within their courses, alternative arrangements such as course retaking or progression without qualification to the next level should be considered according to learner needs.)

The contingency procedure would capture candidates who have experienced extreme disruption during this session, particularly for COVID-related reasons. Examples of this could be:

- A candidate who has been hospitalised during the centre's evidence-gathering process
- A candidate who has been required to self-isolate due to Covid, either as a case or contact, during the centre's evidence-gathering process
 - A candidate who has suffered bereavement or other trauma during the centre's evidence-gathering process [*tracked comments - [Redacted s38(1)(b)] says: "I think this might be too prescriptive- the loss of someone close to a person can be deeply upsetting even if there are no family ties. 'Close family' will and should mean different things to different people."*
 - "*I tend to agree with her. It was a suggestion from another HT"*
- A candidate who was shielding during the centre's evidence-gathering process
- A candidate who was known to be unable to participate in the centre's remote learning offer, for example, as a result of digital exclusion, and in seeking to 'catch up' still has some assessment to undertake.

It should **not** include candidates who self-declare illness, stress or otherwise as this may lead to learners/parents/carers' misuse of the contingency, for example, seeing it as an opportunity to delay assessment and to seek benefit from an extended period of preparation over the summer break.

Neither is the contingency being established to enable learners to have another opportunity for assessment that has already been undertaken, in pursuit of a higher grade. It is not a resit.

Appeals

Candidates would be eligible to appeal any results submitted on 3 September. However, it would not be possible to submit a priority appeal.

How and when the required evidence would be generated

- The assessment would take place in centres once schools/colleges return from the summer break and needs to be tailored to the gap the centre has identified in the candidate's evidence, utilising or drawing on the assessment tools already available (e.g. SQA 2021 assessment resources or adaptations thereof, of which the candidate has not already had experience. There is no need to create new assessments.
- It must be made clear that the contingency does not include additional input for learning and teaching. An Esgoil provision will be available to support learners accessing the contingency in their preparations for assessment in the early part of the new session.
- An appropriate time (either outwith the learner day or at an appropriate time during the learner day by arrangement with the teacher/lecturer) should be found for the candidate to undertake the assessment.

How and when quality assured provisional results would be provided to SQA

- Centres should quality assure these results, for example through cross-marking, informed by thinking derived from previous local and national quality assurance. There is no requirement for further local and national quality assurance.
- Provisional results for learners accessing the contingency arrangements should be submitted electronically by 3 September.
- A similar resulting portal as currently exists for this term's provisional results will be provided by SQA.

Implications for potential school/college leavers

- Leavers who have left would need to come back into the centre by arrangement to generate the outstanding assessment evidence.
- Universities and colleges must engage with this process – it is essential for leaver destinations to be flexible about entry grades in these very few exceptional circumstances.
- The SQA Appeals process should take care of the vast majority of UCAS applicants for whom provisional results are submitted on 25 June.

Enclosure 1.2 – Attachment 2 to 1

Notes of NQ 2021 Stakeholder Working Group Meeting 12 May 2021

Attendees: Jean Blair (Chair) (SQA), Andrea Bradley (EIS), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), Graham Hutton (SLS), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (ADES and RICs), Margaret Lannon (SCIS), [Redacted s38(1)(b)] (ScotGov), Ollie Bray (Education Scotland), [Redacted s38(1)(b)] (SCIS) left at 17:00, [Redacted s38(1)(b)] (Colleges Scotland) left at 16:02, Gill Stewart (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (ScotGov) left at 16:34, [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA) joined at 16:40.

Apologies: [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (Colleges Scotland), [Redacted s38(1)(b)] (ScotGov), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA).

Previous Minutes

Minutes of 5 May accepted.

AOB

Deadline for submission of evidence selections.

Appeals- update (SQA)

The next step for the draft appeals process is to go to Scottish Government. There has been considerable debate over when the service should open, whether it could open to allow an expression of intent after 25 June and if it should be symmetrical or asymmetrical.

The three grounds for appeal have been agreed.

The proposal to the Scottish Government is likely to suggest that it should be symmetrical, that candidates can express an intent to appeal after 25 June and the appeals will not be processed until after 10 August.

Appeals- support for learners (SQA)

Overview

The attached presentation was shared with members.

It was recognised that there is a significant period of time between learners being given provisional results and their ability to appeal and that this may cause learners stress and anxiety.

A package of support is proposed with appropriate signposting to wider support offered by stakeholders to try and alleviate learner anxiety. Members were encouraged to suggest any other approaches that could be considered. Members were also asked about possible measures of success.

Discussion

- Members generally agreed it was a comprehensive presentation.
- The communication around it should be considered carefully.
- School counsellors could be a useful resource over the Summer but there is variable provision across centres so cannot be relied upon.
- The named school contacts are to be used for SQA reconciliation purposes only.
- The fall-back position for learners in this situation should not be to contact the school.
- It was agreed that mental health is so complex that it would not be easy to quantify success. It may be possible to consider the level of engagement and feedback from learners, but we must be very cautious around trying to measure success.

Next Steps

A. Bradley agreed to find out how to engage with the school counsellors on the issue of supporting learners over the Summer.

[Redacted s38(1)(b)] will update the working group at the beginning of June.

Draft proforma to support final stages of advising candidates on provisional results (SQA)

Overview

As agreed at the previous meeting, a sub-group had been formed to take forward a proposal for providing some guidance for centres on what to cover when informing learners of their provisional results.

- [Redacted free and frank]

Next Steps

Revise 'checklist'.

Only send in response to direct enquiry.

Consider how to support conversations with learners on appeals.

Any feedback on the checklist and/or proforma should be sent to [Redacted s38(1)(b)]

Disruption to Learning (SQA)

Overview

The message on the incomplete evidence contingency has been issued.

The date of 3 September is the necessary deadline to accommodate those learners with conditional offers and also those who may still wish to appeal.

Centres should strive to gather the required evidence from all learners by 25 June.

It is necessary to get a group of colleagues together to determine the criteria to allow learners to access this contingency. These must be stakeholders who have knowledge and awareness of the needs of the learners.

The communication should come from the NQ21 group.

SQA can give additional detailed guidance for centres on the technicalities of, for example, entering provisional results by 3 September.

Discussion

[Redacted s.30(b)(ii)]

Next Steps

A. Bradley, H. Hutton and M. Lannon offered to consult with their sector and meet on 18 May to draft a paper outlining the criteria. [Redacted s38(1)(b)] offered any SQA assistance.

The paper is to be circulated by Friday 21 May and will be discussed at the working group meeting on 25 May.

[Redacted s38(1)(b)] to share the criteria with SYP and NPFS.

Milestones and associated communications

There are a number of key dates that need to be included in the plan. For example, dates around the detailed guidance on the incomplete evidence contingency.

Next Steps

[Redacted s38(1)(b)] to circulate copy of ACM stages 3-5 key dates after the meeting. Item to be on next week's agenda.

AOB

The Education Scotland report on review of local authority approaches to quality assurance is due to be published mid-May. It is a positive picture.

Deadline for submission of selections

16 May for digital

17 May for uplift

Reservation expressed that 16 May is a Sunday.

Next Steps

Adjust communication due to be issued on 13 May to reflect the fact that ideally digital samples will be submitted on Friday 14 May but can be entered until Sunday, particularly for centres that only operate at weekends.

Update on e-Sgoil provision

e-Sgoil is happy to provide support around the end of August to ensure learners remain ready for assessments when centres reopen.

Agenda for next meeting on 18 May

Milestones and associated communications.

Education Scotland to give headlines of the National Review of local authority approaches to quality assurance as part of the alternative certification model.

Area	Action	Owner	Update
Resource	Standardisation of remaining holidays	[Redacted s38(1)(b)]	With the continued disruption to learning, the possibility of standardising remaining school holidays to be considered at Government level.
Previous Minutes	Previous minutes sent for review.	ALL	Minutes of 12 May to be reviewed.

Area	Action	Owner	Update
Appeals Process	Comments or suggestions to Michael Baxter.	[Redacted s38(1)(b)]	<p>Incorporating feedback from the NQ21 ACM working group, an update on the draft model was presented at the board meeting on 29 April and the steering group on 30 April.</p> <p>Any comments should be sent to Michael Baxter.</p> <p>A. Bradley agreed to find out how to engage with the school counsellors on the issue of supporting learners over the Summer.</p> <p>[Redacted s38(1)(b)] will update the working group at the beginning of June.</p>
Approach to National Quality Assurance	Comments and/or suggested amendments to [Redacted s38(1)(b)]	[Redacted s38(1)(b)]	The National QA Guidance for Centres document has been shared with the group.

Area	Action	Owner	Update
Disruption to Learning	A. Bradley, H. Hutton and M. Lannon to consult with their sector and meet on 18 May to draft a paper outlining the criteria for incomplete evidence contingency [Redacted s38(1)(b)] offered SQA assistance. The paper is to be circulated by Friday 21 May for discussion at the working group meeting on 25 May. [Redacted s38(1)(b)] to share the criteria with SYP and NPFS.	[Redacted s38(1)(b)]	
Private Candidates	Any further comments on the paper should be sent to [Redacted s38(1)(b)] .	[Redacted s38(1)(b)]	13/04- [Redacted s38(1)(b)] provided update. CLOSED
Digital Question Papers	Papers to be made available. Liaison with [Redacted s38(1)(b)] on chrome books.	[Redacted s38(1)(b)]	
Additional Assessment Support Days	[Redacted s38(1)(b)] to share results of consultation when complete.	[Redacted s38(1)(b)]	

Area	Action	Owner	Update
Communications- key milestones	<p>[Redacted s38(1)(b)] to email members to seek feedback on the timings of issue of key milestones.</p> <p>[Redacted s38(1)(b)] to circulate copy of ACM stages 3-5 key dates. To be on next week's agenda.</p>	[Redacted s38(1)(b)]	On agenda for 18 May
Exemplar template for advising on provisional results	<p>[Redacted s38(1)(b)] , [Redacted s38(1)(b)] , [Redacted s38(1)(b)] , [Redacted s38(1)(b)] and O.B ray will produce a draft to bring back to the group next week. On Friday 14 May, [Redacted s38(1)(b)] will ask volunteer Head Teachers to review it. Aim to be ready for issue at the end of May.</p>	[Redacted s38(1)(b)] / [Redacted s38(1)(b)]	<p>Pro forma and checklist issued on 11 May.</p> <p>Checklist to be revised. Only to be sent in response to direct enquiry. Consider how to support conversations with learners on appeals. Any feedback on the checklist and/or proforma should be sent to [Redacted s38(1)(b)] .</p>
Submission of selections	Adjust the communication due to be issued on 13 May to reflect the fact that ideally digital samples will be submitted on Friday 14 May but can be entered until Sunday for centres that operate at weekends.	[Redacted s38(1)(b)]	

Area	Action	Owner	Update
Named contact in centre	<p>Centres should provide a named contact. If there is an issue with this, a local authority contact should be given.</p> <p>Comms to be issued reminding centres of the guidance to support the service and a list of things to check when entering data.</p>	Jean Blair/[Redacted s38(1)(b)]	

Enclosure 1.3 – Attachment 3 to 1

NQ 2021 Stakeholder Working Group Meeting

Meeting to be held on 25 May 2021.

Agenda

Item	Topic	Paper
1	Welcome and apologies	JB
2	Previous Minutes	Revised meeting Note NQ QA ACM 2021 12 May 2021-Issued Meeting Note NQ QA ACM 2021 18 May 2021-Issued
3	Disruption to Learning- incomplete evidence contingency	[Redacted s38(1)(b)] /AB
4	Milestone plan and associated communication	[Redacted s38(1)(b)]
5	Aide memoire and examples of records for advising candidates of provisional results	[Redacted s38(1)(b)]
6	Update on the national quality assurance exercise	[Redacted s38(1)(b)]
7	AOB- Education Scotland update on progress of publication of review of local authority approaches to quality assurance	OB

Enclosure 1.4 – Attachment 4 to 1

Notes of NQ 2021 Stakeholder Working Group Meeting 18 May 2021

Attendees: Jean Blair (Chair) (SQA), Andrea Bradley (EIS), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), Graham Hutton (SLS), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (ADES and RICs), Margaret Lannon (SCIS) left at 16:21, [Redacted s38(1)(b)] (ScotGov) left at 16:45, Ollie Bray (Education Scotland) joined at 16:00, [Redacted s38(1)(b)] (SCIS), [Redacted s38(1)(b)] (Colleges Scotland) left at 16:02, [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (ScotGov) left at 16:30, [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA) left at 15:34, [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (Colleges Scotland), [Redacted s38(1)(b)] (SQA) joined at 16:10, [Redacted s38(1)(b)] (Education Scotland) joined at 15:50 and left at 16:30, [Redacted s38(1)(b)] (SQA).

Apologies: [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (ScotGov), Gill Stewart (SQA), [Redacted s38(1)(b)] (Scotgov).

Previous Minutes

Revisions to minutes of 12 May-

The following points to be added to item on Disruption to Learning:

- [Redacted s.30(b)(ii)]

Discussion

- Clarification should come from the NQ21 working group.
- It will be necessary to work together to ensure detailed guidance is in place before the service opens.
- The criteria being produced by the subgroup should address the above questions and will be presented at next week's meeting.

AOB

Update on progress of incomplete evidence criteria.

Milestone plan and associated communication (SQA)

There is a need to update the plan. Members asked to comment on the level of granularity and what should be added.

Discussion

- Suggest that all past dates are removed and be included as an appendix if required.
- Need to add dates around the incomplete evidence contingency service opening on 8 June and the appeals service opening on 25 June for those learners who wish to indicate an intention to appeal.
- As now on stage 3, will begin to message on incomplete data, reminders around provisional results and on quality assurance.
- A thank you to centres for submitting their selections will be published in this week's SQA news, as well as an update on when centres should expect to receive feedback. However, it would be useful for the NQ21 working group to have sight of all key dates and communications too.

Next Steps

- [Redacted s38(1)(b)] will update stage 3 and circulate to members.
- Additional dates to be added.
- Members of the group to receive a summary of the communications released by SQA.

Education Scotland review of local authority approaches to quality assurance (Education Scotland)

Summary

The information presented today is a high-level message about the national review. The report is still the process of being finalised.

In March, the DFM asked HMIe to inspect local authority reviews of quality assurance. The period of review was 12-30 April. The scope was to look at how local authorities were supporting the elements of the ACM.

There has been a strong collaboration with all local authorities, Head Teachers, SQA co-ordinators and teachers.

What was not in scope was approaches to quality assurance at school or department level. Local authorities were continuing to review and refine arrangements and staff are still reflecting on what is working well and what needs to improve.

There was a recognition of the importance of SQA's Understanding Standards materials. Local authorities had supported staff and encouraged them to look at the materials and access webinars.

A few local authorities were beginning to evaluate the impact of staff engaging with SQA's Understanding Standards by gauging, for example, the increase in confidence levels.

Collegiate, collaborative forums to share the latest thinking have been highly valued and there is a sense of empowerment in schools.

Local authorities recognise the need for releasing appointees.

Local authorities have made arrangements to quality assure school level assessment approaches, and school level quality assurance.

There have been feedback sessions with all local authorities and further dialogue initiated where national expectations were not yet being met.

Some local authorities have developed bespoke data analysis tools (whilst also providing professional learning for staff to engage with them).

Local authorities are working well to support subject quality assurance, for example, through network and steering groups, to assure moderation processes.

There is variation in approach across schools so there is a need for ongoing communication with learners and parents/carers.

Need clearer guidance against the 'exam diet' approach to assessment.

As some centres change their timetable in early June, they have been asked to consider the implications of any classroom-based assessments that may need to be spread across the remaining weeks.

Discussion

- Members welcomed the detailed feedback and the fact that there had been strong, positive collaboration. It was noted that it was appreciated that there had been an acknowledgement of the level of commitment and huge efforts made in centres and across the system.
- **[Redacted s.30(b)(ii)]** There will be variation in approach but what is important is that these variations provide learners with the best possible chances of success.
- Independent schools were not part of the review as brief was to look at local authority arrangements. Link HMI Inspectors engage with independent schools.
- A national review is underway in colleges. Information will be sought on the evidence gathered. It would be helpful to reinforce the message that we have reached out to colleges and independent schools.
- Given the media spotlight on the ACM at present, the report may provide some reassurance.

Next Steps

The report will be finalised.

There is no publication date as yet but likely to be next week. An embargoed version will be shared with the NQ21 group prior to that.

The timing of the report is useful in that it will help to form a broader context to set the scene before subject-specific key messages reports arising from the ACM national QA are issued.

Exemplars and checklist for advising candidates on provisional results (SQA)

Overview

Members were advised that the NQ21 Group had not agreed with working group's view not to provide a proforma or checklist and has requested that centres are asked to volunteer their approaches for exemplification. Members were asked if they had any examples to share.

The aide memoire has been revised and circulated to members.

Discussion

- Members were using a variety of approaches: provisional results sent online to learners when at home; extract from spreadsheet shared by Education Scotland and sent to GLOW addresses; and SEEMiS reports.
- If the aide memoire is designed to be used in a conversation with a learner, the language needs to be adjusted and it could be streamlined. If used in a written communication, it could be used as a preface. It is not intended to be a script but to help answer any learner questions.
- Suggest that it may be better if it were an FAQ, which could sit in a space specifically around sharing provisional results.
- There is an avatar available on the SQA website. Would need to make sure that these questions are included.

Next Steps

Liaison Team to ask SQA coordinators to share any examples.

Members to send any examples to [Redacted s38(1)(b)] .

Members to send any comments on the aide memoire to [Redacted s38(1)(b)] .

NQ course structure for 2022 interim update (SQA)

Overview

The paper circulated to members outlines the three-stage process: recognising disruption, stability and making beneficial changes.

The attached presentation was shared with members.

Any changes to the course structure for 2022 should not burden teachers. There should be minimal changes from 2021, for example the reinstatement of parts of coursework. Such reinstatement of coursework may benefit learners more suited to that form of assessment and is a safer medium during the pandemic.

There will be clarification around question papers.

Discussion

- Broadly well received by members although there is a need to see the detail.
- Timely to issue the information as soon as possible. Centres not changing timetable in June are already anxious about the time for delivering the course in 2021-22.
- Would like a robust forward contingency plan.
- Minimal change is key.
- Concern expressed about the impact of COVID-19 on music.
- There will be relief that this is being considered now. Would be a good idea to consult with teachers. It was stated that some consultation has already been carried out with NQSTs and other networks.
- Need a consistent approach across subjects.
- The default position will be that the subject modifications made in 2020-2021 will be rolled over.

Next Steps

The paper intimates that the information will be issued in early June.

Agenda for next meeting on 25 May

Criteria for incomplete evidence contingency.

Milestones and associated communications.

Education Scotland update on progress of publication of the National Review of local authority approaches to quality assurance.

Aide Memoire and examples of approach to advising candidates of provisional results.

Update on the national quality assurance exercise.

Area	Action	Owner	Update
Previous Minutes	Previous minutes sent for review.	ALL	Revised minutes of 12 May to be reviewed. Minutes of 18 May to be reviewed.

Area	Action	Owner	Update
Appeals Process	Comments or suggestions to Michael Baxter.	[Redacted s38(1)(b)]	<p>Incorporating feedback from the NQ21 ACM working group, an update on the draft model was presented at the board meeting on 29 April and the steering group on 30 April.</p> <p>Any comments should be sent to Michael Baxter.</p> <p>A. Bradley agreed to find out how to engage with the school counsellors on the issue of supporting learners over the Summer.</p> <p>[Redacted s38(1)(b)] will update the working group at the beginning of June.</p>
Approach to National Quality Assurance	Comments and/or suggested amendments to [Redacted s38(1)(b)] .	[Redacted s38(1)(b)]	<p>The National QA Guidance for Centres document has been shared with the group.</p> <p>On agenda for 25 May.</p>

Area	Action	Owner	Update
Disruption to Learning	<p>A. Bradley, H. Hutton and M. Lannon to consult with their sector and meet on 18 May to draft a paper outlining the criteria for incomplete evidence contingency.</p> <p>[Redacted s38(1)(b)] offered SQA assistance.</p> <p>The paper is to be circulated by Friday 21 May for discussion at the working group meeting on 25 May.</p> <p>[Redacted s38(1)(b)] to share the criteria with SYP and NPFS.</p>	[Redacted s38(1)(b)]	
Digital Question Papers	<p>Papers to be made available. Liaison with [Redacted s38(1)(b)] on chrome books.</p>	[Redacted s38(1)(b)]	
Communications- key milestones	<p>Stage 3 to be updated and circulated to members.</p> <p>Additional dates to be added.</p> <p>Members of the group to receive a summary of the communications released by SQA.</p>	[Redacted s38(1)(b)]	

Area	Action	Owner	Update
Exemplar template for advising on provisional results	Liaison Team to ask SQA coordinators to share any examples. Members to send any examples to [Redacted s38(1)(b)] . Members to send any comments on the aide memoir to [Redacted s38(1)(b)] .	[Redacted s38(1)(b)]	The NQ21 group have requested that centres are asked to volunteer their approaches for exemplification. Members were asked if they had any examples to share. The aide memoire has been revised and circulated to members.
Named contact in centre	Centres should provide a named contact. If there is an issue with this, a local authority contact should be given. Comms to be issued reminding centres of the guidance to support the service and a list of things to check when entering data.	Jean Blair/[Redacted s38(1)(b)]	



Course Modifications 2022 (N5,H,AH)

Interim update

Key considerations

- ◆ Course modifications required
- ◆ Default – modifications unchanged

Consideration of:

- ◆ Partial roll back/adjustment for some practical/performance subjects
- ◆ Reinstatement of coursework (assignments over time) for social subjects/business
- ◆ Clarification around question paper optionality/content requirements



Enclosure 1.6 – Attachment 6 to 1

NQ 2021 Alternative Certification Model

Supporting information for centre-led learner discussions/written communications on National 5, Higher and Advanced Higher provisional results, prior to submission to SQA

The following are the key areas to cover within a series of conversations/ written communications. The nature of these should be in line with the centre's collegiately agreed approach to the ACM overall. Centres have flexibility to determine the approach that best fits the needs of their learners and their parents/carers. There is no need for every point to be covered in every conversation/written communication.

Whatever the nature of the approaches agreed within centres, by 25 June learners should be aware:

- Of their provisional result (grade).
 - That the provisional result is based on demonstrated attainment from the assessment evidence that they have produced, which has been quality assured within the centre by other teachers/ lecturers, through local authority/partnership and national SQA arrangements in line with national guidance.
 - Of the key pieces of assessment that contributed to the provisional result.
 - That the evidence for each individual can be unique - not every learner will have same evidence base, but what has been used in each case meets requirements for the course and has been quality assured to ensure consistency and fairness for all.
 - That the provisional result that they are being given is what should appear on their SQA certificate on 10 August.
 - It being very unlikely that any change will be made by SQA to the provisional result. (Once provisional results are submitted, SQA will only check for any administrative errors and resolve these with the centres).
-

Points below could be part of a separate discussion:

- Information on Understanding Standards activity undertaken.
- Information on centre, local and national quality assurance undertaken.
- Discuss next steps if the learner wishes to discuss the grade/assessment process more fully (*especially if this information has not been delivered through a face-to-face discussion*)
- Discuss next steps if the learner feels that the grade is incorrect. Refer to appeals process (*to be confirmed once the model is agreed*).
- Discuss/signpost local support available over the summer break.
- Discuss/signpost national support available over summer break.

Comms & Engagement Summary Report for NQ21 Group

Reporting Date:

24th May 2021

Status ID	Project	Detailed Activity Description	Finish Date
1	ACM Update	<ul style="list-style-type: none"> ACM timeline of comms for stages 3 to 5 (currently on stage 3). SQA Coordinator update 	<ul style="list-style-type: none"> 30/05/2021 18/06/2021
2	Assessment Resources	<ul style="list-style-type: none"> SQA Social Media Channels - Promotion of new academy course on Determining Provisional Results. 	<ul style="list-style-type: none"> 18/06/2021
3	Assessment Evidence Selection	<ul style="list-style-type: none"> Appointee Guidance (incl. SQA Academy link) SQA News - Article on deadline dates for Quality Assurance SQA Issuing Key messages to centres SQA Quality Assurance reports to centres (BAU) 	<ul style="list-style-type: none"> 07/05/2021 13/05/2021 10/06/2021 07/06/2021
4	Provisional Results Certification	<ul style="list-style-type: none"> SQA Coordinator update - Comms to centres reminder of need to submit provisional results data by deadline. Engagement with Local Authorities – Prompt to look at entry/submission stats in SQA Connect, through SQA liaison team. Comms to centres - Notifying centres on incomplete data - requirements from centres if data is incomplete. Comms to centres - Reminder of the deadline for submitting provisional results is 25 June. SQA Coordinator update - Comms to centres reminder of closing date for submission of provisional results. Comms to centres - Requesting a status update from centres with no submissions, through SQA liaison team. Closing date for submission of 	<ul style="list-style-type: none"> 28/05/2021 24/06/2021 31/05/2021 07/06/2021 14/06/2021 21/06/2021 25/06/2021 28/06/2021 05/08/2021

		<ul style="list-style-type: none"> provisional results for National 5, Higher, and Advanced Higher under the ACM. Comms to centres - Acknowledgement that the service is closed. Centres receive NQ results data (from SQA or directly from MIS supplier). 	
5	Disruption to Learning	<ul style="list-style-type: none"> Publish Comms/Approach. Publish FAQs on Exceptional Circumstances Service. Centre message on disruption. 	<ul style="list-style-type: none"> 10/05/2021 10/05/2021 10/05/2021
6	Certification	<ul style="list-style-type: none"> MySQA organic social campaign. Results Day - candidates receive results by post and, if registered with MySQA.org.uk by text and email. 	<ul style="list-style-type: none"> 20/07/2021 10/08/2021
7	Appeals	<ul style="list-style-type: none"> Announcement of Appeals Process. Appeals Booklet for Learners. Appeals Flyer for certification mailing. 	<ul style="list-style-type: none"> TBC TBC TBC

Key

Completed	
On Track	
To be confirmed	

Previous Communications

Comms / Events	Publish Date	Associated Project
QA - centre guidance & instructions for centres	23/04/2021	Assessment Evidence Selection
Provisional results - Issue User Guide & Comms to Centres /LA's	23/04/2021	Provisional Results & Certification
Subject specific guidance to centres	24/04/2021	Assessment Resources
Centres notified of QA selections	28/04/2021	Assessment Evidence Selection
Comms re publication of N5 – Adv H Digital QPs	29/04/2021	Assessment Resources
LA Guidance for read only access to PR service	29/04/2021	Provisional Results & Certification
Closing date for changes to entries for free-standing units at SCQF levels 5, 6 & 7	30/04/2021	Provisional Results & Certification
PR Comms to centres - Re-iterate opening date of provisional results service the following week and that user guide is available (Co-ord Update/newsletter)	30/04/2021	Provisional Results & Certification
Centre Stationery Distribution	04/05/2021	Assessment Evidence Selection
PR Comms to centres - Reminder provisional results service is now open, encourage centres to enter data, offer of help if required	05/05/2021	Provisional Results & Certification

Appointee Guidance for QA activity (SQA Academy Course)	07/05/2021	Assessment Evidence Selection
DTL comms - approach	10/05/2021	Disruption to Learning
Secure Assessment materials (Security response)	11/05/2021	Assessment Resources
QP security response	12/05/2021	Assessment Evidence Selection
PR Comms to centres - Reminder provisional results service is now open, encourage centres to enter data, offer of help if required. Links to guidance, academy etc (SQA News), QA article	13/05/2021	Provisional Results & Certification
Closing date for changes of level/entry withdrawals to be submitted for National Courses & Units	14/05/2021	Provisional Results & Certification
SQA news - thanks for submitting evidence, what happens next in the process, key date reminders .	20/05/2021	Assessment Evidence Selection
Appointee QA material Distribution	21/05/2021	Assessment Evidence Selection

Enclosure 1.8 – Attachment 8 to 1



ACM Communications summary:



NQ21 Group and SQA messages

ACM: Overarching messages

NQ21 Group messages: *direct to centres and key educational stakeholders / also via website and social media channels*

- **14 May:** Reassurance message on model from NQ21 Group
- **TBC 31 May:** Learner support message/letter with links to mental health wellbeing and support resources
- **TBC 15 June:** 2022 Arrangements

Stage 3: End May to 25 June

SQA operational messages: *direct from SQA or via SQA newsletters.*

- **20 May:** SQA News - thank you message to centres for providing evidence for quality assurance activity
- **28 May:** SQA Co-ordinator Update newsletter – joint message across quality assurance and provisional results
- **04 June:** Closing date for submitting results for National 1-4 units and SCQF levels 5, 6 and 7 units, as well as Scottish Baccalaureate Interdisciplinary Project.
- **31 May, 7 June, 14 June & 21-24 June:** Prompt to look at entry/submission stats in SQA Connect – (to Local Authority contacts only).
- **w/c 31 May:** Notifying centres on incomplete data - requirements of centres if data is incomplete after 25 June deadline.
- **w/c 31 May** – Message to centres about incomplete evidence contingency.
- **w/c 7 June** – Quality assurance key message reports published
- **08 June:** Reminder of the deadline for submitting provisional results is 25 June; quality assurance feedback is now available for centres to use; provisional results service now includes option of incomplete evidence contingency.
- **w/c 14 June:** SQA Co-ordinator Update newsletter – inc. reminder of closing date for submission of provisional results

- **14 & 21 June:** Requesting a status update from centres with no submissions.
- **25 June:** Closing date for submission of provisional results for National 5, H/AH under the ACM
- **28 June:** direct email to specific centres with incomplete data advising of report on SQA Connect
- **TBC XX June:** Guidance on how to share provisional results with learners

Parents/carers & Learners

Ongoing parent/carer and learner social media Q&A content - **mix of SQA/NQ21 Group posts**

- Learner booklet on appeals to be direct mailed (early June).

Stage 4: by 25 June

NQ21 Group messages: *direct to centres and key educational stakeholders / also via website and social media channels.*

- **TBC 1 June:** Incomplete Evidence Service comms – details for stakeholders on criteria and process
- **TBC 8 June:** Incomplete Evidence Service opens – ties in with planned stage three 8 June communication
- **TBC 25 June:** thank you to the education system for hard work in supporting the ACM and reminder of what happens next.

SQA operational messages: *direct from SQA or via SQA newsletters.*

- **28 June:** Acknowledgement that the provisional result service is closed.

Parents/carers & Learners

Ongoing parent/carer and learner social media Q&A content - **mix of SQA/NQ21 Group posts.**

Stage 5: Appeals process

Appeals process dates pending:

- **XX May:** Announcement of Appeals process.
- **XX June:** Appeals Booklet for Learners.
- **XX June:** Appeals Flyer for certification mailing.
- **TBC 25 June:** Learner appeal registration service opens

Parents/carers & Learners

Ongoing parent/carer and learner social media Q&A content

Enclosure 2 - RE: Next steps

Mon 24/05/2021 16:01

Fiona Robertson <fiona.robertson@sqa.org.uk>

RE: Next steps

Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

Director of Learning <DirectorofLearning@gov.scot>; Jean Blair <Jean.Blair@sqa.org.uk>; Gill Stewart <Gill.Stewart@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk; [Redacted s38(1)(b)]@sqa.org.uk; John McMorris <John.McMorris@sqa.org.uk>

Please see further advice, with thanks to colleagues here.
Please share a draft of the fuller advice when you can. Many thanks.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: Fiona Robertson
Sent: 24 May 2021 11:52
To: Malcolm.Pentland@gov.scot
Subject: Next steps

Malcolm

We are taking work forward on two fronts:

- [Redaction s.30(b)(ii)]

Please confirm that is your understanding. Happy to speak if easiest.

Many thanks.

Fiona
Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

Enclosure 2.1 – Attachment to 2

Grounds for Appeals

The currently proposed appeals model has broad grounds of appeal and enables three types of appeal to be requested:

- A Academic judgement — the learner disagrees with the centre’s quality assured academic judgement in its assessment of the learner’s original evidence.
- B Administrative error — the learner believes that there has been an error in transferring the provisional result from the centre to SQA, or in SQA processing the provisional result, or
- C Discrimination — learners can appeal in two circumstances:
 - There has been discrimination or other unlawful conduct contrary to the Equality Act 2010, acknowledged in writing by the centre, or established through court proceedings or by a ruling of the SPSO.
 - The centre failed to comply with SQA’s requirements in relation to providing assessment arrangements in relation to assessment evidence that contributed to a disabled learner’s provisional result.

What scope is there to extend the grounds for appeals?

There are two potential areas to consider:

[Redacted s.30(b)(ii)]

[Redacted s.30(b)(ii)]

Enclosure 3 - RE: NQ21 QA ACM WG meeting 25 May - incomplete evidence contingency amended paper

Tue 25/05/2021 15:34

[Redacted s38(1)(b)]@sqa.org.uk>

RE: NQ21 QA ACM WG meeting 25 May - incomplete evidence contingency amended paper

[Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; Gill Stewart <Gill.Stewart@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; Jean Blair <Jean.Blair@sqa.org.uk>; Graham Hutton <ghutton859@dundeeschools.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@southlanarkshire.gov.uk>; [Redacted s38(1)(b)]@gov.scot>; Andrea Bradley <abradley@eis.org.uk>; [Redacted s38(1)(b)]@dundeeandangus.ac.uk>; Margaret Lannon <margaret@scis.org.uk>; [Redacted s38(1)(b)]@hsog.co.uk>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>

Hello

Thank you so much for the discussion today.

I attach an annotated version of the paper for your consideration. I would be most grateful for your feedback by 1300 tomorrow.

Please don't hesitate to get in touch if you want to speak.

Thanks in anticipation

Best wishes

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Qualifications Development, SQA
m: 07[Redacted s38(1)(b)]

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Enclosure 3.1 – Attachment to 3

Contingency arrangement for incomplete assessment evidence

Context and Rationale

To ensure a degree of equity for learners who have been unduly disadvantaged by severe disruption to learning and teaching throughout the 2020-21 session and despite completing the course have not completed all the required assessment by 25 June, a limited opportunity to submit provisional results by 3 September 2021 has been created. This can be offered to learners who have completed the learning and teaching of their course but who, on account of the kinds of circumstances outlined below, have not been able to complete all of their assessment evidence in time for the 25 June submission date.

Centres should, taking full account of the flexibility of the ACM to support teachers' professional judgement, do all they can to ensure that learners generate sufficient evidence by 25 June. Where this has not been possible, centres should consider carefully and decide in the best interests of learners when advising them either to proceed with this contingency process, be presented for an alternative qualification, or to repeat the course and be presented in 2022.

The National Qualifications 2021 Group is conscious of the practical considerations arising from this contingency: precisely how and when the required evidence would be generated, how and when quality assured provisional results would be provided to SQA and implications for potential school and college leavers. It is important to state that there are no expectations of any related school/college activity during the summer holiday period.

Whilst it is anticipated that relatively few learners will need to utilise this contingency, it is nonetheless an important approach towards ensuring greater equity in the system for those whose opportunity to engage with the assessment process has been disproportionately disrupted by the pandemic.

Eligibility

The contingency arrangements are designed for those learners who have undertaken the requisite learning within their course and are close to completing all of their assessment evidence. These are learners who through no fault of their own are missing a piece of the required assessment evidence. For all such learners the incomplete evidence contingency might be considered, if it is feasible that any assessment outstanding on 25 June can be completed, assessed and quality assured by the 3 September submission date.

This contingency is to be seen as a safety net for those learners requiring a small amount of additional time in which to complete the necessary assessment requirements as set out in the subject-specific guidance. It is not intended to address insufficiency of time for learning and teaching in their centre, but rather to enable, as far as possible, full opportunity for learners who have been able to engage sufficiently with learning and teaching but not the assessment process, to produce the required assessment evidence to enable a provisional result to be entered for them. (Where severe disruption has meant that learners have been unable to undertake the required learning within their courses, alternative arrangements

such as course retaking, certification for an alternative qualification, or progression without qualification to the next level should be considered according to learner needs.)

The contingency procedure would capture learners who have experienced extreme disruption during this session. Examples of this could be:

- A learner whose medical condition has prevented full and timely engagement with the centre's evidence-gathering process
- A learner who has been required to self-isolate due to COVID, either as a case or contact, during the centre's evidence-gathering process
- A learner who has suffered bereavement or other trauma during the centre's evidence-gathering process
- A learner who was shielding during the centre's evidence-gathering process
- A learner who was known to be unable to participate in the centre's remote learning offer and in seeking to 'catch up' still has some assessment to undertake.

This contingency should not be used as an opportunity to delay assessment and to seek benefit from an extended period of preparation over the summer break.

Neither is the contingency being established to enable learners to have another opportunity for assessment that has already been undertaken, in pursuit of a higher grade. It is not a resit.

Appeals

Learners would be eligible to appeal any results submitted on 3 September. However, due to UCAS timescales, it would not be possible to submit a priority appeal.

How and when the required evidence would be generated

- The assessment would take place in centres once schools/colleges return from the summer break and needs to be tailored to the gap the centre has identified in the learner's evidence, utilising or drawing on the assessment tools already available (eg SQA 2021 assessment resources or adaptations thereof, of which the learner has not already had experience). There is no need to create new assessments.
- It must be made clear that the contingency does not include additional input for learning and teaching. However, an e-sgoil provision will be available to support learners accessing the contingency in their preparations for assessment in the early part of the new session.
- An appropriate time (either outwith the learner day or at an appropriate time during the learner day by arrangement with the teacher/lecturer) should be found for the learner to undertake the assessment.

How and when quality assured provisional results would be provided to SQA

- Centres should quality assure these results, for example through cross-marking, informed by thinking derived from previous local and national quality assurance. There is no requirement for further local and national quality assurance.

- Provisional results for learners accessing the contingency arrangements should be submitted electronically by 3 September.
- A similar resulting portal as currently exists for this term's provisional results will be provided by SQA.

Implications for potential school/college leavers

- Leavers who have left would need to come back into the centre by arrangement to generate the outstanding assessment evidence.
- Universities and colleges must engage with this process – it is essential for leaver destinations to be flexible about entry grades in these exceptional circumstances.
- The SQA Appeals process should take care of the vast majority of UCAS applicants for whom provisional results are submitted on 25 June.

Enclosure 4 - Letter for learners

Tue 25/05/2021 12:00

[Redacted s38(1)(b)]@gov.scot>

Letter for learners

Jean Blair Jean.Blair@sqa.org.uk

Hello Jean

I hope you are well?

You are likely aware that I was asked to write a letter to learners outlining the supports available to them now and in the coming weeks.

The letter is attached. Ed Scot, SYP, SDS and SQA have contributed content and been involved in the editing of this.

It is now at the stage where it could be shared with the Working Group for comment, ahead of it going to the "main group" for final sign off and then sending. I believe SQA are doing the sending via traditional post using candidate info they have on file.

Would it be ok if I

- (a) send the letter to WG members with an explanation of the letter
- (b) Look for feedback over next couple of days from members
- (c) Potentially distribute to NQ21 members ahead of Fridays meeting

Thoughts welcome

Thanks

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)]

Enclosure 4.1 – Attachment to 4

Letter from NQ21 highlighting supports available to learners

Dear Learner,

We hope you are well in these challenging times.

We understand the importance of qualifications to you and The National Qualifications 2021 Group (NQ Group), which was established last autumn and includes representatives of teachers, learners, parents and carers, has been meeting weekly to ensure that young people are assessed fairly this year.

The model that the NQ Group has developed is called the [Alternative Certification Model \(ACM\)](#). It has been designed to ensure learners achieve fair and credible grades, using demonstrated attainment i.e. evidence of learning and skills. We are mindful of the need to ensure that we are supporting your wellbeing throughout this process, and the model takes account of this by providing flexibility for teachers and lecturers over the gathering of evidence.

The ACM gives schools and colleges the ability to decide the timing and nature of assessment to ensure that, as far as possible, there is maximum opportunity for all learners to undertake the required learning **and** be given the best chance to succeed in all course assessments.

This means that the assessment evidence you complete may look and feel different from other learners around the country in terms of content, duration, frequency and the number of assessments. Based on this evidence, your teachers and lecturers will determine your provisional grades. It is vital that you know that **these grades will not be altered by the SQA unless an administrative error is discovered.**

We have heard from some young people that an unintended consequence of the ACM is that sometimes young people feel they are not being treated fairly and that their circumstances are not being taken into account. Although neither is intentional we want to be sure that all young people are aware of the local and national support that is available all learners at this important stage of your education.

We recognise that this is may be undoubtedly a very challenging time and that the extended period of remote learning during lockdown has meant that you may be having to produce evidence over a shorter period of time in schools and colleges than was originally planned. We know that some children and young people's mental health and wellbeing will have been affected during the pandemic. Throughout this crisis, the impact on children and young people has been at the forefront of our minds. We would like to highlight to you some of the supports that are available to all learners:

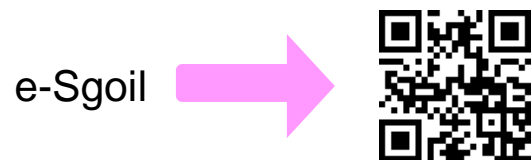
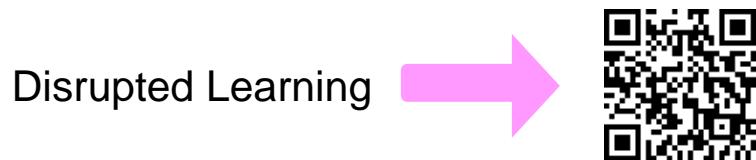
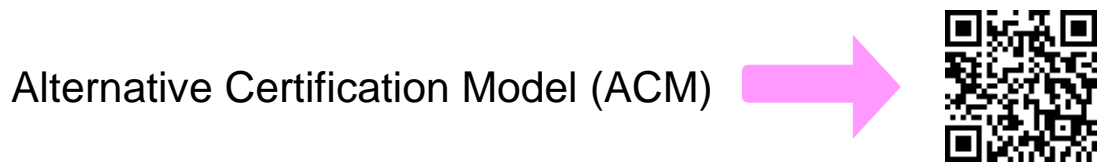
- *Schools and Local Authorities* will be working through the stages of the ACM, supporting learners to complete learning and engage successfully with assessments. You should talk to your teachers if you are concerned in any way about how they will take your needs into account when you are doing assessment. If you are still concerned, you should ask to speak to a trusted member of staff. This may include the Principal Teacher of the subject(s) you are concerned about, your Pastoral (Guidance) Principal Teacher, Depute Head Teacher or Head Teacher.
- As part of the National e-Learning Offer, [e-Sgoil](#) continues to offer a timetable of live, interactive online classes using Microsoft Teams. Your school can apply directly to e-Sgoil on your behalf for this additional targeted support.
- SQA offer ongoing support with Awarding and Results. Learners can contact SQA using an [online form](#) or by calling 0345 279 1000.
- *Skills Development Scotland* [*tracked comments – “Awaiting further feedback from SDS – they are aware of their inclusion in this letter”*]- (SDS) offer [support for learners](#) including an FAQ for school pupils.
- Information and support with college and university applications can be found within the [UCAS](#) site.
- Appeals information will be released in the coming week [*tracked comments-“ May need tweaked to properly reflect release window”*]-and will be available through the SQA [website](#). Schools may also be briefing learners on procedures.
- Further information on [Disrupted Learning](#) and the approaches available to schools and colleges are available from SQA.
- *Schools and local authorities* will be working hard to support mental health through a wide range of approaches including telephone helplines, education psychology support and bespoke support packages and resources are available if you feel you need some support. All local authorities have counselling services in place through secondary schools; the counselling support will be available through the holidays as well as term time.
- *Education Scotland* have developed a [Health and Wellbeing Wakelet](#) which includes materials specific to mental health and wellbeing.
- *Children’s Parliament* and the *Scottish Youth Parliament* (SYP) have developed [Mind yer time](#), a website with a range of interactive activities, information and resources to support children and young people with their use of social media and screen time.
- Young Scot have produced [Aye Feel](#) resources to provide sources of support and information for children and young people.

Once again we genuinely appreciate that this has been an incredibly challenging year for everyone, but perhaps particularly for young people in their senior phase of school. We hope that the resources signposted here may be useful if you feel you require extra support and advice. Finally, can we take the opportunity to wish you, and every learner, success over the remainder of this academic session and beyond.

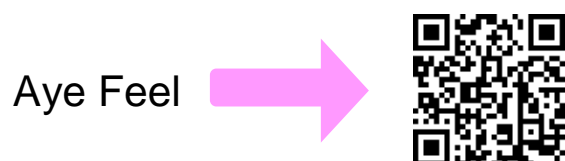
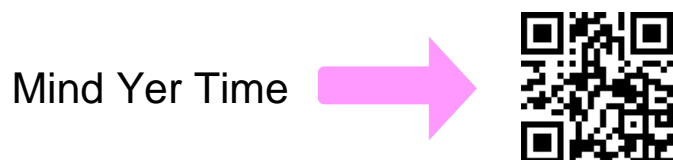
Yours sincerely,
NQ21 Group

QR codes for above hyperlinks:

Support between now and submission of provisional results

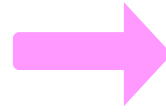


Health and Wellbeing resources

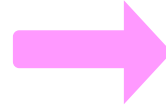


Results and Destinations support

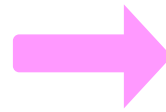
SQA online contact form



Skills Development Scotland (SDS)



UCAS



Enclosure 5 - Urgent - Appeals Process

Tue 25/05/2021 10:51

Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

Urgent - Appeals Process

Fiona Robertson (fiona.robertson@sqa.org.uk)

Director of Learning <DirectorofLearning@gov.scot>; Griffin J (Joe)
<Joe.Griffin@gov.scot>

G – I've attached Fiona's email from today re appeals

R

Fiona

Can you/colleagues please provide the full detail of proposed appeals process, from the point at which pupils receive provisional grades in late June, through to the outcome of an appeal, and including where an appeal ends up with a downgrading of result.

Thanks
Malcolm

Malcolm Pentland | Deputy Director
Curriculum, Qualifications and Gaelic Division | email: malcolm.pentland@gov.scot |
tel:+44(0) 131 244 [Redacted s38(1)(b)]
Learning Directorate | Area 2B North | Victoria Quay | Edinburgh | EH6 6QQ
Buidheann-Stiùiridh an Ionnsachaidh | Raon 2B Tuath | Cidhe Bhictòria | Dùn
Èideann | EH6 6QQ

Enclosure 5.1 – Attachment to 5

From: Fiona Robertson <fiona.robertson@sqa.org.uk>
Sent: 25 May 2021 10:11
To: Director of Learning <DirectorofLearning@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>
Cc: Griffin J (Joe) <Joe.Griffin@gov.scot>
Subject: Confidential: Appeals

Graeme, Malcolm

[Redacted s.30(b)(ii)]

SQA award on the basis of evidence. We do that without knowledge of candidates – and that avoids any bias. [redacted s.30(b)(ii)]An EQIA will support the announcement on Thursday.

I also explained the strength in our procedures on these issues, particularly if evidence points to a downgrade -and downgrades remain very rare.

Happy to speak further.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority

w: <http://www.sqa.org.uk>

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

Enclosure 6 - RE: Urgent - Appeals Process

Tue 25/05/2021 11:08

Fiona Robertson <fiona.robertson@sqa.org.uk>

RE: Urgent - Appeals Process

Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

Director of Learning <DirectorofLearning@gov.scot>; Griffin J (Joe)
<Joe.Griffin@gov.scot>; Jean Blair <Jean.Blair@sqa.org.uk>

Malcolm

Here is a draft overview document for publication which provides some key information,

I have also asked the team to send you a table of key dates.

Happy to speak.

Fiona

Fiona Robertson

Chief Executive

Scottish Qualifications Authority

w: <http://www.sqa.org.uk>

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: Malcolm.Pentland@gov.scot <Malcolm.Pentland@gov.scot>

Sent: 25 May 2021 10:51

To: Fiona Robertson <fiona.robertson@sqa.org.uk>

Cc: DirectorofLearning@gov.scot; Joe.Griffin@gov.scot

Subject: Urgent - Appeals Process

Fiona

Can you/colleagues please provide the full detail of proposed appeals process, from the point at which pupils receive provisional grades in late June, through to the outcome of an appeal, and including where an appeal ends up with a downgrading of result.

Thanks

Malcolm

Malcolm Pentland | Deputy Director

Curriculum, Qualifications and Gaelic Division | email: malcolm.pentland@gov.scot |
tel:+44(0) 131 244 [Redacted s38(1)(b)]
Learning Directorate | Area 2B North | Victoria Quay | Edinburgh | EH6 6QQ
Buidheann-Stiùiridh an Ionnsachaidh | Raon 2B Tuath | Cidhe Bhictòria | Dùn
Èideann | EH6 6QQ

Enclosure 6.1 – Attachment to 6

National Qualifications 2021 Appeals Service – Overview – DRAFT v11

Introduction

As a result of the disruption caused by the COVID-19 pandemic, there is a different way to decide your National 5, Higher and Advanced Higher results this year – called the alternative certification model.

The free appeals service, the fifth stage of the model [<LINK to ACM vid clip>](#) has been discussed with the National Qualifications 2021 Group, that includes representatives from across the education system including the National Parent Forum of Scotland and the Scottish Youth Parliament.

This year your teachers and lecturers will use the assessments you have completed as evidence to decide what your results should be. This is referred to as using demonstrated attainment.

In developing the appeals service, SQA has aimed to ensure that the principle of demonstrated attainment that underpins the alternative certification model also underpins the appeals service, and the appeals process complies with the law and respects the rights contained in the United Nations Convention on the Rights of the Child.

How will the Appeals Service work?

Up to Friday 25 June

As part of the alternative certification model, your teacher or lecturer will tell you what your provisional results are – based on the assessments you have completed. SQA will not change your provisional results.

Your teacher or lecturer must have a conversation with you to:

- confirm how your provisional results were determined
- discuss the assessment evidence that was used to support your teacher or lecturer's awarding decisions
- explain the quality checks they have taken – both locally, and nationally – to make sure the provisional results you have been awarded have been assessed fairly, and in line with the national standard.

We understand your concerns about the levels of disruption to your learning this year, and the effects this will have on gathering the evidence that your teachers or lecturers need to determine your provisional results. Information on how this disruption is being managed has been published by the National Qualifications 2021 Group. [<LINK TO LEARNER VERSION>](#)

Support to help answer any questions you may have about next steps and the options that are available to you is available [<LINK TO RELEVANT SG/SQA WEBPAGE>](#) and SQA is working with other national organisations, to build on this over the summer.

From Friday 25 June

Once your teacher or lecturer has explained your provisional results, if you are still unhappy, you can register that you want to appeal directly through the SQA website. If you are waiting on a result for a university or college place or for an employment or training programme, your appeal will be processed as a priority and you must register that you want to appeal by Thursday 19 August.

If you need to, or prefer to, you can ask a parent or guardian to register for you. You will be asked for the following information:

- your name
- your Scottish Candidate Number
- the subject and level of the course that you want to register an appeal for
- confirmation that you are waiting on a result for a university or college place or for an employment or training programme – if so, your request will be processed as part of the priority appeal service and it must be submitted by Thursday 19 August
- your reason for appealing, from one of the following types:
 - an appeal against the academic judgement made
 - an appeal against an unresolved administrative error
 - an appeal on grounds of discrimination where:
 - (i) there has been a breach of the Equality Act 2010 (which must have been either acknowledged by your school, college or training provider or established by a court or the Scottish Public Services Ombudsman), or
 - (ii) your school, college or training provider failed to provide agreed Assessment Arrangements.

Further information on how to use the registration service will be published by Friday 11 June.

Results Day – Tuesday 10 August

If you registered that you wanted to appeal with SQA over the summer

SQA will have informed your school, college or training provider that you have registered that you want to appeal.

Once you have received your Scottish Qualifications Certificate, you should have another discussion about your options with your teacher or lecturer, as you did before 25 June, and hear their professional view as to whether an appeal is in your best interests. You should do this even if you have left school.

The final decision to appeal is yours. If you decide to go ahead, you will not need to do anything else.

The SQA registration service will remain open until Thursday 19 August, so if you decide to withdraw your appeal request, you can do so.

If you did not register with SQA over the summer

You can still register that you want to appeal with SQA until Thursday 19 August – all priority appeals must be registered by this date. You will need to have a conversation with your teacher or lecturer and hear their professional view as to whether an appeal is in your best interests. The final decision to appeal is yours. If you do not need to use the priority service, you can still ask your teacher or lecturer to submit an appeal to SQA for you. They will be able to do this until the **end of August** <Confirming a date>.

What happens next?

If you are appealing against the academic judgement made

All the necessary evidence and materials that were used to determine your result will be provided to SQA by your school, college or training provider – you will not need to submit any assessment evidence.

When your assessment evidence is received, it will be reviewed by SQA against the required national standard for the course.

Your result was based on demonstrated attainment and so your appeal of the final grade must also be based on the evidence of your knowledge and skills in a course

against the national standard. This is necessary to make sure that an A grade in the north of Scotland is worth the same as an A grade in the south of Scotland and everywhere in between.

This means that your grade could go up, go down or stay the same and is consistent with what we do every year.

If you are appealing against an unresolved administrative error or are appealing on the grounds of discrimination contrary to the Equality Act

When you register that you want to appeal, you will be asked to provide a short, written explanation of what you believe has happened. If you need to, or prefer to, you can ask a parent or guardian to help you. SQA will review the submission in discussion with your school, college or training provider.

Your school, college or training provider can also advise SQA of any administrative errors they identify.

Appeal decision

Once your appeal has been completed, SQA will inform you and your school, college or training provider of the outcome. If you have a priority appeal, it will be processed by 3 September, to meet Universities and Colleges Admission Service (UCAS) and employment/training timescales.

If there has been a change to any of your grades, SQA will issue you with a replacement certificate later in the year.

[<LINK TO FAQ>](#)

-ends-

Enclosure 7 - RE: Request: Fair Work First - Monitoring Tool testing - test live until noon Monday 7 June

Tue 25/05/2021 17:07

Fiona Robertson fiona.robertson@sqa.org.uk

RE: Request: Fair Work First - Monitoring Tool testing - test live until noon Monday 7 June

[Redacted s38(1)(b)]@gov.scot>; Dawnne Mahmoud
Dawnne.Mahmoud@sqa.org.uk

Michael Baxter <Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>;
[Redacted s38(1)(b)]@gov.scot

Thanks [Redacted s38(1)(b)]

I am happy for Dawnne and Mike to consider for SQA.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 25 May 2021 10:47
To: Dawnne Mahmoud <Dawnne.Mahmoud@sqa.org.uk>; Fiona Robertson
<fiona.robertson@sqa.org.uk>
Cc: Michael Baxter <Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot;
[Redacted s38(1)(b)]@gov.scot
Subject: Request: Fair Work First - Monitoring Tool testing - test live until noon
Monday 7 June

Dear Fiona and Dawnne

I'm pleased to let you know that SQA has been invited to test a Monitoring Tool to measure the impact of Fair Work First. Fair Work First is the Scottish Government's policy for driving high quality and fair work across the labour market in Scotland by applying Fair Work criteria to grants, other funding and contracts being awarded by and across the public sector, where it is relevant to do so.

Before finalising and publishing the Monitoring Tool, SG colleagues would like to get a feel for ease of use and functionality for users by testing the Tool with a small

group of public bodies. They are therefore asking SQA to complete a short survey:
<https://response.questback.com/scottishgovernment/8vuobrueuc>.

The link is active now, and will be live until noon Monday 07 June. The survey should only take 15 minutes or so to complete.

Grateful if you could let [Redacted s38(1)(b)] (cc-ed into this email) know when you have completed the survey and pass on any feedback/thoughts on the Tool.

Many thanks, and please don't hesitate to get in touch with [Redacted s38(1)(b)] if you have any questions.

Best regards

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Senior Phase Unit | Scottish Government
2B North | Victoria Quay | Edinburgh | EH6 6QQ | T: 0131 244 [Redacted s38(1)(b)]

Enclosure 8 - RE: 2021-22 HMT Profiling Commission-deadline Thursday 13 May

Wed 26/05/2021 15:48

Michael Baxter <Michael.Baxter@sqa.org.uk>

RE: 2021-22 HMT Profiling Commission-deadline Thursday 13 May

[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)] @sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk

[Redacted s38(1)(b)]@gov.scot>

Dear all

Thanks for working through and concluding

Kind Regards

Mike Baxter

Director of Finance and Corporate Services

Scottish Qualifications Authority

t: 0345 213 [Redacted s38(1)(b)] | m: 07[Redacted s38(1)(b)]

e: michael.baxter@sqa.org.uk | w: <http://www.sqa.org.uk>

Scottish Qualifications Authority

24 Wester Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: [Redacted s38(1)(b)]@gov.scot>

Sent: 26 May 2021 15:17

To: [Redacted s38(1)(b)]@sqa.org.uk>; Michael Baxter

<Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>

Cc: [Redacted s38(1)(b)]@gov.scot

Subject: RE: 2021-22 HMT Profiling Commission-deadline Thursday 13 May

Hi All

Many thanks to [Redacted s38(1)(b)] to talking through the numbers with me.
[Redacted s30(c)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Senior Phase Unit | Scottish Government
2B North | Victoria Quay | Edinburgh | EH6 6QQ | T: 0131 244 [Redacted s38(1)(b)]

From: [Redacted s38(1)(b)]

Sent: 26 May 2021 11:32

To: [Redacted s38(1)(b)]@sqa.org.uk>; 'Michael Baxter'

<Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>

Cc: [Redacted s38(1)(b)]@gov.scot>

Subject: RE: 2021-22 HMT Profiling Commission-deadline Thursday 13 May

Further apologies! (I have a head cold this morning and my brain is fuzzy). I noted there was an error in my calculation of the budget post agreed transfers which
.[Redacted s30(c)]

[Redacted s30(c)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Senior Phase Unit | Scottish Government
2B North | Victoria Quay | Edinburgh | EH6 6QQ | T: 0131 244 [Redacted s38(1)(b)]

From: [Redacted s38(1)(b)]

Sent: 26 May 2021 11:05

To: [Redacted s38(1)(b)]@sqa.org.uk>; 'Michael Baxter'
<Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted
s38(1)(b)]@sqa.org.uk>

Cc: [Redacted s38(1)(b)]@gov.scot>

Subject: RE: 2021-22 HMT Profiling Commission-deadline Thursday 13 May

Apologies, I attached the 2020/21 provisional outturn not the profiling entry. Please find SQA's spend profile attached for ease of reference.

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Senior Phase Unit | Scottish Government
2B North | Victoria Quay | Edinburgh | EH6 6QQ | T: 0131 244 [Redacted s38(1)(b)]

From: [Redacted s38(1)(b)]

Sent: 26 May 2021 10:58

To: [Redacted s38(1)(b)]@sqa.org.uk>; Michael Baxter
<Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted
s38(1)(b)]@sqa.org.uk>

Cc: [Redacted s38(1)(b)]@gov.scot>

Subject: RE: 2021-22 HMT Profiling Commission-deadline Thursday 13 May

Dear All

I have been reviewing the figures for next week's SG/SQA meeting and noted
[Redacted s30(c)]

Redacted s30(c)

Thanks

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Senior Phase Unit | Scottish Government
2B North | Victoria Quay | Edinburgh | EH6 6QQ | T: 0131 244 [Redacted s38(1)(b)]

Enclosure 9 - RE: SQA's 2021/22 Budget Allocation and Monitoring letter

Wed 26/05/2021 09:04

[Redacted s38(1)(b)]@sqa.org.uk>; on behalf of; Fiona Robertson
fiona.robertson@sqa.org.uk

RE: SQA's 2021/22 Budget Allocation and Monitoring letter

[Redacted s38(1)(b)]@gov.scot

Michael Baxter <Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>;
[Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted
s38(1)(b)]@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>;
[Redacted s38(1)(b)]@sqa.org.uk

Dear [Redacted s38(1)(b)]

Please find attached response from Fiona Robertson.

Kind regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] e: [Redacted s38(1)(b)] @sqa.org.uk | w:

<http://www.sqa.org.uk>

Scottish Qualifications Authority

24 Wester Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

Currently working from home

Enclosure 9.1- attachment to 9

26 May 2021

Malcolm Pentland
Deputy Director, Curriculum, Qualifications and Gaelic
Scottish Government

By email: Malcolm.Pentland@gov.scot

Dear Malcolm

Thank you for your letter of 16 April containing the FY 2021/22 Budget Allocation and Monitoring Letter.

I am content that the budget outlined within each category in the Budget Allocation and Monitoring Letter meets our requirements based on the planned delivery of the Alternative Certification Model and assumed volume of appeals in 2021-22 and reflects planning for a resumption of the National Qualifications exam diet in 2022. With regard to income the BAM letter reflects a continuation of the local authority levy and maintaining fees and charges as at the same levels as for 2020-21. We will continue to engage through the financial year to retest the assumptions underpinning the BAM letter and respond to any changes in our operating environment.

I note SQA's statutory functions and the outcomes agreed with Scottish Ministers as outlined.

For information the date in Annex A of the letter needs to be amended to FY 21/22.

Yours sincerely
Fiona Robertson
Chief Executive

<ghutton859@dundeeschools.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@southlanarkshire.gov.uk>; [Redacted s38(1)(b)]@gov.scot>; Andrea Bradley <abradley@eis.org.uk>; [Redacted s38(1)(b)]@dundeeandangus.ac.uk>; Margaret Lannon <margaret@scis.org.uk>; [Redacted s38(1)(b)]@hsog.co.uk>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk

Cc: [Redacted s38(1)(b)]@sqa.org.uk

Subject: RE: NQ21 QA ACM WG meeting 25 May - incomplete evidence contingency amended paper

Hello

Thank you so much for the discussion today.
I attach an annotated version of the paper for your consideration. I would be most grateful for your feedback by 1300 tomorrow.
Please don't hesitate to get in touch if you want to speak.
Thanks in anticipation

Best wishes

[Redacted s38(1)(b)] [Redacted s38(1)(b)] [Redacted s38(1)(b)] Qualifications Development, SQA

m: 07[Redacted s38(1)(b)]

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Enclosure 11 - FW: URGENT: further advice needed this morning

Wed 26/05/2021 11:04

Fiona Robertson <fiona.robertson@sqa.org.uk>

FW: URGENT: further advice needed this morning

Director of Learning DirectorofLearning@gov.scot

Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>; Jean Blair Jean.Blair@sqa.org.uk

Confidential: Advice to Ministers

Graeme

Thanks for this.

[Redacted s.30(b)(i)]

- Firstly and crucially, the quality of the conversation between the learner and their school/college. An example would be if a learner is a borderline B/C grade and

was awarded a B, but wants to appeal. The conversation with their teacher should make that clear and provide advice on the merits and risks of an appeal. Similarly, an honest conversation about progression, particularly for N5 to Higher, will help learners who may feel disappointed with their grades, continue their learning positively.

- Secondly, if the appeal goes ahead, confidence and trust in our processes. Downgrades are rare because SQA appointees do not expect to overturn teacher judgement and will only do so if there is clear and unequivocal evidence that they should. If the ACM has integrity, that shouldn't happen. Any recommendation for a downgrade will be fully considered by a SQA Head of Service to ensure that an appropriate degree of tolerance has been exercised by the SQA appointee.

As you know, we have announced a contingency arrangement for incomplete assessment evidence. This is for learners who have been unduly disadvantaged by severe disruption to learning and teaching, and provides a limited opportunity for those who have completed the learning and teaching of their course but who have not been able to complete their assessment evidence in time for the 25 June submission date. There will be a limited window for providing further evidence after the summer break, until 3 September. The development of this service has been led by the NG Working Group, with clear support from the EIS, but it is not operating as a second chance. A second chance, of any volume, into the next academic year, would not have the support of the system and would be difficult to operationalise in schools and by SQA.

I hope this is helpful.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: DirectorofLearning@gov.scot <DirectorofLearning@gov.scot>
Sent: 26 May 2021 09:23
To: Fiona Robertson <fiona.robertson@sqa.org.uk>; Malcolm.Pentland@gov.scot
Subject: URGENT: further advice needed this morning

Fiona,

[Redacted s.30(b)(i)]

Many thanks again for your support in providing rapid advice on these issues. A response by 11am would be appreciated.

Graeme.

Enclosure 12 - FW: Discussion the place of around teacher judgement for session 20/21

Wed 26/05/2021 12:06

Fiona Robertson <fiona.robertson@sqa.org.uk>

FW: Discussion the place of around teacher judgement for session 20/21

Director of Learning <DirectorofLearning@gov.scot>

Just so you are seeing.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: [Redacted s38(1)(b)]@sqa.org.uk>
Sent: 26 May 2021 12:02
To: Malcolm.Pentland@gov.scot
Cc: Fiona Robertson <fiona.robertson@sqa.org.uk>
Subject: RE: Discussion the place of around teacher judgement for session 20/21

Hi Malcom – slightly polished version. One point to note is that we have been communicating this approach for many months.

Cheers

[Redacted s38(1)(b)]
From: [Redacted s38(1)(b)]
Sent: 26 May 2021 10:48
To: Malcolm.Pentland@gov.scot
Cc: Fiona Robertson <fiona.robertson@sqa.org.uk>
Subject: RE: Discussion the place of around teacher judgement for session 20/21

Hi Malcolm

Just getting down some thoughts re this:

The professional judgement of teachers is the central feature of this year's NQ assessment process. In contrast to an examination diet, teachers are in direct control of the assessment process and associated outcomes this year. For each subject SQA has provided the key evidence requirements and associated assessment (national) standards. This has included exemplification of assessment and

understanding standards materials - particularly around differentiation between grades. This is critical to ensure the fair and consistent application of standards across the country.

In a time of uncertainty we have offered teachers and learners an approach that is rooted in what they know and have done over time, what they know and trust - something to hold on to. We have offered as much stability as possible so that learners have confidence that their NQ course award in 2021 is of equal value and worth to one from any other year.

However, within this framework, teachers have a significant degree of autonomy and flexibility to exercise their judgement to create and conduct summative assessments in ways which suit local circumstances and the specific needs of learners.

In a subject like English we have said: assess writing skills in as open a way as possible; here are examples of validated assessments for reading and critical reading skills, but teachers can use their own if they prefer, they can split assessments in order to accommodate differing class timings or to allow for further consolidation of learning in areas where learning has been interrupted. The assessment of literature can be tied directly to the specific texts studied by learners.

Across all subjects, teachers are in control of the generation of the evidence base for each learner and for exercising their professional judgement in reviewing learner performance across that evidence. As well as the key pieces of evidence identified in the subject guidance, if appropriate, they can also use additional supplementary evidence to consolidate and support their judgements. Example of these are given in the subject guidance.

Cheers

[Redacted s38(1)(b)]

From: [Redacted s38(1)(b)]

Sent: 26 May 2021 10:04

To: Malcolm.Pentland@gov.scot

Subject: Discussion the place of around teacher judgement for session 20/21

Hi Malcolm

Fiona mentioned you were keen to talk to us re above – tried your mobile but didn't get you. I am on 07[Redacted s38(1)(b)] .

Cheers

[Redacted s38(1)(b)]

Enclosure 13 - FW: urgent question about qualification appeals added to parliament business

Wed 26/05/2021 12:11

Fiona Robertson fiona.robertson@sqa.org.uk

FW: urgent question about qualification appeals added to parliament business

Director of Learning <DirectorofLearning@gov.scot>; Pentland MK (Malcolm)
Malcolm.Pentland@gov.scot

Graeme, Malcolm

It would be good to be sighted on a draft response.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: [Redacted s38(1)(b)]@sqa.org.uk>
Sent: 26 May 2021 12:08
To: ExecutiveTeam <ExecutiveTeam@sqa.org.uk>; [Redacted s38(1)(b)]
<[Redacted s38(1)(b)]@sqa.org.uk>
Cc: [Redacted s38(1)(b)]@bigpartnership.co.uk>; [Redacted s38(1)(b)]
<[Redacted s38(1)(b)]@bigpartnership.co.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]
<[Redacted s38(1)(b)]@sqa.org.uk>
Subject: urgent question about qualification appeals added to parliament business

From: News Direct <News@newsdirect-uk.com>
Sent: 26 May 2021 12:04
Subject: Newsdirect: urgent question about qualification appeals added to parliament business

An urgent question has been added to business in parliament this afternoon. Michael Marra will seek an update on the appeals process for national qualifications.

Business is expected to take place as follows:

14:00 – Topical Questions

14:15 – First Minister's Statement: Scottish Government Priorities

15:15 – Urgent Question: Michael Marra MSP: To ask the Scottish Government whether it will provide an update on the publication of the appeals process for 2021 National Qualifications, in light of the SQA missing publication deadlines
TBC – Decision Time

Best wishes,

[Redacted s38(1)(b)]

Enclosure 14 - CPG - 27th May

Thu 27/05/2021 10:26

[Redacted s38(1)(b)]@sqa.org.uk>

CPG - 27th May

[Redacted s38(1)(b)]@bigpartnership.co.uk>; [Redacted s38(1)(b)]@gov.scot>;
[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted
s38(1)(b)]@gov.scot>

Hi folks, attached please find updated scorecard following this morning's meeting:

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Operations Planning

Enclosure 14.1 – Attachment to 14

[Redacted s30(c)]

Enclosure 15 - RE: National Qualifications in 2021 - NQ21 Group

Thu 27/05/2021 17:44

[Redacted s38(1)(b)]@sqa.org.uk>

RE: National Qualifications in 2021 - NQ21 Group

Fiona Robertson <fiona.robertson@sqa.org.uk>; Fiona Robertson <fiona.robertson@sqa.org.uk>; 'Jim Thewliss' <jim.thewliss@sls-scotland.org.uk>; Director of Learning <DirectorofLearning@gov.scot>; 'McDaid, Tony' <Tony.Mcdaid@southlanarkshire.gov.uk>; 'Larry Flanagan' <lflanagan@eis.org.uk>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; Jean Blair <Jean.Blair@sqa.org.uk>; Gill Stewart <Gill.Stewart@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; 'Steven Quinn' <steven.quinn@renfrewshire.gov.uk>; John.Edward@scis.org.uk; [Redacted s38(1)(b)]@ayrshire.ac.uk'; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>; 'NPFS Renfrewshire' <renfrewshire@npfs.org.uk>; [Redacted s38(1)(b)]@sypmail.org.uk>; Jamie Dunlop <jamie.d@syp.org.uk>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk

[Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>

Good evening colleagues

Please find attached papers for tomorrow's meeting, apologies for the delay.

Thanks

[Redacted s38(1)(b)]

-----Original Appointment-----

From: Fiona Robertson <fiona.robertson@sqa.org.uk>

Sent: 08 March 2021 13:56

To: Fiona Robertson; 'Jim Thewliss'; 'DirectorofLearning@gov.scot'; 'McDaid, Tony'; 'Larry Flanagan'; 'Malcolm.Pentland@gov.scot'; Jean Blair; Gill Stewart; [Redacted s38(1)(b)]@gov.scot; Alan.Armstrong@educationscotland.gov.scot; 'Steven Quinn'; John.Edward@scis.org.uk; [Redacted s38(1)(b)]; [Redacted s38(1)(b)]@ayrshire.ac.uk'; 'Gorman G (Gayle)'; [Redacted s38(1)(b)]; 'NPFS Renfrewshire'; [Redacted s38(1)(b)] MSYP; Jamie Dunlop;

Ollie.Bray@educationscotland.gov.scot; [Redacted s38(1)(b)]; [Redacted s38(1)(b)]

Cc: [Redacted s38(1)(b)]; [Redacted s38(1)(b)] [Redacted s38(1)(b)]@gov.scot'

Subject: National Qualifications in 2021 - NQ21 Group

When: 28 May 2021 09:15-10:30 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting

Enclosure 15.1 - Attachment 1 to 15

Letter from NQ21 highlighting supports available to learners

Hello,

We know this has been a hugely challenging year for you. The pandemic has had a significant impact on all aspects of our lives, but especially so on your education. We know that many of you, your families and your carers will have concerns about how your National Qualifications are being assessed.

As a result of the pandemic, the national examination diet was cancelled. The National Qualifications 2021 Group* – which includes representatives of teachers, learners, parents and carers – was then asked by the Scottish Government to develop a new way of assessing this year's National 5, Higher and Advanced Higher qualifications that would allow learners to achieve fair and credible results.

This year National 5, Higher, and Advanced Higher qualifications will be assessed using the [Alternative Certification Model \(ACM\)](#).

This model has been designed by the National Qualifications 2021 Group to ensure learners achieve fair and credible grades, using demonstrated attainment. That means your teachers and lecturers will use assessments that you have completed during this session as evidence of your knowledge, skills and understanding to decide your provisional results that will be submitted to SQA.

You may have heard about the Alternative Certification Model offering a flexible approach to assessment. What this means is schools, colleges and other centres have decided on how and when you will be assessed this year.

The assessments you have been asked to complete may have been sat at different times from those sat in other schools and colleges or look and feel different to the assessments other learners have completed. This was done to make sure you had the best opportunity to complete the required learning, and be given the best chance to succeed in all your course assessments.

However, to make sure the standard of these assessments was consistent, SQA gave schools, colleges and other centres guidance, assessment resources, and support to help teachers and lecturers apply the agreed national standard to each course and use their academic judgement to decide your provisional grades in a way that was fair to you. Having these standards means that you, and any colleges, universities, employers can trust the grades you will awarded in the summer.

SQA deadlines have been extended as much as possible to maximise the available learning and teaching time to make sure the content of your courses could be

completed. Schools and colleges have until Friday 25 June to send their provisional results to SQA.

It is also important to state that SQA will **not** change the provisional grades your school or college has awarded you unless an administrative error is discovered. Learners will receive their Scottish Qualifications Certificate confirming their results on Tuesday 10 August.

This is undoubtedly a very challenging time, and a lot is being asked of you, your families, carers, your teachers and your lecturers. The extended period of remote learning at the start of the year has meant that many of you have had less time to complete assessments and produce evidence than was originally planned.

If you are unhappy with your provisional result, an appeals service will be available. *[tracked comments – “Timing of this update will allow us to confirm more details in this letter”*

“LP – can include hyperlink if available”]

We know that your mental health and wellbeing will have been affected during the pandemic. Throughout this crisis, the impact on you has been at the forefront of our decision-making.

Below are links to resources and support to help you over the coming weeks, and prepare for your next steps:

- Schools and Local Authorities will be working through the stages of the Alternative Certification Model, supporting learners to complete learning and complete their assessments. If you have any concerns about how your circumstances, or assessment arrangements are being taken into account, you should talk to your teacher. If you are still concerned, you should ask to speak to a trusted member of staff. This may include the Principal Teacher of the subject(s) you are concerned about, your Pastoral (Guidance) Principal Teacher, Depute Head Teacher or Head Teacher.
- College students should speak to their lecturers or guidance tutors and can access the college’s guidance and learner support services.
- Learners working with Training Providers should contact an appropriate member of staff to discuss any concerns.
- As part of the National e-Learning Offer, [e-Sgoil](#) continues to offer a timetable of live, interactive online classes using Microsoft Teams. Your school can apply directly to e-Sgoil on your behalf for this additional targeted support.
- SQA has provided [information for learners explaining the Alternative Certification Model](#), and continues to offer ongoing support about the awarding and results. Learners can also contact SQA using an [online form](#) or by calling 0345 279 1000.
- Skills Development Scotland (SDS) Careers Advisers have returned to most secondary schools, *[tracked comments – “Confirming if Advisors are also*

available in colleges”] contact your school Pastoral Team to understand how to access support during term time. In addition www.MyWorldofWork.co.uk is available 365 days a year, 24 hours a day and has a wealth of tools and resources to help you plan and manage your career and links to support from other partners. The SDS Helpline is open Monday – Friday 9am-5pm on 0800 917 8000 with the dedicated Results Helpline opening from 8am on Tuesday 10 August. Look out for details in your results envelope, email or text.

- The Scottish Credit and Qualifications Framework (SCQF) is the national qualifications framework for Scotland. SCQF levels and credits are listed on your SQA results certificate. The SCQF website has a number of [resources](#) for secondary pupils.
- Information and support with college and university applications can be found within the [UCAS](#) site.
- Further information on [Disrupted Learning](#) and the approaches available to schools and colleges are available from SQA.
- Schools and local authorities will be working hard to support mental health through a wide range of approaches including telephone helplines, education psychology support and bespoke support packages and resources are available if you feel you need some support. All local authorities have counselling services in place through secondary schools; the counselling support will be available through the holidays as well as term time.
- Education Scotland has developed a [Health and Wellbeing Wakelet](#) which includes materials specific to mental health and wellbeing.
- Children’s Parliament and the Scottish Youth Parliament (SYP) have developed [Mind yer time](#), a website with a range of interactive activities, information and resources to support children and young people with their use of social media and screen time.
- Young Scot has produced [Aye Feel](#) resources to provide sources of support and information for children and young people. They are also developing a micro-site for learners sign-posting advice and support resources. *[tracked comments – “TBC”]*

We understand the difficulties you are facing this year. We are determined that the pandemic will not limit your opportunity to show your ability and be fairly recognised for your knowledge, skills, and understanding. How qualifications are awarded this year is different, but the outcome – the grade you will receive – will carry the same weight as a grade from any other year, and you can be sure everyone in Scotland’s education system is working tirelessly for you.

We hope that the resources outlined here will be useful if you feel you require extra support and advice. Finally, can we take the opportunity to wish you success over the remainder of this academic session and beyond.

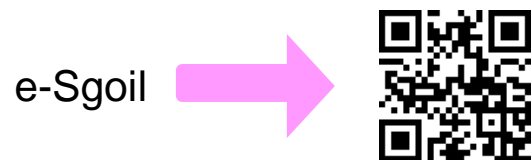
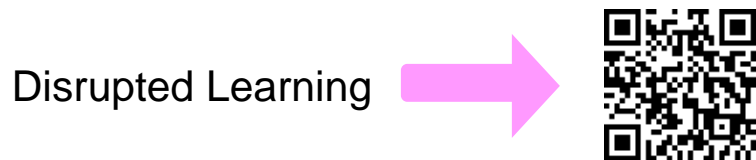
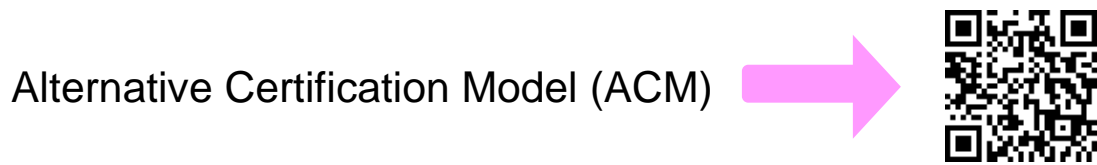
Yours sincerely,

NQ21 Group

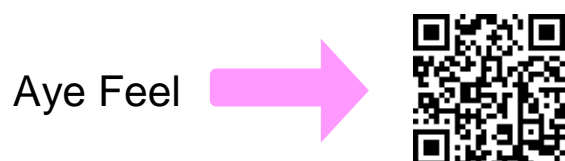
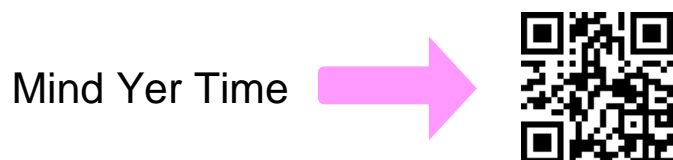
* The National Qualifications 2021 Group includes the Association of Directors of Education in Scotland (ADES), Colleges Scotland, Education Scotland, the Educational Institute of Scotland (EIS), National Parent Forum of Scotland (NPFOS) School Leaders Scotland (SLS), the Scottish Council of Independent Schools (SCIS), Scottish Qualifications Authority (SQA), the Scottish Government and the Scottish Youth Parliament (SYP).

QR codes for above hyperlinks:

Support between now and submission of provisional results

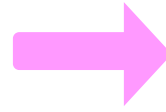


Health and Wellbeing resources

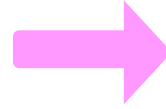


Results and Destinations support

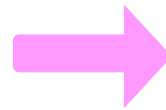
SQA online contact form



Skills Development Scotland (SDS)



UCAS



Enclosure 15.2 - Attachment 2 to 15

13

14 National Qualifications 2021

15

Date: Friday 28 May 2021
Time: 09:15 – 10:30
Location: MS Teams
Members: Fiona Robertson; Jim Thewliss; Tony McDaid; John Edward; [Redacted s38(1)(b)] ; [Redacted s38(1)(b)] ; Steven Quinn; Larry Flanagan; Graeme Logan; Jean Blair; [Redacted s38(1)(b)] ; Anne Campbell;
Attending: [Redacted s38(1)(b)] ; [Redacted s38(1)(b)] ; [Redacted s38(1)(b)] ; [Redacted s38(1)(b)] ; [Redacted s38(1)(b)] ; [Redacted s38(1)(b)] ;
Apologies: Malcolm Pentland; Gill Stewart

16

17 Agenda

Item	Topic	Action	Lead
28.1	Welcome & notes from previous meeting	Attached	FR
28.2	Appeals 2021	Discussion	FR
28.3	NQ21 Working Group Update – including: Support for centres: sharing provisional results	Attached	JB
28.4	Incomplete Evidence Criteria, CRWIA and EIA	Attached	[Redacted s38(1)(b)]
28.5	Young People Support – Engagement Plans	Attached	GL
28.6	Communications and engagement	Attached	[Redacted s38(1)(b)]
28.7	Next Steps/AOB	Discussion	All
	Date of next meeting – Friday 04 June 2021		

Enclosure 15.3 - Attachment 3 to 15

NQ 2021 Alternative Certification Model

Stage 3

Informing learners of provisional results – key points for consideration by centres

In response to queries from centres, this document provides supporting information for centre-led learner discussions with and/or written communications to learners on National 5, Higher and Advanced Higher provisional results, prior to submission to SQA.

We are moving to Stage 3 of the Alternative Certification Model (ACM) and this includes the following responsibility of teachers/lecturers:

- provide ongoing feedback to learners regarding their progress and assessments, including, at the conclusion of the course, provisional grades based on evidence of demonstrated attainment

Centres have flexibility to determine the approach to communicating provisional results that best fits the needs of their learners and their parents/carers. There may be a series of conversations or centre written communications regarding the learner's progress during the course of the year, but this must include informing them of the provisional results for them which the centre intends to submit to SQA.

This must be done prior to submission of the provisional results to SQA by 25 June, and some time should be allowed for learners and parents/carers to discuss any queries with the centre before the final submission and the end of the summer term.

The following are the key areas to cover. By 25 June learners should be aware:

- of their provisional result (grade).
- that the provisional result is a professional judgement of the teacher/lecturer based on demonstrated attainment from the assessment evidence that they have produced, which has been quality assured within the centre by other teachers/ lecturers, through local authority/partnership and national SQA arrangements in line with the national standard.
- of the key pieces of assessment evidence that contributed to the provisional result.
- that the evidence for each individual can be unique - not every learner will have the same evidence base, but what has been used in each case meets requirements for the course and has been quality assured to ensure consistency and fairness for all.
- that the provisional result that they are being given is what should appear on their SQA certificate on 10 August.
- SQA will not change the provisional result submitted by centres. Once submitted SQA will only check for administrative errors and will resolve these with centres.

The points below could be part of a separate discussion or written communication:

- Information on Understanding Standards activity undertaken.
- Information on centre, local and national quality assurance undertaken.
- Discuss next steps if the learner wishes to discuss the grade/assessment process more fully (*especially if this information has not been delivered through a face-to-face discussion*)
- Discuss next steps if the learner feels that the grade is incorrect. Refer to appeals process (*to be confirmed once the model is agreed*).
- Discuss/signpost local support available over the summer break.
- Discuss/signpost national support available over summer break.

Enclosure 15.4 – Attachment 4 to 15

1.1 Contingency arrangement for incomplete evidence for graded National Courses in 2021

1.1.1 Context and rationale

We recognise that some learners have been unduly disadvantaged by severe disruption to learning and teaching throughout the 2020–21 session. One of the ways we are offering support to those learners is by providing a contingency arrangement for centres to submit provisional results by 3 September 2021. This arrangement will apply if, despite completing the course, learners have not been able to complete all the required assessment by 25 June.

Taking full advantage of the flexibility of the Alternative Certification Model (ACM) to support teachers' professional judgement, you should do all you can to ensure that learners generate sufficient evidence by 25 June. Where this has not been possible, you should consider the situation carefully and advise learners on which of the available options would be in their best interests:

- ◆ use this contingency arrangement, submitting evidence by 3 September
- ◆ be presented for an alternative qualification
- ◆ repeat the course and be presented in 2022

The National Qualifications 2021 Group is conscious of the practical considerations arising from this arrangement: precisely how and when the required evidence would be generated, how and when quality assured provisional results would be provided to SQA, and the implications for potential school and college leavers.

It is important to state that there are no expectations of any related school/college activity during the summer holiday period.

While we anticipate that relatively few learners will need to utilise this arrangement, it is nonetheless an important approach towards providing greater equity in the system for those whose opportunity to engage with the assessment process has been disproportionately disrupted by the pandemic.

1.1.2 Eligibility

This contingency arrangement is designed for learners who have undertaken the required learning in their course and are close to completing all of their assessment evidence. These are learners who — through no fault of their own — are missing a small amount of the required assessment evidence. For these learners, you could consider this incomplete evidence contingency arrangement if it is feasible that any assessment that is outstanding on 25 June can be completed, assessed and quality assured by the 3 September submission date.

This arrangement is a 'safety net' for learners who need a small amount of additional time to complete the assessment requirements set out in the subject-specific guidance. It is not intended to address insufficiency of time for learning and teaching in the centre. It is intended to enable learners who have been able to engage sufficiently with learning and teaching but not the assessment process, to produce the required assessment evidence so that a provisional result can be submitted for them.

The contingency arrangement would cover learners who have experienced extreme disruption during the centre's evidence-gathering process. Examples might include:

- ◆ A learner whose medical condition has prevented full and timely engagement with the centre's evidence-gathering process.
- ◆ A learner who has been required to self-isolate due to COVID, either as a case or contact, during the centre's evidence-gathering process.
- ◆ A learner who has suffered bereavement or other trauma during the centre's evidence-gathering process.
- ◆ A learner who was shielding during the centre's evidence-gathering process.

This arrangement must not be used as an opportunity to delay assessment and to seek benefit from an extended period of preparation over the summer break. Nor does it enable learners to have another opportunity for assessment that has already been undertaken, in pursuit of a higher grade. It is not a resit.

1.1.3 Appeals

Learners would be eligible to appeal any results submitted on 3 September. However, due to higher education institute timescales, it would not be possible to use the priority appeals service.

How and when the required evidence would be generated

- ◆ The assessment would take place once schools/colleges return from the summer break, and needs to be tailored to the gap the centre has identified in the learner's evidence, utilising or drawing on the assessment tools that are already available (eg SQA 2021 assessment resources or adaptations thereof, of which the learner has not already had experience). There is no need to create new assessments.
- ◆ It must be made clear that the contingency arrangement does not include additional input for learning and teaching. Education Scotland's e-Sgoil service will be available to support learners accessing the contingency arrangement in the early part of the new session.
- ◆ An appropriate time (either outwith the learner day, or at an appropriate time during the learner day by arrangement with the teacher/lecturer) should be found for the learner to undertake the assessment.

How and when quality assured provisional results would be provided to SQA

- ◆ The Provisional Results service will be available for centres to identify those Incomplete Evidence Contingency arrangement learners from 8 June. The deadline for submission to this arrangement is 25 June in line with the Provisional results deadline. The provisional results user guides have been updated and can be found on SQA connect. We have also created an SQA Academy Video which can be found [here](#)
- ◆ Centres should quality assure these results, for example through cross-marking, informed by thinking derived from previous local and national quality assurance. There is no requirement for further local and national quality assurance except if the teacher or lecturer is assessing for the first time
- ◆ Centres will have from 10 August to 3 September to submit Provisional Results for learners accessing the contingency arrangements.
- ◆ SQA will reopen the Provisional Results Service on SQA connect to allow for the input of results for only those learners identified to use the arrangement.

Implications for potential school/college leavers

- ◆ Learners who have left the centre would need to come back in (by arrangement) to generate the outstanding assessment evidence.

- ◆ Universities and colleges must engage with this process — it is essential for leaver destinations to be flexible about entry grades in these exceptional circumstances.
- ◆ The SQA appeals process should take care of the vast majority of UCAS applicants for whom provisional results are submitted on 25 June.

Enclosure 15.5 – Attachment 5 to 15

[Redacted s25(1)] – information publicly available at;

https://www.sqa.org.uk/files_ccc/childrens-rights-impact-assessment-incomplete-evidence-2021.pdf

[Redacted s25(1)] – information publicly available at; [Children's Rights and Wellbeing Impact Assessment - Contingency arrangement for incomplete evidence for graded National Courses in 2021 \(sqa.org.uk\)](#)

Enclosure 15.6 – Attachment 6 to 15

Equality Impact Assessment

Contingency arrangement for incomplete evidence for graded National Courses in 2021 v0.3

Introduction

The Incomplete Evidence Contingency (IEC) follows on closely from the work already completed on the Alternate Certification Model 2021 and the Appeals Service 2021. The ACM, the Appeals service and the Incomplete Evidence Contingency recognises the disruption to learning in 2020-21 and has sought where possible to alleviate as much disadvantage as possible, while still allowing learners to demonstrate their knowledge, understanding and skills, for example by extending the entry date for results, the modifications to Course content and provision of an appeals service.

Background and context

Alternative Certification Model (ACM) 2021

The 2021 ACM represents a significant adjustment to SQA's longstanding policy and practice for awarding graded National Courses, as well as a significant change to the ACM developed for use in 2020. This includes the absence of any estimates or results based on statistical analysis. The 2021 ACM is based on teacher and lecturer judgement supported by quality assurance approaches to support them in generating provisional results that will be used for awarding and certification. The principal adjustments from previous approaches and models relate to:

- I. the use of teacher and lecturer judgement to determine results
- II. required candidate evidence
- III. the quality assurance processes for supporting and verifying valid and reliable evidence and assessment decisions

The model is intended to be positive and to allow SQA to continue to contribute to equality of opportunity in the Scottish education and skills system. It will enable certification in 2021, based on teacher and lecturer judgement and supported by quality assurance, in a way that meets the three key principles of:

- fairness to all learners
- safe and secure certification of qualifications, while following the latest public health advice
- maintaining the integrity and credibility of the qualifications system, ensuring that standards are maintained over time, in the interest of learners

Appeals Service 2021

The aim of the Appeals Service is to provide an opportunity for learners who are not satisfied with their results to appeal. The service enables learners - who wish to do so - to appeal directly to SQA.

The Appeals Service builds upon the ACM designed by the National Qualifications Group 2021. The model has been designed with learners' interests as a core consideration, constrained by the fluid and challenging circumstances affecting the education sector in 2021.

The ACM 2021 commits centres to providing ongoing feedback to learners regarding their progress and assessments, including, at the conclusion of the course, provisional grades based on evidence of demonstrated attainment.

The existence of the appeals service is itself a measure that SQA believes serves the needs (set out in the public sector equality duty) of eliminating discrimination and advancing equality of opportunity. It offers a degree of mitigation against the potential that a candidate's results do not reflect their demonstrated attainment because of discrimination under the terms of the Equality Act 2010. It is an additional measure to provide opportunity for all by offering a final mechanism to ensure that learners have been awarded the grades they deserve and can proceed to the next stage of education, employment or training where this relies on attainment in SQA National Qualifications.

Overview

Incomplete Evidence Contingency 2021

While the ACM provides flexibility for centres in assessing their learners, it is recognised that there may still be some learners who have been unduly disadvantaged by severe disruption to learning and teaching. A further and final opportunity has been created for learners who have completed the learning and teaching of their course but who have not been able to complete the required assessment in time for the 25 June 2021 submission date. The IEC provides an opportunity for these learners to complete assessment evidence and submit provisional results by 3 September 2021. For full details please see **Contingency arrangement for incomplete evidence for graded National Courses in 2021***[tracked comments" we should hyperlink to main criteria doc when possible"]*

Public Sector Equality Duty and scope and development of this Equality Impact Assessment (EIA)

The public sector equality duty (PSED) requires SQA to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

In addition, SQA has a specific responsibility to assess the impact of new or modified policies and practices against these needs and to take account of the results of that assessment in developing new policies and practices. Accordingly, this is an Equality Impact Assessment (EIA) of the IEC for graded National Courses in session 2020–21.

This EIA considers the potential impacts of the Incomplete Evidence Contingency 2021 on learners who share protected characteristics and how any potential negative impacts identified could be mitigated. Other groups of learners, such as those who are socio-economically disadvantaged, or who experience other circumstances that present barriers to accessing qualifications, have also been considered wherever possible. Although such groups are not covered specifically by the Equality Act 2010, the NQ 2021 group recognises that a wide range of factors can have an impact on a candidate's ability to achieve qualifications. Furthermore, SQA has a specific Corporate Parenting

commitment to ensure its EIA process considers the needs of care experienced young people, by treating care experience as if it were a protected characteristic covered by the Equality Act.

The impact assessments for the ACM 2021 set out the importance of demonstrated attainment in terms of the national standard to ensure that qualifications remain a reliable indicator of a learner's knowledge, understanding and skills. This enables them to access the opportunities for employment or further learning they seek when taking SQA qualifications. Much of the evidence, analysis of impacts and mitigations described in the assessments for the ACM also apply here.

Therefore, this EIA is intended to be read in conjunction with the:

- Alternative Certification Model 2021 Equality Impact Assessment (February 2021)
- Appeals Service 2021 Equality Impact Assessment (May 2021)

The equality evidence and mitigating actions described within these equality impact assessments is relevant here, such as the evidence of the impacts of COVID-19 on a range of learners with protected characteristics, the detail of the quality assurance processes which underpin the ACM 2021 and discussion of the importance of demonstrated attainment as a basis for awarding decisions. The IEC is a further important but relatively minor alteration to the overall ACM process. [tracked comment – “this is what [Redacted s38(1)(b)] suggested”]

This EIA has evolved alongside the development of the Incomplete Evidence Contingency 2021.

Evidence considered

Review of evidence:

- evidence gathered in relation to ACM 2021
- desktop review of published secondary evidence including the Equity Audit completed by Education Scotland and Scottish Government in January 2021, interim report on impact of Covid-19 on Fair Access to Higher [Education](#) and other reports.

Engagement with:

- SQA has engaged with the National Qualifications 2021 Group throughout development of the ACM for 2020-21 and discussed the components of the IEC with this Group and its supporting Working Group on a number of occasions. [tracked comment – “@[Redacted s38(1)(b)] to check this is accurate”] [“@[Redacted s38(1)(b)] agree”]
- the senior committees within SQA that have specific experience and responsibility for decisions relating to the principles of assessment, awarding and appeals.

Appeals Consultation findings:

The consultation asked for views on a range of draft proposals including several potential appeals models. Some of the consultation feedback is relevant to the development of an IEC and includes:

- Learners with protected characteristics
 - There were a range of comments relating to learners who may be entitled to reasonable adjustments such as Assessment Arrangements. There were concerns those learners may not get the support they need, due to disruption caused by COVID-19, which in turn could impact adversely on ability to appeal.
 - A significant number of responses were received, which advocated that SQA should consider learner's personal circumstances this year through appeal, to prevent any further disadvantage to learners including those with protected characteristics

I.

Equality Impacts

Eligibility of learners

1. Criteria

SQA is aware that learning has been widely disrupted across schools and colleges this year, and that the individual impact on learners' access to continued learning and ability to generate assessment evidence to demonstrate their learning has varied widely. The [Equity Audit](#) published in January 2021 by Education Scotland and Scottish Government explores the disruption to learning in some depth. It is widely acknowledged that those who already faced inequality, disadvantage and deprivation (including learners with a range of protected characteristics) have been disproportionately impacted by COVID-19 and the associated restrictions, including the closure of schools and increased use of blended learning. The impact assessments for the ACM describe the mitigations adopted by SQA to provide flexibility that offers the maximum possible opportunity for learners to demonstrate their knowledge, understanding and skills.

The contingency would capture learners who have experienced extreme disruption during the centre's evidence-gathering process. Examples of this could be:

- A learner whose medical condition has prevented full and timely engagement with the centre's evidence-gathering process
- A learner who has been required to self-isolate due to COVID, either as a case or contact, during the centre's evidence-gathering process
- A learner who has suffered bereavement or other trauma during the centre's evidence-gathering process
- A learner who was shielding during the centre's evidence-gathering process

This may mean that some learners will not be able to complete all assessment evidence required by 25 June, putting them at risk of receiving no award for their qualification(s).

IEC is available to those learners who have completed the learning and teaching of their course but have not been able to complete all of their assessment evidence in time for the 25 June submission date. Learners will need to be made aware of the IEC and supported to understand it by their centres.

Centres should, taking full account of the flexibility of the Alternative Certification Model (ACM) to support teachers' professional judgement, do all they can to ensure that learners generate sufficient evidence by 25 June. Where this has not been possible, centres should consider the situation carefully and advise learners on which of the available options would be in their best interests:

- use this contingency arrangement, submitting evidence by 3 September
- be presented for an alternative qualification
- repeat the course and be presented in 2022

Mitigating actions

- Some learners including those with the protected characteristic of disability, may be unduly disadvantaged (i.e., at risk of not achieving a qualification) by severe disruption to learning and teaching in 2020-21. The IEC provides a further and final opportunity for those learners who have not generated enough assessment evidence by 25 June, to do so.

- In the ACM 20-21, it is recommended that centres have clarification conversations with learners so learners should understand if they are at risk of no award due to incomplete assessment evidence and what using the IEC means for them.

Roles and responsibilities of centres

1. Centres do all they can to ensure learners generate sufficient evidence by 25 June

Centres should, taking full account of the flexibility of the ACM to support practitioner's professional judgement, do all they can to ensure that learners can generate sufficient evidence by 25 June. Some learners despite the flexibility offered within the ACM, may not be able to generate the required evidence due to experiencing extreme disruption during this session. This could include a range of learners with protected characteristics such as disability.

Mitigating actions

- The IEC provides a further limited opportunity for learners to generate evidence for assessment.

2. Centres must consider carefully the best interests of learners to advise them to proceed with this contingency process

The IEC offers a small window of opportunity to generate evidence, between centres re-opening in August and 3 September and cuts across the summer holiday period for most centres. The summer period is an unavoidable 'pause' in the process that must be considered when identifying which learners are best placed to utilise the IEC.

There is a risk for all learners including those with protected characteristics, that completing their learning and teaching in June and returning in August to complete evidence for assessment, may impact on their ability to recall their learning. Learners will be less well prepared for assessment at the end of August than they will be at the end of June. Learners may struggle to maintain being 'assessment ready' over the summer period. This could have a disproportionate impact on learners with disabilities and additional support needs.

Centres will need to ensure that for learners who they identify as being eligible for IEC, that those learners fully understand what this means:

- Learners need to have this information before the summer holiday period begins
- Learners should be aware that they will need to undertake assessments when returning to school/college in August
- Learners need to be made aware that then they receive their SQA certificate on 10 August that any qualification for which they are utilising the IEC, will not appear on their certificate (this should not come as a surprise to learners or their parents/carers)

Mitigating actions

- E-Sgoil provision will be available for learners to access support at the start of AY 2021-22
- Some learners will have the option to repeat the course in the following academic year
- It is expected that IEC will be utilised by relatively few learners

3. June 2021 school and college leavers

Some learners who are unable to produce required evidence by 25 June will not be returning to their centre after summer. Therefore, they may not be willing or able to take up opportunity to generate more evidence before 3 September. This may mean some learners 'settle' for no award.

Mitigating actions

- Centres may decide that the IEC is not a suitable option for these learners and look to see how best to support them before the end of the academic year in June

Evidence generation and results process

Assessment takes place in centres after summer [tracked comment – “sorry to add in more work but should we note here that centres have various return dates so not all learners will have the same time to complete assessment from Aug - Sep. ? [Redacted s38(1)(b)] ”]
[tracked comment-“ good point and have added in. The only feasible mitigation for this, is the first bullet point in mitigating actions, centres need to concentrate on the gap in evidence only”]

The IEC provides a further window of opportunity for learners to generate evidence for assessment between the start of the academic year in August until 3 September. This activity window occurs when learners begin starting learning and teaching for a new academic year and for many, progressing into a higher level of study, e.g., National 5 to Higher. It is possible that learners including those with a range of protected characteristics, may find this challenging. There may be a risk that learners struggle with completing evidence at the start of the next academic year and may not be able to generate the evidence required, leading to no award. There is a risk that some learners may change their mind on return to centre in August and decide not to complete additional assessment and centres will have to use the partial evidence base to determine a provisional result anyway. It is also worth noting that centres have different return dates in August so the window of opportunity to generate assessment evidence will differ from centre to centre.

Mitigating actions

- Centres should focus effort to support learners to generate evidence by concentrating on the gap the centre has identified in the candidate's evidence. Centres can utilise or draw upon the assessment tools already available (e.g., SQA 2021 assessment resources or adaptations thereof), of which the candidate has not already had experience.
- e-Sgoil provision will be available to support learners accessing the incomplete evidence contingency in their preparations for assessment in the early part of the new session.

1. No additional input for learning & teaching

IEC does not include additional input for learning and teaching. An appropriate time between centre re-opening in August and 3 September, either outwith the learner day or at an appropriate time during the learner day by arrangement with the teacher/lecturer, should be found for the learner to undertake the assessment. This could mean learners will be in centres beyond their usual time and could have impacts for learners with protected characteristics, such as those who have caring responsibilities, reliance on travel arrangements. There is a risk that learners may struggle with completing evidence in this way and will not be able to generate the evidence required, leading to no award.

Mitigating actions

- It is expected that the additional time required for learners to generate evidence will be at a minimum, as the focus should be on the gap in the learner's required evidence only.
- e-Sgoil provision will be available to support learners accessing the contingency in their preparations for assessment in the early part of the new session.

Summary

Theme	Potential impacts	Learners	Mitigating actions	PSED
Eligibility of learners	Due to severe disruption to learning and teaching and despite completing all the teaching and learning associated with the course, some learners will be unable to produce assessment evidence required by deadline of 25 June	Potential impact on all learners including those with protected characteristics	IEC enables some learners a further window of opportunity in which to generate required evidence	II. Advance equality of opportunity II. Eliminate discrimination III. Foster good relations
Evidence generation and results process	Learners who are unable to produce all the required evidence by 25 June have to wait over summer period before being able to provide more evidence	Potential impact on all learners including those with protected characteristics of disability; those who require additional support for learning or with mental health needs	Led by the Scottish Government, SQA will work with a range of partners such as SDS to provide a number of support mechanisms/ signposting to appropriate agencies to support learners	I. II.

Theme	Potential impacts	Learners	Mitigating actions	PSED
			during the summer period	II. Advance equality of opportunity II. Eliminate discrimination III. Foster good relations
			e-Sgoil provision available to learners at start of AY 2021/22	
			It is anticipated that the number of learners utilising IEC will be relatively few.	
Roles and responsibilities of centres	Some learners who are unable to produce all the required evidence by 25 June will not return to their Centre/ after summer and will not be able to take up opportunity to generate more evidence	Potential impact on all learners including those with protected characteristics	Centres may decide that the IEC is not a suitable option for these learners and look to see how best to support them before the end of the academic year in June	II.
			It is anticipated that the number of learners utilising IEC will be relatively few	II.
Roles and responsibilities of centres	Centres will need to ensure that for learners who they identify as being eligible for IEC, those learners fully understand what this means. Some learners will not be	Potential impact on all learners including those with protected characteristics	Some learners will have the option to retake some qualifications in the following academic year	I. III.

Theme	Potential impacts	Learners	Mitigating actions	PSED
	willing or able to undertake IEC.			II. Advance equality of opportunity II. Eliminate discrimination III. Foster good relations

Conclusions and next steps

SQA and the NQ 2021 group will continue to monitor the impact of the ACM overall including the IEC on learners to determine if any further actions are required, and to ensure clarity over emerging issues, roles and responsibilities. This impact assessment has considered the elements of the IEC, evidence gathered and details the potential positive and negative impacts of the IEC. This EIA also suggests where mitigating actions can be taken to reduce potential negative impacts. Requests for advice submitted to the SQA Assessment Arrangements team and Customer Contact Centre will be monitored, and there will be targeted consultation with different equality stakeholder groups (for example through local authority learning support and disability networks) to allow consideration of any issues or concerns.

Enclosure 15.7 – Attachment 7 to 15



ACM Communications summary:



NQ21 Group and SQA messages

ACM: Overarching messages

NQ21 Group messages: *direct to centres and key educational stakeholders / also via website and social media channels*

- **14 May:** Reassurance message on model from NQ21 Group
- **TBC 31 May:** Learner support message/letter with links to mental health wellbeing and support resources
- **TBC 15 June:** 2022 Arrangements

Stage 3: End May to 25 June

SQA operational messages: *direct from SQA or via SQA newsletters.*

- **20 May:** SQA News - thank you message to centres for providing evidence for quality assurance activity
- **28 May:** SQA Co-ordinator Update newsletter – joint message across quality assurance and provisional results
- **04 June:** Closing date for submitting results for National 1-4 units and SCQF levels 5, 6 and 7 units, as well as Scottish Baccalaureate Interdisciplinary Project.
- **31 May, 7 June, 14 June & 21-24 June:** Prompt to look at entry/submission stats in SQA Connect – (to Local Authority contacts only).
- **w/c 31 May:** Notifying centres on incomplete data - requirements of centres if data is incomplete after 25 June deadline.
- **w/c 31 May** – Message to centres about incomplete evidence contingency.
- **w/c 7 June** – Quality assurance key message reports published
- **08 June:** Reminder of the deadline for submitting provisional results is 25 June; quality assurance feedback is now available for centres to use; provisional results service now includes option of incomplete evidence contingency.

- **w/c 14 June:** SQA Co-ordinator Update newsletter – inc. reminder of closing date for submission of provisional results
- **14 & 21 June:** Requesting a status update from centres with no submissions.
- **25 June:** Closing date for submission of provisional results for National 5, H/AH under the ACM
- **28 June:** direct email to specific centres with incomplete data advising of report on SQA Connect
- **TBC XX June:** Guidance on how to share provisional results with learners

Parents/carers & Learners

Ongoing parent/carer and learner social media Q&A content - **mix of SQA/NQ21 Group posts**

- Learner booklet on appeals to be direct mailed (early June).

Stage 4: by 25 June

NQ21 Group messages: *direct to centres and key educational stakeholders / also via website and social media channels.*

- **TBC 1 June:** Incomplete Evidence Service comms – details for stakeholders on criteria and process
- **TBC 8 June:** Incomplete Evidence Service opens – ties in with planned stage three 8 June communication
- **TBC 25 June:** thank you to the education system for hard work in supporting the ACM and reminder of what happens next.

SQA operational messages: *direct from SQA or via SQA newsletters.*

- **28 June:** Acknowledgement that the provisional result service is closed.

Parents/carers & Learners

Ongoing parent/carer and learner social media Q&A content - **mix of SQA/NQ21 Group posts.**

Stage 5: Appeals process

Appeals process dates pending:

- **XX May:** Announcement of Appeals process.
- **XX June:** Appeals Booklet for Learners.
- **XX June:** Appeals Flyer for certification mailing.
- **TBC 25 June:** Learner appeal registration service opens

Parents/carers & Learners

Ongoing parent/carer and learner social media Q&A content

Enclosure 15.8 – Attachment 8 to 15

18 National Qualifications 2021

19

Date: Friday 21 May 2021
Time: 09:15 – 10:30
Location: MS Teams
Members: Fiona Robertson; Jim Thewliss; Tony McDaid; Malcolm Pentland; John Edward; [Redacted s38(1)(b)] ; [Redacted s38(1)(b)] ; Larry Flanagan; Graeme Logan; Jean Blair; [Redacted s38(1)(b)]
Attending: [Redacted s38(1)(b)]; [Redacted s38(1)(b)] ; [Redacted s38(1)(b)]; [Redacted s38(1)(b)]; John McMorris; [Redacted s38(1)(b)]
Apologies: Anne CampbellAC; Gill Stewart; Steven Quinn; [Redacted s38(1)(b)]

20

21 Notes

Item	Topic
27.1	Welcome & notes from previous meeting The previous notes were accepted.
27.2	2022 Planning – Approach to course modifications [Redacted s38(1)(b)] gave an overview of the paper provided, noting the progress made on engagement and highlighting where some amendments to the agreed modifications from session 2021 might be made. [Redacted s38(1)(b)] highlighted that this work had been positively discussed by the NQ21 working group and SQA’s Qualifications Committee during the last week; and that consultations had been initiated in RoUK. NQ21 thanked [Redacted s38(1)(b)] for his update and gave support to the direction of travel including due consideration of coursework. NQ21 then discussed the timing of the communication of 2022 assessment arrangements to the system in the context of other communications or activities also now taking place including OECD, 2022 examination diet and contingency planning. There was also discussion about health and wellbeing and engagement with YP and P&C. Action – [Redacted s38(1)(b)] to reflect on discussions and return to NQ21 on 04 June 2021. Action – FR/GL to discuss the sequencing of communications, with Ministers and the wider system, before the end of term. Action – [Redacted s38(1)(b)] to consider H&WB consultation with C&YP as part of ES ongoing engagement.

27.3	<p>NQ21 Working Group Update</p> <p>JB gave an update on Incomplete evidence criteria, and Support for centres: sharing provisional results that would come to NQ21 next week. She noted that ACM NQQA was well under way and that 42% of evidence had been submitted digitally and review programme had started, with further update next week.</p> <p>NQ21 thanked JB for her update and noted the short timelines available for this work, in particular the sharing provisional results support for centres.</p> <p>Action – JB to provide further update on progress next week.</p>
27.4	<p>Appeals 2021</p> <p>FR noted that a short overview of the model was sent to NQ21 members last week for completeness and that this had been sent to Ministers on 14 May for consideration.</p>
27.5	<p>Education Scotland Review</p> <p>[Redacted s38(1)(b)] joined the meeting, [Redacted s38(1)(b)] gave a brief introduction to the report that will be published next week and [Redacted s38(1)(b)] shared some high level messages about the findings that covered a wide range of topics including how ACM QA within each LA was being supported at LA/ teacher/ SQA coordinator levels, touching on Understanding standards, network groups, collaboration across subjects and authorities and RICs, the contribution of Appointees to the wider school network.</p> <p>NQ21 thanked [Redacted s38(1)(b)] for his update and the positive and reassuring picture that was emerging, noting that early publication of key messages and examples would still have time to make a positive impact on practice in ACM for 2021.</p>
27.6	<p>Communications and engagement</p> <p>There was a general conversation around how the ACM was being perceived across different stakeholder groups and the communications that might be helpful at this point and before the end of term. Members highlighted that it was important that further reassurance continued.</p> <p>MP noted that a draft letter for issuing direct to young people which sets out some key facts and signposts support in relation to both the ACM (i.e. SQA, SDS, UCAS helplines and websites etc) and to mental health and wellbeing has been prepared with helpful input from SYP colleagues.</p> <p>Action – SG/ES to provide update on ‘Young People Support – Engagement Plans’ to next week’s NQ21.</p>
	<p>Date of next meeting – Friday 28 May 2021</p>

Enclosure 16 - RE: Summary SQA/SG meeting 22 April 2021

Thu 27/05/2021 14:30

Michael Baxter <Michael.Baxter@sqa.org.uk>

RE: Summary SQA/SG meeting 22 April 2021

[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>

[Redacted s38(1)(b)]@sqa.org.uk

[Redacted s38(1)(b)]

Apologies for the delay in responding. I have inserted responses to the points below which are helpful. I have also updated the sponsorship meetings document to give a bit more clarity on roles referred to.

I hope this is helpful

Kind Regards

Mike Baxter

Director of Finance and Corporate Services

Scottish Qualifications Authority

t: 0345 213 [Redacted s38(1)(b)] | m: 07[Redacted s38(1)(b)]

e: michael.baxter@sqa.org.uk | w: <http://www.sqa.org.uk>

Scottish Qualifications Authority

24 Wester Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: [Redacted s38(1)(b)]@gov.scot [Redacted s38(1)(b)]@gov.scot>

Sent: 06 May 2021 11:43

To: [Redacted s38(1)(b)]@gov.scot; Michael Baxter <Michael.Baxter@sqa.org.uk>;

[Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted

s38(1)(b)]@gov.scot; [Redacted s38(1)(b)]@gov.scot; [Redacted

s38(1)(b)]@gov.scot; [Redacted s38(1)(b)]@gov.scot; [Redacted

s38(1)(b)]@sqa.org.uk>

Subject: RE: Summary SQA/SG meeting 22 April 2021

Mike

Just picking up a couple of actions from our last finance catch-up.

Spending Review 2021

We offered to send some bullet points setting out the information we'd be seeking as part of the forthcoming Spending Review – essentially all we are thinking about at the moment is understanding SQA's baseline position better. We anticipate there will be additional asks as part of the SR process, but we are waiting on more detail

on this from central finance team, and will pass this on as soon as it's available. We expect the first stage of the Spending Review will cover the collection of detailed financial data on committed spend in the spending review period. This will be in a format similar to the previous 'Living Within Our Means' exercise (collecting activity level detail on the level of commitment associated with future spend) with a target completion date of mid-June. The spending review team will analyse this data to build a picture of available resources as a basis for further work through the summer and autumn.

At the moment the finance information we receive is based on the split in budget document (level 4's), and we are keen to get a better understanding of SQA's baseline position in terms of costs to deliver outputs, for example breaking down expenditure by types of qualification and how much of that is supported by other income sources (National Quals charges). Some of the key things I'd like to see are:

- agreeing table of SQA costs back to 2012/13 (high level table with split by resource / capital / depreciation);

This is presently being completed we are delayed due to annual accounts preparation

- split of SQA grant-in-aid by outputs (for example by qualification type, other activity like communications / Star Award if these can't be attributed to specific outputs)

We can break down information to a level such as Communications or Star Awards as there are separate budgets for them. The breakdown to qualification type will be easier once we have the Cost Allocation module in place

- breakdown of charging income for National Qualifications – split by Advance Higher, Higher and National 5 and the full costs for providing certification for these qualifications

I am aware the Team have discussed with you and [Redacted s38(1)(b)] as part of the Cost Allocation Module project. Our thinking at the moment is to take the Cost Allocation Module to the level of NQ, HN, VQ etc. We could then expand this as part of a Phase 2 if there is a desire to go down to Higher, Advanced Higher etc. In the short term if we can take the model we could do a one off exercise on Excel to get down to Higher, Advanced Higher etc. The Cost allocation module is however not going to be in place in time for the Spending Review. As discussed with you [Redacted s38(1)(b)] is thinking about alternatives to break down costs to this level in the interim as part of the spending review exercise

- high level breakdown of income from other sources (e.g. income from LAs and colleges, international income, income from other services)

This is available at present

- agreeing the baseline position for a usual year (ie going back to exam diet)

This is available

- projections for staffing costs

This is fine and will be part of the Medium Term Financial Planning exercise that we are working on.

If the fiscal context remains as tight as we currently expect it to be, it would be helpful to discuss how further efficiencies (beyond the transformational capital programme) might be gained through changes in business practices going forward,

for example continued savings in travel budgets as meetings continue to be held virtually where possible.

Noted

Governance

I've also attached an update on the sponsorship / governance meetings – this simplifies this a bit more. Please let me know if you have any comments on this.

Some tracked changes in the attached for clarity

Thanks [Redacted s38(1)(b)]

Enclosure 16.1 – attachment to 16

Sponsorship Meetings

Meeting	Purpose of Meeting	Frequency
Cabinet Secretary for Education and Skills Meeting with SQA Board Chair	<ul style="list-style-type: none"> • To provide the Minister with an update on the work being undertaken by SQA and performance against outcomes • To ensure Board aware of Ministerial objectives, and this is built into Corporate / business planning • To discuss future financial decisions • An opportunity for the Minister to recognise the achievements and hard work of the Board and SQA <p><i>In the past the Chair has invited the SQA Chief Exec to join some of these meetings</i></p>	Bi-annual
SG Director's Meetings with SQA Chair	<ul style="list-style-type: none"> • To be updated on progress and ensure work aligns with Ministerial priorities. • To interrogate robustly the work SQA undertakes. • To discuss plans for future work • Recognise achievements • Annual Appraisal of Chair <p><i>Regular policy meetings take place with the Chief Executive and Ministers / officials. To consider what the best options are for developing engagement on the governance aspects</i></p>	Quarterly
Business planning (officials meeting)	<ul style="list-style-type: none"> • To ensure Corporate and business planning links with Ministerial priorities and how SG can best support SQA • To build and maintain effective relationships between SQA and relevant officials across the Scottish Government <p><i>This is a new initiative that we hope to put in place later this year.</i></p>	Annual
Finance and Accountability Meeting (officials meeting)	<ul style="list-style-type: none"> • To enable the sponsor team to scrutinise the work and spending of SQA • To monitor SQA spend over the year, question any unexpected over/underspends, understand financial pressures and how resources are best managed. • Update SQA on the expectations of the Government regarding current and future spending plans. 	Monthly

	<ul style="list-style-type: none">• To give SQA an opportunity to raise concerns and highlight good practice.• To enable sponsor team to support Director and DFM meetings	
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Enclosure 17 - RE: National Qualifications in 2021 - NQ21 Group

Thu 27/05/2021 14:57

[Redacted s38(1)(b)]@gov.scot>

RE: National Qualifications in 2021 - NQ21 Group

[Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk

Jean Blair <Jean.Blair@sqa.org.uk>

Hello both

Attached is the letter referenced in the email below, for tomorrows NQ21 meeting.

Thank you, have a lovely afternoon and evening

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)]

From: Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

Sent: 27 May 2021 12:14

To: [Redacted s38(1)(b)]@sqa.org.uk>; Director of Learning
<DirectorofLearning@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Gorman G
(Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Bray O (Ollie)
<Ollie.Bray@educationscotland.gov.scot>

Cc: [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>;
[Redacted s38(1)(b)] gov.scot>

Subject: RE: National Qualifications in 2021 - NQ21 Group

Hi [Redacted s38(1)(b)]

I think the item would be better called 'Young People Support – Engagement Plans'

By way of a paper, we will provide a draft letter that, subject to the Group signing off, has been prepared for SQA to issue all candidates. Copying [Redacted s38(1)(b)] who is providing that and has discussed this with Jean.

Graeme is attending tomorrow's meeting. Please accept my apologies for this one. Please also note that [Redacted s38(1)(b)] has had to take some unplanned leave for personal reasons and will not be attending. [Redacted s38(1)(b)] may attend along with Graeme in relation to this item but that is tbc.

Thanks
Malcolm

From: [Redacted s38(1)(b)]@sqa.org.uk>
Sent: 27 May 2021 11:00
To: Director of Learning <DirectorofLearning@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Gorman G (Gayle) <Gayle.Gorman@educationscotland.gov.scot>; Bray O (Ollie) <Ollie.Bray@educationscotland.gov.scot>
Cc: [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>
Subject: RE: National Qualifications in 2021 - NQ21 Group

Good morning

Fiona has advised there should be an item on YP support package on the agenda tomorrow – will this be a verbal update or should I expect a paper? I would also just like to check, given the bank holiday, that folks are available.

Thanks

[Redacted s38(1)(b)]

-----Original Appointment-----

From: Fiona Robertson <fiona.robertson@sqa.org.uk>
Sent: 08 March 2021 13:56
To: Fiona Robertson; 'Jim Thewliss'; 'DirectorofLearning@gov.scot'; 'McDaid, Tony'; 'Larry Flanagan'; 'Malcolm.Pentland@gov.scot'; Jean Blair; Gill Stewart; [Redacted s38(1)(b)]@gov.scot; Alan.Armstrong@educationscotland.gov.scot; 'Steven Quinn'; John.Edward@scis.org.uk; [Redacted s38(1)(b)]; [Redacted s38(1)(b)]@ayrshire.ac.uk; 'Gorman G (Gayle)'; [Redacted s38(1)(b)]; 'NPFS Renfrewshire'; [Redacted s38(1)(b)] MSYP; Jamie Dunlop; Ollie.Bray@educationscotland.gov.scot; Robert Quinn
Cc: [Redacted s38(1)(b)]; [Redacted s38(1)(b)]
Subject: National Qualifications in 2021 - NQ21 Group
When: 28 May 2021 09:15-10:30 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.
Where: Microsoft Teams Meeting

Enclosure 18 - TikTok enquiry?

Fri 28/05/2021 17:10

[Redacted s38(1)(b)]@sqa.org.uk

TikTok enquiry?

[Redacted s38(1)(b)]@gov.scot

[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot

Dear [Redacted s38(1)(b)]

Please see the below.

This year, schools and colleges have the flexibility to decide how and when to carry out assessments with their learners, and the assessment evidence teachers and lecturers use to determine a provisional result does not need to be identical for every learner.

We recognise the huge disruption that young people have faced since March 2020. The qualification model for 2020-21 has been co-created with partners across the education system to ensure that learners have had the best opportunity, in the context of the disruption, to complete their courses and perform in their assessments.

SQA have made available a range of optional assessment material to support schools and colleges with their assessment of learners. These can use in part or full by schools and colleges, or they may devise their own assessment approaches in line with the requirements of each course set out in the subject-specific guidance.

Each centre will carry out local quality assurance, with support from their local authority where appropriate, to ensure consistency and fairness and to make sure assessments are accurate and consistent with national standards. SQA published information about the nationally agreed model and the roles and responsibilities of each partner within the model. In addition, Education Scotland has undertaken a review of the quality assurance approaches in each of the 32 Local Authorities – the report will be published soon.

The national quality assurance carried out by SQA will ensure that the assessment evidence being used to determine provisional results is appropriate, and consistent with the national standard, across all schools, colleges and training providers.

Nonetheless, it remains important that, as far as possible, secure assessment materials are not shared online. SQA investigates all reports of assessment materials being shared online and we are ensuring, along with our centres, that appropriate steps are taken to maintain the security and confidentiality of assessment materials as far as possible. In each case identifying whether it has

been taken from SQA published assessment materials or from other sources. We have also communicated to remind schools and colleges about the importance of maintaining security, including their responsibility to inform learners of that.

Where a school or college is concerned that their learners may have had prior access to an assessment that has been shared online, we provide them with advice on the appropriate steps they can take to ensure they have valid, reliable, authentic evidence to inform a provisional result for each learner. We do this on a case-by-case basis. In some cases, this may require the school or college to investigate a concern in line with their own malpractice procedures. In such cases we expect that the school or college handles the process in a supportive manner with the individuals concerned; and that any resulting actions are proportionate and fair and take account of all information about the case and are in line with the centres procedures.

Many thanks.

Kind regards

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Corporate Office
e: [Redacted s38(1)(b)]@sqa.org.uk | w: <http://www.sqa.org.uk>
Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 24 May 2021 13:43
To: [Redacted s38(1)(b)]@sqa.org.uk>
Cc: [Redacted s38(1)(b)]@gov.scot; [Redacted s38(1)(b)]@gov.scot
Subject: TikTok enquiry?

Hi [Redacted s38(1)(b)]

We are processing the below enquiry, received on 11 May, which was also sent to Complaints at SQA. We have lines on security of materials and on the flexibility centres have use them, but it would be helpful if SQA could advise on your response to ensure consistency.

If you could get back to me, copied to [Redacted s38(1)(b)] and [Redacted s38(1)(b)], by next Monday, 31 May, that would be helpful?

FAO FIONA ROBERTSON, DR GILL STEWART AND JOHN SWINNEY MSP

I am the parent of a fifth year pupil who is sitting Higher qualifications this year.

Like most parents I am completely at a loss as to why the SQA, along with the Scottish Government have chosen to implement an alternative certification model which once you get past the principles and look at the implementation of this principles is setting our young people up for failure as opposed to success.

I am sure at a principle level this made sense but in practise it is ludicrous. To top that the stance taken by Gill Stewart today on exam questions being shared on Tik Tok and suggesting children are held accountable is unacceptable. What did the SQA think was going to happen when you took the decision to release papers and give schools autonomy around how and when they used them?

Making young people the 'bad guys' in this situation shows a lack of understanding of their situation. These kids have faced more adversity in their last 2 years learning that any of us could ever have imagined. You have moved the goal posts repeatedly and now you are berating them in news articles. We should be doing everything we can to support them.

My child's school is doing a fantastic job of supporting the kids in an unbelievably difficult situation that the SQA and Scottish Government have put them in, I do not hold them accountable for this. I hold you all accountable and your continued willingness to continue to kick them when they are down.

Our young people have been completely let down by the very organisations that are supposed to champion them.

Regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] 0131 244 [Redacted s38(1)(b)] (at present I have no telephone access, but can be contacted by email)

National Qualifications Team, Curriculum, Qualifications & Gaelic, Learning Directorate, The Scottish Government, Area 2B North, Victoria Quay, Edinburgh, EH6 6QQ

Sgioba nan Teisteanasan Nàiseanta, Curraicealam, Teisteanas & Gàidhlig, Raon 2B Deas, Cidhe Bhictòria, Dùn Èideann, EH6 6QQ

www.curriculumforexcellencescotland.gov.uk

www.scottish-schools.gov.uk

Tell us how to make Scottish education even better:

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Enclosure 19 - RE: FOR REVIEW: draft briefing note on ACM for Scottish Parliament - comments by midday Tuesday

Fri 28/05/2021 17:58

Jean Blair <Jean.Blair@sqa.org.uk>

RE: FOR REVIEW: draft briefing note on ACM for Scottish Parliament - comments by midday Tuesday

[Redacted s38(1)(b)]@gov.scot>; CEO Office ceoffice@sqa.org.uk

[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>

[Redacted s38(1)(b)],

Just to confirm that we will review this draft briefing and respond before 12 noon next Tuesday.

Thanks for giving us the opportunity to do so.

Regards

Jean
Jean Blair
Director of Operations

t: 0345 213 [Redacted s38(1)(b)] | e: jean.blair@sqa.org.uk | w:
<http://www.sqa.org.uk>
Scottish Qualifications Authority
24 Wester Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 27 May 2021 19:28
To: CEO Office <ceoffice@sqa.org.uk>; Jean Blair <Jean.Blair@sqa.org.uk>
Cc: [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; Malcolm.Pentland@gov.scot
Subject: FOR REVIEW: draft briefing note on ACM for Scottish Parliament - comments by midday Tuesday

Hello

To coincide with Cabinet Secretary's statement to Parliament on Wednesday next week, we have produced a draft briefing note to be laid in the Scottish Parliament setting out factual information about national qualifications this year and the ACM.

Given the factual nature of the briefing, we hope it doesn't give you any concerns, but have attached a draft version in case there is anything you wish to be reworded.

If you could get back to us by midday on Tuesday, that would be great.

Many thanks and have a good weekend.

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] | [Redacted s38(1)(b)] | Learning Directorate | Scottish Government |

Please note: my working hours are [Redacted s38(1)(b)] I am currently working from home but am contactable via email or Microsoft Teams.

Enclosure 20.1 – Attachment 1 to 20

Notes of NQ 2021 Stakeholder Working Group Meeting 25 May 2021

Attendees: Jean Blair (Chair) (SQA), Andrea Bradley (EIS), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), Graham Hutton (SLS), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), Margaret Lannon (SCIS) left at 15:24, [Redacted s38(1)(b)] (ScotGov), [Redacted s38(1)(b)] (Colleges Scotland), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA) left at 15:31, [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (Colleges Scotland) left at 15:00, [Redacted s38(1)(b)] (SQA) left at 15:31, Gill Stewart (SQA).

Apologies: [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (ScotGov), [Redacted s38(1)(b)] (Scotgov), [Redacted s38(1)(b)] (ADES and RICs), Ollie Bray (Education Scotland), [Redacted s38(1)(b)] (SCIS), [Redacted s38(1)(b)] (ScotGov), [Redacted s38(1)(b)] (SQA), [Redacted s38(1)(b)] (SQA).

Previous Minutes

Revisions to minutes of 12 May and 18 May -
References to H. Hutton to be corrected to G. Hutton.

Revision to minutes of 18 May-
Pg.5 *Concern expressed about the impact of COVID-19 on music.* To be broadened to encompass all practical subjects. [Redacted s38(1)(b)] to suggest wording of revision.

AOB

Letter to signpost support to learners to be circulated to members before going to the NQ21 steering group on Friday.
Please send any feedback to [Redacted s38(1)(b)] .

Disruption to Learning- incomplete evidence contingency

Chair (Jean Blair) expressed thanks to the members involved in the paper on contingency arrangement for incomplete evidence contingency.

Discussion

- Candidate(s) should be replaced by learner(s) throughout the document.
- Paper sets out the rationale very clearly.

Section: Context and Rationale

- Suggest that the phrase '*..so unable to gain an award*' should be added in paragraph 1. Wording to be considered and revised.
- Paragraph 1- consider whether the phrase '*on account of the kinds of circumstances outlined below*' should be removed.
- Paragraph 2- centres are best placed to decide the best course of action for learners. '*where this has not been possible, centres should consider carefully and decide in...*' The insertion in red would be helpful.
- Final sentence in paragraph 2 to be deleted as no need to express so explicitly.
- It is difficult to quantify the numbers that may be involved. Consequently, suggest that we replace '*the number of...will be very small*' with '*relatively few learners will need...*'
- There is no expectation for learners to study over the summer. The EQIA should be amended to reflect that.

Section: Eligibility

- Add comment around the fact that centres can consider alternative arrangements for certification, including alternative qualifications, make the options clear.
- The statement '*particularly for COVID related reasons*', in the paragraph before the bullet points, should be removed.
- The bullet point on hospitalisation should be replaced by '*medical condition*'.
- Should a bullet point on mental health issues be included in the list at the top of page 2? Should be clear that physical and mental illness is treated equally. It comes back to the idea of 'extreme disruption'. Learners' mental health could mean that they have been unable to complete the evidence.
- The wording that exists in Exceptional Circumstances guidance to be checked as it could be used in this context.
- SQA will not be asking for evidence - the centre should be satisfied by the reasons why the learner is unable to complete the evidence by 25 June. It is sufficient for centres to state that they accept the circumstances.
- In the final bullet point, reference to '*digital exclusion*' should be removed. There are many other reasons why learners have been unable to participate in remote learning and centres are likely to have knowledge of learners' individual circumstances.
- The sentence beginning '*It should not include candidates who...*' following the list on page 2 should be removed.

Section: How and when the evidence would be gathered

- There was discussion around whether the e-Sgoil provision should be included as learners who have been unable to access remote learning will still be unable to do so. However, as this would be in place when learners return to school, it could be accessed during the school day and would, therefore, benefit those learners.
- Members agreed that the word 'however' should be placed at the beginning of the sentence- '*However, an e-Sgoil provision will...*'.
- The e-Sgoil provision is another option for learners as we strive to give them as many opportunities as possible.

Next Steps

- [Redacted s38(1)(b)] to make suggested changes and circulate paper following the meeting.
- Members must respond with any feedback within the day to [Redacted s38(1)(b)] as timelines are very tight.

Milestone plan and associated communication

Introduction

The paper ACM comms timeline v2 has been updated to reflect comms from Stage 3 and beyond. There is also a list of all the messages that have already been issued. Centres will be reminded to share provisional results with learners before 25 June. Consideration will be given as to how and when to issue the aide memoire. The date for appeals is to be confirmed. The paper will be updated to include them when known.

Discussion

- JB advised that SSTA had asked for the hard work of teachers to be recognised in a further thank you message.
- The proposed appeals model (Stage 5) is being discussed with the Scottish Government.
- The member representing the Scottish Government was asked if communication around the £400 payment and associated guidance could be issued as soon as possible.
- Agreed that the milestone paper was more helpful than the summary report.
- The key document to be issued next is the incomplete evidence contingency.

Next Steps

Update the ACM comms as required.

Aide memoire and examples of records for advising candidates on provisional results

Overview

The revised aide memoire has been circulated to members as well as an example SEEMiS report.

Need to consider where the aide memoire should be stored and how it should be issued. The Liaison Team is in the process of gathering feedback on schools and local authorities about their plans for communicating provisional results to learners. The feedback is mixed with a variety of approaches being taken across local authorities including the use of electronic mediums, such as SEEMiS reports being proposed. There may be a lack of clarity about what is expected.

Timing- most respondents said that the provisional results would need to be shared at the end of term, to allow time for completion of QA processes. It was acknowledged that time for learners and parents/carers to come back and discuss if necessary would be helpful.

Discussion

- Due to the practicalities of the quality assurance processes, it is difficult for schools to issue the provisional results much before the 25 June.
- A national approach is not being advocated but would like to encourage a similar consideration.
- It is necessary for the NQ21 working group to respond to requests from centres for more guidance. The fact that this is in response to such requests should be stated in the paper's introduction.
- There is a need to acknowledge and comply with GDPR when issuing provisional results.
- Suggest that at the start of the paper, it includes there will be a short time after the provisional results are issued where learners can contact their Guidance teacher/tutor.
- The first sentence of the first paragraph is a little abrupt. Suggest that it should be reworded to '*The following are the key areas to cover within a series of conversations/written communications with and to learners and parents/carers.*'
- Suggest that the second bullet point should say, '*The provisional result is a professional judgement by the teacher based on demonstrated attainment from the assessment evidence.*'
- This is not an SQA paper. Although SQA has coordinated it, it is not appropriate for them to tell centres how to communicate with learners and parents/carers.
- As it is an NQ21 communication, could it be issued as an appendix to the communication?

- It could be stored on the SQA website as long as clear that it is an NQ21 document. This would make it more accessible for centres who already access the website frequently and it would be less likely that the message gets lost.

Next Steps

[Redacted s38(1)(b)] to make the suggested changes.

Any further comments should be sent to [Redacted s38(1)(b)] .

The Liaison Team to gather more feedback this week.

Members to send any further examples of records if possible.

National quality assurance exercise- update

Overview

Guidance to centres on the QA process was issued on 23 April, and since then there have been over 500 enquiries received by the helpdesk, all responded to within 24 hours. There has been a close working relationship with centres where the guidance has been well received.

Selection requests were released on 28 April - mostly random with some non-random when required eg if a centre was presenting a subject for the first time. All centres were included, with selections on a proportionate basis, and only one subject per level.

42% were sent through the digital upload. In general, centres were very positive about the digital upload and have requested that this be an option going forward.

A couple of centres did not meet the deadline but were given the required support and now 99.9% of evidence for selections have been submitted.

All selections have been reconciled and were sent out to appointees at the end of last week.

The appointee portal, including training, is open and has received positive feedback.

Appointees have been well supported by the qualification teams.

Exemplification meetings with Principal Assessors have begun.

Feedback to centres will begin to be sent in the next two days, with the key messages due w/c 7 June.

Centres need to take on board the specific feedback and key messages before submitting provisional results.

Thanks has been expressed to centres in SQA's Centre News. Members asked to pass on grateful thanks to all centres for working with SQA to undertake the quality assurance review.

Next Steps

[Redacted s38(1)(b)] to provide update at working group meeting w/c 7 June.

AOB

Update on Education Scotland review of local authority quality assurance - we are still waiting for the publication date of the ACM Report. Still likely to be this week and will update members of the working group by email when the date is available.

Agenda for next meeting on 1 June

Course modifications 2022

Appeals

Aide Memoire and examples of approach to advising candidates of provisional results - update.

Area	Action	Owner	Update
Previous Minutes	Previous minutes sent for review.	ALL	Revised minutes of 12 and 18 May to be reviewed. Minutes of 25 May to be reviewed.
Appeals Process	Comments or suggestions to Michael Baxter.	[Redacted s38(1)(b)]	Incorporating feedback from the NQ21 ACM working group, an update on the draft model was presented at the board meeting on 29 April and the steering group on 30 April. Any comments should be sent to Michael Baxter. A. Bradley agreed to find out how to engage with the school counsellors on the issue of supporting learners over the Summer. [Redacted s38(1)(b)] will update the working group at the beginning of June.

Area	Action	Owner	Update
Approach to National Quality Assurance	Comments and/or suggested amendments to [Redacted s38(1)(b)]	[Redacted s38(1)(b)]	<p>The National QA Guidance for Centres document has been shared with the group.</p> <p>99.9% of selections have been submitted.</p> <p>All selections have been reconciled and began to be sent out to appointees at the end of last week. The appointee portal, including training, is open and has received positive feedback. Feedback to centres will begin to be sent in the next two days, with the key messages due w/c 7 June.</p> <p>Centres need to take on board the specific feedback and key messages before submitting provisional results.</p> <p>Thanks has been expressed to centres in SQA's Centre News. Members asked to pass on grateful thanks to all centres for working with SQA to undertake the quality assurance review.</p>
Disruption to Learning	[Redacted s38(1)(b)] to make suggested changes and circulate paper following the meeting. Members must respond with any feedback within the day to [Redacted s38(1)(b)] as timelines are very tight.	[Redacted s38(1)(b)]	Draft paper- contingency arrangement for incomplete assessment evidence circulated to members on 24/05.

Area	Action	Owner	Update
Digital Question Papers	Papers to be made available. Liaison with [Redacted s38(1)(b)] on chrome books.	[Redacted s38(1)(b)]	
Communications-key milestones	<p>Stage 3 to be updated and circulated to members. Additional dates to be added. Members of the group to receive a summary of the communications released by SQA.</p> <p>Update the ACM comms as required.</p>	[Redacted s38(1)(b)]	<p>The paper ACM comms timeline v2 has been updated to reflect comms from Stage 3 and beyond. There is also a list of all the messages which have already been issued. NQ21 summary paper also circulated. When and how to share provisional results with learners and appeals are to be confirmed. The paper will be updated to include them when known.</p>
Exemplar template for advising on provisional results	<p>Liaison Team to ask SQA coordinators to share any examples. Members to send any examples to [Redacted s38(1)(b)] .</p> <p>[Redacted s38(1)(b)] to make the suggested changes. Any further comments should be sent to [Redacted s38(1)(b)] .</p>	[Redacted s38(1)(b)]	The revised aide memoire has been circulated to members as well as an example SEEMiS report.

Area	Action	Owner	Update
Named contact in centre	<p>Centres should provide a named contact. If there is an issue with this, a local authority contact should be given.</p> <p>Comms to be issued reminding centres of the guidance to support the service and a list of things to check when entering data.</p>	Jean Blair/[Redacted s38(1)(b)]	
Education Scotland- review of local authority quality assurance		Ollie Bray/[Redacted s38(1)(b)]	We are still waiting for the publication date of the ACM Report. Still likely to be this week and will update members of the working group by email when the date is available.
Support for learners	<p>Letter to signpost support to learners to be circulated to members before going to the NQ21 steering group on Friday.</p> <p>Please send any feedback to [Redacted s38(1)(b)] at Scottish Government.</p>	[Redacted s38(1)(b)]	

@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]
@ayrshire.ac.uk; Jean Blair <Jean.Blair@sqa.org.uk>; Graham Hutton
<ghutton859@dundeeschools.scot>; [Redacted s38(1)(b)]@gov.scot; [Redacted
s38(1)(b)]@southlanarkshire.gov.uk>; [Redacted s38(1)(b)]@gov.scot; Andrea
Bradley <abradley@eis.org.uk>; [Redacted s38(1)(b)]@dundeeandangus.ac.uk>;
Margaret Lannon <margaret@scis.org.uk>; [Redacted s38(1)(b)]@hsog.co.uk>;
Ollie.Bray@educationscotland.gov.scot; [Redacted s38(1)(b)]@gov.scot; [Redacted
s38(1)(b)]@gov.scot; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]
@sqa.org.uk>
Subject: NQ21 QA ACM WG meeting 1 June

Good afternoon

Please find attached the following:

Revised minutes of working group meeting on 12 May
Revised minutes of working group meeting on 18 May
Draft minutes for working group meeting on 25 May
Agenda for working group meeting 1 June

Kind regards,

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Quality Strategy Manager
QA (NQ), Operations
m: 07[Redacted s38(1)(b)] | e: [Redacted s38(1)(b)]@sqa.org.uk | w:
<http://www.sqa.org.uk>
Scottish Qualifications Authority
24 Wester Shawfair, DALKEITH, Midlothian EH22 1FD

Enclosure 21.1 – Attachment 1 to 21

Scottish Qualifications Authority

National Qualifications external working group – Tuesday 1st June 2021

Modifications to assessment of Graded National Courses for academic year 2021 – 22

Issue

Following the presentation at the meeting of 18th of May 2021, this paper provides the working group with a summary of the steps taken to agree the modifications of the assessment for National Courses for academic year 2021-22. It also includes a discussion of the key areas of consideration emerging from this work and a high-level summary of the proposed modifications.

Status

Parameters for retaining or amending modifications to National Course assessments in session 2021-2022 were agreed by the NQ Steering group on the 21st of April and SQA's Code of Practice Governance Group (CoPGG) on the 27th of April. Full details of the agreed parameters can be found in appendix one.

Course modifications for session 2021-22 are required to take account of the loss of learning and restrictions on time as learners move into the next academic year. All key stakeholders agree that some adjustments are still required to free up space for consolidation of learning.

Qualifications teams within SQA have worked through a three-stage process as discussed and agreed with the NQ Steering group on the 14th of May. This has involved a confirmation of the proposed approach for each National Course, a consistency and coherence check across related courses, and a final internal Qualification Development Management Team (QDMT) Quality Assurance meeting and sign off.

The default position is that the agreed modifications put in place last session, after an extensive consultation exercise, remain in place for session 2021-2022. This will be the case for the majority of National Courses and includes the retention of the optionality introduced for the Added Value Unit assessment for all National 4 courses.

However, in line with the agreed parameters, qualification teams have been reflecting on the experience of this session and feedback from key stakeholder groups, including centres and National Qualification Support Teams (NQSTs). As a result of this consideration, three broad areas for action were explored:

- The partial rollback/adjustment or additional clarification for some practical/performance subjects, taking account of public health advice. Practical/performance subjects will still have material modifications for session 2021/22.
- The reinstatement of coursework elements (assignments) primarily for subjects where the knowledge and/or skills are deemed key to offering equity of opportunity or to support progression, in the interest of learners and where there are no health and safety constraints to this activity. Other agreed content modifications for these subjects will remain in place. Some further engagement with NQSTs is taking place with respect to the social subjects where the proposed approach for Geography differs from the other social subjects.
- Clarification around question paper optionality/content requirements for 2022.

Appendix two provides a high-level summary of the key assessment modifications across subject areas for session 2021-2022.

The next steps are to discuss these proposals with CoPGG (1st of June), SQA Operations Directorate, the NQ external steering group, SQA's Board of Management and Qualifications Committee. The aim is to publish the details of the modifications before the end of the school term.

Recommendation

The NQ external working group is asked to note the approach to confirming National Course modifications for session 2021-2022 and to provide feedback and advice to inform the completion of this work.

Enclosure 21.2 – Attachment 2 to 21

Appendix one

SCOTTISH QUALIFICATIONS AUTHORITY

PARAMETERS FOR RETAINING OR AMENDING MODIFICATIONS FOR NATIONAL 4 TO ADVANCED HIGHER COURSE ASSESSMENTS IN SESSION 2021-22

APRIL 2021

WHY ARE WE RETAINING OR AMENDING MODIFICATIONS FOR NATIONAL 4 TO ADVANCED HIGHER COURSE ASSESSMENTS IN SESSION 2021-22?

In response to ongoing public health advice SQA implemented modifications to National Course assessments for session 2020-21 that supported:

1. the delivery and assessment of subjects that are constrained by current social distancing measures. For example, in practical and performance-based components.
2. increased learning and teaching opportunities, where possible.
3. a more flexible approach to assessment for learners, whilst retaining the validity of the qualifications.

A set of parameters were introduced to ensure equity of scale across National 5 to Advanced Higher course assessments. These can be found in Appendix 1.

On 24 March 2021, the Scottish Government published Coronavirus (COVID-19): [guidance on schools reopening](#) that outlined arrangements for all secondary learners to return to full-time schooling after Easter 2021, subject to continued suppression of the virus. This will involve the removal of strict 2m physical distancing between learners in secondary schools but retain some additional safety measures. For example, there will be a mandatory requirement for learners to wear masks.

It is recognised that public health and safety restrictions in session 2020-21 may have disrupted learning and teaching and that schools may require further support in session 2021-22. It is important that there is an appropriate balance between the amount of teaching able to be delivered for each course and the level of assessment within National 4 to Advanced Higher Courses. This must guide our approach to assessment for Diet 2022.

Consequently, SQA requires to review the modifications in place for session 2020-21 with a view to either retaining the existing modifications or amending these in line with changing public health and safety advice or to better support the needs of learners. There will be no wholesale reinstatement of the 2019 course requirements.

As in all other years, the approach to awarding qualifications for 2021-22 must meet SQA's Principles of Assessment and remain valid, reliable, practicable and fair, in line with SQA's Code of Practice and Governing Principles (SQA, 2017).

WHY DO WE NEED PARAMETERS FOR RETAINING OR AMENDING THE MODIFICATIONS?

SQA has agreed core principles to support the retention of modifications in session 2021-22:

- Fairness to all learners.
- Safe and secure certification of qualifications, while following the latest public health advice.
- Maintaining the integrity and credibility of the qualification system, ensuring that standards are maintained over time, in the interests of learners.

The current modifications were implemented in line with the agreed session 2020-21 parameters and reflected the diverse nature of National Courses. It is recognised that the modifications put in place in session 2020-21 may require to be amended slightly, in some subjects, given the updated Scottish Government guidance on schools reopening and changing public health advice.

Therefore, parameters are required to ensure that any amendments to National Course modifications for session 2021-22 align with the core principles and remain as consistent as possible, bearing in mind the requirement for an appropriate balance between the amount of teaching able to be delivered for each course and the level of assessment within National 4 to Advanced Higher Courses.

This document outlines:

- Options and considerations
- Broad parameters for the retention or amendment of modifications in session 2021-22.

WHAT ARE THE OPTIONS AND CONSIDERATIONS FOR THE RETENTION OR AMENDMENT OF MODIFICATIONS FOR NATIONAL 4 TO ADVANCED HIGHER COURSE ASSESSMENTS?

The following options and considerations are designed as guidelines to ensure equity of scale across National 4 to Advanced Higher course assessments. The list of options is not exhaustive and alternative arrangements can be made at subject level, provided they are coherent across curriculum areas and align with the parameters set out in 2020-21.

The scale and volume of modifications must be consistent and coherent across all subjects in session 2021-22. Amendments to modifications must support progression across levels.

A rationale will be required for all options. To avoid excessive workload at centre level only one option should be adopted, where possible.

	[Redacted s.30(b)(i)]

WHAT ARE THE PARAMETERS FOR THE RETENTION OR AMENDMENT OF MODIFICATION OF NATIONAL 4 TO ADVANCED HIGHER COURSE ASSESSMENTS?

The modifications can be defined as approaches that continue to support the validity of National 4 to Advanced Highers, whilst mitigating the challenges of a reduction in programmed learning at school level by reducing the overall assessment burden for a single year, in line with session 2020-21.

Where amendments to modifications are proposed, developers must consider the impact of those modifications on:

- ◆ Learning and teaching time.
- ◆ Centres' understanding of the assessable content.
- ◆ Validity, reliability, practicability, equity and fairness.
- ◆ Progression across levels.
- ◆ Subjects within the same curriculum area that may share the same assessment approach.
- ◆ The volume of administration SQA would have to undertake to support those changes, for example, changes to quality assurance arrangements, development of specimen question papers.

SCOTTISH QUALIFICATIONS AUTHORITY

APPENDIX 1

DIET 2021

PARAMETERS FOR THE MODIFICATION OF NATIONAL 5 TO ADVANCED HIGHER COURSE ASSESSMENTS

JULY 2020

WHY ARE WE MODIFYING NATIONAL 5 TO ADVANCED HIGHER COURSE ASSESSMENTS?

The Scottish Government's Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provisionⁱ makes clear that a full timetable of SQA exams and coursework is planned at all levels in 2021.

However, as the country continues to suffer from the impact of the Coronavirus, there remains a risk of disruption to the amount of teaching that can be delivered in Session 2020/21. It is important that there is an appropriate balance between the amount of teaching able to be delivered for each course and the level of assessment within National 5 to Advanced Higher Courses. This must guide our approach to assessment for Diet 2021.

SQA must, therefore, consider what modest changes can be made to the National 5 to Advanced Higher course assessments to support greater opportunities for learning and teaching in session 2020/21, whilst retaining national standards.

As in all other years, the approach to awarding qualifications for 2020/21 must meet SQA's Principles of assessment and remain valid, reliable, practicable and fair in line with SQA's Code of Practice and Governing Principles (SQA, 2017).

WHY DO WE NEED PARAMETERS?

SQA has agreed high level principles to support modest modifications to National 5 to Advanced Higher course assessments that will support:

4. the delivery and assessment of subjects that are constrained by current social distancing measures. For example, in practical and performance-based components.
5. increased learning and teaching opportunities, where possible.
6. a more flexible approach to assessment for learners, whilst retaining the validity of the qualifications.

National Courses are diverse in nature and the high-level principles can be underpinned by a variety of different approaches at subject level. It is therefore important that the scale of any proposed modifications remain modest to ensure coherence across the catalogue in line with SQA's Principles of assessment.

This document outlines:

- A menu of options for the modest modification of National 5 to Advanced Higher course assessments in 2021.
- Broad parameters for these modest modifications.

WHAT ARE THE OPTIONS FOR THE MODEST MODIFICATION OF NATIONAL 5 TO ADVANCED HIGHER COURSE ASSESSMENTS?

National 5 to Advanced Higher course assessments must ensure that both qualification and assessment standards are appropriate for the qualification. Qualification standards define the levels of knowledge and skills required to achieve a qualification.

Assessment standards are the levels of demand on candidates and what the assessment covers.

The course assessment in the majority of National 5 to Advanced Higher courses is a combination of question paper and coursework. However, there are a limited number of subjects where the course assessment is a question paper only.

Modest modifications to National 5 to Advanced Higher should be proposed based on their ability to increase opportunities for learning and teaching time, where possible.

Modest modifications can be made to **either the question paper component or the coursework component or both. However, it is appreciated that modifications to course assessments will not be possible in all subjects at all levels.** A rationale outlining what modifications are proposed or why modification cannot be made, within a particular subject or level will be required.

Of paramount importance is the requirement that National 5 to Advanced Higher Courses remain valid and therefore credible with end users. Therefore, **the removal of content should be avoided** to ensure the maintenance of standards.

The following modifications and considerations are designed as guidelines to ensure equity of scale across National 5 to Advanced Higher course assessments. The list is not exhaustive and alternative arrangements can be made at subject level, provided they broadly align with the scale exemplified below. The modifications can be applied singularly or in combination but overall, they should be modest and relatively easy to adopt at centre level.

Modification	Consideration
Modifying approaches to optionality in the question paper, where appropriate	Modifying approaches to optionality in the question paper may allow centres to focus their available learning and teaching time on a narrower range of topics or content. For example, in some social subjects. However, this approach would involve the removal of mandatory content and can result in problems with setting levels of demand and differentiation, so this will require to be considered carefully.
Reducing the length of the examinations.	The length of the examination could be reduced in Mathematics and the sciences by reverting to the pre-Revised National Course exam duration for Higher and National 5. In Higher sciences this would mean reverting to a single exam.
Removing a component of course assessment	A course assessment component could be removed where its removal is unlikely to have a detrimental impact on the national standard. For example, the spoken language component could be removed in English. In Modern Languages, the writing assignment could be removed, with this skill retained within the examination. In Accounting, the assignment could be removed with all the content sampled within the examination. These aspects will require further consideration at an operational level.
Adjusting the volume of evidence required in coursework tasks.	Modest adjustments to the volume of evidence required may increase learning and teaching time by reducing the amount of evidence required to be produced by candidates. For example, in Drama: performance, consideration of interactive group sizes would be required and there would be no application of make-up and hair unless circumstances change. In Music Technology the assignment could be reduced to lessen the need for the use of recording equipment.
Provision of guidance to support teachers during the	Guidance can be provided to further support teachers to make decisions around the volume of evidence candidates submit for assessment. This may naturally reduce the volume of evidence required to be produced by centres. For


evidence collection process.	example, in Art and Design and Health and Food Technology.
Alternative approaches to the conditions of assessment within the coursework component.	<p>Conditions of assessment within coursework could be altered or relaxed to support increased learning and teaching time in relation to:</p> <ul style="list-style-type: none"> ◆ time ◆ resources ◆ reasonable assistance ◆ supervision, control and authentication ◆ volume

WHAT ARE THE PARAMETERS FOR MODIFICATION OF NATIONAL 5 TO ADVANCED HIGHER COURSE ASSESSMENTS?

Modest modifications can be defined as approaches that continue to support the validity of National 5 to Advanced Highers, whilst mitigating the challenges of a reduction in programmed learning at school level by reducing the overall assessment burden for a single year, rather than introducing wholesale change.

Where modest modifications are proposed, developers must consider the impact of those modifications on:

- ◆ Learning and teaching time.
- ◆ Centres' understanding of the assessable content.
- ◆ Validity, reliability, practicability, equity and fairness.
- ◆ Progression across levels.
- ◆ Subjects within the same curriculum area that may share the same assessment approach.
- ◆ The volume of administration SQA would have to undertake to support those changes for example, changes to quality assurance arrangements, development of specimen question papers.



¹ Scottish Government (2020) Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision [online] Available at: <https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/pages/6/> (Accessed 30 June 2020)

Enclosure 21.3 – Attachment 3 to 21

Appendix two – summary of modifications for session 2021 – 2022

English/Media

English – no change - removal of spoken Language and reduction in folio writing requirement. Media - no change reduction in assignment requirements and restriction on content sampled in question paper.

Mathematics (including the new Higher Applications of Mathematics)

Modest change - some identified content will not be assessed. Replaces the optionality of last session.

Sciences - including Environmental and Engineering Science

No change - removal of practical assignment.

Performing Arts and PE

Partial roll back of modifications in some subjects but performance time reductions remain. Restoration of 2 instruments in Music, retaining reduced time requirement and removal of need for composition. Partial restoration of audio capture in Music Technology with reduction in question paper content. Modest change to Higher Drama requiring 2 acting performances – retaining reduced time and ensuring consistency with design and directing options. No change for Dance and PE. Performance components will be externally assessed by visiting assessors assuming public health conditions allow.

Languages

Modern Languages/Gaidhlig – N5 and H - no change – reduction in writing requirement. For AH - reintroduction of the Portfolio and reduction in time requirement for Performance: Talking. At AH Performance Talking will be assessed by visiting assessors assuming public health conditions allow. Latin and ESOL no change – reduction in set text authors in Latin and enhanced guidance in ESOL.

Business

Accounting no change – removal of practical assessment and associated content. Business Management and Economics – restoration of assignment over time, question paper content reductions remain. Admin and IT – modest change – partial restoration of some practical elements.

Social Subjects (History, Modern Studies, Politics, RMPS, Classical Studies, Philosophy)

Restoration of assignment, question paper content reductions remain – aligns with Business Management and Economics. Note H Philosophy does not have coursework – no change to modifications – allowance to focus on one philosopher in QP (similar adjustment to Latin which also has no coursework).

Geography

No change – removal of assignment – aligns with Environmental Science and other Sciences.

Social Sciences (Psychology and Sociology)

Minor change to question paper modifications - reintroduction of the assessment of optional topics but only one option required.

Note - these subjects already have coursework, assignments over time, which were not withdrawn this session. Social subjects, Business and Social Sciences now all will include coursework over time for session 2022.

Care and Child Care and Development

No change – project reduction from three briefs to one brief.

Art and Design, Photography and Graphic Communication

No change – reductions to question paper requirements and reduction/amendment to assignments.

Computing Science

N5 and H - no change – reduction in question paper and assignment requirements.

AH – minor change – reintroduction of evaluation in assignment and introduction of optionality – brings more into line with lower levels.

Design and Manufacture

For N4/5 partial change - re-instating part of the practical work. H - reducing the assignment and for AH - reducing both QP and assignment.

Hospitality and Practical Cookery/Cake

No major changes – some clarifications in practical cookery around the link between components 2 and 3 and the use of three recipes.

Practical Woodwork/Metalwork/Electronics

Planned modification for last session - removal of question paper – will now be put in place.

Enclosure 22 - URGENT - request for lines on sharing of assessments

Tue 01/06/2021 17:08

[Redacted s38(1)(b)]@gov.scot>

URGENT - request for lines on sharing of assessments

Gill.Stewart@sqa.org.uk

Fiona Robertson <fiona.robertson@sqa.org.uk>; Jean Blair <Jean.Blair@sqa.org.uk>; Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>

Hi Gill

We've been asked for some media lines on the issue of learners sharing assessments online and the issue may also be raised during the parliamentary statement tomorrow. We currently have lines below in the briefing pack, but Malcolm mentioned that you had previously made some helpful points around the variety of material that can be drawn on - some SQA questions from 2021 QPs, and other past papers, some centre devised question, some are from professional association resources (like Inst. of Physics shared question banks), some are questions from commercial papers.

Grateful for any views on the bullets below, and any expansion that you may be able to provide e.g. on the context in which materials are being shared (i.e. the number of potential materials being drawn on compared to a single exam paper) and the lessened potential impact of sharing?

[Redacted s.30(b)(i)]

With apologies for the timescales, a reply in the next hour would be much appreciated if possible. Happy to discuss via a call if that would be helpful – sorry, I don't have your number but my details are below.

[Redacted s.30(b)(i)]

- SQA has provided secure assessment materials to help teachers and lecturers gather evidence for provisional results, if they choose to use them.
- Teachers and lecturers have the flexibility to decide how and when to use these materials, which can be used in part or in their entirety.
- Schools can, therefore, choose from a breadth of materials so the impact is not the same the sharing of a single exam paper in a usual year.
- Incidents of sharing materials are taken very seriously and SQA contacted schools and colleges to ensure that any posts were removed as soon as possible.
- SQA has reminded schools and colleges of the guidance regarding the security and confidentiality of assessment materials, and that learners should also be reminded that they must not discuss or share the content of such materials.

- As National 5, Higher and Advanced Higher qualifications are being assessed internally this year, any malpractice concerns will be managed by schools and colleges.
- If a school or college is made aware of a potential case of malpractice, not only should they notify SQA, but also apply their own malpractice procedures as quickly as possible.

Many thanks,

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] , [Redacted s38(1)(b)] , Learning Directorate, Scottish Government, Area 2B North, Victoria Quay, Edinburgh, EH6 6QQ

□ email: [Redacted s38(1)(b)]@gov.scot □ mobile: 07[Redacted s38(1)(b)] □ url: www.gov.scot

Please note my working pattern is [Redacted s38(1)(b)] and [Redacted s38(1)(b)]

Enclosure 23 - Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting

Tue 01/06/2021 15:40

[Redacted s38(1)(b)]@sqa.org.uk

Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting

Michael Baxter <Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk

Hi,

Please find attached updated agenda for the meeting with SQA & Scottish Government on Thursday 3 June with apologies from [Redacted s38(1)(b)] (Scottish Government) as he is unable to attend due to another commitment.

Regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] NB My work pattern is [Redacted s38(1)(b)] t: 0345 213 [Redacted s38(1)(b)] | e: [Redacted s38(1)(b)]@sqa.org.uk | w: <http://www.sqa.org.uk>

Scottish Qualifications Authority

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Enclosure 23.1- Attachment to 23

2. SCOTTISH QUALIFICATIONS AUTHORITY

Meeting: Update meeting with SQA & Scottish Government

3.

Date: Thursday 3 June 2021

Time: 10.30 – 12.00

Location: MS Teams Meeting

Attending:

SQA

Mike Baxter, [Redacted s38(1)(b)] , [Redacted s38(1)(b)] , [Redacted s38(1)(b)]

Scottish Government

[Redacted s38(1)(b)] , [Redacted s38(1)(b)]

Apologies:

[Redacted s38(1)(b)] , [Redacted s38(1)(b)] , [Redacted s38(1)(b)] & [Redacted s38(1)(b)]

Agenda

1. **2020-21 Outturn and Annual Report and Accounts**
2. **2021-22 Outlook**
 - Local Authority Levy
3. **Spending Review preparation**
4. **Funding of Smarter Working in FY 21/22 and beyond**
5. **Governance**
 - Update on Board Appointment Process
 - Update on publication of the Business Plan
6. **AOB**

Enclosure 24 - RE: URGENT - Parliamentary Questions - for review please

Tue 01/06/2021 14:16

[Redacted s38(1)(b)]@sqa.org.uk

RE: URGENT - Parliamentary Questions - for review please

[Redacted s38(1)(b)]@gov.scot

Fiona Robertson fiona.robertson@sqa.org.uk

Dear [Redacted s38(1)(b)]

Please see the attached.

Due to the nature of business today, we have been unable to get Fiona's sign off yet.

Can we get back in touch if any urgent revisions are required ?

Many thanks.

Kind regards

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Corporate Office
e: [Redacted s38(1)(b)]@sqa.org.uk | w: <http://www.sqa.org.uk>
Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

From: [Redacted s38(1)(b)]@gov.scot>
Sent: 01 June 2021 10:37
To: [Redacted s38(1)(b)]@sqa.org.uk>
Cc: Fiona Robertson <fiona.robertson@sqa.org.uk>
Subject: URGENT - Parliamentary Questions - for review please
Importance: High

Dear [Redacted s38(1)(b)],

I hope that you are well.

Please find attached proposed answers to 7 PQs that are due with Ministerial Private Office team today/(one tomorrow). With apologies for the tight turnaround, I would be very grateful for amends/comments by 2pm this afternoon, please.

Many thanks, [Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] Scottish Government | Area 2-B North |
Victoria Quay | Edinburgh EH6 6QQ
M: 07[Redacted s38(1)(b)]

Enclosure 24.1 – Attachment to 24

S6W-00144 Mark Ruskell MSP – due PO Tuesday 1 June

[Redacted s25(1)] – information publicly available at;

[Written question and answer: S6W-00144 | Scottish Parliament Website](#)

S6W-00155 Pauline McNeill MSP – due PO Tuesday 1 June

[Redacted s25(1)] – information publicly available at;

[Written question and answer: S6W-00155 | Scottish Parliament Website \(parlmaid-alba.scot\)](#)

S6W-00156 Pauline McNeill MSP – due PO Tuesday 1 June

[Redacted s25(1)] – information publicly available at;

[S6W-00156 | Scottish Parliament Website](#)

S6W-00157 Pauline McNeill MSP – due PO Tuesday 1 June

[Redacted s25(1)] – information publicly available at;

[Written question and answer: S6W-00157 | Scottish Parliament Website](#)

S6W-00158 Pauline McNeill MSP – due PO Tuesday 1 June

[Redacted s25(1)] – information publicly available at;

[Written question and answer: S6W-00157 | Scottish Parliament Website](#)

S6W-00163 Alex Cole-Hamilton MSP – due PO Tuesday 1 June

[Redacted s25(1)] – information publicly available at;

[Written question and answer: S6W-00163 | Scottish Parliament Website](#)

S6W-00184 Ross Greer MSP – due PO Wednesday 2 June

[Redacted s25(1)] – information publicly available at;

[Written question and answer: S6W-00157 | Scottish Parliament Website](#)

Enclosure 25 - Accreditation Committee: Tuesday 27 July 2021

Tue 01/06/2021 11:01

[Redacted s38(1)(b)]@sqa.org.uk>

Accreditation Committee: Tuesday 27 July 2021

[Redacted s38(1)(b)]@Lloydsbanking.com; [Redacted s38(1)(b)]@scottishwater.co.uk; [Redacted s38(1)(b)]@googlemail.com; [Redacted s38(1)(b)]@gmail.com; [Redacted s38(1)(b)]@nfus.org.uk; David Middleton <David.Middleton@sqa.org.uk>; Elaine.Hutton@ayrshire.ac.uk; [Redacted s38(1)(b)]@btinternet.com; Lorna.Trainer@fsb.org.uk; [Redacted s38(1)(b)]@virginmedia.com; @tillycroyservices.com; Fiona Robertson <fiona.robertson@sqa.org.uk>; [Redacted s38(1)(b)] [Redacted s38(1)(b)]@gov.scot>

[Redacted s38(1)(b)]@sqa.org.uk>

Hi all,

The next Accreditation Committee meeting is on the Tuesday 27 July 2021 at 10am, please confirm if you are able to attend.

Kind regards

[Redacted s38(1)(b)] [Redacted s38(1)(b)] SQA Accreditation

| e: [Redacted s38(1)(b)]@sqa.org.uk | w: <http://accreditation.org.uk>

Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Subscribe to SQA Accreditation news here

Enclosure 26 - Letter

Tue 01/06/2021 10:10

[Redacted s38(1)(b)]@gov.scot

Letter

Jean Blair Jean.Blair@sqa.org.uk

Fiona Robertson fiona.robertson@sqa.org.uk

Hi Jean

“Final” version of letter attached. Please note that the hyperlink to Appeal information is to a landing page (National Qualifications in 2020-21 - SQA) that I have assumed will house Appeals info. If the direct URL of the forthcoming leaflet was already known (though it will not yet be “live”) this link could be updated.

Thank you

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)]

Enclosure 26.1 – Attachment to 26

Letter from NQ21 highlighting supports available to learners

Hello,

We wrote to you earlier in the year, sending you the “[What you need to know for 2021](#)” booklet. We wanted to write again to highlight the supports available over the remainder of session 2020-2021, through the summer holidays, and into session 2021-2022:

- Centres will be working through the stages of the [Alternative Certification Model](#), supporting learners to complete learning, complete assessments and informing learners of their provisional results.
- If you have any concerns about how your circumstances, or assessment arrangements are being taken into account, you should talk to your teacher/lecturer/training provider.
- [e-Sgoil](#) continues to offer timetabled interactive online classes using Microsoft Teams. Schools can apply directly to e-Sgoil for this support.
- SQA offers ongoing awarding and results support. Learners can contact SQA using an [online form](#) or by calling 0345 279 1000.
- Skills Development Scotland (SDS) Careers Advisers have returned to most secondary schools. The online resource www.MyWorldofWork.co.uk is available and the SDS Helpline is open Monday to Friday 9am-5pm on 0800 917 8000 with the dedicated Results Helpline opening from 8am on 10 August.
- The Scottish Credit and Qualifications Framework (SCQF) has a number of [resources](#) for learners.
- Information and support with college and university applications can be found within the [UCAS](#) site.
- Further information on [Disrupted Learning](#) and the approaches available to schools and colleges, including the Incomplete Evidence Contingency Arrangements, are available from SQA.
- Information on Appeals is available within the enclosed SQA booklet and is also available [online](#).
- Centres will be supporting mental health through a wide range of approaches. All local authorities have counselling services in place through secondary schools; the counselling support will be available through the holidays.

- Education Scotland has developed a [Health and Wellbeing Wakelet](#) which includes materials specific to mental health and wellbeing.
- Children's Parliament and the Scottish Youth Parliament (SYP) have developed [Mind yer time](#), a website with a range of interactive activities, information and resources to support children and young people with their use of social media and screen time.
- Young Scot has produced [Aye Feel](#) resources to provide sources of support and information for children and young people. Follow Young Scot on social media @YoungScot for more information on supporting learners.

We hope that the resources outlined here will be useful if you feel you require extra support and advice. We wish you every success over the remainder of this academic session and beyond.

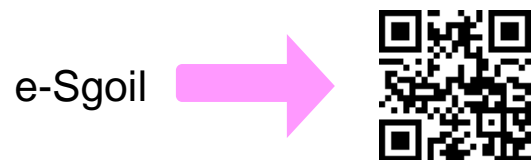
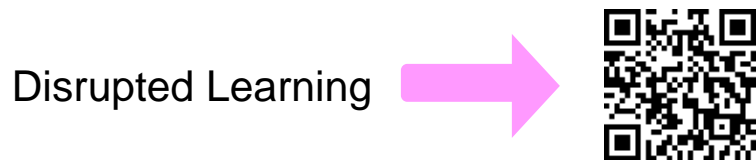
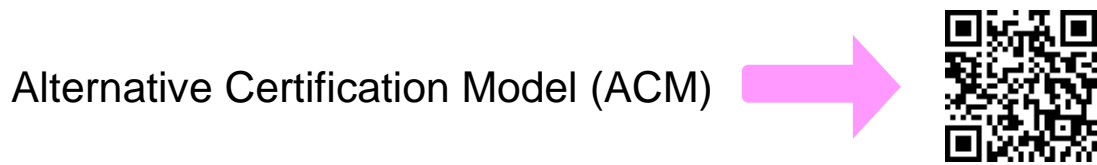
Yours faithfully,

NQ21 Group

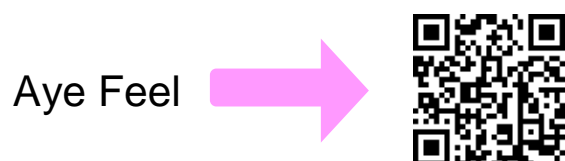
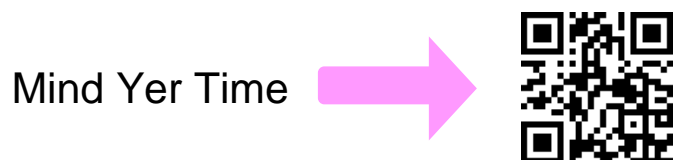
* The National Qualifications 2021 Group includes the Association of Directors of Education in Scotland (ADES), Colleges Scotland, Education Scotland, the Educational Institute of Scotland (EIS), National Parent Forum of Scotland (NPF), School Leaders Scotland (SLS), the Scottish Council of Independent Schools (SCIS), Scottish Qualifications Authority (SQA), the Scottish Government and the Scottish Youth Parliament (SYP).

QR codes for above hyperlinks:

Support between now and submission of provisional results

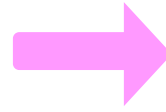


Health and Wellbeing resources



Results and Destinations support

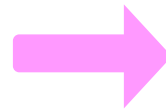
SQA online contact form



Skills Development Scotland (SDS)



UCAS



Enclosure 27 - SYP/CYPCS

Wed 02/06/2021 18:41

Fiona Robertson <fiona.robertson@sqa.org.uk>

SYP/CYPCS

Director of Learning <DirectorofLearning@gov.scot>; Pentland MK (Malcolm)
<Malcolm.Pentland@gov.scot>

Jean Blair <Jean.Blair@sqa.org.uk>

G – Link takes you to Scottish Parliament Education Debate: Joint briefing from the Scottish Youth Parliament (SYP) and the Children and Young People's Commissioner Scotland (CYPCS)

R

<https://cypcs.org.uk/resources/education-debate-syp-cypcs-assessments/>

Not sure if you have seen this.

Fiona

Fiona Robertson

Chief Executive

Scottish Qualifications Authority

w: <http://www.sqa.org.uk>

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

Enclosure 28 – untitled

Wed 02/06/2021 09:22

[Redacted s38(1)(b)]@sqa.org.uk

[Redacted s38(1)(b)]@gov.scot

Hi [Redacted s38(1)(b)] are you working today and if so could we have a quick call?

Kind Regards

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] t: 0345 213 [Redacted s38(1)(b)] | e:

[Redacted s38(1)(b)]@sqa.org.uk | w: <http://www.sqa.org.uk>

Scottish Qualifications Authority

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Enclosure 29 - RE: Draft Statement

Wed 02/06/2021 09:35

Fiona Robertson <fiona.robertson@sqa.org.uk>

RE: Draft Statement

Pentland MK (Malcolm) Malcolm.Pentland@gov.scot

Director of Learning <DirectorofLearning@gov.scot>; [Redacted s38(1)(b)]@gov.scot

Morning Malcolm

Can you send through a final version, when it is available?

Many thanks.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester
Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: Fiona Robertson

Sent: 01 June 2021 11:19

To: Malcolm.Pentland@gov.scot

Cc: DirectorofLearning@gov.scot; [Redacted s38(1)(b)]@gov.scot

Subject: RE: Draft Statement

Thanks Malcolm

Please see attached. I will give you a ring about one aspect of the statement. Many thanks.

Fiona

Fiona Robertson
Chief Executive
Scottish Qualifications Authority
w: <http://www.sqa.org.uk>

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ | 24 Wester Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: Malcolm.Pentland@gov.scot <Malcolm.Pentland@gov.scot>

Sent: 01 June 2021 10:17

To: Fiona Robertson <fiona.robertson@sqa.org.uk>

Cc: DirectorofLearning@gov.scot; [Redacted s38(1)(b)]@gov.scot

Subject: Draft Statement

Hi Fiona

Please find attached in confidence a draft of the statement for tomorrow. Grateful for a sense check and any comments back as soon as possible and ideally by 11.30.

Thanks

Malcolm

Malcolm Pentland | Deputy Director

Curriculum, Qualifications and Gaelic Division | email: malcolm.pentland@gov.scot |

tel:+44(0) 131 244 [Redacted s38(1)(b)] Learning Directorate | Area 2B North |

Victoria Quay | Edinburgh | EH6 6QQ

Buidheann-Stiùiridh an Ionnsachaidh | Raon 2B Tuath | Cidhe Bhictòria | Dùn

Èideann | EH6 6QQ

Enclosure 30 - RE: Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting

Thu 03/06/2021 16:30

[Redacted s38(1)(b)]@sqa.org.uk

Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting

[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)] @sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>

[Redacted s38(1)(b)]

Thanks and amends made below

Kind Regards

Mike Baxter

Director of Finance and Corporate Services

Scottish Qualifications Authority

t: 0345 213 [Redacted s38(1)(b)] | m: 07[Redacted s38(1)(b)]

e: michael.baxter@sqa.org.uk | w: <http://www.sqa.org.uk>

Scottish Qualifications Authority

24 Wester Shawfair, Lowden, Dalkeith, Midlothian EH22 1FD

From: [Redacted s38(1)(b)]@gov.scot>

Sent: 03 June 2021 14:41

To: [Redacted s38(1)(b)]@sqa.org.uk>; Michael Baxter

<Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>

Subject: RE: Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting

Here's a quick read out from today's catch-up – let me know if you have any additions / suggested changes

Thanks [Redacted s38(1)(b)]

2020-21 Outturn and Annual Report and Accounts

- Audit on-going – expect this to take further 2 weeks
- Draft Management letter on Audit Committee agenda 14 June – no major issues and management responses included

2021-22 Outlook

- On Charging – letter being prepared to send to Local Authorities. Mike to share draft with SG
- [Redacted s38(1)(b)] to speak to [Redacted s38(1)(b)] on Monday re-draw down
- SQA will review forecast for 21-22 at the end of Q1, this should be available at the end of July

Spending Review preparation

- SG to keep SQA updated on SR, and if this will be 1 yr or 3 yr
- SQA developing a Medium Term Financial outlook that will help inform SR discussions /future SR discussion

Funding of Smarter Working in FY 21/22 and beyond

- As part of the transition back to the office SQA is reviewing office space and use of office space. To provide SG with a business case if there is a need to reallocate resources

Governance

- Board Appointments are being discussed with SG Public Appts Team and SQA Chair
- SQA Business Plan finalised and SQA considering publication

AOB

- Following discussion with EHRC, exploring proposal for section 23 agreement – this would require SQA to prepare an action plan on completion of EQIAs
- [Redacted s38(1)(b)] and [Redacted s38(1)(b)] to work together on offer from Fiona Robertson for a session for SG learning directorate colleagues

From: [Redacted s38(1)(b)]@sqa.org.uk>

Sent: 01 June 2021 15:40

To: Michael Baxter <Michael.Baxter@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@sqa.org.uk>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@sqa.org.uk>

Subject: Updated Agenda for Thursday 3/6 re SQA & Scottish Government meeting

Hi,

Please find attached updated agenda for the meeting with SQA & Scottish Government on Thursday 3 June with apologies from [Redacted s38(1)(b)] (Scottish Government) as he is unable to attend due to another commitment.

Regards

[Redacted s38(1)(b)] [Redacted s38(1)(b)] [Redacted s38(1)(b)] Corporate Office

NB My work pattern is [Redacted s38(1)(b)] (Working from Home)

Non working days are [Redacted s38(1)(b)]

t: 0345 213 [Redacted s38(1)(b)] | e: [Redacted s38(1)(b)]@sqa.org.uk | w:

<http://www.sqa.org.uk>

Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Enclosure 31 - FW: Best Wishes

Thu 03/06/2021 10:20

Pentland MK (Malcolm) Malcolm.Pentland@gov.scot

FW: Best Wishes

[Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot>; [Redacted s38(1)(b)]@gov.scot

For info.

From: Director of Learning <DirectorofLearning@gov.scot>
Sent: 03 June 2021 10:14
To: Pentland MK (Malcolm) <Malcolm.Pentland@gov.scot>
Subject: FW: Best Wishes

Fyi

From: David Middleton <David.Middleton@sqa.org.uk>
Sent: 02 June 2021 17:08
To: Cabinet Secretary for Education and Skills <CabSecES@gov.scot>
Cc: Director of Learning <DirectorofLearning@gov.scot>; Fiona Robertson <fiona.robertson@sqa.org.uk>
Subject: Best Wishes

Dear Cabinet Secretary

I wanted to offer you my very best wishes for your appointment as Cabinet Secretary for Education. I don't need to tell you that you have taken this position during challenging times.

Thank you for your support of SQA during today's statement in Parliament. As you know both 2020 and now 2021 have been difficult years for the SQA due to the impact of covid on the normal exam diet.

I know that you spoke with Fiona Robertson, our chief executive and chief examining officer for Scotland, during the consideration of the issues leading up to the statement. I also appreciate that your diary will be busy between now and the summer recess. At a suitable juncture I would welcome the opportunity to meet with you alongside Fiona further to discuss the work of the SQA. Once society returns to a greater degree of normality I would hope it will be possible for you to meet with the full board of the SQA by joining one of our meetings.

Very best wishes for your tenure as Cabinet Secretary. I would assure you of the full support of the SQA in taking forward the Government's education objectives.

David Middleton

Chair, SQA

Copy Graeme Logan SG
Fiona Robertson SQA

Get Outlook for Android

Enclosure 32 - RE: Providing Security Officer Services

Thu 03/06/2021 13:31

[Redacted s38(1)(b)]@gov.scot

RE: Providing Security Officer Services

[Redacted s38(1)(b)]@sqa.org.uk>

Thanks [Redacted s38(1)(b)] they have raised concern at the contribution rates allocated by SDS to the framework so I don't think it will come up but aware that if they request ministerial meeting it is better for minister to have all the info ☐

[Redacted s38(1)(b)]

From: [Redacted s38(1)(b)]@sqa.org.uk>

Sent: 03 June 2021 13:15

To: [Redacted s38(1)(b)]@gov.scot>

Subject: Providing Security Officer Services

Hi, [Redacted s38(1)(b)]

I have double checked with [Redacted s38(1)(b)] and Highfield (the AB) will be submitting the SVQ for accreditation. Traditionally, it has not offered SVQs (or NVQs) and so was unaware of the process. It thought that it could take the SVQ structure and modify it. They do now understand the process and are preparing their submission currently. No indication as to when we will receive it.

Cheers

[Redacted s38(1)(b)]

[Redacted s38(1)(b)] [Redacted s38(1)(b)] SQA Accreditation

t: 0345 213 [Redacted s38(1)(b)] | m: 07[Redacted s38(1)(b)] | e: [Redacted

s38(1)(b)]@sqa.org.uk | w: <http://accreditation.sqa.org.uk>

Scottish Qualifications Authority

The Optima Building, 58 Robertson Street, GLASGOW G2 8DQ

Subscribe to SQA Accreditation news here

Footnote for Enclosure 21.2

ⁱ Scottish Government (2020) Coronavirus (COVID-19): strategic framework for reopening schools, early learning and childcare provision [online] Available at: <https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/pages/6/> (Accessed 30 June 2020)