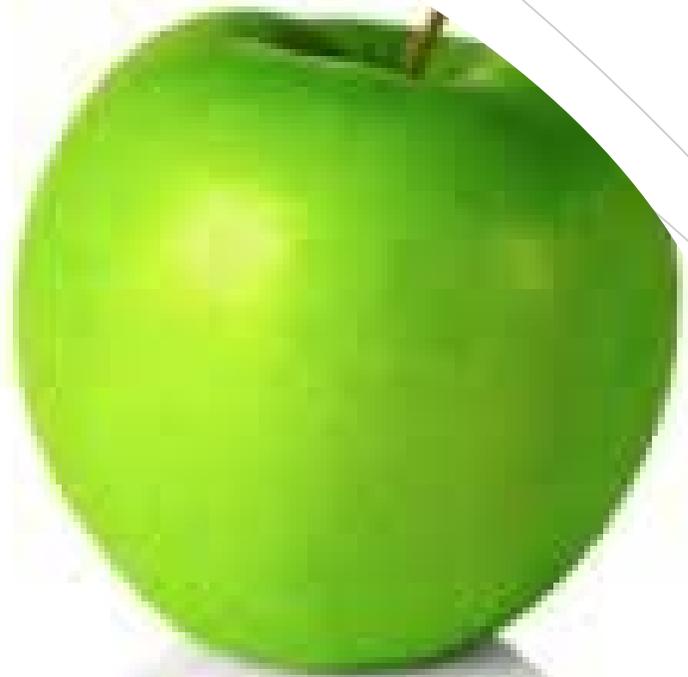




# National Qualifications

20/21



National 5  
Higher &  
Advanced  
Higher



# Priestley Review

- Partnership Working
- Moderation & Quality Assurance
- Statistical Analysis
- Appeals
- Communication / Transparency



# Partnership Working

- Recommendation 3

“The development of more extensive approaches to collaborative decision making and co-construction by professional stakeholders of assessment practices related to National Qualifications.”

## Question

How do we support building trust and confidence in the process this year?



# Moderation & Quality Assurance

- Sample of evidence across all schools

“The role of the local authorities appears to be crucial in respect of local moderation of the estimation process. We have found evidence of highly variable approaches to local moderation (e.g. SLS position paper, analysis of LA documentation) – in some cases exemplary, in other more minimal.”(p16)

## Question

In what ways should authorities support their schools in moderation and quality assurance processes?

What level of accountability should authorities have?

# Statistical Analysis

- Caution required around the conversations regarding use of statistics

“ We believe that the government could have run some statistical analysis of the data at the immediate post-submission stage to identify patterns in the data, and as requested by ADES.” (p21)

“statistical moderation to identify variance from trends, accompanied by further qualitative verification (with clear messaging that this will focus on candidates not the system).” (p46)

## Question

Should there be a validation process built in to take account of ‘anomalies’ and results that do not follow TREND to ensure we are focussing on pupil work? This would require further sampling.

# Appeals

- There is still work required to bottom out appeals process
- Sharing estimated grades with young people

“Second, SQA has repeatedly emphasised to us that many centre estimates were inaccurate; and yet, the system put in place by SQA denies students an avenue to appeal against inaccurate estimates.” (p31)

“the decisions of LAs not to reveal estimates to children and parents, which due to lack of other communications added stress and anxieties; and young people and their families did not always understand what estimates mean (there was a conflation between the predicted grades, used for UCAS applications and estimates)” (p35)

## Question

Should young people have the right to appeal their grade directly with SQA?

Should young people be given their final estimated in May prior to it being sent to SQA?

How do we best ensure that the system understands the appeals process to be the final part of the process and not a bolt on?



# Communication and Transparency

- The part we must all play

“Young people, their families and teachers and lecturers deserve as much certainty as can be reasonably given in the face of an uncertain set of circumstances. This entails clear and transparent communication as soon as possible about the arrangements for 2021, and the rapid development of appropriate support and systems for making them happen.” (p41)

## Question

How do we ensure our schools, young people and families remain calm and fully understand what is expected of them?

# Questions to focus on this morning?

In what ways should authorities support their schools in moderation and quality assurance processes?

What level of accountability should authorities have?

Should there be a validation process built in to take account of 'anomalies' and results that do not follow TREND to ensure we are focussing on pupil work? This would require further sampling.

When should local authorities and SQA become involved?

How do local authorities get the required support when they do not have the expertise or resource at the centre?



What next?