

The focus of work since last meeting with Fiona Robertson has been on contingency C, the scenario in which examinations cannot go ahead due to public health advice.

In this scenario grades are awarded on demonstrated attainment, determined from assessment evidence gathered through the academic session. It is likely that a decision to move to contingency C would occur late in the session (as late as possible), potentially March/April, in line with public health advice at the time.

This contingency has been prioritised at this stage as it is important that reliable and robust evidence is gathered throughout the school year; teachers and lectures need to know early in the session what expectations are upon them. Communication on this is being developed by a NQ22 communications sub-group and should be in the system by mid-September. These communication will reassure teachers/lectures that there is little to no additionally to this work over and above the planned assessment that would take place each year.

Quality assurance of assessment evidence, and the timing of such activities, has been explored. It is recognised that quality assurance processes will be in place at teacher/subject/school and LA level. SQA quality assurance processes help to ensure the credibility, reliability and robustness of the qualifications. It is also recognised that the quality assurance activities of session 20/21 have had a positive impact upon those delivering qualifications in terms of their confidence in assessing and marking learners. There has been a focus on the timing of quality assurance by SQA, front loaded in an attempt to ensure those setting the assessments are supported in their work, or will QA take place once the evidence has been generated and contingency C has been utilised. Broad support within the NQ22 Group for SQA quality assurance being in place once contingency utilised.