

Equality Screening Exercise in Relation to Summer 2021 Exams Post Results Framework– Public Feedback

Introduction

A follow up meeting of the equality panel took place to close out three questions raised as a result of public feedback in relation to the summer 2021 Post Results Framework.

The CCEA Post Results Framework for summer 2021 has three stages:

1. Centre Review

If a candidate does not consider that they have been issued with the correct grade, they can ask their centre to review if an administrative or procedural error has occurred

2. Appeal to CCEA

A centre will submit an appeal on the candidate's behalf. An appeal should be submitted if the candidate considers that an error persists following the centre review: that the centre did not apply a procedure correctly, that CCEA has made an administrative error, or that the candidate considers that their grade was unreasonable.

3. Exams Procedures Review Service (EPRS)

This should be used if the candidate considers that CCEA AO has made a procedural error in conducting Stage 2, of the appeal.

The CCEA Post Results Framework was provided to the panel members.

Results

There were 64 responses from the public consultation. Three questions arose from the consultation, and these were discussed by the panel.

1. How will students from disadvantaged backgrounds be impacted by a potential lack of resources and their ability to appeal?
 - CCEA have provided detailed guidance on appeals/post results service and the onus is on the school/college to support the student.
 - CCEA are not charging for appeals and that is positive as no student is disadvantaged. This is the same as any other year.

2. How is provision for students with special access arrangements accounted for in the alternative awarding and the grounds for subsequent appeals?
 - CCEA has issued detailed guidance to centres

- It is the responsibility of Centres to share the outcomes of all assessments with students and the students should know if special arrangements are applied.
 - There is a possibility of mal-practice and this is covered in the guidance.
3. Would any provision be made for the role of gender in the alternative awarding and appeals arrangements? Specifically, the notion that male students perform better under examination conditions, compared to class performance?
- This summer students are being assessed on actual evidence by their teacher. This is a fair process for all students.

All the questions were successfully closed out by the panel.

Minutes of the Equality Screening Exercise in Relation to Summer 2021 Exams Post Results Framework

Date: 16 June 2021

In attendance: Name L (Chair), Name D, Name I, Name M, Name R, Name P, Name Q, Name N, Name F, Name K, Name B.

Apologies:

Name A, Name H

Name B welcomed the panel and thanked them for their attendance. She then introduced the Chair.

The Chair opened by advising that following the recent equality screening of the Post Results Framework, the results were sent to DE who requested it was sent out for public consultation.

The summary findings Post-Results Service Consultation Report June 2021 and the CCEA report following the Equality Screening Meeting had been forwarded to the panel and that there were 3 main issues that would be discussed today. These issues were set out in page 15 of the consultation report.

The Chair advised that there had been 64 responses and that she would look at each of the three issues :

- 1) How will students from disadvantaged backgrounds be impacted by a potential lack of resources and their ability to appeal?

The Chair advised that CCEA have been helpful in terms of appeals. The onus is on the school/college to support the student.

Name N advised that CCEA are not charging for appeals and that this is a big bonus unlike England & Wales and that CCEA operate a level playing field for the disadvantaged.

Name F agreed with Name N comments and advised that there was no difference to any other year.

The Chair asked for any further comments. No further comments were received and the Chair asked the panel were they happy to close the issue out.

Recommendation: The matter had been discussed and closed out

- 2) How is provision for students with special access arrangements accounted for in the alternative awarding and the grounds for subsequent appeals?

The Chair referred to page 11 section 9 of the Head of Centre Guidance documentation.

The Chair advised that CCEA had done all they could.

Name I advised that it was the responsibility of Centres to share the outcomes of the assessments with students and they should know if special arrangements are applied.

Name N advised that there is a possibility of mal- practice but that the issue is particularly well covered.

The Chair recommended that the matter be closed out following discussion.

- 3) Would any provision be made for the role of gender in the alternative awarding and appeals arrangements? Specifically, the notion that male students perform better under examination conditions, compared to class performance?

The Chair referred to pages 8-10 for evidence. She advised that we are better placed in 2021 than what we were in 2020, as students were being assessed on what they deserve as opposed to what to expect under exam conditions.

The Chair asked for any other comments. None were forthcoming. Recommendation: Nothing further, issue was closed out

Summary

The Chair advised that all issues had been discussed and closed out.

The Chair closed the meeting by thanking the panel for their time and contribution.

The meeting closed.

6/7/21