

How did the exam process work for you in 2022–23?

We are committed to listening to what you tell us about your experiences of using our qualifications and services. It is important that you tell us what you think. This helps us to make decisions and improve how we deliver.

3,400 of you – including those of you with disabilities, with additional support needs, and with a range of equalities characteristics – told us about your experiences of how the 2022–23 exams worked in practice. This is a 67% increase compared to last year.

What you told us



Communications

71% of you agreed that information on how your qualifications were going to be assessed was communicated to you effectively.



Grading

76% of you agreed that you had understood how your grades would be determined.

58% of you agreed that the assessment process was fair for you, and 55% said that you were satisfied with it.





Impact of pandemic

47% of you said that the pandemic continues to have an impact on your learning, 66% of you said it has had an effect on the development of your skills and knowledge, and 38% said it continues to affect your mental wellbeing.



Exam Exceptional Circumstances Consideration Service

11% of you reported that your school or college submitted an exam exceptional circumstances request on your behalf. 40% of those of you who had an exceptional circumstance request submitted said you were satisfied.



Appeals service

60% of those of you who appealed your results told us you understood the appeals process. 15% of those of you who submitted appeals said you were satisfied with it.



Views of different groups of learners

If you are care experienced or from a minority ethnic background, your views are broadly similar to those of learners as a whole.

Those of you with disabilities, who have additional support needs, or who identify as part of the LGBTQIA+ community, were less satisfied with communications, reported experiencing more disruption to your teaching and learning, and were less satisfied with the assessment process.

Men and boys reported experiencing less disruption to their teaching and learning and were more satisfied with the way qualifications were assessed than women, girls or non-binary learners. Women and girls were less satisfied with the appeals process than men and boys.

Those of you from the most deprived postcodes of the country reported experiencing more disruption to your teaching and learning than learners from less deprived areas. However, you were more satisfied with the appeals process.

Those of you who said that your results fell below your expectations were less satisfied with communications, reported experiencing more disruption to teaching and learning, were less satisfied with the appeals process, and were less satisfied with the overall assessment process than other learners.

On the other hand, those of you whose results exceeded your expectations were more satisfied with communications, were more satisfied with the appeals process, and were more satisfied with the overall assessment process than other learners.

What we have learned

- Although the direct disruption associated with the pandemic lessened in 2022–23 and there was evidence of recovery, it is still affecting teaching, learning and assessment for some of you.
- Some of you think the appeals process was unfair as it did not use alternative evidence from throughout the year.
- We still have improvements to make in when we communicate information on how your qualifications will be assessed and on the services and support that will be available to you.

Get your voice heard –
join one of our research
panels. To find out how,
visit our website.



What your teachers, lecturers and senior examiners told us



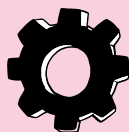
Communications

66% of teachers and lecturers agreed that how qualifications were going to be assessed was communicated to them effectively.



Grading

76% of teachers and lecturers agreed that they had understood how learners' grades would be determined.



Impact of pandemic

87% of teachers and lecturers agreed that many learners continue to be affected by the experiences of COVID-19.

54% of senior examiners and SQA qualification teams agreed that there was evidence of recovery from the pandemic in 2022-23 compared to the previous session.



Exam Exceptional Circumstances Consideration Service

Of the teachers and lecturers who used the service on behalf of their learners, 54% agreed it was fair to their learners and 51% were satisfied with the process.

89% of senior examiners and SQA qualification teams agreed that the service in 2023 found an appropriate balance between fairness and maintaining the credibility of the qualifications, including for disabled learners and those with additional support needs.



Appeals service

71% of teachers and lecturers agreed that they understood the appeals process in 2023.

86% of senior examiners and SQA qualification teams agreed that the appeals process was a fair process for learners, including disabled learners and those with additional support needs.

What's next?

Our thanks to all of you who took the time to tell us about your experiences. Your views have given us a wealth of information that we will use to help us make future decisions.

- Together with the views of teachers, lecturers, examiners, SQA qualification teams and other sources of information, we have used what you told us to help us make decisions for the 2023-24 session.
- We have shared what you told us with the wider education community to help them make decisions about the services they deliver to you.
- We continue to work with our Learner Advisory Group. We are developing a Learner Charter for the new qualifications body that will replace SQA. The charter explains how the new body will support learners in the future.

Get your voice heard – join one of our research panels. To find out how, [**visit our website**](#).

