



# Children's Rights and Wellbeing Impact Assessment in relation to SQA's 2021 Appeals Service

## Alternative version

### **Name the policy and describe its overall aims.**

SQA Appeals Service for graded National Courses in 2021. The Appeals Service enables learners to appeal their grades for National 5, Higher and Advanced Higher courses to SQA.

### **What aspects of the service will affect children and young people?**

Many learners taking National 5, Higher or Advanced Higher courses are aged 15, 16 or 17 and will identify as children and young people. The table below summarises the aspects of the service that we think will affect children and young people. It identifies the potential impact we think the service may have, and the decisions and steps we have taken to lessen those impacts.

A more detailed analysis of the effects of the Appeals Service on children and young people is available at the link provided below.

### **What likely impact — direct or indirect — will the service have on children and young people?**

The Appeals Service will have a direct impact on young people. Learners who are unhappy with any grade they are awarded for National 5, Higher or Advanced Higher courses can use the service to have a grade reviewed. Appealed grades can stay the same, go up or go down.

### **Which groups of children and young people will be affected?**

The Appeals Service will impact any children and young people entered for National 5, Higher or Advanced Higher courses in 2021.

### **Will this require a Children's Rights and Wellbeing Impact Assessment?**

A full [Children's Rights and Wellbeing Impact Assessment](#) has been completed on the Appeals Service 2021.

## Summary of SQA's Children's Rights and Wellbeing Impact Assessment

Potential impacts	Mitigating actions	Children's rights
If SQA charge learners a fee for appealing, some learners or their parents/carers may be put off appealing or may be unable to afford the fee.	SQA will not charge a fee for its Appeals Service.	Article 2 Article 3 Article 12
Schools, colleges and training providers may not want to make an appeal on a learner's behalf.	The Appeals Service lets learners appeal directly to SQA, if they want to.	Article 2 Article 3 Article 12
Learners may not have all the information they need to help them decide whether to appeal or not.	Discussions between learners and their schools, colleges or training providers should take place after results day (10 August). This will help to ensure that learners have all the information they need before deciding whether to appeal or not.	Article 2 Article 3 Article 12
Some learners may find it difficult to understand or access the Appeals Service. This may mean they do not appeal.	SQA will issue clear communications to learners and schools, colleges and training providers with details of how to access the Appeals Service, including an easy-read version. Versions can also be offered in languages other than English.  SQA will include details of organisations that can support learners on its website and in the information it sends out.	Article 2 Article 3 Article 12 Article 17
Some learners may not have the support they need to make an appeal or may not find the service easy to use. This means some learners may not use the Appeals Service and might miss out on a successful appeal.	SQA will issue clear instructions to learners, schools, colleges and training providers detailing how to access the Appeals Service, including an easy-read version. Versions in languages other than English can also be arranged on request.  SQA will include details of organisations that can support learners on its website and in the information it sends out.	Article 2 Article 3 Article 12 Article 17

Potential impacts	Mitigating actions	Children's rights
<p>Learners may choose not to appeal in case their grade moves down.</p>	<p>In discussions with learners, schools, colleges and training providers must make sure learners have all the information they need before deciding whether to appeal or not.</p> <p>SQA will issue clear instructions to learners, schools, colleges and training providers detailing how to access the Appeals Service, including an easy-read version. Versions in languages other than English can also be arranged on request.</p>	<p>Article 2 Article 3 Article 6 Article 12 Article 28 Article 29</p>
<p>Some learners who have pre-agreed assessment arrangements may not have these arrangements put in place due to disruption caused by COVID-19.</p>	<p>Discussions between learners and their schools, colleges or training providers will provide an opportunity for affected learners to ask questions about assessment arrangements at an early stage in the process. Learners should therefore have all the information they need by the time they are deciding whether to appeal.</p> <p>The Appeals Service includes a type of appeal that allows learners to appeal if assessment arrangements were agreed in advance but not put in place at the time.</p>	<p>Article 2 Article 3 Article 12</p>
<p>The Appeals Service can only consider the evidence available from a learner's school, college or training provider — the evidence that was used to decide their grade. This will be evidence of knowledge, understanding and skills for the qualification, related to the national standard.</p> <p>It does not consider a learner's personal circumstances, for example the level of disruption they faced during the academic year.</p>	<p>To address learners' disruption, the awarding model has ensured:</p> <ul style="list-style-type: none"> <li>◆ learners need to produce less evidence than in other years</li> <li>◆ schools, colleges and training providers can assess candidates in ways that take their personal circumstances into account</li> <li>◆ schools, colleges and training providers have until 25 June to finalise results, giving as much time as possible for learning and assessment to create evidence</li> </ul> <p>The Incomplete Evidence Contingency service will also give some learners more time to complete assessments ahead of results submission at noon on Friday 3 September.</p>	<p>Article 2 Article 3 Article 6 Article 12 Article 28 Article 29</p>

Potential impacts	Mitigating actions	Children's rights
<p>Handling appeals will not be possible over the summer months due to summer holidays, which means there will be at least seven weeks between learners receiving their results in June and appeals being processed in August.</p> <p>The stress of waiting for an outcome over the summer may have an adverse impact on some learners' mental health.</p>	<p>The Appeals Service will be open from 25 June to allow learners to register that they want to appeal.</p> <p>Support for learners across the summer break is being developed across the Scottish education system. SQA is helping to co-ordinate this and is working with the Scottish Government and others so that support is available for learners who need it.</p> <p>Discussions between learners and their schools, colleges or training providers should make sure learners have all the information they need before deciding whether to appeal or not.</p>	<p>Article 2 Article 3 Article 6 Article 12 Article 28 Article 29</p>
<p>Some learners might miss out on a progression opportunity in further or higher education, or employment, if their appeal cannot be resolved quickly.</p>	<p>SQA has a Priority Appeals Service. This year, it has extended the criteria for accessing the Priority Appeals Service to make it easier for those learners who are going on to the workplace, or to further or higher education.</p> <p>Priority appeals will be processed by 3 September to meet Universities and Colleges Admission Service (UCAS) and employment/training timescales.</p>	<p>Article 2 Article 3 Article 6 Article 12 Article 28 Article 29</p>

# Appendix 1

## Child-friendly descriptors of the relevant articles of the UNCRC

The United Nations Children's Fund (UNICEF) child-friendly descriptors have been set out below:

### **Article 2: non-discrimination**

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

### **Article 3: best interests of the child**

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

### **Article 6: life survival and development**

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

### **Article 12: respect for children's views**

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

### **Article 17: right to information**

Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

### **Article 23: children with disabilities**

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

### **Article 28: right to education**

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

### **Article 29: aims of education**

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.