



## **Roles and Responsibilities for the Appeals Service in 2025**

We use the term 'centre' throughout this document. Please understand 'centre' in this document as referring to schools, colleges and training providers.

The purpose of the Appeals Service is to provide learners and centres with the opportunity to request a marking review of an SQA National Course grade. If a learner has not achieved the expected result for the externally assessed components of their course, they can submit an appeal or ask their centre to do this on their behalf. The Appeals Service will involve a review of the marking of these components by SQA senior appointees.

In a marking review, a senior marker will review all the learner responses to their externally marked assessments. The senior marker will check that the marks awarded by the marker are in line with the agreed marking standards.

In addition, they will also check that:

- all parts of the assessments have been marked;
- the marks given for each answer have been added up correctly; and
- the correct result has been entered on our system.

The review will determine whether overall, across all parts of the course assessment, the learner has been awarded the correct grade. After the review, the grade could go up, stay the same, go up or even go down.

### **SQA's role**

#### **Pre-certification**

- ◆ Provide advice and guidance for all centres on the Appeals Service, process, and timescales.
- ◆ Provide information, guidance and re-assurance for learners, parents and carers on the Appeals Service, process, and timescales.
- ◆ Recruit senior appointees for each subject and level to undertake marking reviews for each learner request.

## **Post-certification**

- ◆ Provide learners with a direct service that displays their 2025 certificated entries for National 5 to Advanced Higher and enables them to submit priority and standard appeals directly to SQA
- ◆ Provide centres with a service that will allow them to
  - ☐ submit appeals on behalf of learners.
  - ☐ validate priority appeals.
  - ☐ view appeals submitted, including those submitted directly by learners.
  - ☐ confirm the final number of appeals per centre
- ◆ Train and deploy senior appointees for each subject and level to ensure all review outcomes are in line with the national standard.
- ◆ Where senior appointee activities are necessary during employers' time, provide release compensation at the normal rate.
- ◆ Conduct marking reviews and clerical checks, where appropriate, to ensure all components have been marked in line with the national standard.
- ◆ Inform centres of the outcome of each review.
- ◆ Re-issue certificates to all learners whose grades are changed.

## Centres' role

### Pre-certification

- ◆ Hold on-going discussions with learners as they progress through their courses to help them understand their expected level of performance.
- ◆ Determine and submit final estimates for all learners with reference to [Estimates guidance and support - SQA](#). While estimates are not required for accessing the Appeals Service, they play a key role in the awarding process and are required for the Exceptional Circumstances Consideration Service.

### Post-certification

- ◆ Review certificated results of learners (inc component mark breakdown) against the final estimate that was submitted to SQA and identify any unexpected grades. Engage, where possible, in advisory discussions with learners who are submitting appeals, ensuring that
  - ☐ each learner understands that the outcome of an appeal could result in a grade going up, staying the same or going down.
  - ☐ each learner understands the purpose of the appeals service
  - ☐ each learner has realistic expectations of their performance against their final estimate.
  - ☐ each learner has had their component marks shared to help inform discussion around whether an appeal should be raised.
- ◆ Indicate to SQA within published timescales that they have attempted all advisory conversations with learners.
- ◆ Submit appeals on behalf of learners who wish to appeal but do not wish to use the Appeals Service learner direct service
- ◆ Validate requests for learners who need their appeal prioritised within the published timeline where onward progression to employment, training or further study is conditional on the outcome.
- ◆ Support the release of subject specialist appointees for the Appeals Service to carry out marking reviews.
- ◆ Read the information for appeals centre guidance provided by SQA to ensure they are aware of the evidence requirements for components such as performance recordings for Music.
- ◆ Before submitting any appeal that has not been raised via the learner direct service, learner consent must be obtained.
- ◆ **For each learner presented for review:**
  - ◆ Inform learners of the outcome of the review(s). SQA will publish the results on SQA Connect for centres only.

## **Learners' role**

### **Pre-certification**

- ◆ Engage with learning throughout the course and undertake associated assessments, following advice and guidance provided by teachers and lecturers.
- ◆ Discuss any queries about estimated grades with their teachers and lecturers.
- ◆ Engage positively with the SQA assessments for 2025, making the most of the opportunity to demonstrate the skills and knowledge for each course.
- ◆ Ensure they are aware of SQA's Appeals Service learner guidance and information, and understand the purpose and operation of the service.
- ◆ Understand that the Appeals Service offers a marking review of SQA-marked assessments by a senior appointee. The senior appointee will make the final determination of the grade to be awarded based on their experience of applying the National Standards. That grade may be different from the certificated grade and the centre's estimate.

### **Post-certification**

- ◆ Inform their centre as soon as possible of any concerns they have about their certificated results not being in line with their estimated grade or expected performance.
- ◆ Engage, where possible, in advisory discussions with their centre. Discuss the discrepancy between the estimated grade and performance in the course assessment with teachers/lecturers or centre staff to help inform the decision on whether to submit an appeal.
- ◆ Ask the centre to submit an appeal on their behalf if they do not wish to use the learner direct service
- ◆ Learners must give consent to any appeal being submitted by their centre or learner representative.
- ◆ Submit an appeal to SQA via the learner direct service for courses where their grade is not what they expected.
- ◆ Inform their centre if they have used the learner direct service to submit an appeal.
- ◆ Discuss any priority appeal requirements including the name of the institution or employer and the course/role details with their centre.
- ◆ Be aware that their appeal outcome will be sent to their centre. Outcomes will not be published on the learner direct service.

## **Local authorities'/SCIS's/Colleges' role**

- ◆ Encourage and facilitate appropriate cover for the release of centre staff so that they may undertake appointee duties.