

Experiences of National 4s, National 5s, and Highers: Learner perspectives

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We are committed to using plain language. If you have any suggestions on how we can improve, let us know at editor@qualifications.gov.scot.

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Executive summary

Introduction

In 2024, SQA ran the first year of a new annual series of surveys to gauge how perceptions of National Qualifications (NQs) among a range of stakeholders that work with, develop and use the qualifications change over time. The stakeholders surveyed included learners, educators, senior appointees and SQA Qualifications Development colleagues. We intend to continue the research annually unless there are significant changes to the context. We launched the second year of the survey in 2025.

Method

This research aimed to capture the perceptions of learners on a range of topics related to the NQs they had undertaken 2024–25. These included:

- National 4, National 5, Higher and Advanced Higher
- Assessment, awarding and results
- Impact of the legacy of the pandemic on learning and teaching

The research also sought to understand the extent to which views on these topics had changed over time.

A final aim of the research was to gauge how learner respondents with different characteristics (gender, ethnicity, LGBTQIA+ status, SIMD, care experienced status and disability or Additional Support Need status) experienced aspects of their NQ qualifications in 2024–25.

Learners in centres across Scotland were invited to take part in an online survey on these topics in September and October 2025. The survey received 1379 full responses. The data was then analysed by using a mixture of descriptive statistics and statistical significance tests to assess statistically significant differences in the responses between different demographic sub-groups.

Data related to perceptions of Advanced Higher was not included in the report due to a very low response rate. A detailed explanation of the methods used, and limitations, can be found in the Methodology Chapter and the Technical Appendix.

Findings

Perceptions of National 4, National 5, and Higher

Overall, the majority of learner respondents expressed agreement that National 4s, National 5s, Highers and Advanced Highers were trusted qualifications, good preparation for further study, developed a broad range of skills for learners, and were good preparation for work. However, the levels of agreement for the statements relating to National 4 were lower than for National 5 and Higher.

The statement that had the highest proportion of respondents agreeing or strongly agreeing was for the statement the qualification 'is trusted' for National 5 (78%) and Higher (85%), however this figure was noticeably lower for National 4 at 52%.

Similarly, when asked whether different qualifications were 'good preparation for further study', 60% agreed or strongly agreed for National 4, but a higher proportion felt the same way for National 5 (78%) and for Higher (80%).

The proportion of respondents who agreed that the qualifications were 'good preparation for further study' was slightly lower overall. Fifty-one per cent agreed or strongly agreed with this statement for National 4, while 72% expressed agreement for National 5, and 80% for Higher.

When respondents were asked whether different qualifications were 'good preparation for work', 51% agreed or strongly agreed for National 4, and 55% agreed/strongly agreed for National 5 and Higher. This was a lower level of agreement overall compared to the other statements.

The research also compared the perceptions of National 4, National 5 and Higher in 2025 to the data collected in 2024. The research found that perceptions of National 5 and Higher had improved since the previous year, while perceptions of National 4 had remained largely the same or become poorer.

Assessment, awarding and results

Around three in five learner respondents expressed agreement with the statements 'the assessment process was fair to me' (63%) and 'I was satisfied with the assessment process' (59%). The respondents also demonstrated more positive perceptions of the assessment process in 2024–25 than the learner respondents had for the same process in 2023–24.

The proportion of respondents who agreed or strongly agreed that the assessment process was fair to them increased by ten percentage points, from 53% in 2024 to 63% in 2025. Similarly, agreement with the statement 'I was satisfied with the assessment process' rose by twelve percentage points, from 47% in 2024 to 59% in 2025.

Most respondents (75%) felt their workload in 2024–25 was ‘broadly reasonable’, though they had to work hard. However, 19% viewed it as unreasonably high, and 6% felt they did not have to work very hard overall.

In 2024–25, the majority of respondents (74%) said they received information about how their grades would be determined from their teacher or lecturer. A lower proportion got information from the SQA website (29%) and social media (12%).

A strong majority of respondents expressed agreement with the statements ‘I understood how my grades would be determined’ (77%), ‘the assessment process was communicated to me effectively’ (66%) and ‘I received information on how my grades would be determined early enough in the academic year’ (68%).

Around half the respondents (51%) felt that their results broadly matched their expectations, while 28% said ‘overall, my results were better than I expected’ and 21% said that overall, their results were lower than they expected.

Impact of the legacy of COVID-19 on learning

Since 2022–23, the proportion of learner respondents that agrees or strongly agrees that the pandemic has had an impact on their learning, development and wellbeing has decreased. The proportion of learner respondents who agreed or strongly agreed that the pandemic continued to have an impact on their learning has declined by 12 percentage points, falling from 47% in 2022–23 to 35% in 2024–25.

Similarly, in 2024–25, 45% of learner respondents agreed or strongly agreed that the pandemic has had an effect on the development of their skills and knowledge, down from 66% in 2022–23, a decrease of 21 percentage points.

Learner respondents’ views on the pandemic’s impact on their mental wellbeing have begun to change. The proportion who agreed or strongly agreed with this statement remained stable between 2023 (38%) and 2024 (39%), but in 2025 it fell to 27%. Indeed, in this survey year almost half of respondents (49%) disagreed that the pandemic continued to affect their mental wellbeing.

Differences in perceptions of NQs by demographic sub-groups

Respondents with a disability or additional support need (ASN) or from lower SIMD areas had lower levels of satisfaction with communications about grades and assessment in 2024–25.

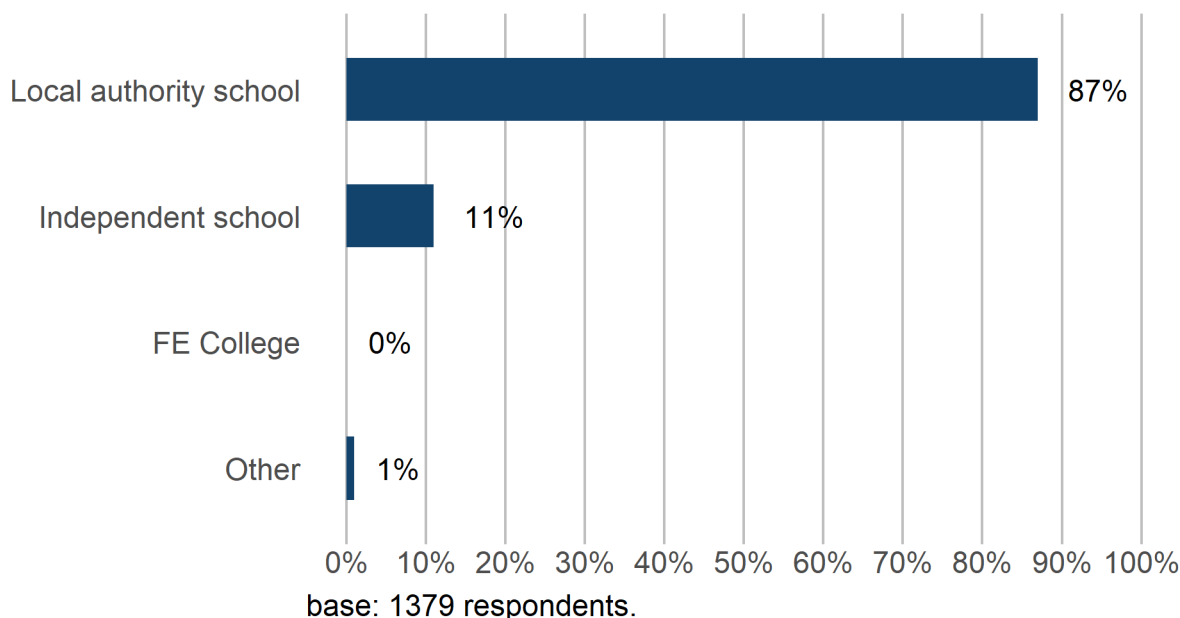
The impact of COVID-19 on learning in 2024–25 was felt to be higher amongst women and girls, those with disabilities or ASN, those with care experience, and those from the LGBTQIA+ community.

Respondents who were women and girls, or who had a disability or ASN had lower satisfaction with assessment and awarding in 2024–25.

Respondent profiles

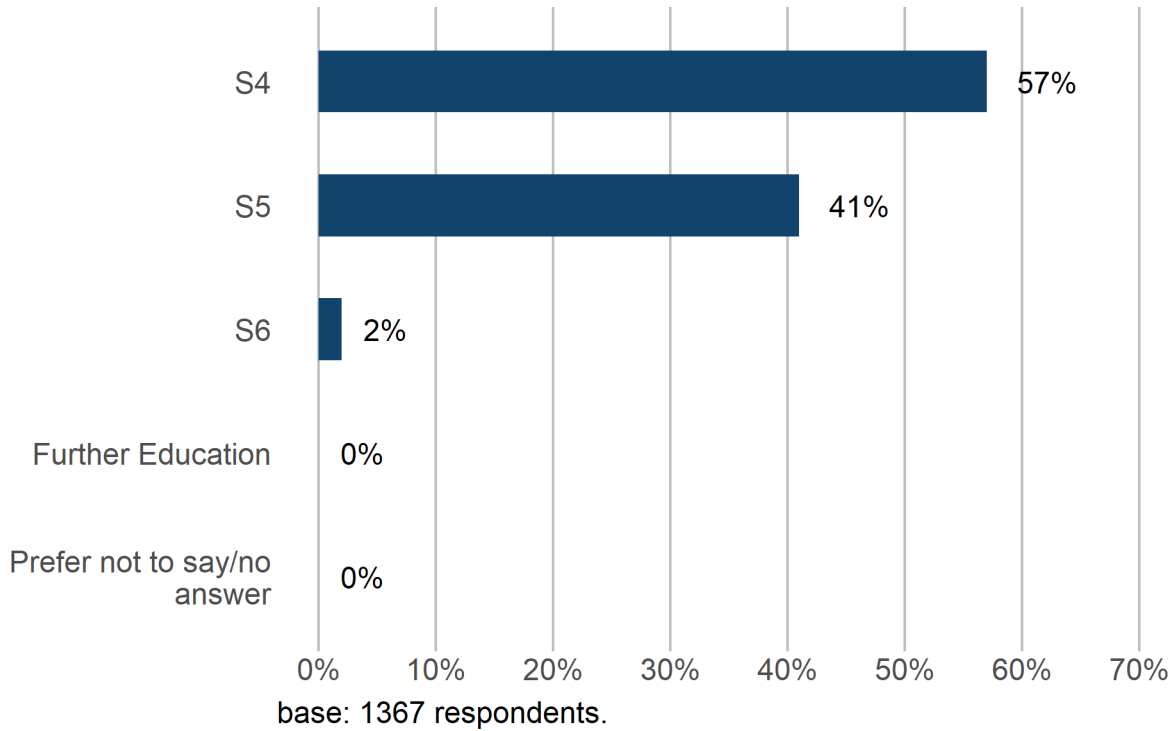
Learner respondents were asked to identify where they studied in 2024–25, the stage they studied at, the level they studied and which local authority their centre was based in. A detailed comparison of how the makeup of survey respondents compares to the whole population can be found in the technical appendix.

Figure 1: Where did you study in 2024–25 (previous academic year)?



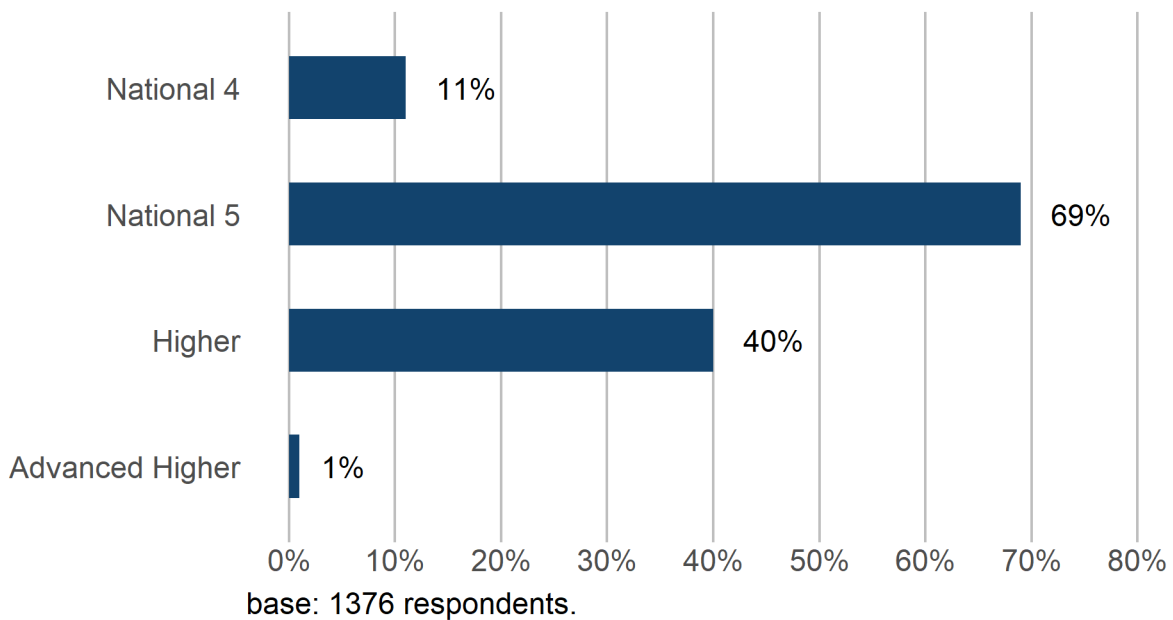
As shown in Figure 1, respondents were asked where they studied in 2024–25. The vast majority of respondents (87%) said they studied at a local authority school and 11% said they studied at an independent school. Less than 1% said they studied at a further education college, and a further 1% said they studied at an ‘Other’ institution, including home schooling.

Figure 2: What stage did you study in 2024–25 (previous academic year)?



Respondents were asked what stage they studied in 2024–25. Most respondents (57%) had studied in S4 and 41% had studied in S5 (Figure 2). Only 2% of respondents had studied in S6. Less than 1% said they had studied in Further Education the previous year.

Figure 3: Which level(s) did you study in 2024–25?



Respondents were asked to indicate the levels they had studied at in 2024–25. The majority of respondents (69%) had studied at least one National 5 qualification, while 40% had studied at least one Higher (Figure 3). Eleven per cent of learner respondents had studied at least one National 4, and 1% had studied at least one Advanced Higher.

As shown in Table 1, respondents came from centres in 29 local authority areas. The highest proportion of respondents (18%) came from City of Edinburgh, followed by Glasgow City Council (11%). There were no respondents from Clackmannanshire Council, East Renfrewshire Council, or Shetland Islands Council.

Table 1: In which local authority was your school, college or training provider in 2024–25 (previous academic year)?

Local authority area	Number of respondents (n)	Percentage of respondents (%)
City of Edinburgh Council	243	18
Glasgow City Council	156	11
North Lanarkshire Council	121	9
East Lothian Council	71	5
Highland Council	63	5
Orkney Islands Council	61	4
South Lanarkshire Council	56	4
Aberdeenshire Council	35	4
Fife Council	55	4
South Ayrshire Council	48	3
Angus Council	42	3
Dumfries and Galloway Council	39	3
Midlothian Council	37	3
Moray Council	35	3
Aberdeen City Council	35	3
Renfrewshire Council	33	2
Argyll and Bute Council	26	2
West Lothian Council	24	2
Comhairle nan Eilean Siar	23	2

Local authority area	Number of respondents (n)	Percentage of respondents (%)
East Dunbartonshire Council	22	2
Perth and Kinross Council	20	1
Dundee City Council	19	1
Inverclyde Council	15	1
Falkirk Council	10	1
North Ayrshire Council	6	<1
West Dunbartonshire Council	[c]	<1
East Ayrshire Council	[c]	<1
Stirling Council	[c]	<1
Scottish Borders Council	[c]	<1
Not sure/none of these	52	4

Base: all respondents

The figures in categories with less than five respondents have been suppressed to maintain anonymity. These figures have been replaced with '[c]' in the table.

Respondent demographic characteristics

In order to understand how learners with different characteristics experienced the 2024–25 National Qualifications (NQs), respondents of the learner survey were asked the following demographic questions:

Are you disabled or do you have an additional support need?

How would you describe your gender?

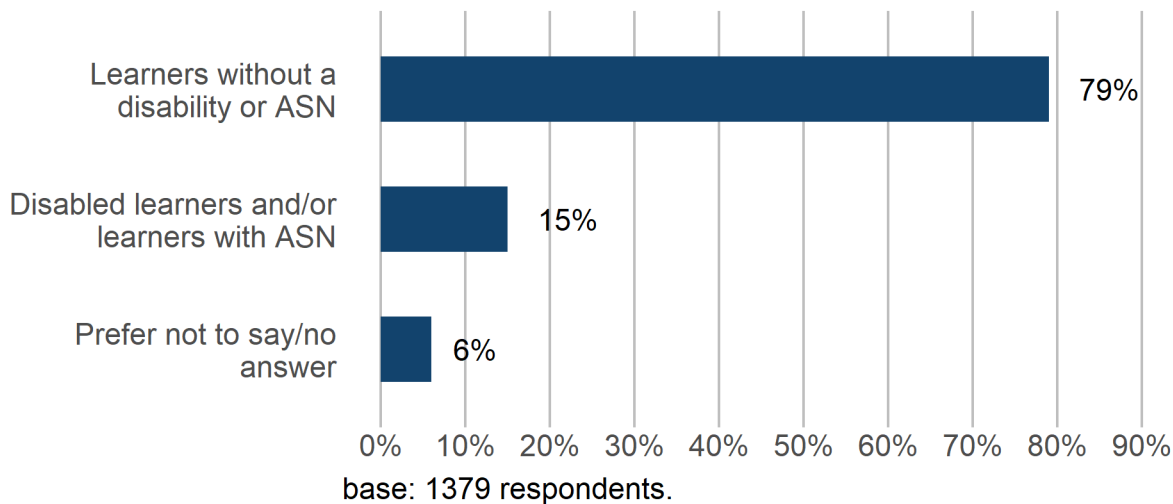
Do you identify as part of the LGBTQIA+ community?

How would you describe your ethnicity?

Do you consider yourself to be 'care experienced'?

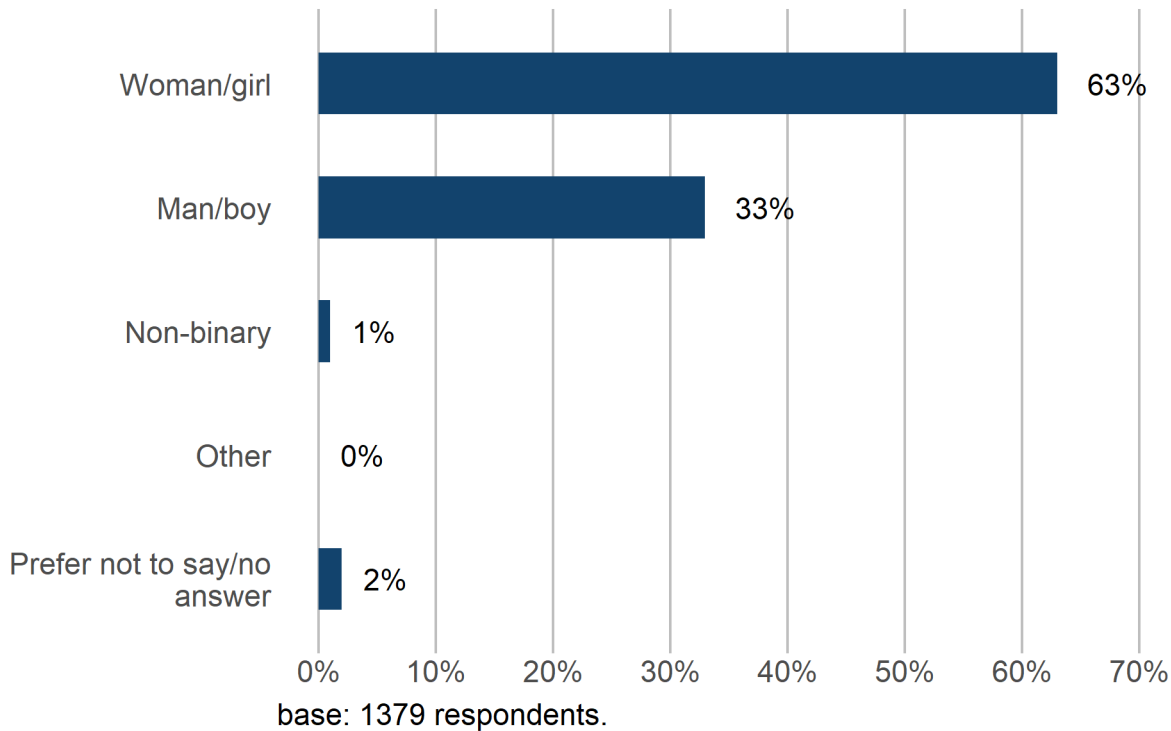
What is your postcode?

Figure 4: Are you disabled or do you have an additional support need (ASN)?



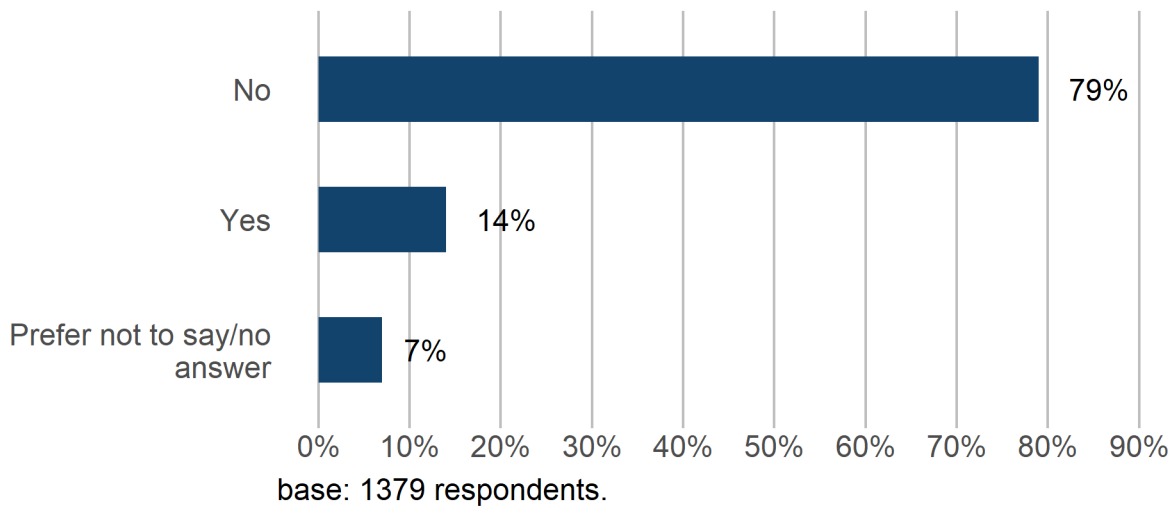
As shown in Figure 4, 15% of respondents identified as disabled or had an ASN, while 79% did not. In 2024, the proportion of secondary school learners with an additional support need was 43% (Scottish Government, 2024). The proportion of respondents in this survey who said they had an additional support need or disability was therefore substantially lower than in the population as a whole. This would be for a number of reasons; for example, learners with ASNs may have declined to take part in this survey at a higher rate than learners without ASNs due to potential accessibility issues. However, it is worth noting that respondents had to self-identify themselves as disabled or with an ASN, and some may not have identified with this description, making the proportion of respondents with ASN appear to be lower than in reality.

Figure 5: How would you describe your gender?



When asked how they would describe their gender, 63% of respondents opted for woman/girl and 33% selected man/boy (Figure 5). One per cent of respondents said they were non-binary, while less than 1% described their gender as 'Other'.

Figure 6: Do you identify as part of the LGBTQIA+ community?



As shown in Figure 6, 14% of learner respondents said that they identified as part of the LGBTQIA+ community, while 79% said they did not.

Respondents were asked to express their ethnicity through a number of prescribed categories. Although the proportions of responses for minority ethnic groups were too small to carry out any meaningful analysis, asking this question was still important to allow SQA to understand the representativeness of the sample in terms of ethnicity and to monitor this for increasing representativeness in the future.

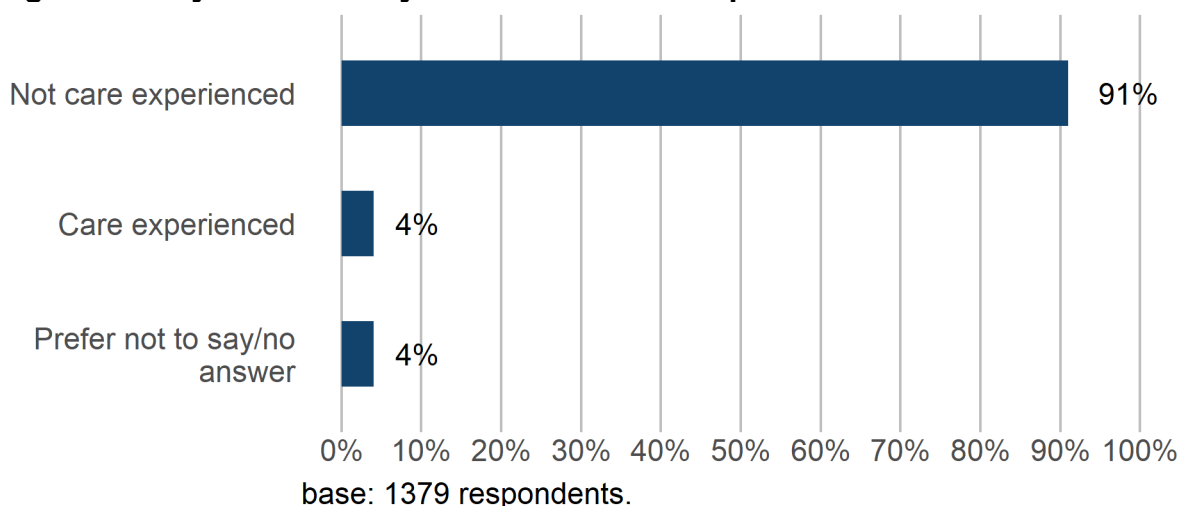
Table 2: How would you describe your ethnicity?

Ethnicity (aggregated)	Percentage of respondents
African ethnic group	4%
Arab ethnic group	1%
Asian ethnic group	7%
Caribbean or Black ethnic group	1%
Mixed or multiple ethnic groups	2%
White ethnic group	83%
Prefer not to say/no answer	2%

Base: 1379 respondents

Table 2 shows that the majority of the respondents described their ethnicity as White, with 83% selecting this ethnic group. The second largest group in terms of ethnicity was Asian at 7%. Four per cent of the respondents came from the African ethnic group and 2% came from mixed or multiple ethnic groups. One per cent of respondents were Caribbean or Black and a further 1% were Arab.

Figure 7: Do you consider yourself to be care experienced?

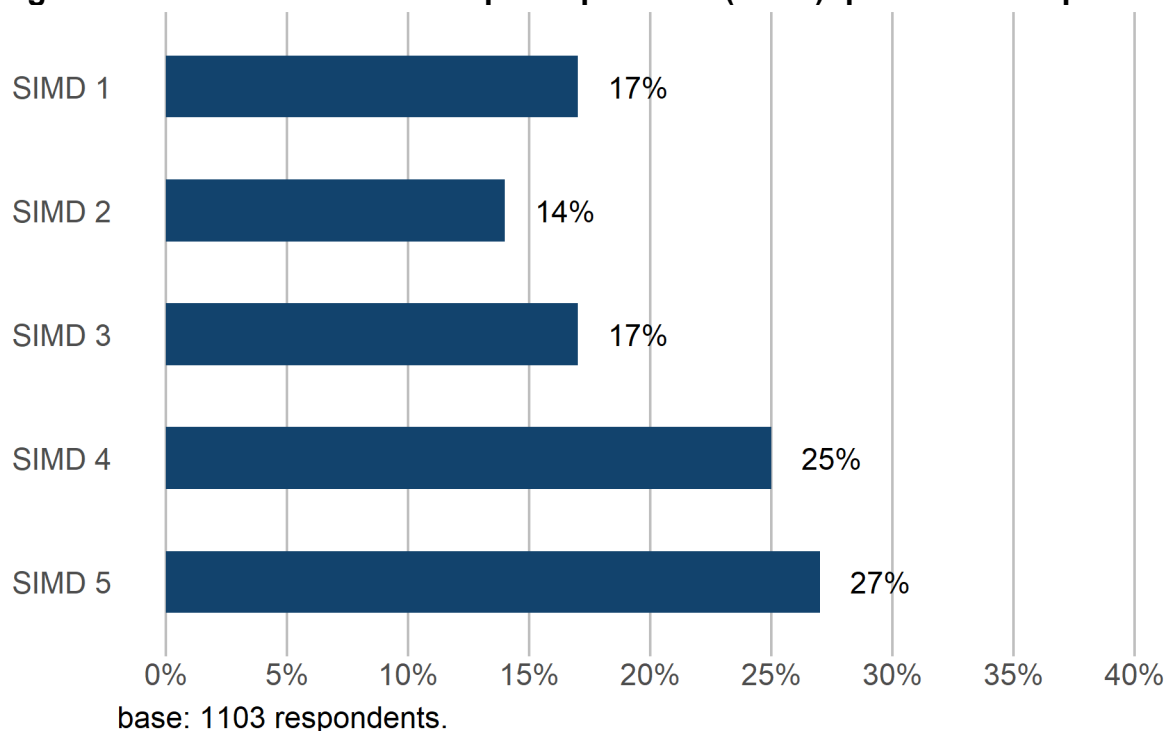


Respondents were given the following definition of ‘care experienced’:

‘The term ‘care experienced’ refers to any person who is or has ever been in care or looked after for any length of time. This includes anyone who has ever been provided with care in a range of settings, such as foster care, residential care, kinship care (with relatives or friends) or through being looked after at home with supervision requirements.’

Four per cent of respondents said they are care-experienced based on the definition provided, while 91% said they were not (Figure 7).

Figure 8: Scottish Index of Multiple Deprivation (SIMD) quintiles of respondents



Respondents were asked to provide their postcode so that their Scottish Index of Multiple Deprivation (SIMD) quintile could be calculated. As shown in Figure 8, 17% of respondents who gave a postcode came from the 20% most deprived areas, and 27% came from the 20% least deprived areas. Seventeen per cent of respondents did not answer the question or only gave partial postcodes, so their SIMD area could not be calculated. More information about how the characteristics of the respondents compared to the general population can be found in the [Technical Appendix](#).

Perceptions of National Qualifications

Learner respondents were asked to what extent they agreed or disagreed with the same four statements for each level of National Qualification that they had studied the previous year. Respondents' answers to these four statements for National 4, National 5, and Higher are discussed in detail in the following section. Learners who studied Advanced Higher were asked statements about these qualifications too; however, the response rate was too low to report figures reliably.

National 4

Learner respondents who had studied at least one National 4 qualification in 2024–25 were asked to what extent they agreed or disagreed with four statements relating to National 4s.

Figure 9a: Perceptions of National 4 qualifications

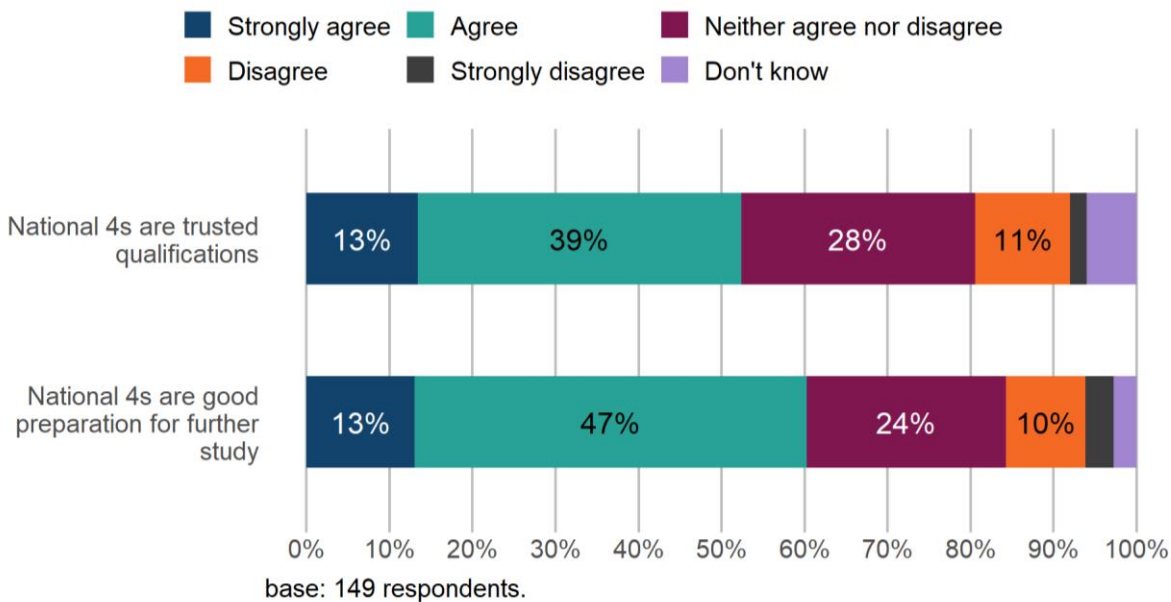
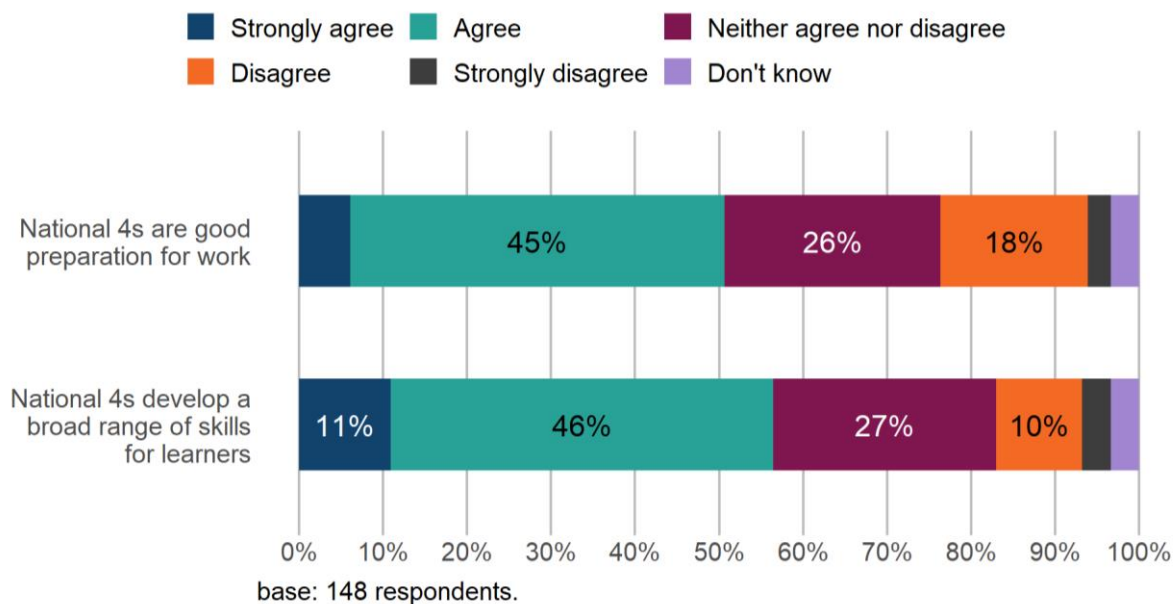


Figure 9b: Perceptions of National 4 qualifications



As shown in Figures 9a and 9b, the majority of learner respondents who had studied at least one National 4 qualification in 2024–25 agreed or strongly agreed with all the statements.

Of all the statements, learner respondents showed the highest levels of agreement with ‘National 4s are good preparation for further study’ with 60% agreeing or strongly agreeing, and 13% disagreeing or strongly disagreeing.

More than half of respondents who studied National 4 last year also agreed or strongly agreed that the qualifications develop a broad range of skills for learners (57%), are trusted (52%), and are good preparation for work (51%).

The highest levels of disagreement were for the statement ‘National 4s are good preparation for work’ in which 21% of respondents who studied National 4 last year disagreed or strongly disagreed.

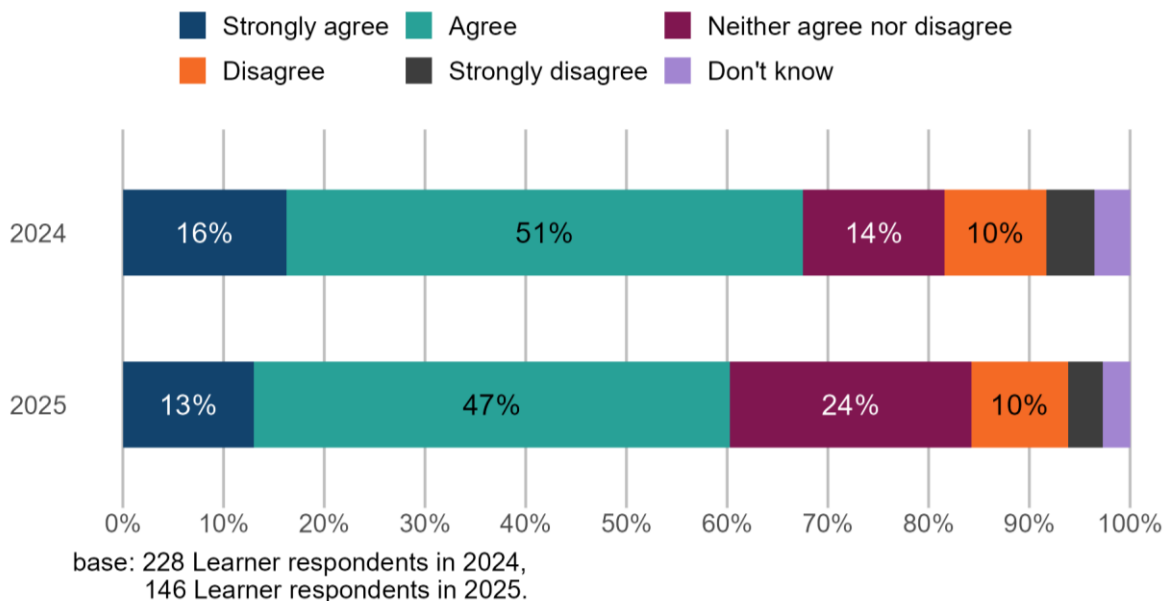
Changes over time

The responses to these questions in 2025 about NQs in 2024–25 were compared to the responses collected for the same questions in 2024 about learner respondents’ experiences of NQs in 2023–24.

Responses to the statements ‘National 4s develop a broad range of skills for learners’, ‘National 4s are trusted qualifications’ and ‘National 4s are good preparation for work’ were largely unchanged between 2024 and 2025.

However, the proportion of learner respondents who expressed agreement that ‘National 4s are good preparation for further study’ fell by seven percentage points between 2024 and 2025, from 67% to 60%, while the proportion of respondents who selected ‘neither agree nor disagree’ grew by 10 percentage points (Figure 10).

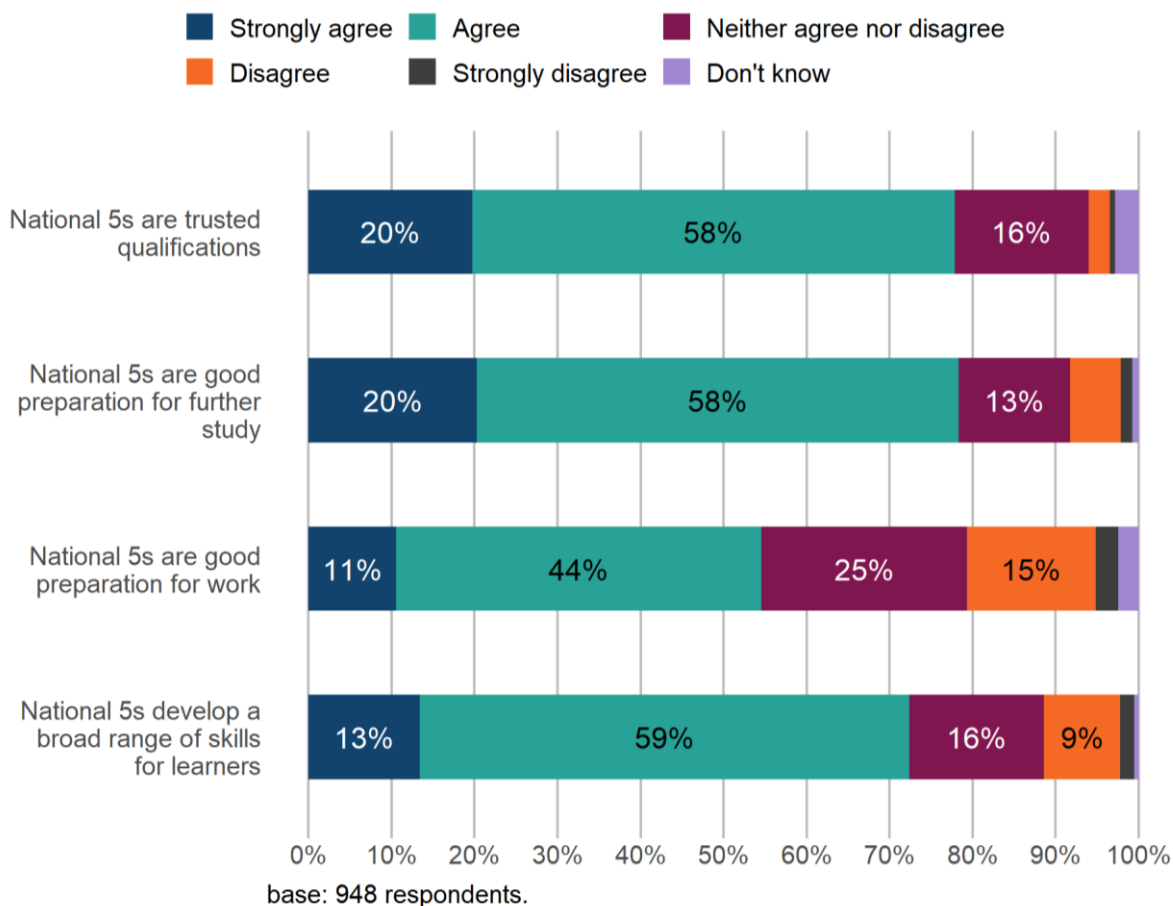
Figure 10: National 4s are good preparation for further study, 2024–25



National 5

Learner respondents who had studied at least one National 5 qualification in 2024–25 were asked for their views on the same group of statements as those who studied for National 4 qualifications, but were asked for their views in relation to National 5s. Figure 11 shows the breakdown to each question by percentage.

Figure 11: Perceptions of National 5 qualifications



The majority of respondents who had studied at least one National 5 in 2024–25 said they agreed or strongly agreed with all the statements.

The statements ‘National 5s are trusted qualifications’ and ‘National 5s are good preparation for further study’ shared the highest levels of agreement, with the vast majority of respondents who studied a National 5 (78%) agreeing or strongly agreeing. However, the statement ‘National 5s are good preparation for further study’ had higher levels of disagreement, with 8% disagreeing or strongly disagreeing, than ‘National 5s are trusted qualifications’ which had 3% expressing disagreement.

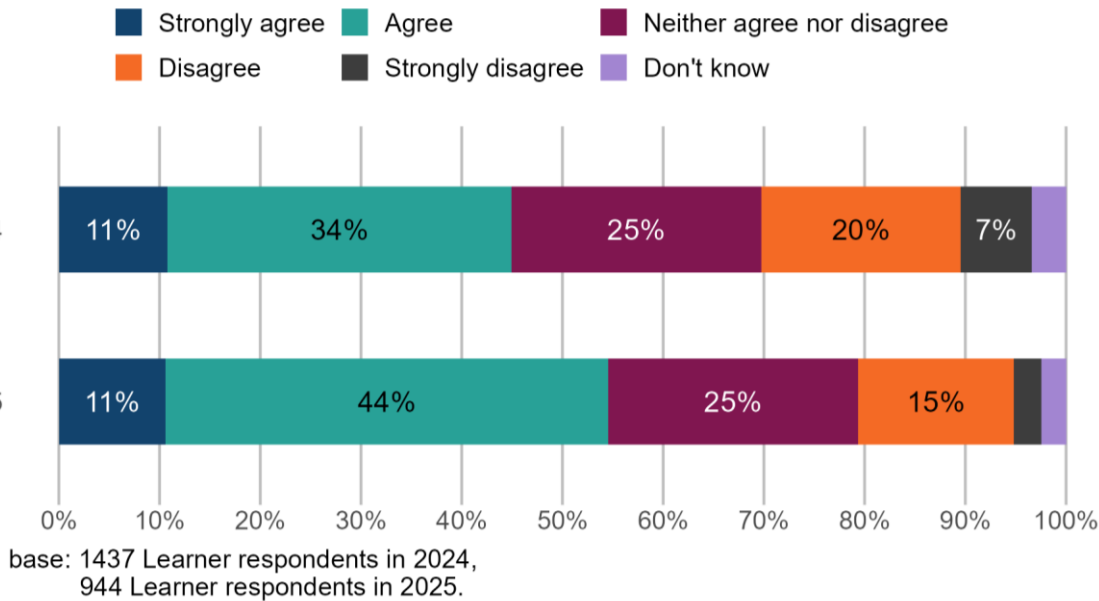
There was a similar, though slightly lower, level of agreement expressed for the statement ‘National 5s develop a broad range of skills for learners’ with 72% of learner respondents who studied National 5 saying they agreed or strongly agreed with this statement, and 11% disagreeing or strongly disagreeing.

However, agreement with the statement ‘National 5s are good preparation for work’ was noticeably lower than for the other three statements, with 55% saying they agreed or strongly agreed, while disagreement was the highest for this statement, with 18% disagreeing or strongly disagreeing.

Changes over time

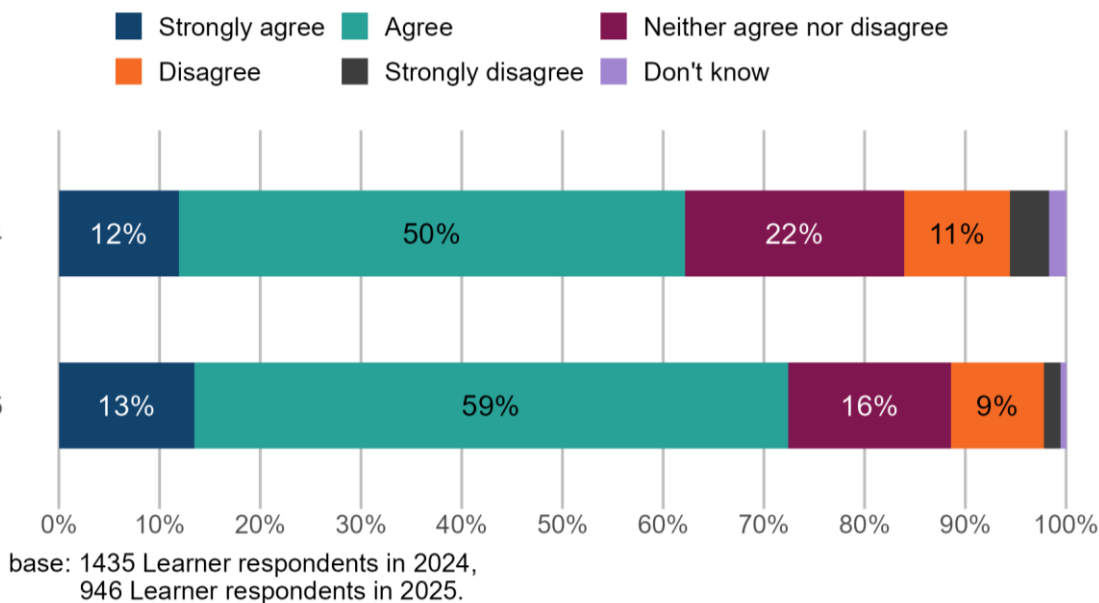
As shown in Figure 12, while the proportion of learner respondents who felt that ‘National 5s are good preparation for work’ was lower than levels of agreement for the other three statements, the proportion who agreed or strongly agreed had risen by 10 percentage points between 2024 and 2025 (45% and 55%, respectively). While the proportion who disagreed had fallen by ten percentage points between these two survey years, with 28% disagreeing/strongly disagreeing in 2024 and 18% doing so in 2025.

Figure 12: National 5s are good preparation for work, 2024–25



The proportion of learner respondents who expressed agreement with the statement ‘National 5s develop a broad range of skills for learners’ also rose between 2024 and 2025 from 70% to 78% (Figure 13).

Figure 13: National 5s develop a broad range of skills for learners’, 2024–25

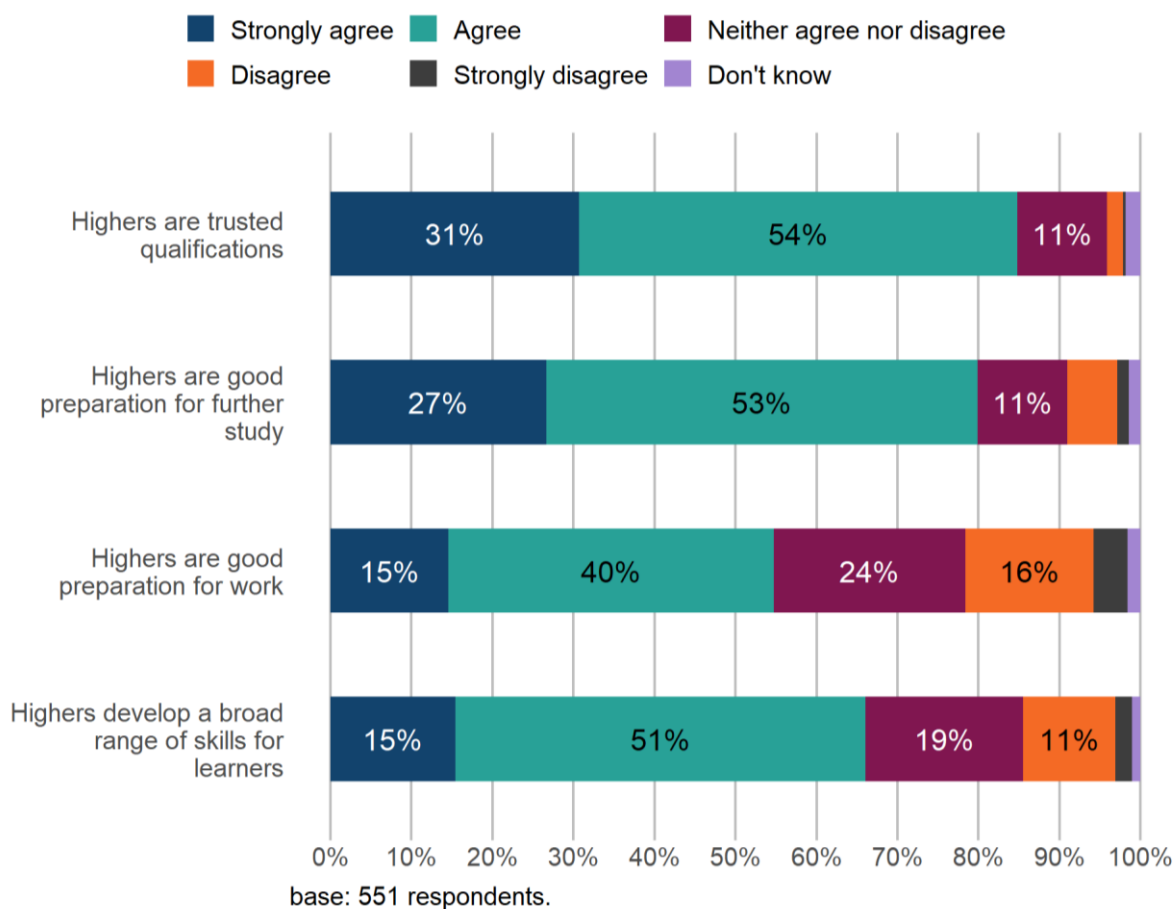


However, for the other two statements, the levels of agreement remained largely similar over the two survey years.

Higher

Respondents who had studied at least one Higher in 2024–25 were asked to say to what extent they agreed or disagreed with the same set of four questions asked to those who studied National 4 and 5. As shown in Figure 10, the majority of respondents who studied a Higher last year agreed or strongly agreed with all four statements.

Figure 14: Perceptions of Higher qualifications



The highest level of agreement was with the statement ‘Highers are trusted qualifications’ in which 85% of respondents said they agreed or strongly agreed and 2% disagreed or strongly disagreed. This was followed by 80% of respondents agreeing or strongly agreeing that Highers were good preparation for further study, and 8% disagreeing or strongly disagreeing.

A smaller, but still strong, majority of respondents (66%) said they agreed or strongly agreed that Highers develop a broad range of skills for learners, while 13% expressed disagreement.

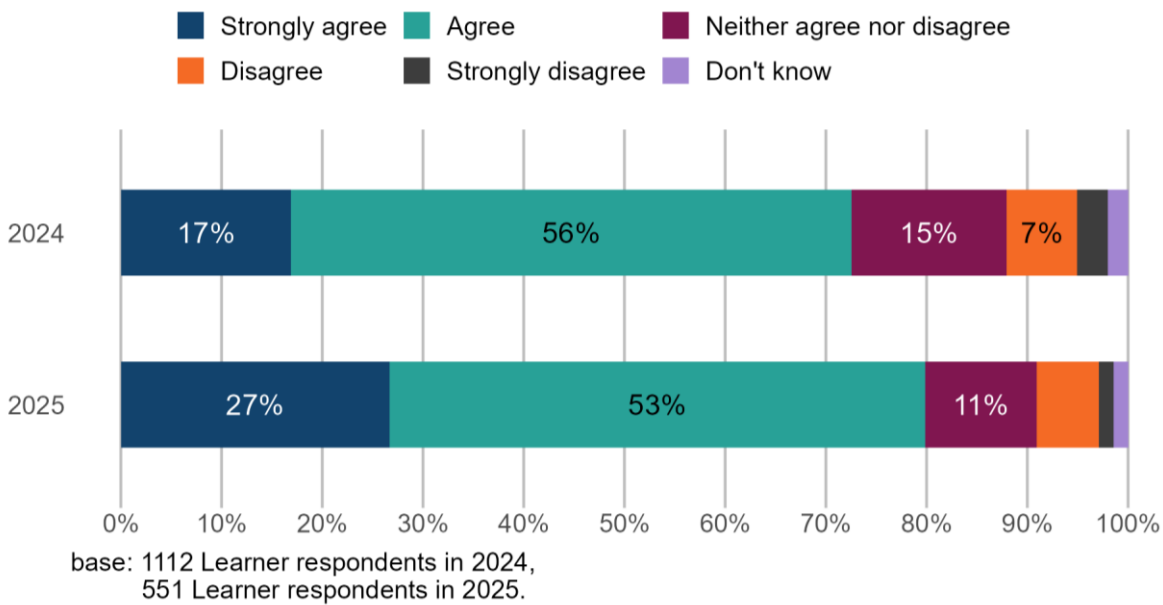
Similarly to the National 5 statements, the lowest level of agreement came for the statement ‘Highers are good preparation for work’. Fifty-four per cent of respondents said they agreed or strongly agreed with this statement while 20% disagreed or strongly disagreed.

Changes over time

The proportion of respondents who felt that 'Highers are trusted qualifications' in 2025 remained similar to the previous year. However, respondents showed higher levels of agreement with the other three statements in 2025, compared to 2024.

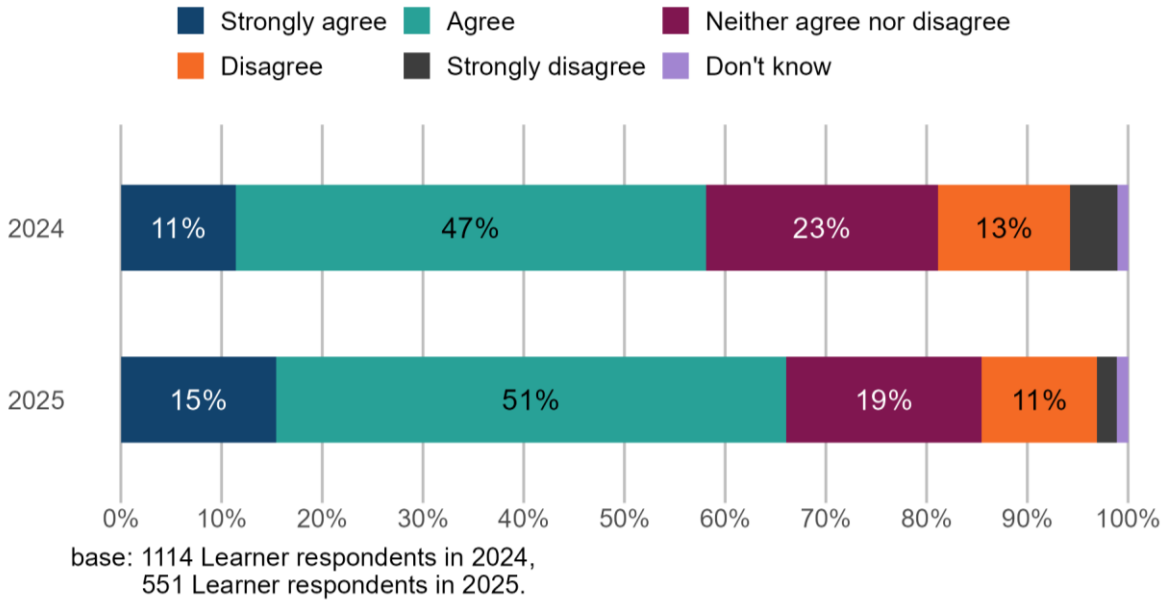
The proportion of respondents who agreed or strongly agreed that Highers were good preparation for further study increased by 7 percentage points from 73% in 2024 to 80% in 2025 (Figure 15).

Figure 15: Highers are good preparation for further study, 2024–25



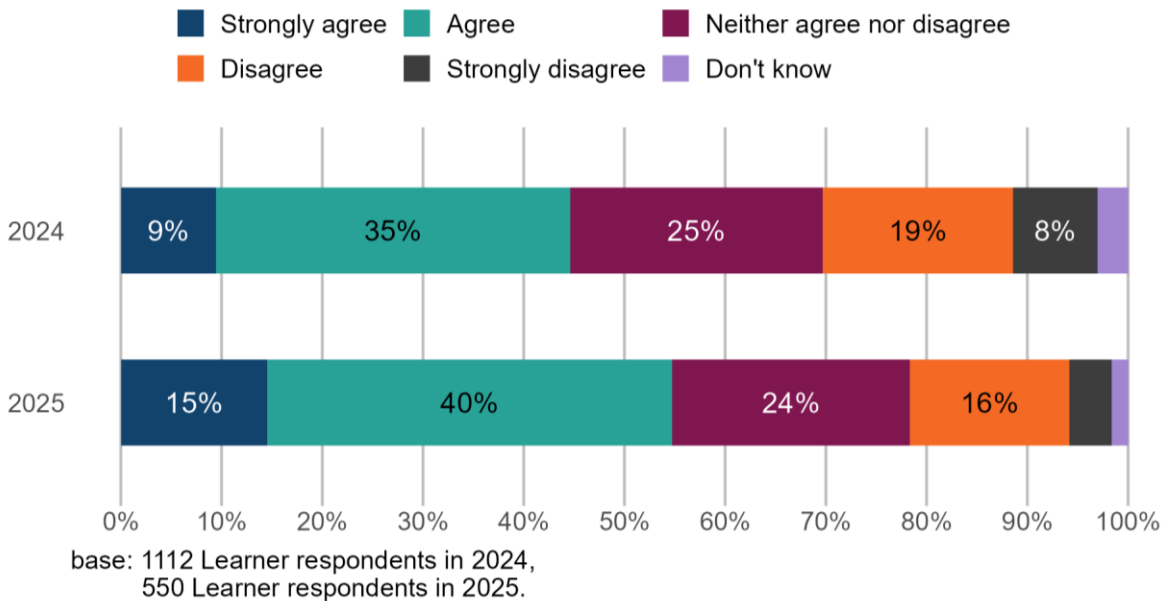
Similarly, there was an increase of eight percentage points in the proportion of learner respondents who expressed agreement with the statement 'Highers develop a broad range of skills for learners' from 58% in 2024 to 66% in 2025 (Figure 16).

Figure 16: Highers develop a broad range of skills for learners, 2024–25



In 2024, 44% of learner respondents agreed or strongly agreed that Highers are good preparation for work, but in 2025, the proportion had increased by 11 percentage points to 55% (Figure 17).

Figure 17: Highers are good preparation for work, 2024–25



National Qualifications conclusion

Overall, learner respondents had the most positive perceptions of National 5 and Higher qualifications. The majority agreed that they were trusted, good preparation for further study, and for work, and developed a broad range of skills for learners, with the proportion of respondents expressing agreement falling between 85% and 54% for all statements. A majority of respondents also agreed with these four statements relating to National 4, although the

proportion of learner respondents who agreed with the statements fell within a smaller range than for National 5 and Higher (between 60% and 51%).

Across National 4, National 5 and Higher, the levels of agreement were lowest when asked whether the qualification was 'good preparation for work', with the proportion of respondents agreeing or strongly agreeing sitting between 51% and 55% for all three qualifications. The proportion of respondents who agreed that the qualifications were good preparation for further study were higher, where agreement levels fell between 60% and 80%, which was on average 17 percentage points higher than when asked about preparation for work.

The research also found that between 57% and 72% of respondents expressed agreement that all three qualifications developed a broad range of skills for learners.

Finally, trust in National 4 was noticeably lower than trust in National 5 and Higher, with 52% expressing agreement for National 4, compared to 78% for National 5 and 85% for Higher.

When analysing the changes over time, we found that perceptions of National 4 remained broadly stable when comparing the responses to last year, while perceptions of National 5 and Higher had improved.

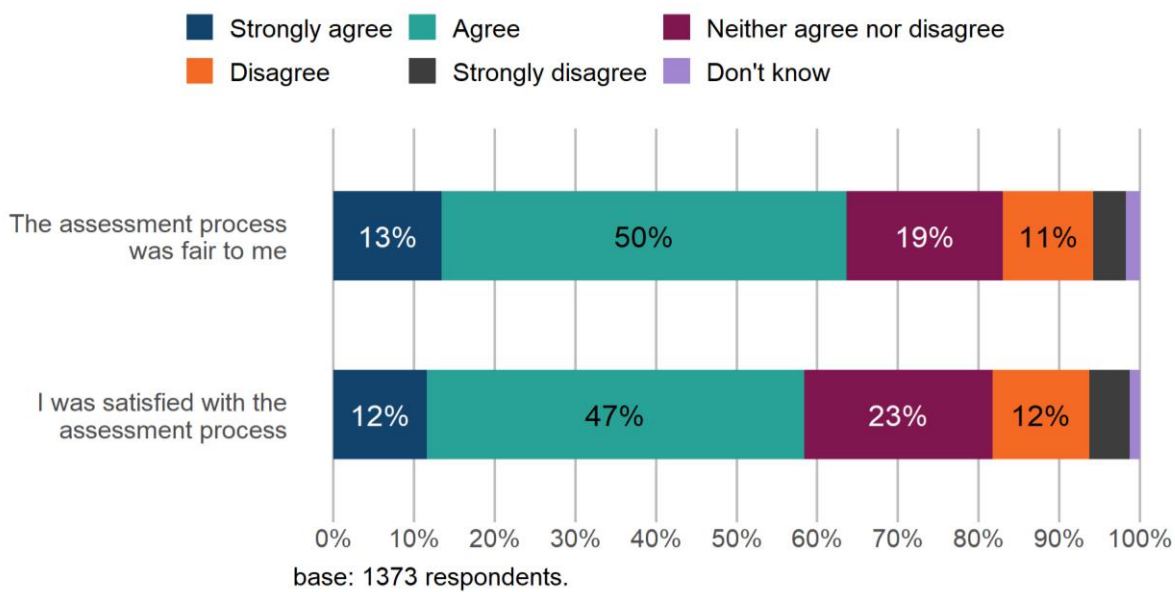
Assessment, awarding and results in 2024–25

Assessment

Learner respondents were also asked whether they agreed or disagreed with the following statements related to the assessment process in 2023–24:

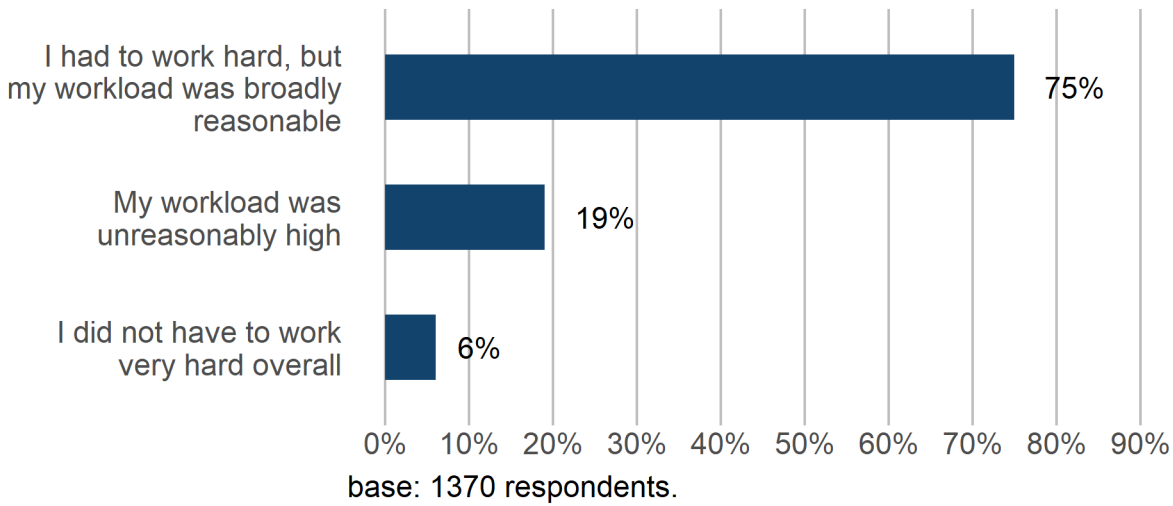
- The assessment process was fair to me
- I was satisfied with the assessment process

Figure 18: Perceptions of assessment



The majority of learner respondents (63%) agreed or strongly agreed that the assessment process was fair to them in 2024–25, while 15% disagreed or disagreed strongly (Figure 18). A slightly lower proportion of learner respondents (59%) agreed or strongly agreed that they were satisfied with the assessment process in 2024–25.

Figure 19: Perceptions of workload



As seen in Figure 19, in relation to their workload for National Qualifications in 2024–25, the vast majority of respondents (75%) said ‘I had to work hard, but my workload was broadly reasonable’. Nineteen per cent said their workload was unreasonably high while 6% said they did not have to work very hard overall.

Changes over time

Learner respondents had more positive perceptions of the assessment process in 2024–25 than respondents had had of the 2023–24 process in the previous year. In 2024, 53% of respondents agreed or strongly agreed that the assessment process was fair to them, but this rose by 10 percentage points to 63% in 2025 (Figure 20). As shown in Figure 16, for the statement ‘I was satisfied with the assessment process’, there was an increase in the level of agreement of 12 percentage points from 47% in 2024 to 59% in 2025.

Figure 20: The assessment process was fair to me, 2024–25

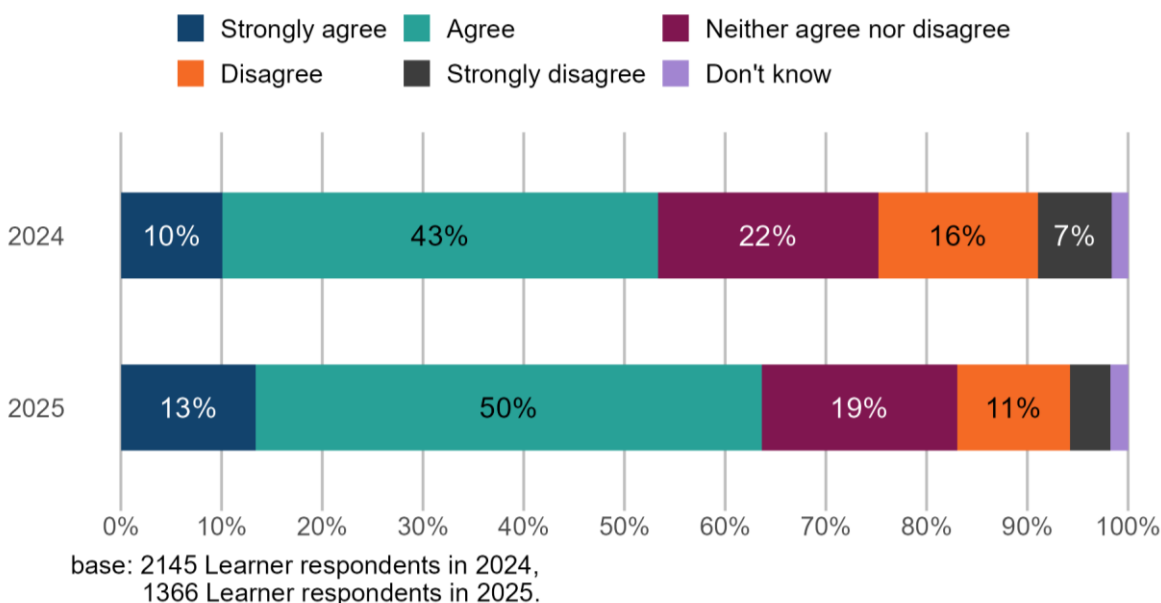
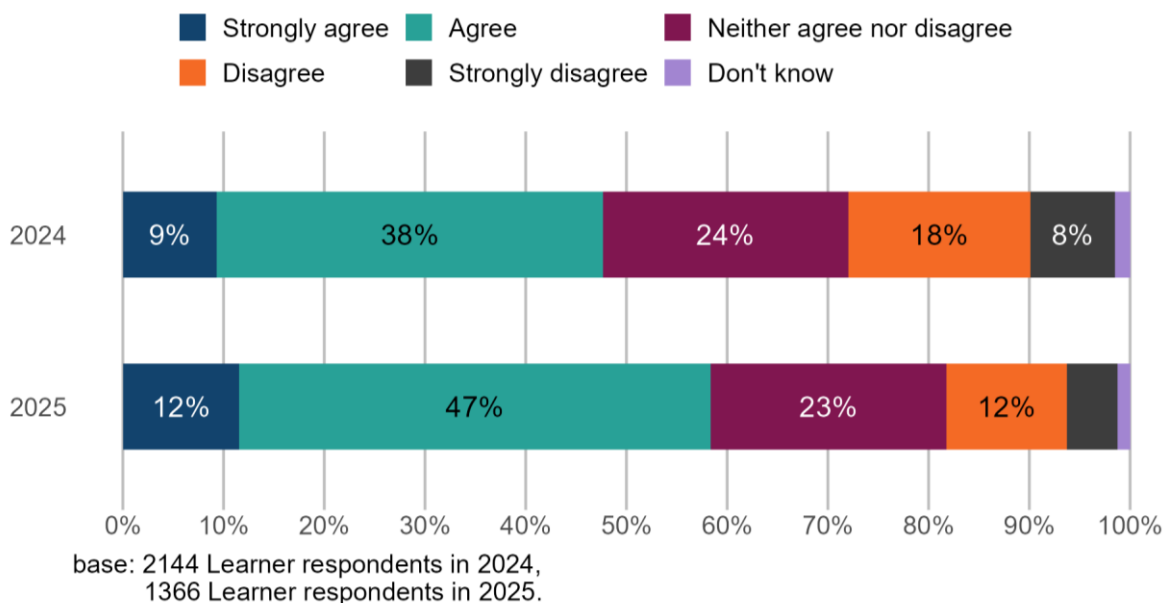


Figure 21: I was satisfied with the assessment process, 2024–25

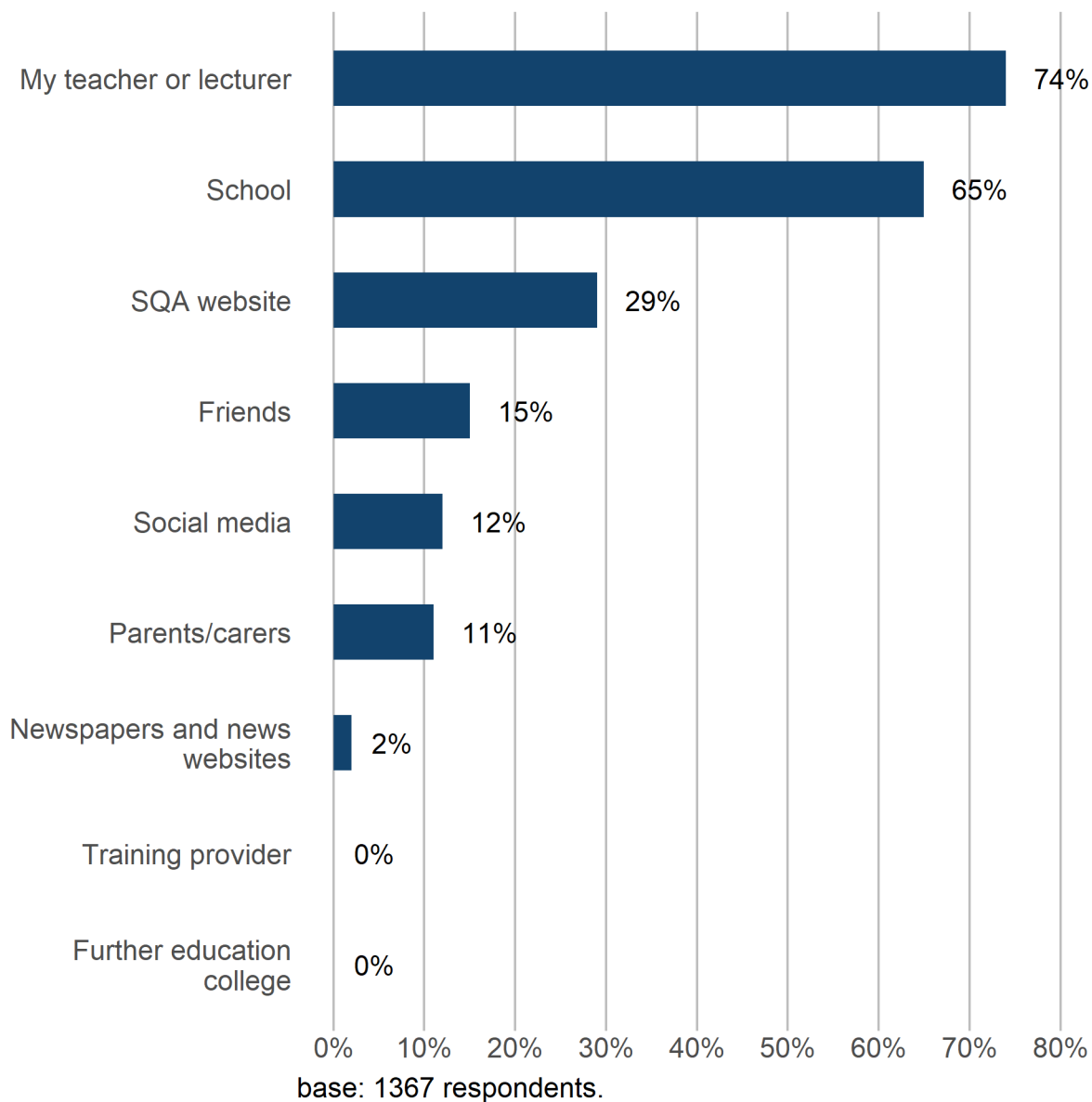


Learner respondents were also asked their perceptions of the overall workload involved for National Qualifications in 2024–25.

Awarding

Respondents were asked the source of the information they received about how their grades would be determined.

Figure 21: Where did you get information about how your grades would be determined in 2024–25?

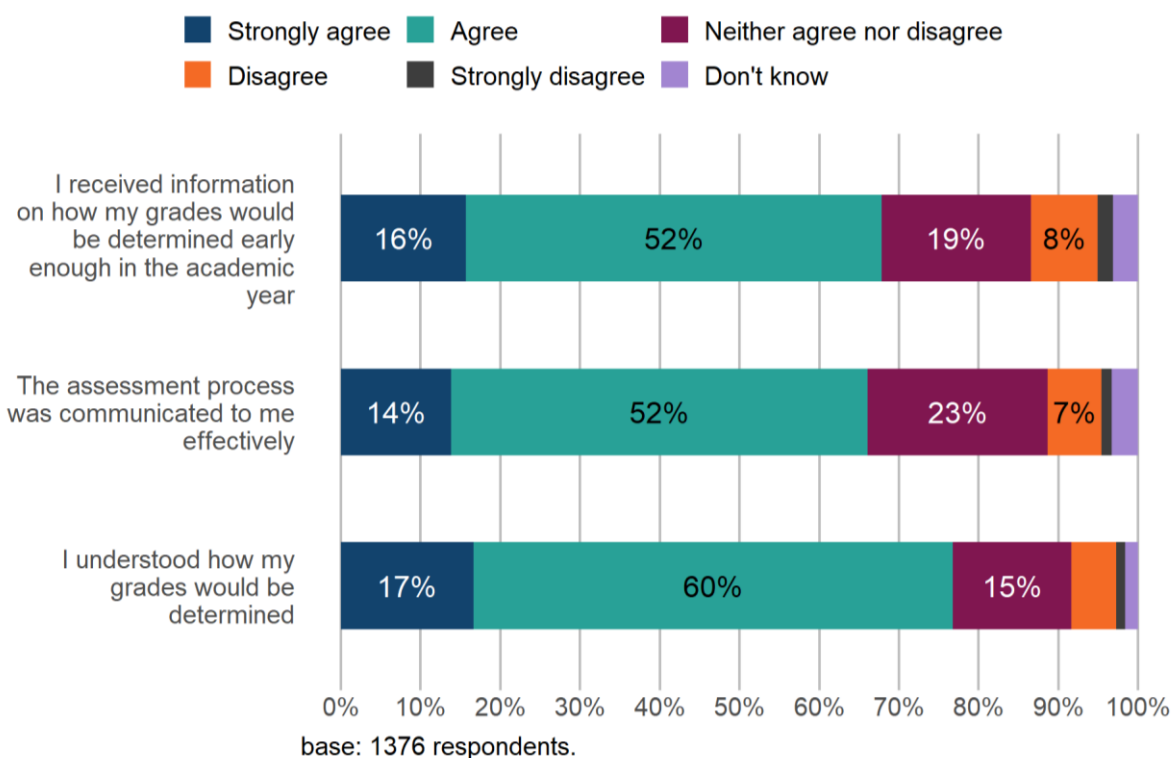


As seen in Figure 21, the majority of respondents said that they received information about how their grades would be determined from their teacher or lecturer (74%), followed by their school (65%). A lower proportion said that they received information from the SQA website (29%), while 15% said they received information from friends, 12% from social media and 11% from parents and carers.

Learner respondents were also asked to say to what extent they agreed or disagreed with the following statements related to communications about assessment in 2024–25:

- I received information on how my grades would be determined early enough in the academic year
- The assessment process was communicated to me effectively
- I understood how my grades would be determined

Figure 22: Attitudes towards communications about assessment in 2024–25



As shown in Figure 22, a strong majority of respondents agreed or strongly agreed with all statements. Respondents displayed the highest levels of agreement with the statement ‘I understood how my grades would be determined’ with 77% agreeing or strongly agreeing and 7% disagreed or strongly disagreed.

A slightly smaller but still majority proportion of respondents expressed agreement with the other two statements. Sixty-six per cent of respondents agreed or strongly agreed that ‘the assessment process was communicated to [them] effectively’ and 68% expressed agreement for the statement ‘I received information on how my grades would be determined early enough in the academic year’ (Figure 22).

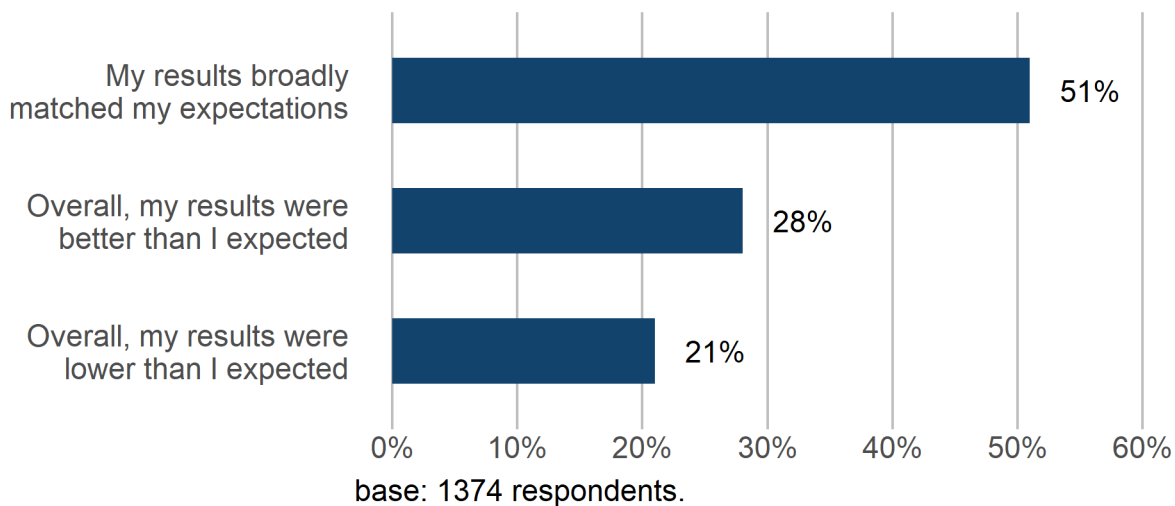
Changes over time

Responses to the statements about awarding were similar to last year.

Results

When asked how they felt about their results in 2025, around half of respondents (51%) said that they felt their results broadly matched their expectations, while 28% said ‘overall, my results were better than I expected’ and 21% said that overall, their results were lower than they expected (Figure 23). This data almost mirrors the NQ outcomes and estimates for the 2025 exam diet, where 50% of grades met their estimate, 29% exceeded the estimate and 21% were below their estimate (SQA, 2025).

Figure 23: How would you say you feel about the results of your National Qualifications in 2025?



Changes over time

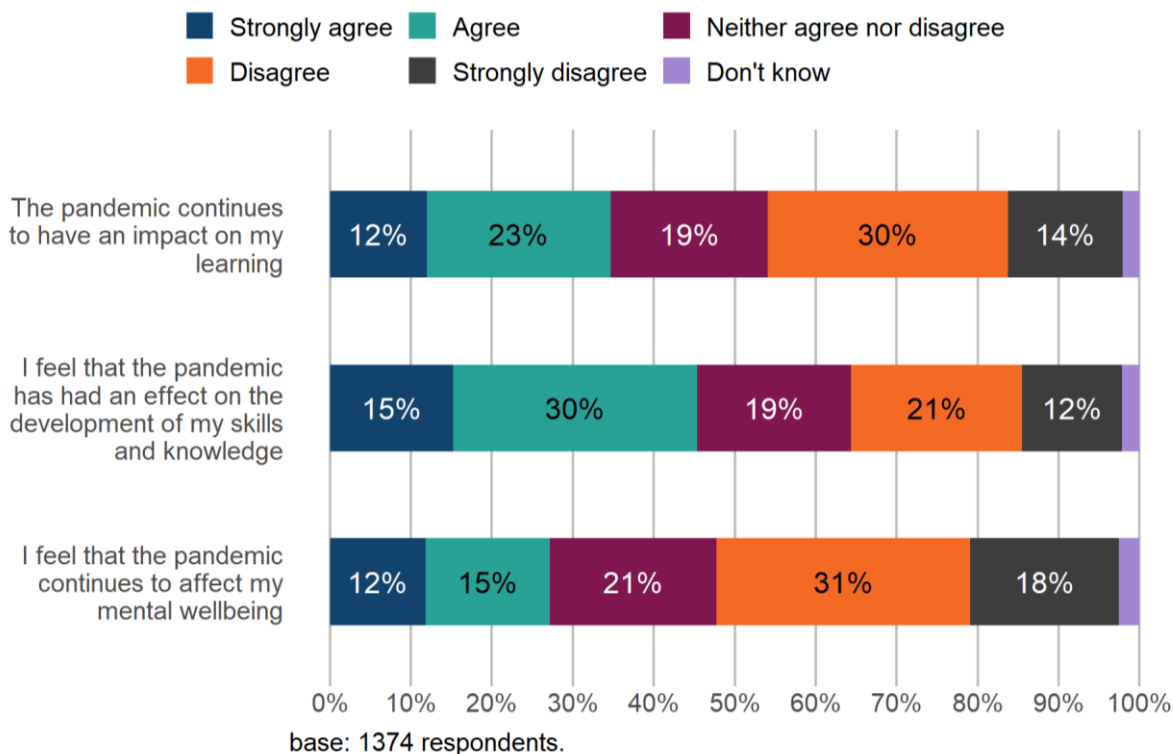
Responses to the statements about results were similar to last year.

Legacy of COVID-19 impact on learning in 2024–25

Respondents were asked to what extent they agreed with the following three statements relating to the ongoing impact of the pandemic in 2024–25:

- The pandemic continues to have an impact on my learning
- I feel that the pandemic has had an effect on the development of my skills and knowledge
- I feel that the pandemic continues to affect my mental wellbeing

Figure 24: Perception of the impact of the pandemic on learning in 2024–25



As shown in Figure 24, respondents were split over whether the pandemic continued to have an impact on their learning. More learner respondents disagreed that the pandemic continued to have an impact on their learning, with 44% opting for disagree or strongly disagree, than respondents who expressed agreement (35% strongly agree/agree).

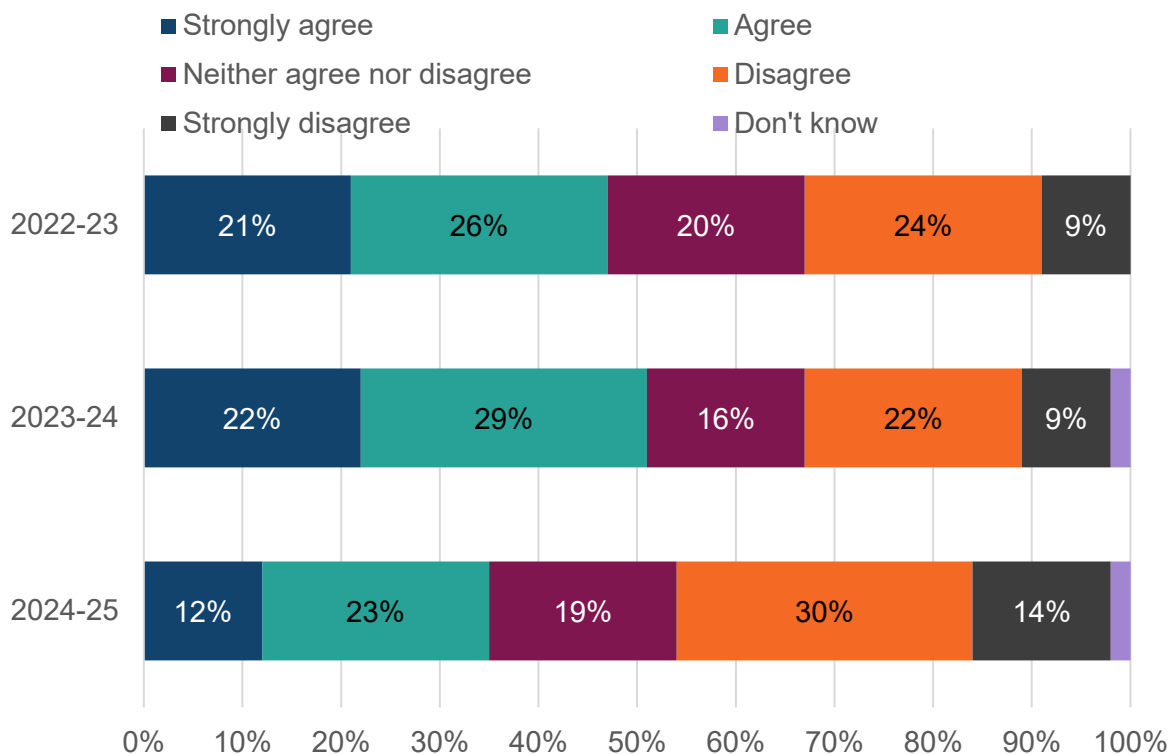
Forty-five per cent of respondents agreed or strongly agreed that the pandemic has had an effect on the development of their skills and knowledge, while 33% disagreed or strongly disagreed. While 27% agreed or strongly agreed with the statement ‘I feel that the pandemic continues to affect my mental wellbeing’ with almost half the respondents (49%) disagreeing or strongly disagreeing.

Changes over time

Data about learners’ perceptions of the impact of the pandemic on learning has been collected since 2022–23. Overall, the data shows that, over time, the proportion of learner respondents

who feel that the pandemic has had an impact on their learning, development and wellbeing has trended downwards.

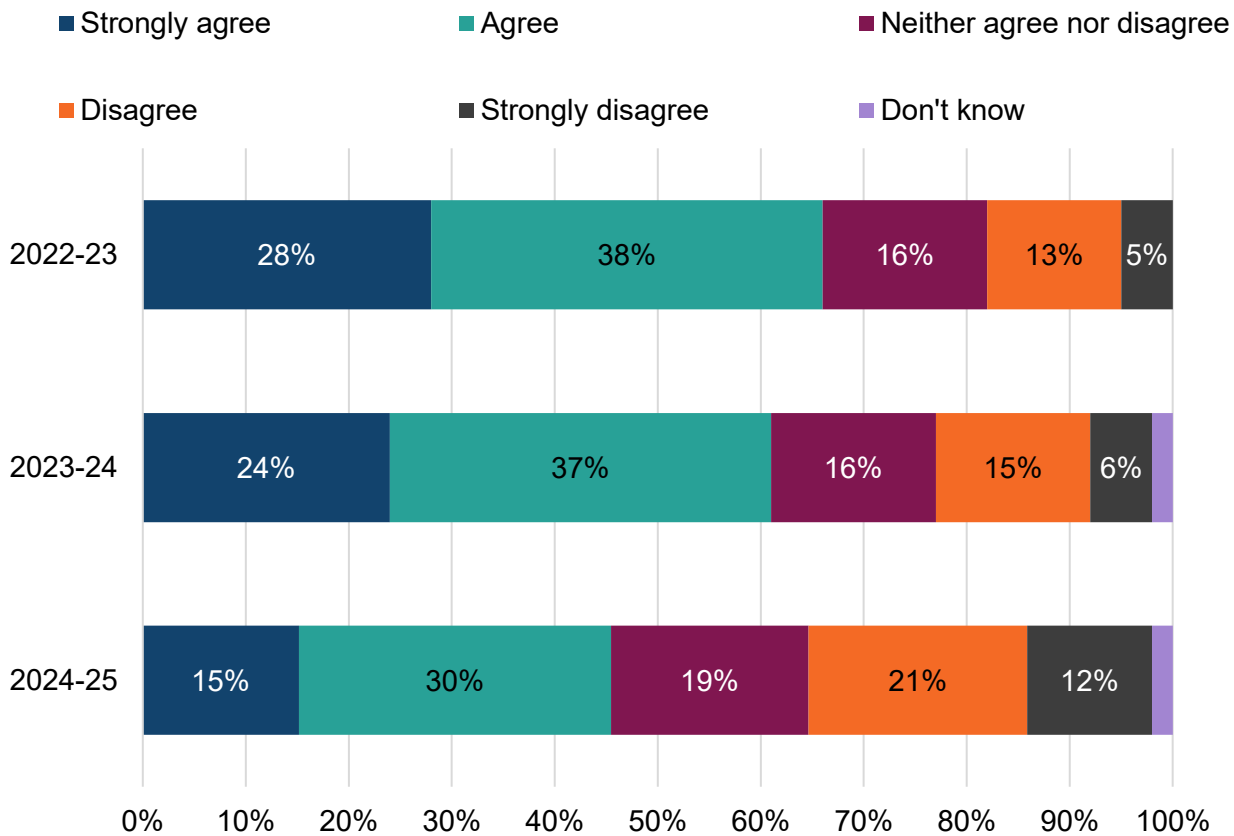
Figure 25: The pandemic continues to have an impact on my learning, 2022–23 to 2024–25



Base: 2022–23 3166 respondents, 2023–24 2134 respondents, and 2024–25 1374 respondents

As shown in Figure 25, in 2022–23, 47% of learner respondents expressed agreement that the pandemic continued to impact on their learning, but this had decreased to 35% in 2024–25, a difference of 12 percentage points. In fact, in 2024–25, for the first time, a higher proportion of learner respondents disagreed with this statement than agreed, with 44% saying they disagreed or strongly disagreed.

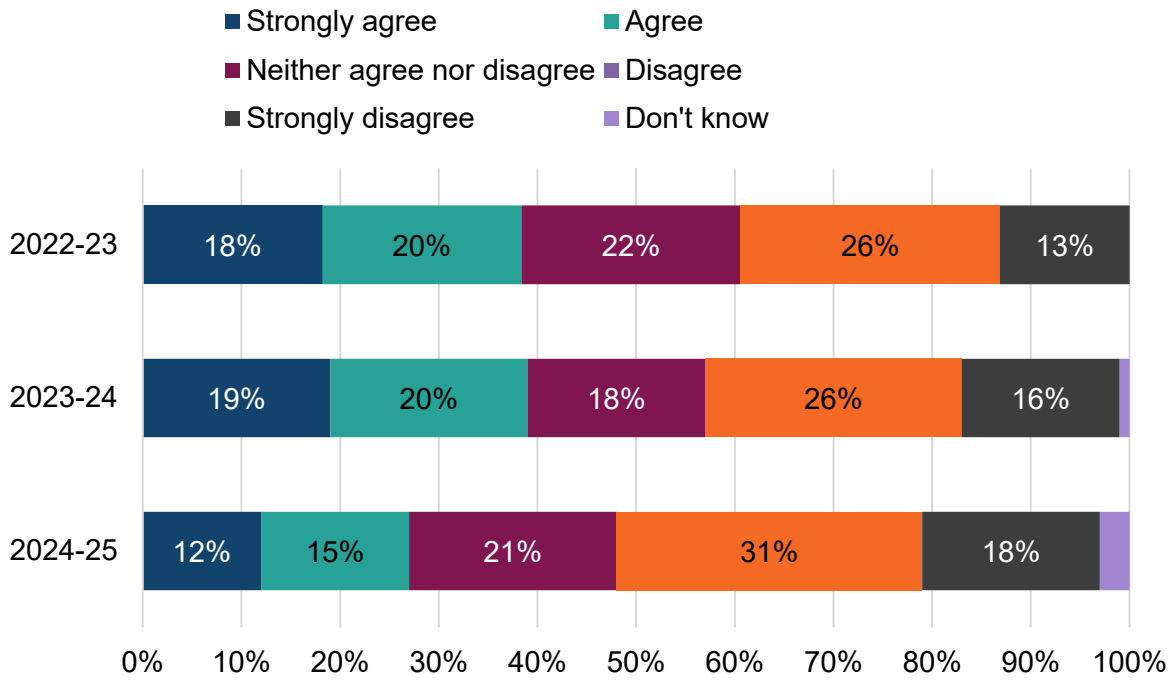
Figure 26: I feel that the pandemic has had an effect on the development of my skills and knowledge



Base: 2022–23 3164 respondents, 2023–24 2134 respondents, and 2024–25 1374 respondents

The proportion of learner respondents who agreed or strongly agreed that the pandemic has had an effect on the development of their skills and knowledge has also decreased over the survey years (Figure 26). In 2022–23, the proportion of learners expressing agreement with this statement was 66%, but by 2024–25, this had decreased to 45%, a difference of 21 percentage points.

Figure 27: I feel that the pandemic continues to affect my mental wellbeing



Base: 2022–23 3172 respondents, 2023–24 2134 respondents, and 2024–25 1374 respondents

As shown in Figure 27, while the proportion of respondents who agreed that the pandemic continued to affect their mental wellbeing remained largely static between 2023–23 and 2023–24 (38% and 39%, respectively), data collected in 2025 suggests that perspectives are beginning to change as the proportion who expressed agreement for the year 2024–25 had decreased to 27%. In 2025, almost half (49%) learner respondents disagreed with this statement.

Composite analysis

Composite scoring was developed to gauge how respondents perceived a number of different elements of National Qualifications in 2024–25. A composite score is a single variable or data point that represents a combination of information from multiple related variables or data points. For a detailed explanation of how the composite scoring analysis was developed, please refer to the Methodology chapter and the Technical Appendix.

Communications satisfaction

The communications satisfaction composite examined how learner respondents felt about NQ communications overall in 2024–25 by taking an average of their agreement with the following three statements about communication:

- I received information on how my grades would be determined early enough in the academic year
- The assessment process was communicated to me effectively
- I understood how my grades would be determined.

In designing the communications satisfaction composite, researchers interpreted higher levels of agreement with the three statements as meaning that there were higher levels of satisfaction with SQA's communications about NQs in 2024–24. Therefore, low mean scores indicate less satisfaction with SQA's communications in 2024–25, while high scores indicate more satisfaction.

Respondents who answered all three questions had a communications satisfaction score calculated. The composite had an average score of 3.8 for all eligible respondents, indicating an above mid-range level of satisfaction with communications. Translated back to the original Likert scale responses, this would place the respondents with an average response of slightly below 'agree' for all eligible respondents.

Communication satisfaction scores were compared across six different demographic sub-groups: gender, disability/ASN status, SIMD, ethnicity, care experienced status and LGBTQIA+ status. Statistical analysis revealed no significant differences by gender, ethnicity, care experienced status, LGBTQIA+ status, or SIMD within our sample ($p > 0.01$) (see Appendix X for more detail).

Disability or ASN status

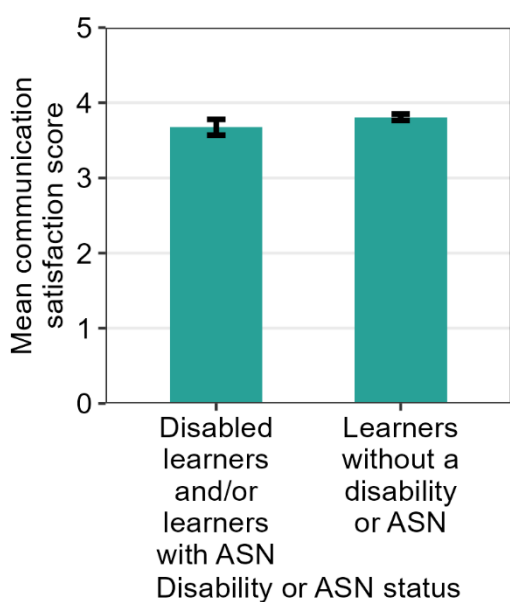
As shown in Table 3 and Figure 28, respondents with a disability or ASN had a mean composite score of 3.7 compared to 3.8 for those without a disability or ASN.

Table 3: Communications satisfaction composite score by disability/ASN status

Disability or ASN status	Number of respondents	Mean communication satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	205	3.7	3.6	3.8
Learners without a disability or ASN	1,075	3.8	3.8	3.9

There was a statistically significant difference ($p < 0.01$) in the composite scores of learner respondents who identified as disabled or as having ASN and those who did not within our sample. This could indicate that disabled or ASN learners in the general population were slightly less satisfied than non-disabled learners with communications from SQA about their NQs in 2024–25.

Figure 28: Communications satisfaction composite score by disability/ASN status



Qualifications satisfaction

The qualifications satisfaction composite examined how learner respondents felt about National 4, National 5, and Higher. For each qualification, a satisfaction composite score was created by taking an average of respondents' responses to the following four questions:

- To what extent do you agree with the following statements: National 4/National 5/Higher are trusted qualifications?
- To what extent do you agree with the following statements: National 4/National 5/Higher are good preparation for further study?

- To what extent do you agree with the following statements: National 4/National 5/Higher are good preparation for work?
- To what extent do you agree with the following statements: National 4/National 5/Higher develop a broad range of skills for learners?

Last year the composites for qualifications also included data on perspectives on Advanced Higher, but the response rate from Advanced Higher learners in 2024–25 was too low to be included in the analysis.

The statements: ‘To what extent do you agree with the following statements: National 4/National 5/Higher/Advanced Higher are well understood by the general public?’ and ‘To what extent do you agree with the following statements: National 4/National 5/Higher/Advanced Higher standards are maintained year on year?’ were previously included in the composites but were dropped from this year’s survey.

National 4

Respondents who answered all four questions on National 4 had a satisfaction score calculated. The resulting average composite score was 3.5, indicating an above mid-range level of satisfaction with National 4 in 2024–25. Translated back to the original Likert scale response, this would place the respondents with an average response between ‘neither agree nor disagree’ and ‘agree’.

The National 4 satisfaction score was compared across six demographic sub-groups: gender, disability or ASN status, SIMD, ethnicity, care experienced status and LGBTQIA+ status. Statistical analysis revealed no significant differences between the satisfaction scores from sub-groups of any of these six demographics.

National 5

Respondents who answered all four questions on National 5 had a satisfaction score calculated. The resulting average composite score was 3.8, indicating an above mid-range level of satisfaction with National 5. Translated back to the original Likert scale response, this would place the respondents with an average response slightly less than ‘agree’.

The National 5 satisfaction score was compared across six demographic sub-groups: gender, disability or ASN status, SIMD, ethnicity, care experienced status and LGBTQIA+ status. Statistical analysis revealed no significant differences between the satisfaction scores from sub-groups of any of these six demographics.

Higher

Respondents who answered all four questions on Higher had a satisfaction score calculated. The resulting average composite score was again 3.8, indicating an above mid-range level of satisfaction with Higher. Translated back to the original Likert scale response, this would place the respondents with an average response slightly less than 'agree'.

The Higher satisfaction score was compared across six demographic sub-groups: gender, disability or ASN status, SIMD, ethnicity, care experienced status and LGBTQIA+ status. Statistical analysis revealed no significant differences between the satisfaction scores from sub-groups of any of these six demographics.

Impact of the legacy of COVID-19 on learning

The impact of the legacy of COVID-19 on learning composite examined how learner respondents felt about the impact of the pandemic on learning overall in 2024–25 by taking an average of their agreement with the following three statements:

- The pandemic continues to have an impact on my learning
- I feel that the pandemic has had an effect on the development of my skills and knowledge
- I feel that the pandemic continues to affect my mental wellbeing.

In contrast to the previous satisfaction scores, researchers interpreted higher levels of agreement with these three statements as indicating a higher impact of COVID-19 on learning in 2024–25. Therefore, high mean scores indicate more impact on learning in 2024–25, while low scores indicate less impact.

Respondents who answered all three questions had an impact of COVID-19 on learning score calculated. The composite had an overall average score of 2.9 for all respondents, indicating a mid-range level of impact of COVID-19 on learning in 2024–25. Translated back to the original Likert scale responses, this would place the respondents with an average response of 'neither agree nor disagree' for all respondents.

The impact of COVID-19 on learning score was compared across six different demographic sub-groups: gender, disability/ASN status, SIMD, ethnicity, care experienced status and LGBTQIA+ status. Statistical analysis revealed no significant differences between impact scores from groups based on SIMD and ethnicity.

Gender

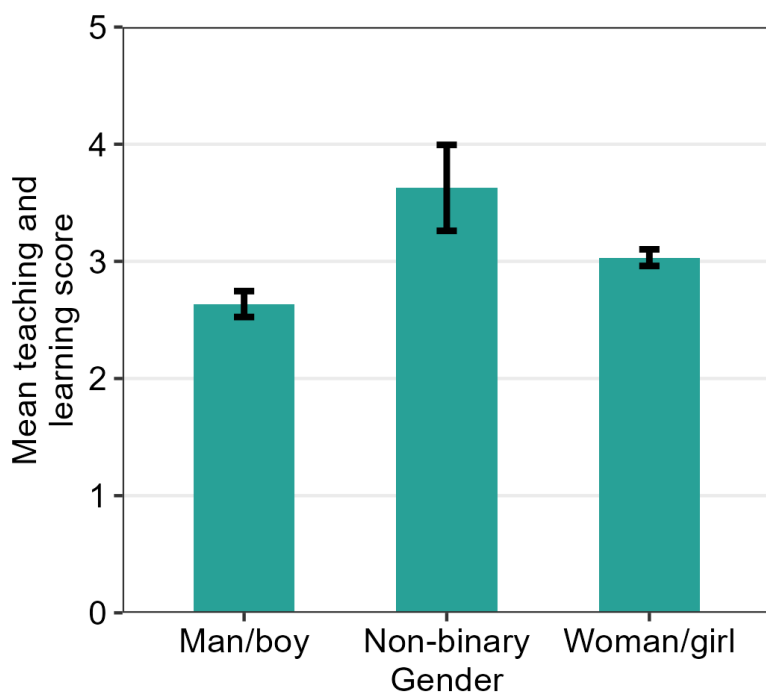
As shown in Table 5 and Figure 30, respondents who identified as 'Man/boy' had a mean impact score of 2.6, while respondents who identified as 'Woman/girl' has a score of 3. Respondents who said they were 'non-binary' had an average score of 3.9.

Table 5: Impact of COVID-19 on learning composite score by gender

Gender	Number of respondents	Mean impact of COVID-19 on learning score	Confidence interval lower bound	Confidence interval upper bound
Man/boy	445	2.6	2.5	2.7
Woman-girl	865	3	3	3.1
Non-binary	15	3.6	3.3	4
Other	[c]	[c]	[c]	[c]

There was a statistically significant difference in the mean impact score from respondents who identified as man/boy and respondents who identified as woman/girl within our sample ($p < 0.01$). This could indicate that women and girls felt that the pandemic impacted their learning more in 2024–25 than men and boys across the whole NQ learner population in Scotland.

Figure 29: COVID-19 impact on learning composite score by gender



Disability/ASN status

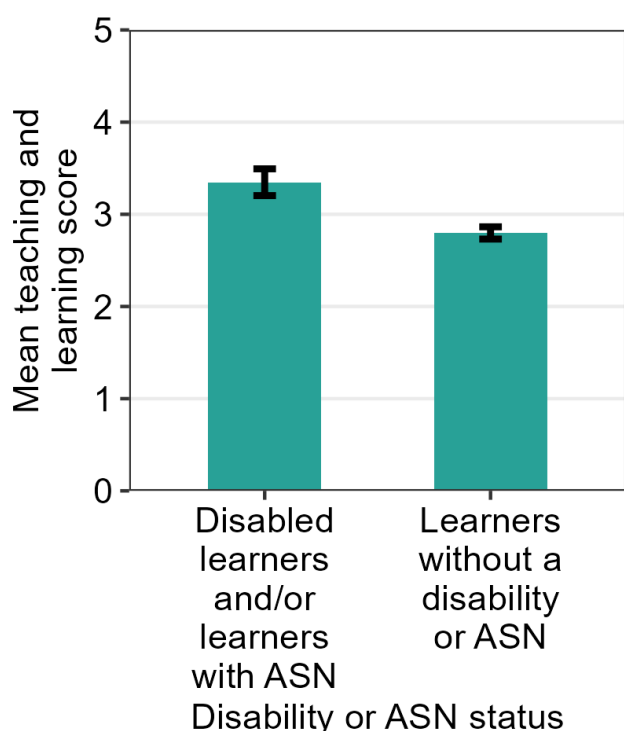
As shown in Table 6 and Figure 31, respondents who said they had a disability or ASN had a mean impact score of 3.3, while respondents who did not have a disability or ASN had an average score of 2.8.

Table 6: COVID-19 impact on learning composite score by disability/ASN

Disability/ASN status	Number of respondents	Mean impact of COVID-19 on learning score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	205	3.3	3.2	3.5
Learners without a disability or ASN	1070	2.8	2.7	2.9

There was a statistically significant difference in the mean impact score from respondents who identified as disabled or with an ASN, and those who did not within our sample ($p < 0.01$). This could indicate that NQ learners with a disability and/or ASN felt that the pandemic impacted their learning more in 2024–25 than non-disabled NQ learners in Scotland as a whole.

Figure 30: COVID-19 impact on learning composite score by disability/ASN



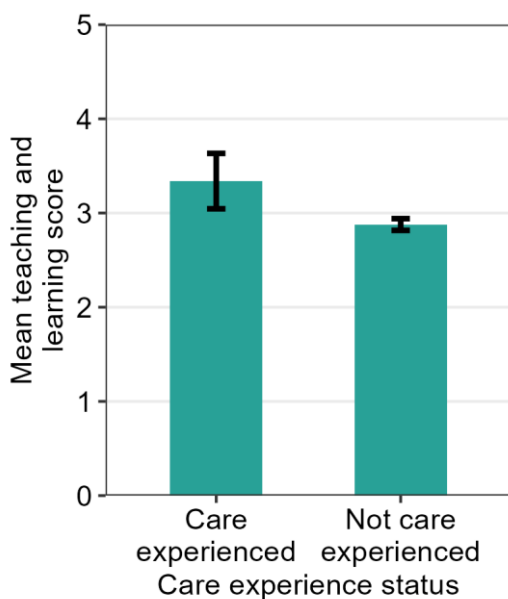
Care-experienced status

As seen in Table 7 and Figure 32, respondents who were care-experienced had a higher mean impact of COVID-19 on learning score (3.3) than those who were not care-experienced (2.9). The difference in mean impact scores between these two groups was statistically significant within our sample ($p < 0.01$). This could indicate that care experienced NQ learners in Scotland felt higher impacts on their learning caused by the pandemic in 2024–25.

Table 7: COVID-19 impact on learning composite score by care experienced status

Care experienced status	Number of respondents	Mean impact of COVID-19 on learning score	Confidence interval lower bound	Confidence interval upper bound
Care experienced	60	3.3	3.0	3.6
Not care experienced	1245	2.9	2.8	2.9

Figure 31: COVID-19 impact on learning composite score by care experienced status



LGBTQIA+ status

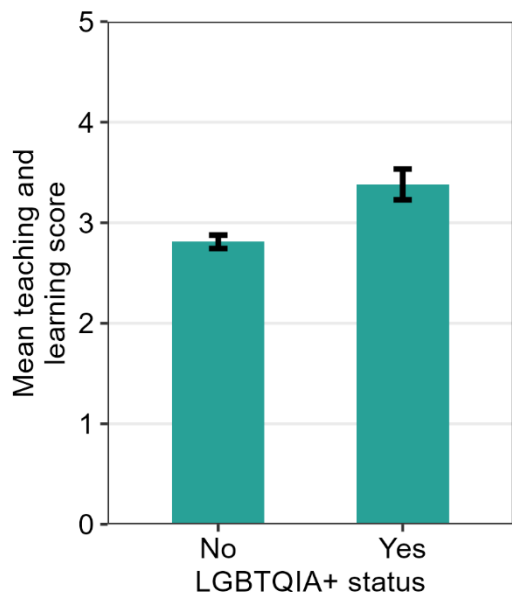
As seen in Table 8 and Figure 33, learner respondents who identified as part of the LGBTQIA+ community had a mean impact of COVID-19 on learning score of 3.4, while those who said they were not part of this community had a score of 2.8.

Table 8: COVID-19 impact on learning composite score by LGBTQIA+ status

LGBTQIA+ status	Number of respondents	Mean impact of COVID-19 on learning score	Confidence interval lower bound	Confidence interval upper bound
Yes	190	3.4	3.2	3.5
No	1080	2.8	2.7	2.9

There was a statistically significant difference between the mean composite scores of these two groups for the impact of COVID-19 on learning within our sample ($p < 0.01$). This suggested that within Scotland as a whole, NQ learners who were LGBTQIA+ may have had their learning impacted more by the pandemic in 2024–25 compared to people who were not LGBTQIA+.

Figure 32: COVID-19 impact on learning composite score by LGBTQIA+ status



Assessment and awarding satisfaction

The assessment and awarding satisfaction composite examined how learner respondents felt about this aspect of their National Qualifications in 2024–25 by taking an average agreement with the following two statements:

- The assessment process was fair to me
- I was satisfied with the assessment process.

Respondents who answered both statements had an assessment and awarding satisfaction score calculated. The composite had an overall average score of 3.5 for all eligible respondents, indicating a level of satisfaction with assessment and awarding that was above mid-range. Translated back to the original Likert scale categories, this would place the average satisfaction halfway between 'agree' and 'neither agree nor disagree'.

The assessment and awarding composite score was compared across six different demographic sub-groups: gender, disability or ASN status, SIMD, ethnicity, care experienced status and LGBTQIA+ status. Statistical analysis revealed no significant differences between impact scores from groups based on gender, LGBTQIA+, ethnicity, care experience status, and SIMD.

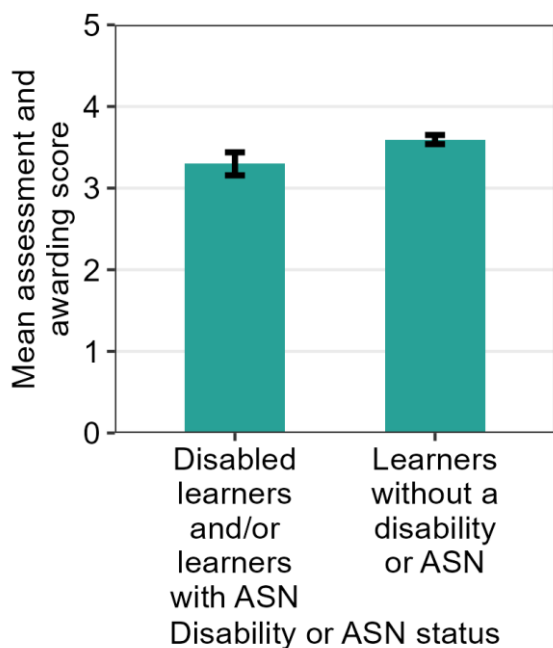
Disability/ASN status

Respondents with a disability or ASN had a mean impact score of 3.3 and respondents who did not have a disability or ASN had a mean impact score of 3.6 (Table 10 and Figure 35). There was a statistically significant difference in the mean impact scores between these two groups within our sample ($p < 0.01$). Therefore, in Scotland as a whole, NQ learners with a disability or ASN could be less satisfied with assessment and awarding than those without a disability/ASN.

Table 10: Assessment and awarding satisfaction composite score by disability or ASN status

Disability/ASN status	Number of respondents	Mean impact assessment and awarding score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	205	3.3	3.2	3.4
Learners without a disability or ASN	1070	3.6	3.5	3.7

Figure 33: Assessment and awarding satisfaction composite score by disability or ASN status



References

SQA (2025). *Attainment Statistics*. Available at: <https://www.sqa.org.uk/sqa/105123.html>

Appendix: Composite satisfaction analysis

Communications satisfaction composite

Communications satisfaction composite score by care experience status

Figure 34: Communications satisfaction composite score by care experience status

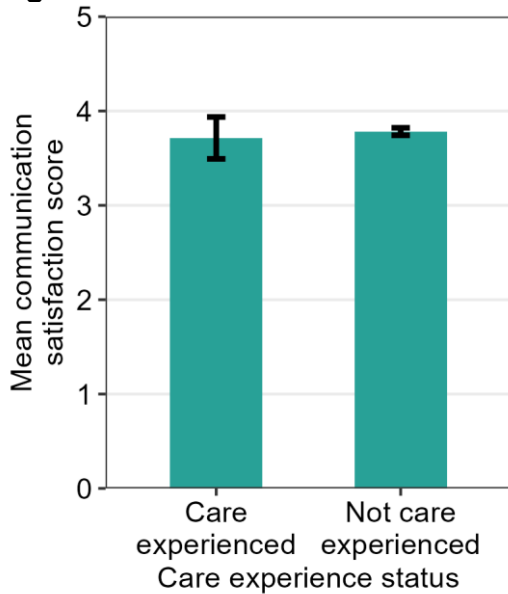


Table 11: Communications satisfaction composite score by care experience status

Care experience status	Number of respondents	Mean communication satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Care experienced	60	3.7	3.5	3.9
Not care experienced	1250	3.8	3.7	3.8

Kruskal-Wallis test p-value was 0.0198.

There was no evidence to suggest that any of the care experience status groups had a different median score.

Communications satisfaction composite score by disability or ASN status

Figure 35: Communications satisfaction composite score by disability or ASN status

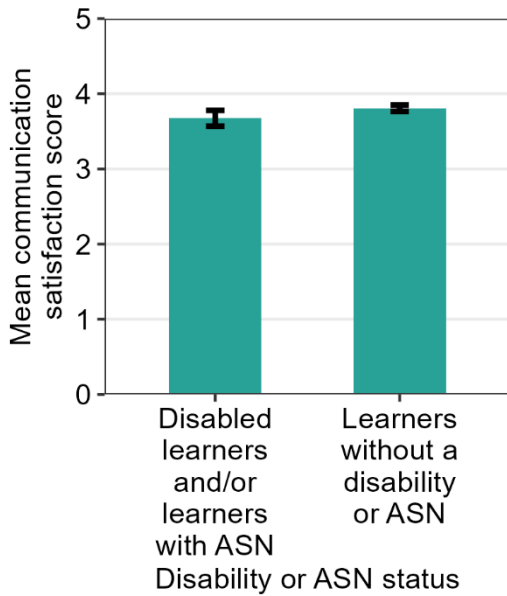


Table 12: Communications satisfaction composite score by disability or ASN status

Disability or ASN status	Number of respondents	Mean communication satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	205	3.7	3.6	3.8
Learners without a disability or ASN	1075	3.8	3.8	3.9

Kruskal-Wallis test p-value was 0.0000.

There was evidence to suggest that at least of one of the disability or ASN status groupings had a different median score.

Communications satisfaction composite score by ethnic group

Figure 36: Communications satisfaction composite score by ethnic group

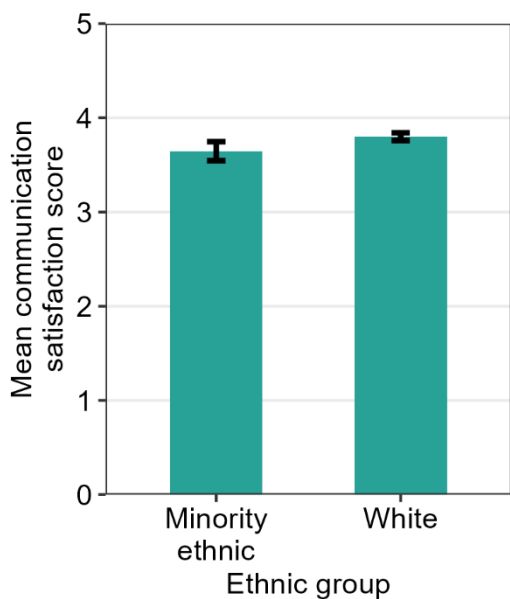


Table 13: Communications satisfaction composite score by ethnic group

Ethnic group	Number of respondents	Mean communication satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Minority ethnic	210	3.6	3.5	3.7
White	1130	3.8	3.8	3.8

Kruskal-Wallis test p-value was 0.0119.

There was no evidence to suggest that any of the ethnic group status groupings had a different median score.

Communications satisfaction composite score by gender

Figure 37: Communications satisfaction composite score by gender

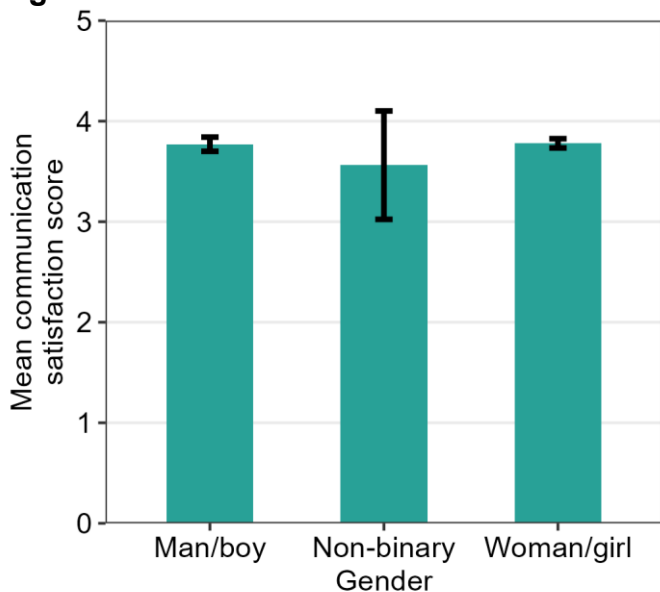


Table 14: Communications satisfaction composite score by gender

Gender	Number of respondents	Mean communication satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Man/boy	450	3.8	3.7	3.8
Woman/girl	870	3.8	3.7	3.8
Non-binary	15	3.6	3	4.1

Kruskal-Wallis test p-value was 0.8478

There was no evidence to suggest that any of the gender groups had a different median score.

Communications satisfaction composite score by LGBTQIA+ status

Figure 38: Communications satisfaction composite score by LGBTQIA+ status

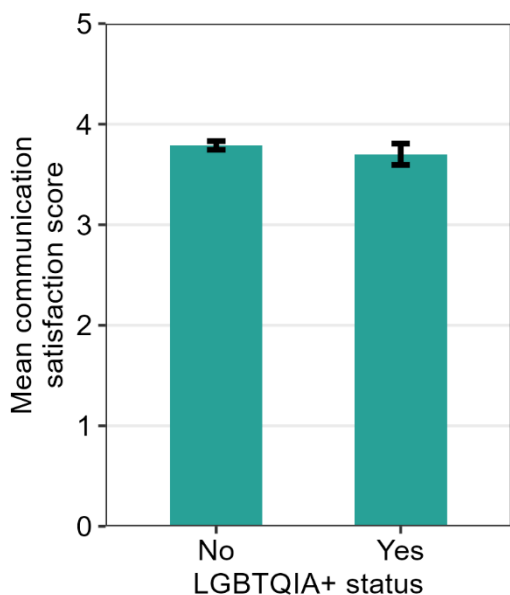


Table 15: Communications satisfaction composite score by LGBTQIA+ status

LGBTQIA+ status	Number of respondents	Mean communication satisfaction score	Confidence interval lower bound	Confidence interval upper bound
No	1085	3.8	3.7	3.8
Yes	190	3.7	3.6	3.8

Kruskal-Wallis test p-value was 0.1905

There was no evidence to suggest that any of the LGBTQIA+ status groupings had a different median score.

Communications satisfaction composite score by SIMD quintile

Figure 39: Communications satisfaction composite score by SIMD quintile

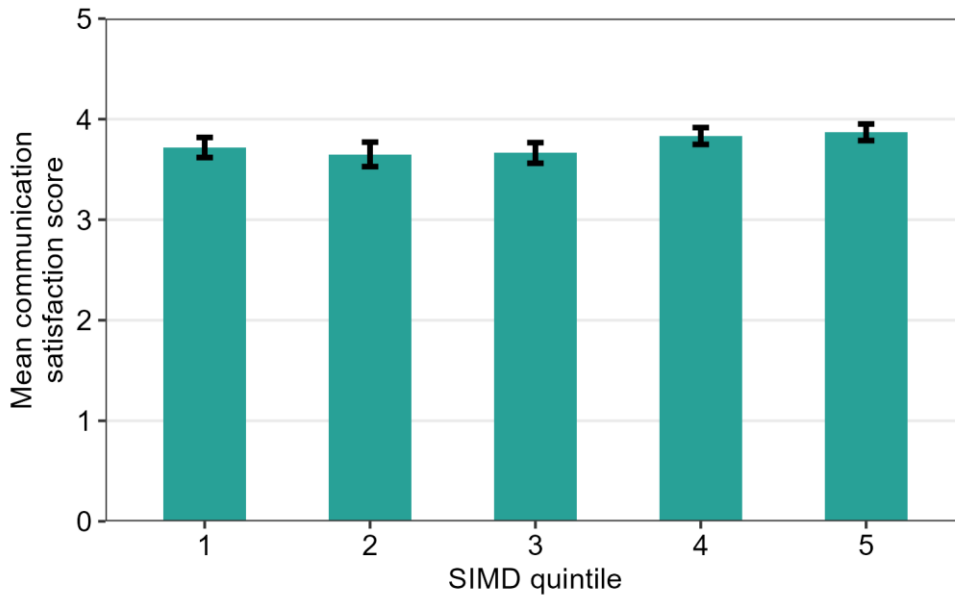


Table 16: Communications satisfaction composite score by SIMD quintile

SIMD	Number of respondents	Mean communication satisfaction score	Confidence interval lower bound	Confidence interval upper bound
1	175	3.7	3.6	3.8
2	150	3.6	3.5	3.8
3	190	3.7	3.6	3.8
4	275	3.8	3.7	3.9
5	300	3.9	3.8	4.0

Kruskal-Wallis test p-value was 0.0018.

There was evidence to suggest that at least one of the SIMD quintile groups had a different median score.

National 4 satisfaction composite

National 4 satisfaction composite score by care experience status

Figure 40: National 4 satisfaction composite score by care experience status

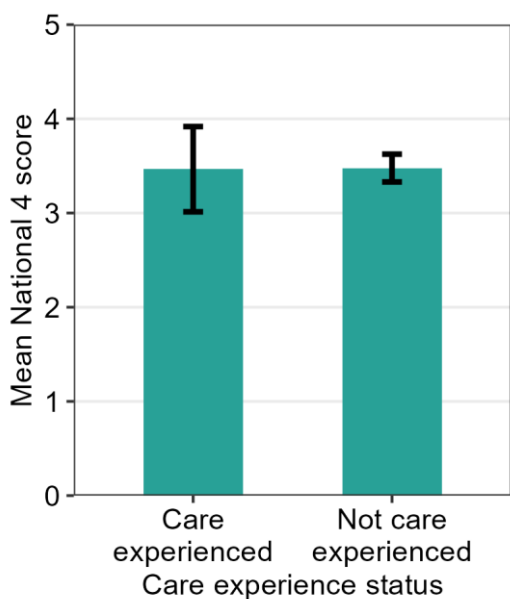


Table 17: National 4 satisfaction composite score by care experience status

Care experience status	Number of respondents	Mean National 4 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Care experienced	10	3.5	3.0	3.9
Not care experienced	120	3.5	3.3	3.6

Kruskal-Wallis test p-value was 0.7548.

There was no evidence to suggest that any of the care experience status groupings have a different median score.

National 4 satisfaction composite score by disability/ASN status

Figure 41: National 4 satisfaction composite score by disability/ASN status

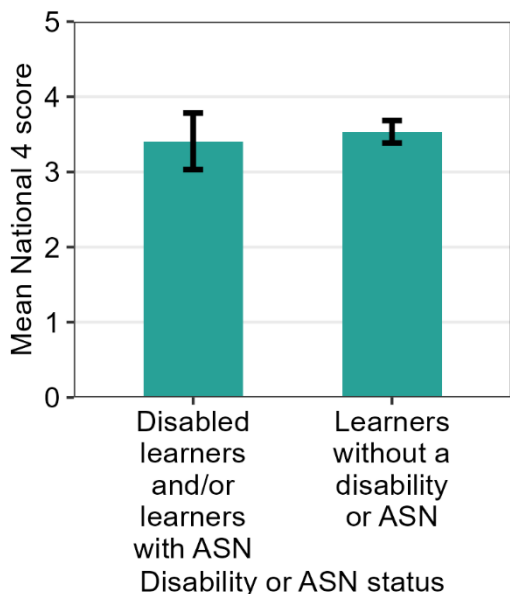


Table 18: National 4 satisfaction composite score by disability/ASN status

Disability or ASN status	Number of respondents	Mean National 4 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	30	3.4	3.0	3.8
Learners without a disability or ASN	105	3.5	3.4	3.7

Kruskal-Wallis test p-value was 0.533

There was no evidence to suggest that any of the disability or ASN status groupings have a different median score.

National 4 satisfaction composite score by ethnic group

Figure 42: National 4 satisfaction composite score by ethnic group

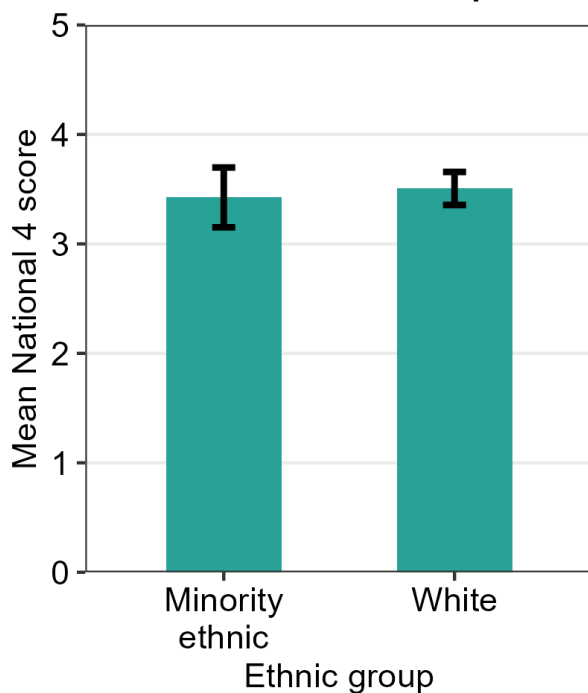


Table 19: National 4 satisfaction composite score by ethnic group

Ethnic group	Number of respondents	Mean National 4 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Minority ethnic	30	3.4	3.2	3.7
White	115	3.5	3.4	3.7

Kruskal-Wallis test p-value was 0.7037

There was no evidence to suggest that the ethnic groupings have a different median score.

National 4 satisfaction composite score by gender

Figure 43: National 4 satisfaction composite score by gender

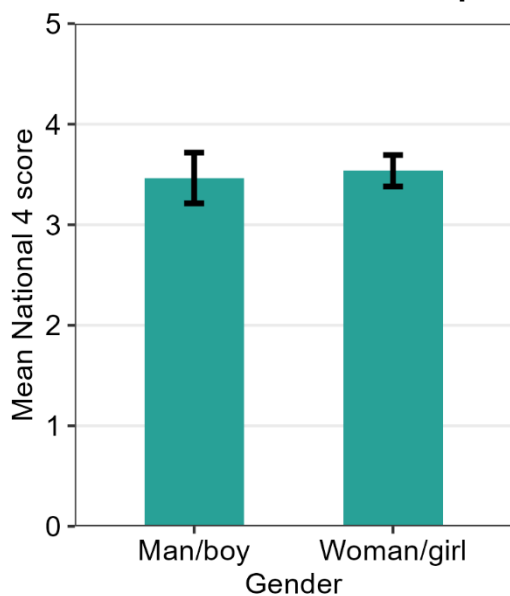


Table 20: National 4 satisfaction composite score by gender

Gender	Number of respondents	Mean National 4 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Man/boy	45	3.5	3.2	3.7
Woman/girl	95	3.5	3.4	3.7

Kruskal-Wallis test p-value was 0.5423

There was no evidence to suggest that any of the gender groupings have a different median score.

National 4 satisfaction composite score by LGBTQIA+

Figure 44: National 4 satisfaction composite score by LGBTQIA+

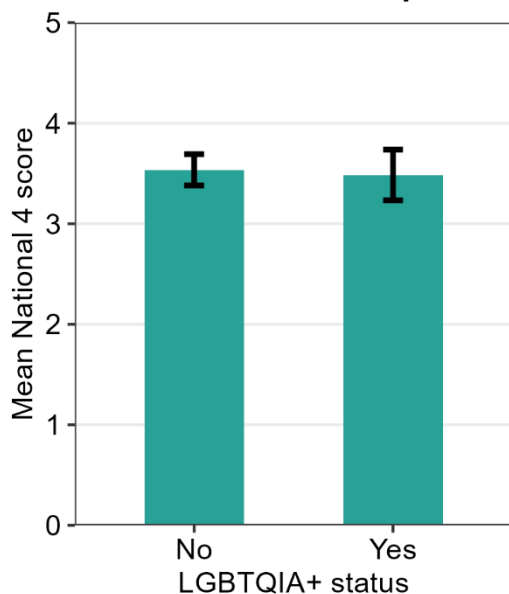


Table 21: National 4 satisfaction composite score by LGBTQIA+ status

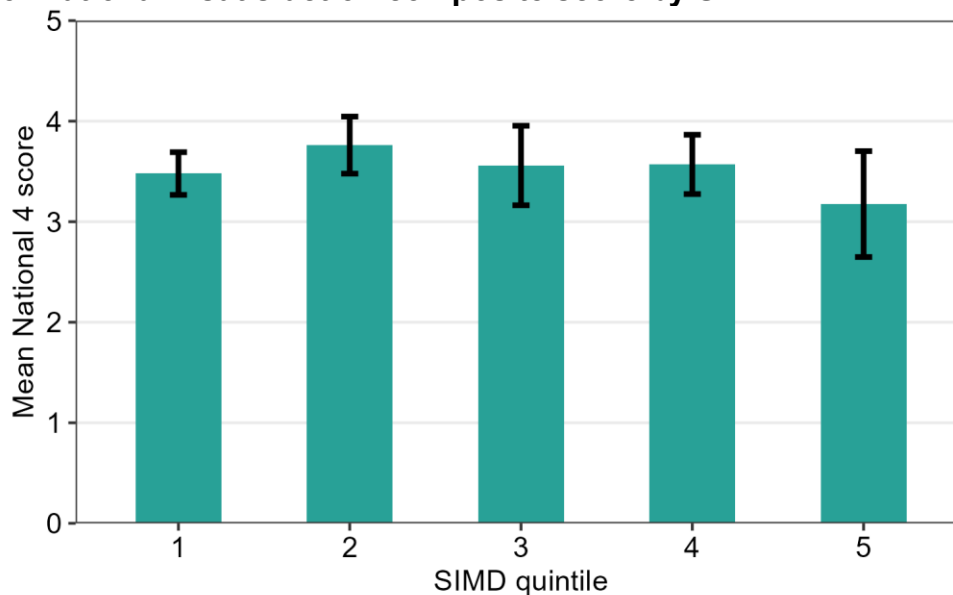
LGBTQIA+ status	Number of respondents	Mean National 4 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
No	115	3.5	3.4	3.7
Yes	20	3.5	3.2	3.7

Kruskal-Wallis test p-value was 0.0947.

There was no evidence to suggest that any of the LGBTQIA+ status groupings have a different median score.

National 4 satisfaction composite score by SIMD quintile

Figure 45: National 4 satisfaction composite score by SIMD



quintile

Table 22: National 4 satisfaction composite score by SIMD quintile

SIMD	Number of respondents	Mean National 4 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
1	35	3.5	3.3	3.7
2	20	3.8	3.5	4.0
3	15	3.6	3.2	4.0
4	25	3.6	3.3	3.9
5	20	3.2	2.6	3.7

Kruskal-Wallis test p-value was 0.4734.

There was no evidence to suggest that any of the SIMD quintile groupings have a different median score

National 5 satisfaction composite

National 5 satisfaction composite score by care experience status

Figure 46: National 5 satisfaction composite score by care experience status

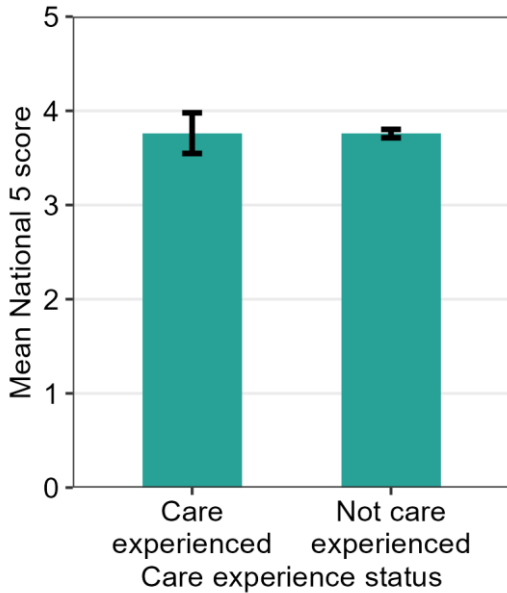


Table 23: National 5 satisfaction composite score by care experience status

Care experience status	Number of respondents	Mean National 5 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Care experienced	50	3.8	3.5	4.0
Not care experienced	850	3.8	3.7	3.8

Kruskal-Wallis test p-value was 0.5171.

There was no evidence to suggest that any of the care experience status groupings have a different median score.

National 5 satisfaction composite score by disability/ASN status

Figure 47: National 5 satisfaction composite score by disability/ASN status

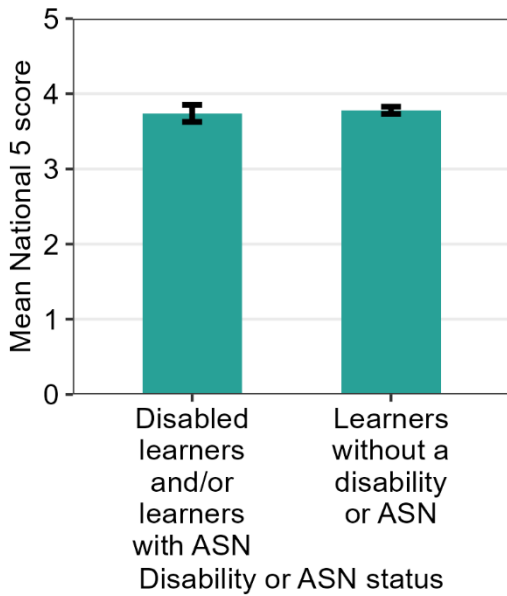


Table 24: National 5 satisfaction composite score by disability/ASN status

Disability or ASN status	Number of respondents	Mean National 5 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	135	3.7	3.6	3.9
Learners without a disability or ASN	740	3.8	3.7	3.8

Kruskal-Wallis test p-value was 0.1332

There was no evidence to suggest that any of the disability or ASN status groupings have a different median score.

National 5 satisfaction composite score by ethnic group

Figure 48: National 5 satisfaction composite score by ethnic group

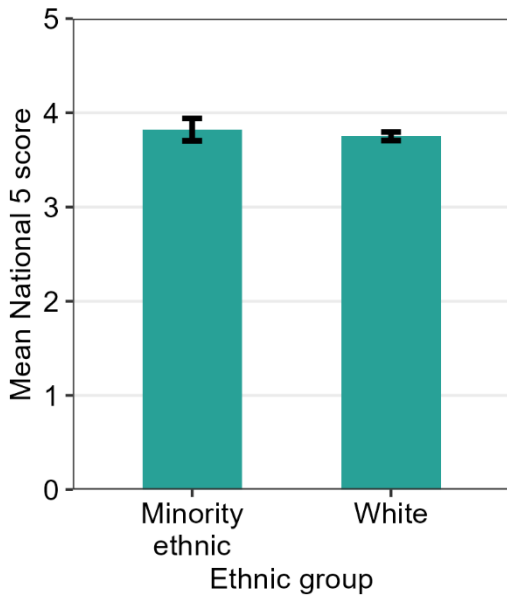


Table 25: National 5 satisfaction composite score by ethnic group

Ethnic group	Number of respondents	Mean National 5 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Minority ethnic	155	3.8	3.7	3.9
White	780	3.8	3.7	3.8

Kruskal-Wallis test p-value was 0.3487.

There was no evidence to suggest that any of the ethnic groupings have a different median score.

National 5 satisfaction composite score by gender

Figure 49: National 5 satisfaction composite score by gender

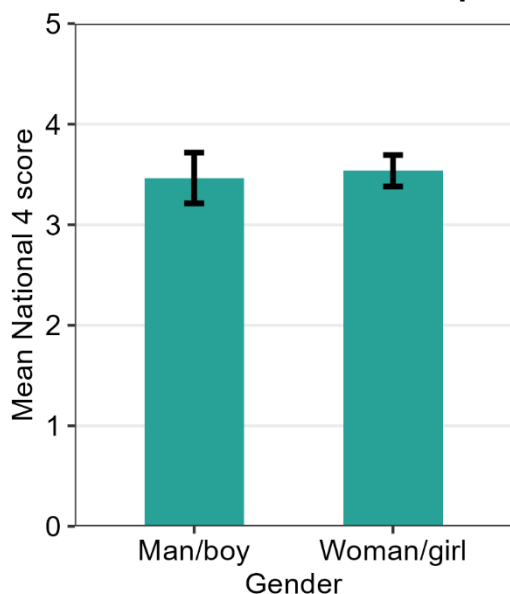


Table 26: National 5 satisfaction composite score by gender

Gender	Number of respondents	Mean National 5 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Man/boy	300	3.7	3.7	3.8
Woman/girl	615	3.8	3.7	3.8

Kruskal-Wallis test p-value was 0.0875.

There was no evidence to suggest that any of the gender groupings have a different median score.

National 5 satisfaction composite score by LGBTQIA+

Figure 50: National 5 satisfaction composite score by LGBTQIA+

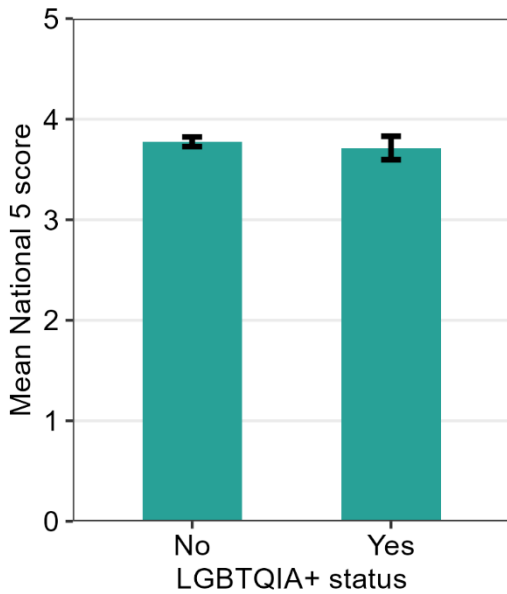


Table 27: National 5 satisfaction composite score by LGBTQIA+ status

LGBTQIA+ status	Number of respondents	Mean National 5 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
No	750	3.8	3.7	3.8
Yes	130	3.7	3.6	3.8

Kruskal-Wallis test p-value was 0.6454.

There was no evidence to suggest that any of the LGBTQIA+ status groupings have a different median score.

National 5 satisfaction composite score by SIMD quintile

Figure 51: National 5 satisfaction composite score by SIMD quintile

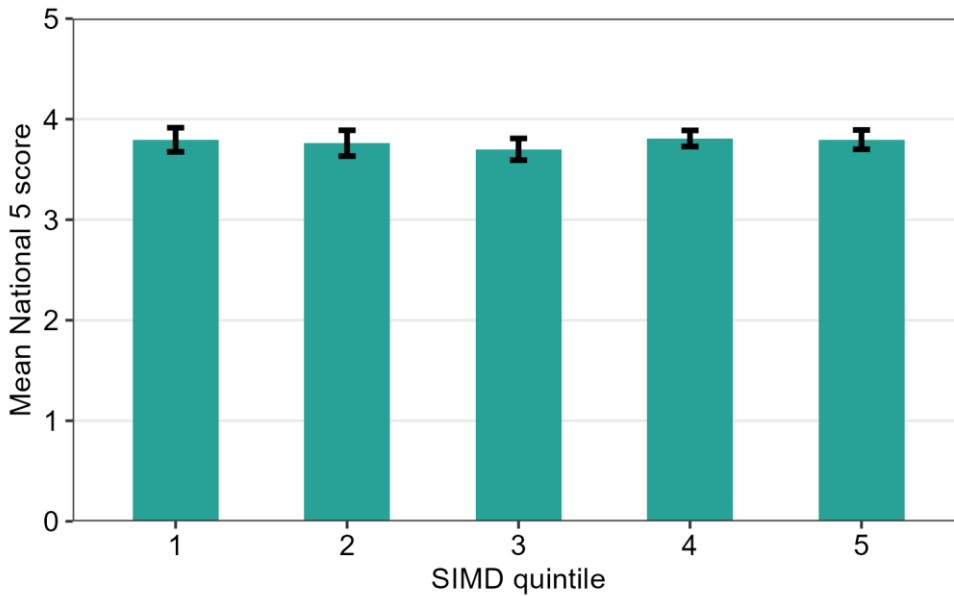


Table 28: National 5 satisfaction composite score by SIMD quintile

SIMD	Number of respondents	Mean National 5 satisfaction score	Confidence interval lower bound	Confidence interval upper bound
1	140	3.8	3.7	3.9
2	115	3.8	3.6	3.9
3	130	3.7	3.6	3.8
4	185	3.8	3.7	3.9
5	190	3.8	3.7	3.9

Kruskal-Wallis test p-value was 0.4468.

There was no evidence to suggest that any of the SIMD quintile groupings have a different median score.

Higher satisfaction composite

Higher satisfaction composite score by care experience status

Figure 52: Higher satisfaction composite score by care experience status

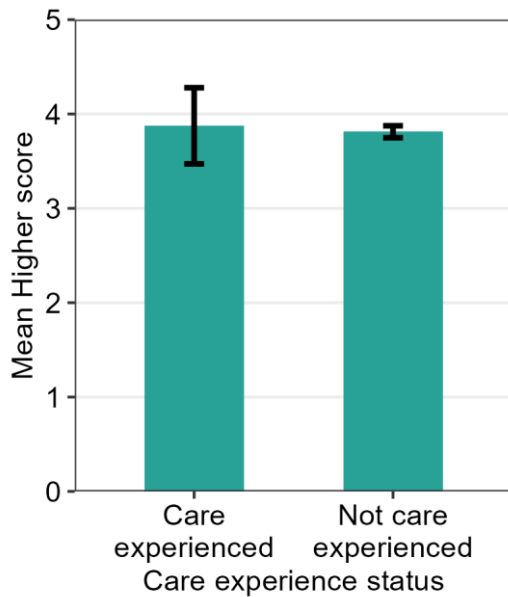


Table 29: Higher satisfaction composite score by care experience status

Care experience status	Number of respondents	Mean Higher satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Care experienced	15	3.9	3.5	4.3
Not care experienced	520	3.8	3.7	3.9

Kruskal-Wallis test p-value was 0.8331.

There was no evidence to suggest that any of the care experience status groupings have a different median score.

Higher satisfaction composite score by disability/ASN status

Figure 53: Higher satisfaction composite score by disability/ASN status

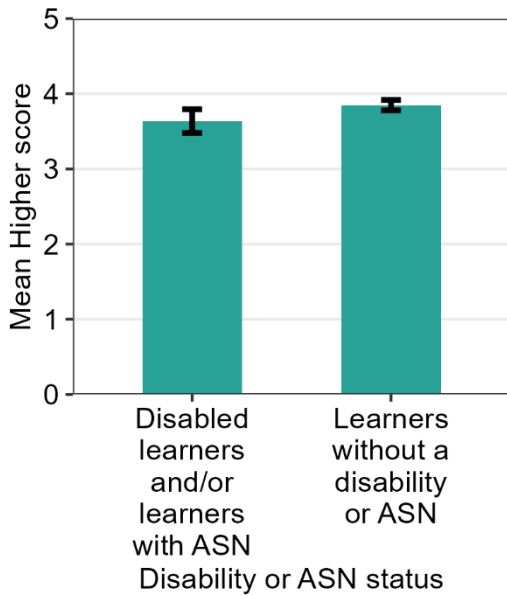


Table 30: Higher satisfaction composite score by disability/ASN status

Disability or ASN status	Number of respondents	Mean Higher satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	85	3.6	3.5	3.8
Learners without a disability or ASN	435	3.8	3.8	3.9

Kruskal-Wallis test p-value was 0.046.

There was no evidence to suggest that any of the disability or ASN status groupings have a different median score.

Higher satisfaction composite score by ethnic group

Figure 54: Higher satisfaction composite score by ethnic group

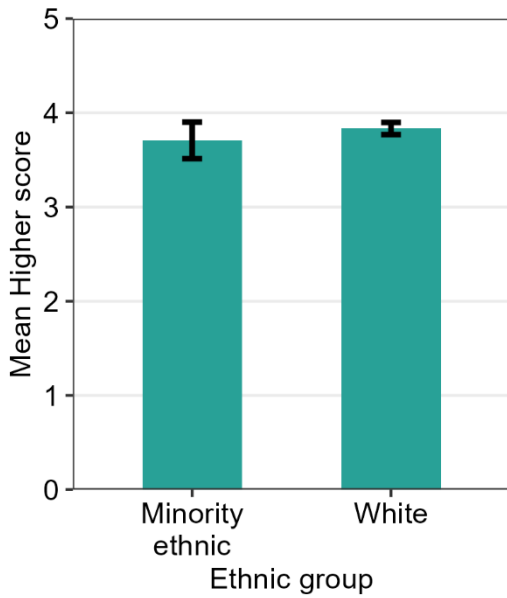


Table 31: Higher satisfaction composite score by ethnic group

Ethnic group	Number of respondents	Mean Higher satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Minority ethnic	75	3.7	3.5	3.9
White	465	3.8	3.8	3.9

Kruskal-Wallis test p-value was 0.5002.

There was no evidence to suggest that any of the ethnic group groupings have a different median score.

Higher satisfaction composite score by gender

Figure 55: Higher satisfaction composite score by gender

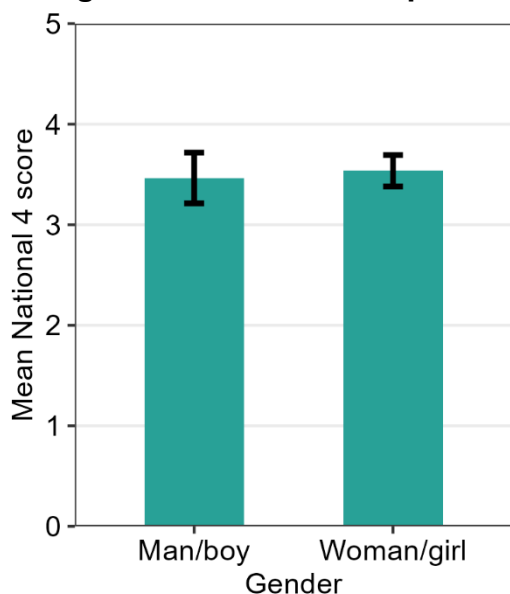


Table 32: Higher satisfaction composite score by gender

Gender	Number of respondents	Mean Higher satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Man/boy	175	3.9	3.8	4
Woman/girl	355	3.8	3.7	3.9

Kruskal-Wallis test p-value was 0.0583.

There was no evidence to suggest that any of the gender groupings have a different median score.

Higher satisfaction composite score by LGBTQIA+

Figure 56: Higher satisfaction composite score by LGBTQIA+

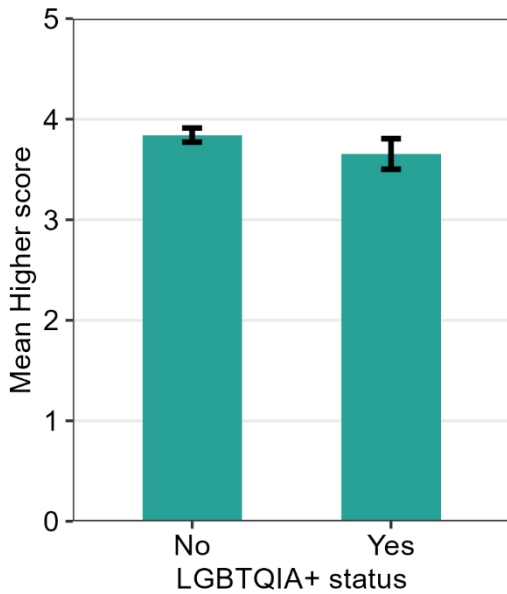


Table 33: Higher satisfaction composite score by LGBTQIA+ status

LGBTQIA+ status	Number of respondents	Mean Higher satisfaction score	Confidence interval lower bound	Confidence interval upper bound
No	430	3.8	3.8	3.9
Yes	85	3.7	3.5	3.8

Kruskal-Wallis test p-value was 0.0585.

There was no evidence to suggest that any of the LGBTQIA+ status groupings have a different median score.

Higher satisfaction composite score by SIMD quintile

Figure 57: Higher satisfaction composite score by SIMD quintile

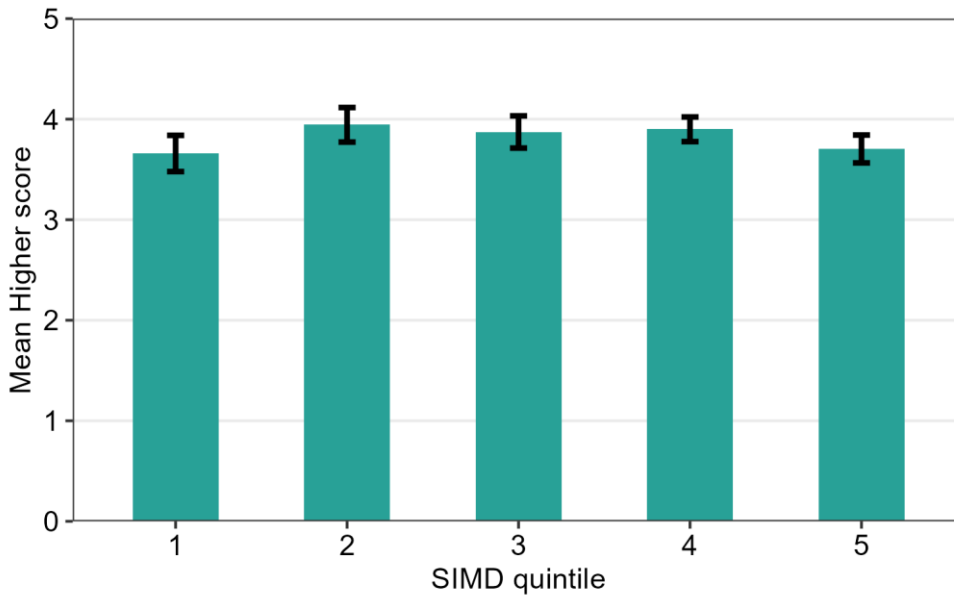


Table 34: Higher satisfaction composite score by SIMD quintile

SIMD	Number of respondents	Mean Higher satisfaction score	Confidence interval lower bound	Confidence interval upper bound
1	55	3.7	3.5	3.8
2	60	3.9	3.8	4.1
3	85	3.9	3.7	4.0
4	125	3.9	3.8	4.0
5	120	3.7	3.6	3.8

Kruskal-Wallis test p-value was 0.0923.

There was no evidence to suggest that any of the SIMD quintile groupings have a different median score.

COVID-19 impact on learning composite

COVID-19 impact on learning by care experience status

Figure 58: COVID-19 impact on learning by care experience status

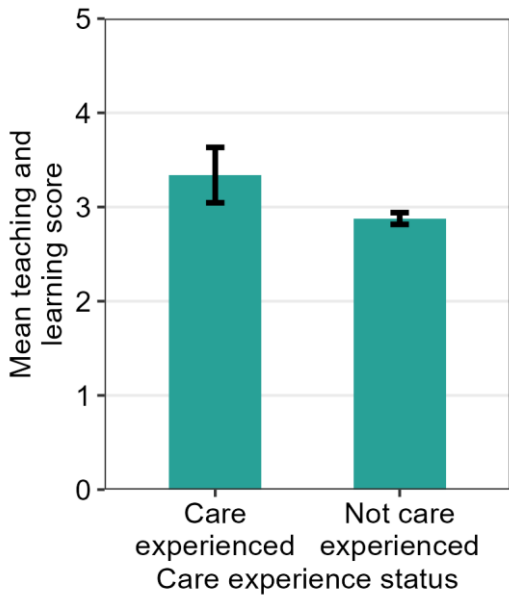


Table 35: COVID-19 impact on learning by care experience status

Care experience status	Number of respondents	Mean COVID-19 impact on learning score	Confidence interval lower bound	Confidence interval upper bound
Care experienced	60	3.3	3.0	3.6
Not care experienced	1245	2.9	2.8	2.9

Kruskal-Wallis test p-value was 0.00000.

There was evidence to suggest that at least one of the care experience status groupings has a different median score.

COVID-19 impact on learning by disability/ASN status

Figure 59: COVID-19 impact on learning score by disability/ASN status

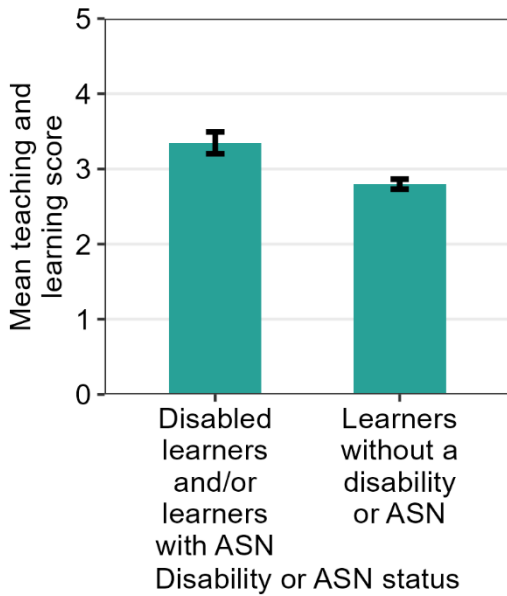


Table 60: COVID-19 impact on learning score by disability/ASN status

Disability or ASN status	Number of respondents	Mean COVID-19 impact on learning score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	205	3.3	3.2	3.5
Learners without a disability or ASN	1070	2.8	2.7	2.9

Kruskal-Wallis test p-value was 0.

There was evidence to suggest that at least one of the disability or ASN status groupings has a different median score.

COVID-19 impact on learning score by ethnic group

Figure 61: COVID-19 impact on learning score by ethnic group

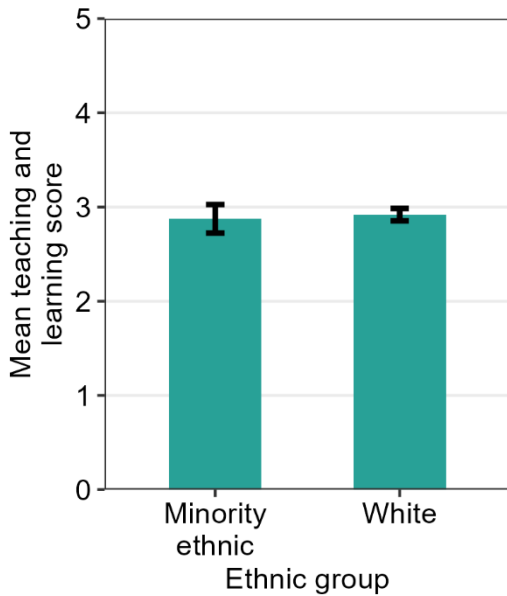


Table 37: COVID-19 impact on learning score by ethnic group

Ethnic group	Number of respondents	Mean COVID-19 impact on learning score	Confidence interval lower bound	Confidence interval upper bound
Minority ethnic	210	2.9	2.7	3
White	1,130	2.9	2.9	3

Kruskal-Wallis test p-value was 0.8496.

There was no evidence to suggest that any of the ethnic group groupings have a different median score.

COVID-19 impact on learning score by gender

Figure 62: COVID-19 impact on learning score by gender

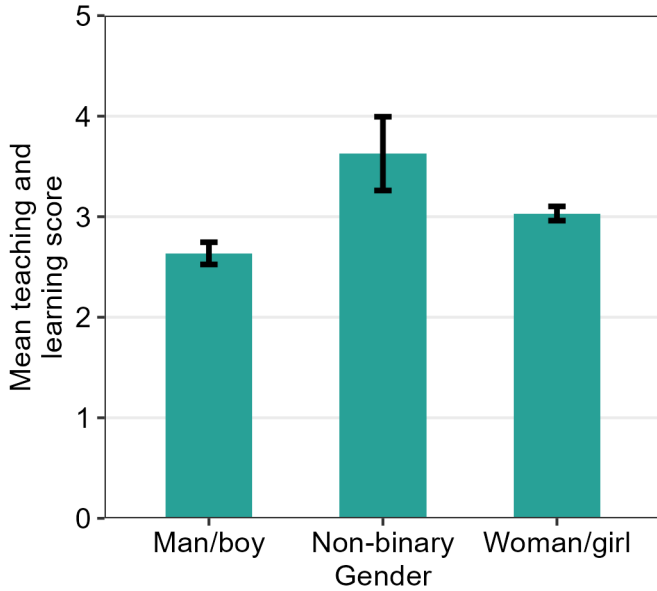


Table 38: COVID-19 impact on learning score by gender

Gender	Number of respondents	Mean COVID-19 impact on learning score	Confidence interval lower bound	Confidence interval upper bound
Man/boy	445	2.6	2.5	2.7
Woman/girl	865	3	3	3.1

Kruskal-Wallis test p-value was 0.

There was evidence to suggest that at least one of the gender groupings has a different median score.

COVID-19 impact on learning score by LGBTQIA+

Figure 63: COVID-19 impact on learning score by LGBTQIA+

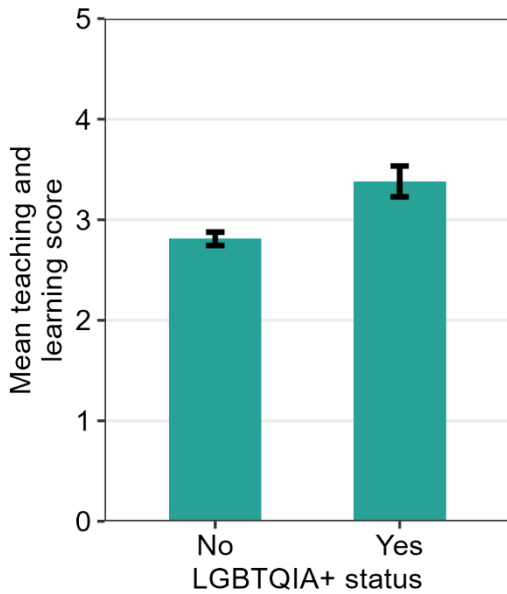


Table 39: COVID-19 impact on learning score by LGBTQIA+ status

LGBTQIA+ status	Number of respondents	Mean COVID-19 impact on learning score	Confidence interval lower bound	Confidence interval upper bound
No	1080	2.8	2.7	2.9
Yes	190	3.4	3.2	3.5

Kruskal-Wallis test p-value was 0.0582

There was no evidence to suggest that any of the LGBTQIA+ status groupings have a different median score.

COVID-19 impact on learning composite score by SIMD quintile

Figure 64: COVID-19 impact on learning by SIMD quintile

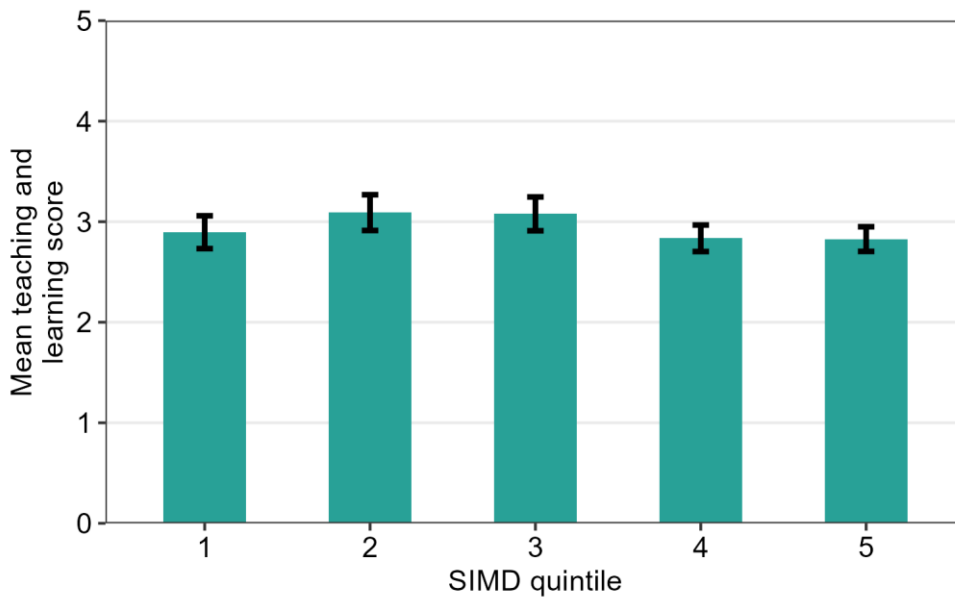


Table 40: COVID-19 impact on learning by SIMD quintile

SIMD	Number of respondents	Mean COVID-19 impact on learning score	Confidence interval lower bound	Confidence interval upper bound
1	175	2.9	2.7	3.1
2	150	3.1	2.9	3.3
3	190	3.1	2.9	3.2
4	275	2.8	2.7	3.0
5	300	2.8	2.7	2.9

Kruskal-Wallis test p-value was 0.0698.

There was no evidence to suggest that any of the SIMD quintile groupings have a different median score.

Assessment and awarding satisfaction composite

Assessment and awarding satisfaction composite score by care experience status

Figure 65: Assessment and awarding satisfaction composite score by care experience status

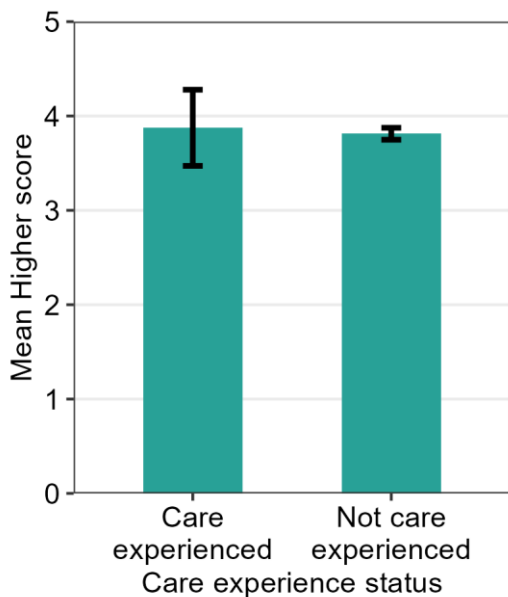


Table 41: Assessment and awarding satisfaction composite score by care experience status

Care experience status	Number of respondents	Mean assessment and awarding satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Care experienced	60	3.6	3.4	3.9
Not care experienced	1245	3.5	3.5	3.6

Kruskal-Wallis test p-value was 0.0472

There was no evidence to suggest that any of the care experience status groupings have a different median score.

Assessment and awarding satisfaction composite score by disability/ASN status

Figure 66: Assessment and awarding satisfaction composite score by disability/ASN status

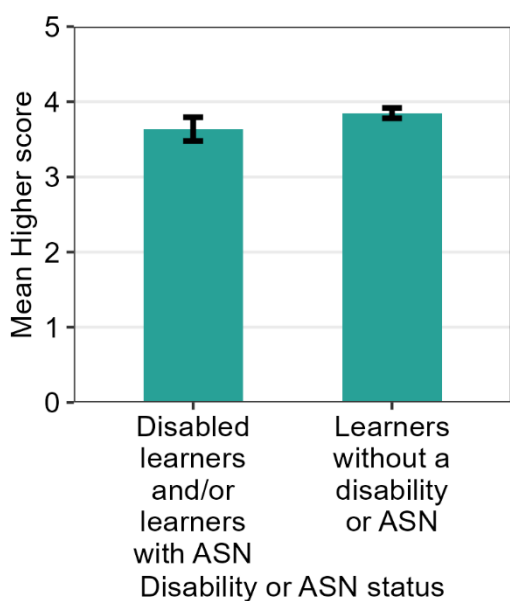


Table 42: Assessment and awarding satisfaction composite score by disability/ASN status

Disability or ASN status	Number of respondents	Mean assessment and awarding satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Disabled learners and/or learners with ASN	205	3.3	3.2	3.4
Learners without a disability or ASN	1070	3.6	3.5	3.7

Kruskal-Wallis test p-value was 0.

There was evidence to suggest that at least one of the disability or ASN status groupings has a different median score.

Assessment and awarding satisfaction composite score by ethnic group

Figure 67: Assessment and awarding satisfaction composite score by ethnic group

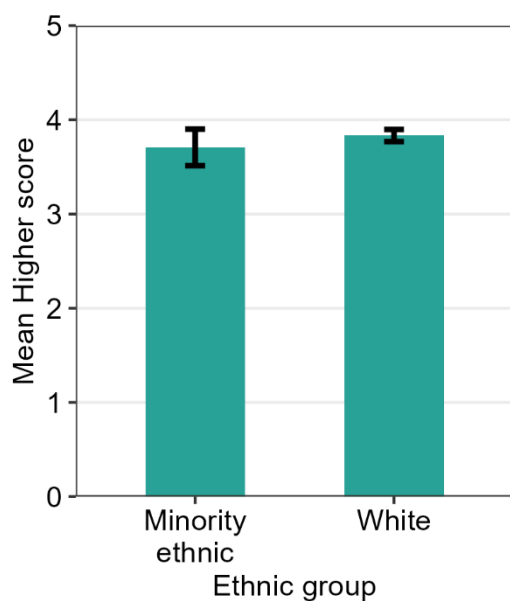


Table 43: Assessment and awarding satisfaction composite score by ethnic group

Ethnic group	Number of respondents	Mean assessment and awarding satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Minority ethnic	210	3.6	3.5	3.7
White	1125	3.5	3.5	3.6

Kruskal-Wallis test p-value was 0.0254.

There was no evidence to suggest that any of the ethnic groupings have a different median score.

Assessment and awarding satisfaction composite score by gender

Figure 68: Assessment and awarding satisfaction composite score by gender

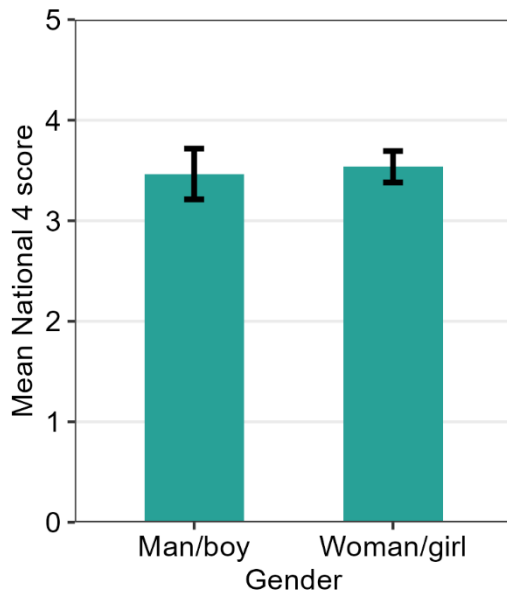


Table 44: Assessment and awarding satisfaction composite score by gender

Gender	Number of respondents	Mean assessment and awarding satisfaction score	Confidence interval lower bound	Confidence interval upper bound
Man/boy	445	3.6	3.6	3.7
Woman/girl	870	3.5	3.5	3.6

Kruskal-Wallis test p-value was 0.0041.

There was evidence to suggest that at least one of the gender groupings has a different median score.

Assessment and awarding satisfaction composite score by LGBTQIA+

Figure 69: Assessment and awarding satisfaction composite score by LGBTQIA+

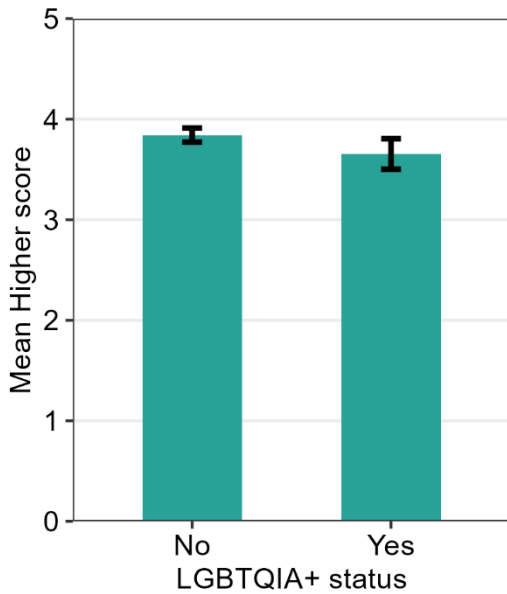


Table 45: Assessment and awarding satisfaction composite score by LGBTQIA+ status

LGBTQIA+ status	Number of respondents	Mean Assessment and awarding satisfaction score	Confidence interval lower bound	Confidence interval upper bound
No	1085	3.6	3.5	3.6
Yes	190	3.4	3.3	3.6

Kruskal-Wallis test p-value was 0.0582.

There was no evidence to suggest that any of the LGBTQIA+ status groupings have a different median score.

Assessment and awarding satisfaction composite score by SIMD quintile

Figure 70: Assessment and awarding satisfaction composite score by SIMD quintile

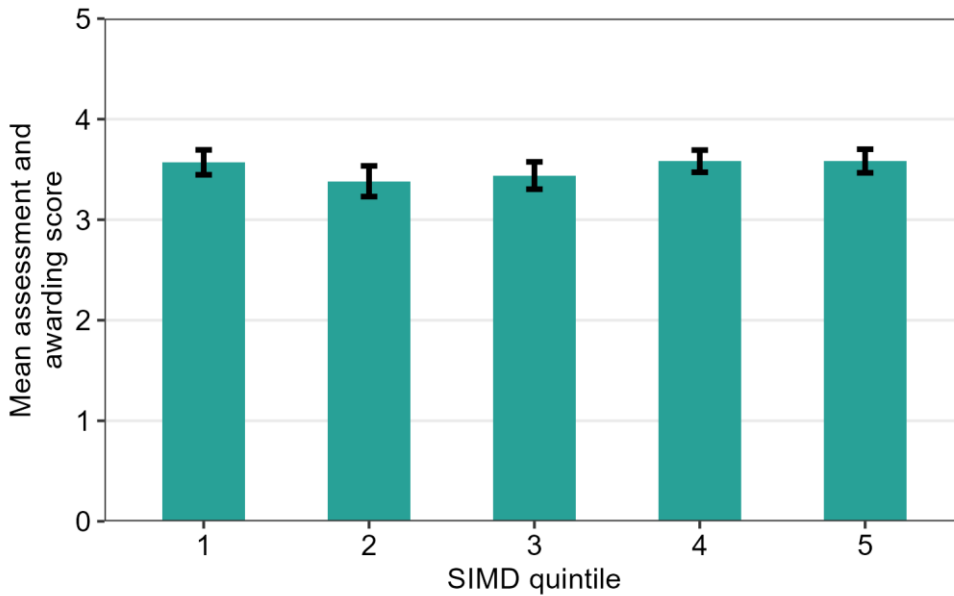


Table 46: Assessment and awarding satisfaction composite score by SIMD quintile

SIMD	Number of respondents	Mean assessment and awarding satisfaction score	Confidence interval lower bound	Confidence interval upper bound
1	175	3.6	3.4	3.7
2	150	3.4	3.2	3.5
3	190	3.4	3.3	3.6
4	275	3.6	3.5	3.7
5	300	3.6	3.5	3.7

Kruskal-Wallis test p-value was 0.0698.

There was no evidence to suggest that any of the SIMD quintile groupings have a different median score.