

Summer 2021



CCEA Consultation Report Post-Results Service Summer 2021



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EXECUTIVE SUMMARY

In May 2021, the Council for the Curriculum, Examinations and Assessment (CCEA) consulted with stakeholders on its proposed Summer 2021 Post-Results Service.

The consultation collected the views of students, parents, principals and teachers on the Post-Results Service, and the grounds underpinning its composite stages.

Findings of the consultation indicate a good level of satisfaction among stakeholders regarding the Post-Results Service. An overall majority of respondents felt satisfied with the grounds underpinning stages 1 and 2 of the Post-Results Service: Centre Review and Appeal to CCEA.

A majority also agreed that the Examination Procedures Review Service was appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeal process.

When the respondents were categorised into students, parents, principals and teachers, the majority in all these categories were satisfied with the Post-Results Service.

The survey results indicated that principals and teachers were mostly concerned with the additional workload the Post-Results Service process will place on schools. They were also concerned about the timing of the Post-Results Service over the summer months, as well as potential challenges on their academic judgement.

Comments provided by some respondents suggested that students should have the opportunity to appeal on their own behalf without contacting their centre.

The main concern from parents was that students' mental health and well-being is prioritised during the Post-Results Service process.

1. INTRODUCTION

In May 2021 CCEA hosted an online survey as part of its consultation on the proposed summer awarding Post-Results Service. Consultation findings are documented in this report.

As a member of the Joint Council for Qualifications (JCQ), CCEA has agreed to align its Post-Results Service with that of JCQ. This ensures fairness and consistency for all learners taking qualifications with other JCQ awarding organisations, removes any potential for confusion and makes the process manageable for centres. The Post-Results Service is the collection of processes by which students will be able to appeal their grades, which in Summer 2021, are being awarded through Centre Determined Grades.

The aim of the consultation was to gauge and quantify the views of stakeholders on the configuration of the Post-Results Service, and the grounds underpinning its composite stages.

The consultation collected views of students, parents, and principals and teachers. Each of these group's level of satisfaction with the Post-Results Service is documented in this report, alongside any notable themes emerging from their qualitative feedback.

The consultation on CCEA's proposed Post-Results Service ran for 10 days from 10 May 2021 to 20 May 2021. There were 839 responses to the consultation.

Context

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for spring and summer in 2021. In a statement to the Northern Ireland Assembly on Alternative Awarding dated 2 February 2021, the Minister outlined that the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation.

The Post-Results Service, referenced in CCEA's *GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre*, (Section 14, page 19), provides a mechanism by which errors that may have occurred in the determination of Centre Determined Grades can be promptly and efficiently addressed, and if appropriate corrected without delay. CCEA Regulation's *General Qualifications Alternative Awarding Framework (GQAAF), Summer 2021* underpins this approach. The CCEA Regulation framework also aligns with the Ofqual *General Qualifications Alternative Awarding Framework*, and therefore ensures consistency in approach which is always preferable as Northern Ireland has an open qualifications market.

Structure of Report

This report assesses the results of the consultation on CCEA's proposed Post-Results Service.

It does this, firstly, by presenting an analysis of all responses to the consultation; addressing the overall levels of satisfaction for each stage of the Post-Results Service.

The report then further analyses responses to the consultation by categorising respondents into three types: students, parents, and principals & teachers. This categorisation facilitates the levels of satisfaction and qualitative views of all three groups to be identified and displayed. This enables any differences across the groups to be highlighted for the purposes of analysis.

This is followed by a concise analysis of views expressed in the consultation regarding the issue of equality within the Post-Results Service.

The report concludes by offering a summation of stakeholders' views on CCEA's proposed Post-Results Service for Summer 2021.

2. METHODOLOGY

Background

To appropriately consider a range of stakeholders' views and to help provide confidence in the Post-Results Service, CCEA developed an online questionnaire to obtain stakeholder feedback on the proposed Post-Results Service for Summer 2021.

The survey was available on the CCEA website to any individual, organisation or representative group that wished to make a response. It was considered that the consultation would be of particular interest to the following groups;

- students who are expecting to be awarded GCSEs, Occupational Studies, COPE, AS, A levels and other CCEA qualifications in 2021.
- the parents or carers of these students.
- the teachers of these students, and other representatives from schools, colleges, and other centres where these qualifications are delivered.
- representative bodies of young people.
- higher education establishments, further education colleges and training providers that will be making offers to students based on the grades they receive under the proposed arrangements; and
- employers who might be receiving job applications from students who have received grades under our proposed arrangements, and employer representative bodies.

Consultation Arrangements

The online survey was open for 10 days, starting on Monday 10 May 2021. It is recognised that this was a shorter period than normally recommended for consultation. However, the expedited timeframe was implemented to provide early certainty about the arrangements for students, teachers and those who will use the 2021 qualification results and to allow sufficient time for detailed analysis and reporting. CCEA had also consulted with teachers' unions when developing the Post-Results Service framework and parents and students attended workshops in advance of this consultation.

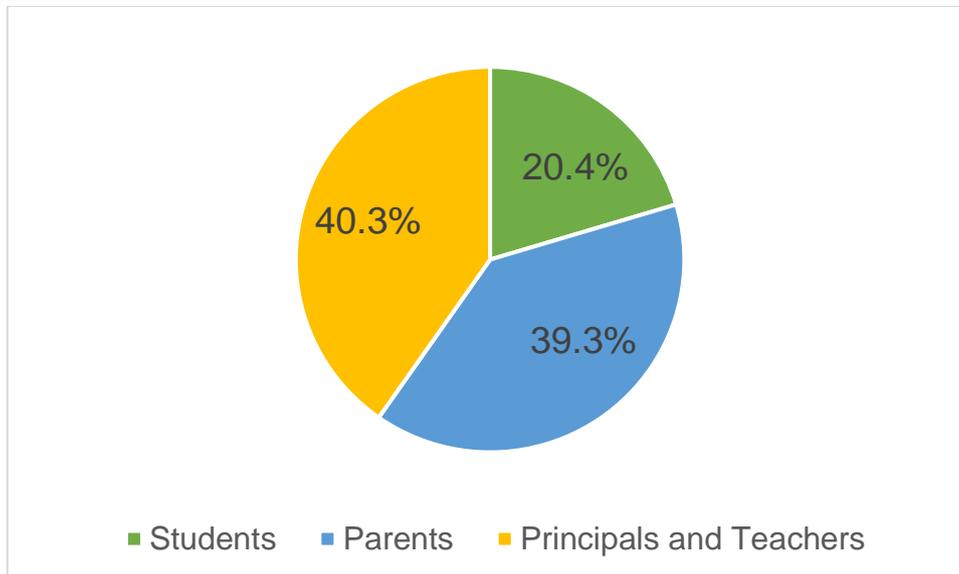
The questions posed in the online survey focused on the stages encompassing the Post-Results Service for Summer 2021: Centre Review, Appeal to CCEA, and the role of the Examination Procedures Review Service (EPRS). Respondents were provided with background information and descriptions of actionable grounds for each stage throughout the questionnaire. They were asked to rate their level of satisfaction regarding each stage of the Post-Results Service and had the option to leave additional comments.

A copy of the online survey is supplied in Appendix 1 of this report.

3. DEMOGRAPHICS

The total number of responses to the online survey on the Post-Results Service for Summer 2021 was 839.

Figure 1: Proportion of Consultation Respondents by Category



The number of **student** responses was 171, representing 20.4% of the total.

The number of **parent** responses was 330, representing 39.3% of the total.

The remaining responses (N=338, 40.3%) came from principals, vice principals, teachers, heads of department, college of further education staff, Civil Service/Public Sector staff, on behalf of post-primary schools, on behalf of school leadership representative bodies¹, and those who classed themselves as either 'other' or a group. For the purposes of clarity in this report, these responses from educationalists and educational organisations will be grouped together as received from **principals and teachers**.²

¹ A list of these post-primary schools and school leadership representative bodies is included in Appendix 2 of this report.

² A demographic breakdown of principals and teachers is included in Appendix 2 of this report.

4. OVERALL FINDINGS

This section details the overall quantitative findings of the online survey, reflecting the levels of satisfaction regarding the Post-Results Service from all consultation respondents. Later in the report findings from students, parents, and principals and teachers are reported separately to identify matters specific to each group and to note common views. Associated comments are therefore provided in the group sections.

Table 1: How satisfied are you with the grounds for Centre Review?³

	Frequency	Percentage
Satisfied	510	60.8
Unsure	199	23.7
Dissatisfied	130	15.5
Total	839	100

Source: CCEA Post-Results Service Consultation (2021)

Over 60% of respondents to the consultation were satisfied with the grounds for Centre Review proposed by CCEA as stage 1 of the Post-Results Service. The highest level of satisfaction with the grounds for Centre Review came from principals and teachers, 71% satisfied, compared with 53.2% student satisfaction and 54.2% parental satisfaction.

Overall, a minority of 15.5% were not satisfied with the grounds for Centre Review.

Table 2: How satisfied are you with the grounds for Appeal to CCEA?

	Frequency	Percentage
Satisfied	487	58.0
Unsure	217	25.9
Dissatisfied	135	16.1
Total	839	100

Source: CCEA Post-Results Service Consultation (2021)

A majority of all those that responded to the consultation were satisfied with the proposed grounds for Appeal to CCEA in stage 2 of the Post-Results Service (58.0%).

Overall, 16.1% were not satisfied with the grounds for Appeal to CCEA.

A quarter of principals and teachers (24.6%) reported dissatisfaction, with the grounds for Appeal to CCEA. This compares to 11.7% student dissatisfaction and 9.7% parental dissatisfaction.

³ Due to rounding to 1 decimal place within results tables, percentages may not total 100 percent.

Table 3: Do you think the EPRS is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeals process?

	Frequency	Percentage
Yes	434	51.7
No	93	11.1
Don't Know	312	37.2
Total	839	100

Source: CCEA Post-Results Service Consultation (2021)

Most of those who responded agreed that the Examination Procedures Review Service (EPRS) was appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeal process (51.7%). There was a considerable number of respondents who did not know if it was appropriate (N=312, 37.2%).

A minority of 11.1% did not consider the EPRS appropriate to review the compliance of CCEA Awarding Organisation⁴.

⁴ CCEA Regulation has responsibility for the regulation of all qualifications taken by learners in Northern Ireland (NI), as set out in the Education (Northern Ireland) Order 1998.

5. FINDINGS FROM STUDENTS

A total of 171 students responded to the survey. This section summarises their levels of satisfaction regarding each stage of the Post-Results Service, and their qualitative feedback.

Table 4: How satisfied are you with the grounds for Centre Review?

	Frequency	Percentage
Satisfied	91	53.2
Unsure	46	26.9
Dissatisfied	34	19.9
Total	171	100

Source: CCEA Post-Results Service Consultation (2021) – Student Responses

Over half of student respondents (53.2%) were satisfied with the grounds for Centre Review proposed as stage 1 of CCEA's Post-Results Service.

19.9% were not satisfied with the proposed grounds.

Most comments left by students concerned the alternative awarding process and not the Post-Results Service. Comments from satisfied students expressed confidence in the procedural aspects of the Post-Results Service, such as being provided with the necessary information to compose the application for appeal.

Table 5: How satisfied are you with the grounds for Appeal to CCEA?

	Frequency	Percentage
Satisfied	107	62.6
Unsure	44	25.7
Dissatisfied	20	11.7
Total	171	100

Source: CCEA Post-Results Service Consultation (2021) – Student Responses

As before, the majority of student respondents were satisfied with the proposed grounds for Appeal to CCEA in stage 2 of the Post-Results Service (62.6%).

A minority (11.7%) were not satisfied. A small number of dissatisfied students (N=13, 7.6%) left comments. Again, the majority of comments were on the alternative awarding, with only two commenting that they should be able to appeal directly to CCEA, without contacting their school.

Table 6: Do you think the EPRS is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeals process?

	Frequency	Percentage
Yes	91	53.2
No	14	8.2
Don't Know	66	38.6
Total	171	100

Source: CCEA Post-Results Service Consultation (2021) – Student Responses

Over half of student respondents (53.2%) agreed that the Examination Procedures Review Service is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeal process. 8.2% did not agree and 38.6% did not know.

6. FINDINGS FROM PARENTS

A total of 330 parents responded to the survey. This section summarises their levels of satisfaction regarding the stages of the Post-Results Service, and their qualitative feedback.

Table 7: How satisfied are you with the grounds for Centre Review?

	Frequency	Percentage
Satisfied	179	54.2
Unsure	103	31.2
Dissatisfied	48	14.5
Total	330	100

Source: CCEA Post-Results Service Consultation (2021) – Parent Responses

Many parents responding to the consultation (54.2%) were satisfied with the grounds for Centre Review proposed as stage 1 of CCEA's Post-Results Service. 14.5% were not satisfied.

A minority of parents (N=64, 19.4%) chose to leave comments regarding the grounds for Centre Review. Those that left comments had mixed levels of satisfaction.

Satisfied parents mentioned that the Post-Results Service for Summer 2021 seemed to be aligned to the principles underlying CCEA appeal processes in previous years, and that it was procedurally sound.

Parents who were either unsure or dissatisfied commented on the need to prioritise the mental health of young people within the process, and to ensure special considerations were respected procedurally in the same way as in a normal year of examinations. Some parents that left comments emphasised the need for students to have access to the necessary information to make appeals.

Table 8: How satisfied are you with the grounds for Appeal to CCEA?

	Frequency	Percentage
Satisfied	204	61.8
Unsure	94	28.5
Dissatisfied	32	9.7
Total	330	100

Source: CCEA Post-Results Service Consultation (2021) – Parent Responses

The majority of parents (61.8%) were satisfied with the proposed grounds for Appeal to CCEA in stage 2 of the Post-Results Service. 9.7% were not satisfied with the grounds for Appeal to CCEA.

52 parents (15.8%) left comments regarding the grounds for Appeal to CCEA. Those that left comments were mostly dissatisfied.

Satisfied parents found the grounds for appeal reasonable and were happy that academic judgement was being considered externally to the centre.

The majority of comments from parents concerned the alternative awarding process, and not the Post-Results Service. Four parents suggested that students should be able to appeal directly to CCEA, without contacting their school.

Table 9: Do you think the EPRS is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeals process?

	Frequency	Percentage
Yes	150	45.5
No	36	10.9
Don't Know	144	43.6
Total	330	100

Source: CCEA Post-Results Service Consultation (2021) – Parent Responses

Parents were mostly in agreement that the Examination Procedures Review Service is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeal process (45.5%). There was also a relatively high number of parents that answered don't know (43.6%) and a minority who disagreed with the appropriateness of the EPRS (10.9%).

Those that were unsure noted the need for more information on the EPRS to make a fair judgement.

General Comments

All respondents were asked if they had any further comments to make regarding the proposed Post-Results Service. 59 parents (17.9%) made additional comments. Most of these related to the alternative awarding process and not the Post-Results Service. The main point related to the Post-Result Service was the impact of the process on students' mental health and well-being.

7. FINDINGS FROM PRINCIPALS AND TEACHERS

A total of 338 principals and teachers responded to the survey. This section summarises their levels of satisfaction regarding the stages of the Post-Results Service, and their qualitative feedback.

Table 10: How satisfied are you with the grounds for Centre Review?

	Frequency	Percentage
Satisfied	240	71.0
Unsure	50	14.8
Dissatisfied	48	14.2
Total	338	100

Source: CCEA Post-Results Service Consultation (2021) – principal and Teacher Responses

The majority of principals and teachers that responded to the consultation (71.0%) were satisfied with the grounds for Centre Review proposed as stage 1 of CCEA's Post-Results Service. 14.2% of principals and teachers were not satisfied.

64 principals and teachers (18.9%) made comments on the grounds for Centre Review. Those that left comments were mostly dissatisfied.

Comments from principals and teachers ranged from concerns regarding the timing of the Post-Results Service over the summer months, to the additional workload faced by schools more generally. Ten principals and teachers also expressed concern that teachers may feel exposed by the process, with their academic judgement open to challenge by students and parents.

Table 11: How satisfied are you with the grounds for Appeal to CCEA?

	Frequency	Percentage
Satisfied	176	52.1
Unsure	79	23.4
Dissatisfied	83	24.6
Total	338	100

Source: CCEA Post-Results Service Consultation (2021) – principal and Teacher Responses

The majority of principals and teachers were satisfied with the proposed grounds for Appeal to CCEA in stage 2 of the Post-Results Service (52.1%). A minority of 24.6% were not satisfied, with a similar number unsure.

Just over a quarter of principals and teacher respondents (26.9%) chose to comment on the grounds for Appeal to CCEA. Those that left comments were mostly dissatisfied.

Comments from principals and teachers again centred around the possible increased workload and administrative burden of the Post-Results Service over the summer months. Other comments related to dissatisfaction that teachers' professional judgement could be undermined by ground 4 (the centre made an unreasonable exercise of academic judgement), as well as concerns about who will define and determine what is 'unreasonable'. Principals and teachers highlighted that ground 4 opens the possibility for every student to appeal and perhaps a charge should be added to prevent this⁵. A few teachers and principals believed students should have to appeal directly to CCEA, and not through the school.

Table 12: Do you think the EPRS is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeals process?

	Frequency	Percentage
Yes	193	57.1
No	43	12.7
Don't Know	102	30.2
Total	338	100

Source: CCEA Post-Results Service Consultation (2021) – principal and Teacher Responses

Over half of principals and teachers agreed that the EPRS is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeal process (57.1%). A sizeable number did not know (30.2%), and a minority of 12.7% disagreed with the appropriateness of the role of the EPRS.

Those that were unsure on EPRS, claimed that judgement was difficult without more information on the process.

General Comments

Respondents were given the opportunity to make further comments regarding the proposed Post-Results Service. 64 principals and teachers (18.9%) chose to leave further comments. Most of the comments related to the alternative awarding process rather than the Post-Results Service. The main points related to the Post-Results Service are summarised below.

- Concern regarding whether teachers are expected to work over the summer before their usual return date, and additional financial payment for this work as CCEA usually charges for appeals.
- Pressure on schools - teachers' and schools' workload has been very high and there are concerns that it may continue to be high in the summer if there are many appeals.

⁵ The Minister of Education has directed that appeals are free of charge for summer 2021.

8. EQUALITY SCREENING

CCEA has completed an equality screening on the proposed Post-Results Service and no issues were identified. Respondents were given an opportunity to comment about equality in the Post-Results Service. 7.6% (N=64) of all respondents chose to leave a comment.

Comments can be summarised as the following questions.

- How will students from disadvantaged backgrounds be impacted by a potential lack of resources and their ability to appeal?
- How is provision for students with special access arrangements accounted for in the alternative awarding and the grounds for subsequent appeals?
- Would any provision be made for the role of gender in the alternative awarding and appeals arrangements? Specifically, the notion that male students perform better under examination conditions, compared to class performance.

9. CONCLUSIONS

The purpose of the consultation on the 2021 Post-Results Service was to gather stakeholders' views on the proposed stages of the service. Findings point to an overall good level of satisfaction.

An overall majority of respondents were satisfied with the grounds underpinning both the Centre Review stage (60.8%) and the Appeal to CCEA stage (58.0%).

When comparing results categorised by their role, it was evident that students and parents shared similar views.

53.2% of students were satisfied with the grounds for Centre Review and 62.6% were satisfied with the grounds for Appeal to CCEA. Parents' levels of satisfaction were similar with 54.2% and 61.8% respectively. For principals and teachers, their levels of satisfaction were 71% and 52.1% for the same.

Overall, and in all the participant groups, the survey findings indicate a good level of satisfaction with the Post-Results Service, with respondents commenting that the process seems clear and straightforward.

Concerns raised in relation to the Post-Results Service were mainly focused on the additional workload managed by schools during the alternative awarding and Post-Results Service. Principals and teachers worried that the Post-Results Service would allow open challenge to their academic judgement, and that many appeals would create added workload over the summer months.

All three participant groups commented on the mental health and wellbeing of students during the Post-Results Service and asked that this be prioritised.

With respect to equality within the Post-Results Service, the issues most keenly raised were the accessibility of appeals to all students regardless of their background and ability, and the requirement that special considerations be accounted for as part of the appeals processes, as per any normal year of examinations.

While the majority of respondents were satisfied with the Post-Results Service, respondents used the consultation to give feedback on other areas of the alternative awarding process.

A high proportion of respondents to the consultation were unsure in their response to the questions posed. Information and concerns raised in the consultation will be used to continue dialogue with schools, parents, and young people, with the aim of communicating key facts and dates about the Post-Results Service.

APPENDICES

Appendix 1 – Online Questionnaire

The following is a copy of the online questionnaire that was developed by CCEA to gather stakeholder feedback on the proposed Post-Results Service for summer 2021.

Consultation on the Proposed CCEA Post-Results Service 2021

This consultation is designed to gather feedback on the proposed CCEA Post-Results Service for Summer 2021.

As a member of the Joint Council for Qualifications (JCQ), CCEA has sought to align its Post-Results Service with that of JCQ. This ensures fairness and consistency for all learners taking qualifications with other JCQ awarding organisations, removes any potential for confusion and makes the process manageable for centres.

Audience

This consultation is open to anyone who may wish to make representations but is likely to be of most interest to students who will receive results for CCEA qualifications in August 2021, the parents or guardians of students, centres awarding Centre Determined Grades for CCEA qualifications in Summer 2021 who will be required to conduct reviews or submit appeals, and other organisations or groups involved in Higher or Further Education.

Duration

This consultation will be open for 10 days starting on Monday 10 May 2021 and ending on Thursday 20 May 2021 at midnight.

This is a shorter period than CCEA would normally allow for a consultation, but we consider this necessary in the current exceptional circumstances.

There are 14 questions in this survey.

Demographics

Please indicate the capacity in which you are responding to this consultation:

Please choose only one of the following:

- On behalf of an organisation
- As an individual
- As a group

If you are responding on behalf of organisation, which of the following best describes your organisation?

Only answer this question if the following conditions are met:

Answer was 'On behalf of an organisation'.

Please choose only one of the following:

- Post-Primary School
- Training Organisation
- College of Further Education
- University / Higher Education Institute
- Employer
- Student / Young Persons Representative Body
- Teacher Representative Body
- Employer Representative Body
- Government Department / Public Body
- Other

We intend to publish a list of the organisations that have responded. If you consent to this please provide the name of the organisation you are responding on behalf of.

Only answer this question if the following conditions are met:

Answer was 'On behalf of an organisation'.

Please write your answer here:

Please indicate how you are individually responding to this consultation.

Only answer this question if the following conditions are met:

Answer was 'As an individual'.

Please choose only one of the following:

- principal/Vice principal
- Teacher
- Head of Department
- College of Further Education Staff
- University / Higher Education Institute Staff
- Training Organisation Staff
- Parent
- Student
- Employer
- Civil Servant / Public Sector Staff
- Other

Please indicate the size of the group.

Only answer this question if the following conditions are met:

Answer was 'As a group'.

Please write your answer here:

Background

Due to the disruption to teaching and learning that has occurred this academic year, examinations in summer 2021 have been cancelled.

This cancellation means that this year's grades are being awarded based on evidence which demonstrates what a student knows, understands, and can do. The process this year is based on teachers' professional academic judgement with quality assurance checks completed by CCEA Awarding Organisation.

Every centre is required to follow the *CCEA Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre* and will decide the evidence most appropriate for their students and their context. The process this year is flexible to support centres in managing various levels of disruption.

Each centre has a published Centre Determined Grades Policy, approved by the Board of Governors, which sets out their approach to centre determined grades.

As part of this Policy, centres must have a process in place to accommodate students wishing to avail of the Post-Results Service as required of them in the *CCEA Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre*.

It is important to recognise that whenever a result is changed through the review or appeals process, that result may be higher or lower than the original grade issued. The grade may also remain the same after the process.

The Post-Results Service A diagram that illustrates the full Post-Results Service can be accessed by clicking: [here](#).

There are two stages to the Post-Results Service available to students this year. Students must commence with stage 1; if still dissatisfied they may then proceed to stage 2. The two stages are outlined below:

Stage 1 - A Centre Review to consider centre procedural or administrative errors.

Stage 2 - A CCEA Awarding Organisation Appeal to consider a centre process for reviewing procedural / administrative errors and/or a CCEA appeal to consider an unreasonable exercise of academic judgement made by the centre.

Key Dates

Students will receive their results for GCE and COPE on 10th August and for GCSE and all other CCEA Qualifications on 12th August.

Post-Results Service will open on 10th August.

Deadline for submission of priority appeals to CCEA (Higher Education place pending): 23rd August.

Deadline for submission of all appeals to CCEA: 17th September.

Stage 1 - Centre Review

It is important that students' concerns can be resolved quickly where possible, so that students can be awarded an accurate grade and progress to the next stage of their chosen pathway. The Centre Review stage aims to quickly identify administrative or procedural errors so that these can be rectified. If a student does not consider that they have been issued with the correct grade, they can ask their centre to review if an administrative or procedural error has occurred. If the centre upholds the review, and this results in a change of grade, they will be able to submit a request to CCEA Awarding Organisation to correct the error and amend the grade without the need to make an appeal. It is important that the evidence (i.e., student work) upon which grades were determined, and any associated records, are retained to enable the Centre Review to be conducted promptly after results are issued.

There are two grounds upon which a Centre Review may be requested:

- The centre made an administrative error, e.g., an incorrect grade was submitted, or an incorrect assessment mark was used when determining the grade.
- The centre did not apply a procedure correctly, e.g., the centre did not use evidence in line with their Centre Determined Grade Policy, did not undertake internal quality assurance, or did not take account of access arrangements or special consideration.
- The centre will ensure that students have access to certain information to allow them to decide whether to request a review. This information will include: the centre policy, the sources of evidence used to determine the student's grade, and details of any access arrangements/reasonable adjustments or mitigating circumstances considered.

How satisfied are you that the grounds for Centre Review are suitable?

Please choose only one of the following:

- Satisfied
- Unsure
- Dissatisfied

If you have any comments, please leave these below:

Stage 2 - Appeal to CCEA Awarding Organisation

We recognise the significant efforts of teachers and students in supporting the alternative awarding arrangements this year. We are keen to ensure the Post-Results Service can be completed as effectively as possible for students to ensure there is a fair review service, whilst also being mindful that teachers have worked hard to ensure students are awarded grades this year. CCEA Awarding Organisation will manage all appeals on academic judgement. It will use its most senior examiners to independently review information provided by the centre in

support of a student's appeal. CCEA Awarding Organisation's judgement will be final.

This stage gives students an opportunity to challenge an outcome at the Centre Review Stage by submitting an appeal to CCEA Awarding Organisation. It is important that students can make applications for appeal without requiring the consent of the centre, though the centre will be required to process the application on the student's behalf and to assist where it can.

A centre will submit an appeal on the student's behalf, only after a Centre Review has been completed. An appeal should be submitted to CCEA Awarding Organisation if the student considers that an error persists following the Centre Review.

If a student remains dissatisfied upon completion of a Centre Review, there are four grounds upon which an appeal to CCEA Awarding Organisation may be submitted:

- The centre made an administrative error, e.g., an incorrect grade was submitted, or an incorrect assessment mark was used when determining the grade.
- The centre did not apply a procedure correctly, e.g., the centre did not use appropriate evidence in line with their Centre Determined Grade Policy, did not undertake internal quality assurance, or did not take account of access arrangements or special consideration.
- CCEA made an administrative error, e.g., the grade was incorrectly changed by the awarding organisation during the processing of grades.
- The student considers that the centre made an unreasonable academic judgement in determining their grade. This can occur where:
 - the choice of evidence was unreasonable, in light of the centre's agreed policy and selection of evidence for the cohort; or
 - the centre made an unreasonable exercise of academic judgement in the determination of that grade from the evidence.

The centre must submit an appeal to CCEA Awarding Organisation if requested to do so by a student. This can only be submitted if the first stage, Centre Review, has been completed and the outcome of the first stage has been issued to the student.

Unlike in other years when in most cases a student could request a review of marking / appeal against results and the centre decided whether a review or appeal should be pursued, this year every student will be able to instruct their centre to conduct a review and to submit an appeal to CCEA Awarding Organisation on their behalf. The centre will have no discretion whether to conduct the review or submit the appeal.

How satisfied are you with the grounds for Appeal to CCEA?

Please choose only one of the following:

- Satisfied
- Unsure
- Dissatisfied

If you have any comments, please leave these below:

Please write your answer here:

Examination Procedures Review Service

Examination Procedures Review Service (EPRS) is a means by which a centre or student can seek a review of an Awarding Organisation's compliance with its appeals procedures. It is not a review of the Awarding Organisation's decisions on academic judgement, but whether it followed its procedures in arriving at a decision in its appeals conduct. It is led and operated by CCEA Regulation.

Do you think the EPRS is appropriate for reviewing the compliance of CCEA Awarding Organisation with its appeals process?

Please choose only one of the following:

- Yes
- No
- Don't Know

If you have any comments, please leave these below:

Equality

CCEA has completed an equality screening on the Post-Results Service process and no issues were identified. If you have any comments regarding equality, please leave these below:

Any Further Comments

If you have any further comments regarding the proposed CCEA Post-Results Service, please leave these below:

Thank you for participating in this consultation on the proposed CCEA Post-Results Service for Summer 2021.

Appendix 2 – Respondent Demographics

Demographics of respondent type.

Respondent type	Frequency	Percentage
As a group	3	0.4
As an individual	781	93.1
On behalf of an organisation	55	6.6
Total	839	100.0

Demographics of those responding as an individual.

Respondent type	Frequency	Percentage
Civil Servant / Public Sector Staff	2	0.2
College of Further Education Staff	9	1.1
Head of Department	97	11.6
Other	8	1.0
Parent	330	39.3
principal/Vice principal	28	3.3
Student	171	20.4
Teacher	136	16.2
Total	781	100.0

List of respondent organisations

ASCL NI
Ballyclare HS
Banbridge Academy
Belfast Met
Belfast Met
Belfast Royal Academy
Campbell College, Belfast
CCMS (Catholic Maintained Schools) School
Coleraine Grammar School
Controlled Schools' Support Council
Devenish College
Drumglass High School
Enniskillen Royal Grammar School
Fivemiletown College
Fort Hill Integrated College
Larne Grammar School

Limavady Grammar School
Markethill High School
Methodist College Belfast
NASUWT
Our Lady and St Patrick's College, Knock
Our Lady's Grammar School, Newry
Royal School Dungannon
Slemish College
St Genevieve's High School
St Joseph's High School, Crossmaglen
St Killian's College
St Patrick's Grammar School Armagh
St. Mary's Grammar School
St. Benedict's College
The Royal School, Armagh



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