



Quality Assurance of Assessment Arrangements in Internal and External Assessments: Information for Schools

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Quality assurance of assessment arrangements

This guidance has been developed to support staff in schools to ensure that appropriate assessment arrangements are provided for those candidates who are eligible. This information must be read in conjunction with the *Assessment Arrangements Explained: Information for Centres* (Publication code: FA4378) on the Assessment Arrangements webpages.

Your school must have an effective internal quality assurance system for identifying and verifying candidates' need for assessment arrangements in National Qualifications. You must ensure that you are fully conversant with all relevant assessment arrangements guidance on SQA's website, and that your own school's policies and processes align with this guidance.

Your school's quality assurance system should include processes to:

- ◆ identify a candidate's assessment need
- ◆ determine the most appropriate assessment arrangement
- ◆ verify the candidate's need for the assessment arrangement in an internal or external assessment
- ◆ authorise the submission of a request for an assessment arrangement in an external assessment

All of the processes outlined above and explained below must be documented, implemented and monitored to meet SQA requirements. At all stages in these processes, professional dialogue is essential between teaching staff, learning support staff, those responsible for quality assurance, and those responsible for submitting requests for assessment arrangements to SQA. In some cases, other key professionals, such as therapists, specialist teachers or educational psychologists, may also be involved.

However, in all cases, SQA co-ordinators should work closely with staff in learning support to ensure they are aware of the assessment arrangements that may be required for candidates.

Identify the candidate's assessment need

Wherever possible, a candidate's likely difficulties in accessing the unit or course assessment should be identified before he or she embarks on the unit or course. In some cases, however, the candidate's difficulties may only become apparent, or be disclosed, during the candidate's course of study. The need for assessment support could be identified by the candidate, by support-for-learning staff, or by the subject teacher.

Determine the most appropriate assessment arrangement

This is the stage in your internal quality assurance system where you determine what assessment arrangements will be required. This could be quite straightforward (for

example, the provision of a braille question paper for a blind candidate in the external assessment in a National course) or it could require detailed discussion with SQA (for example, where the assessment standard in a National Qualification could potentially be compromised by the proposed assessment arrangement).

The specification for each unit and course lists the evidence that is needed to show that the outcomes and assessment standards have been achieved. For example, candidates may be required to show that they have knowledge, specific communication skills, practical skills, or the ability to work in a particular way.

The specification will also set out the assessment conditions. If your candidate is able to achieve the outcomes and assessment standards, but is unable to do so using the suggested assessment activities outlined in the specification, there is often scope to propose alternative ways of generating the necessary evidence.

Assessment evidence can often be drawn from a variety of activities and presented in a variety of formats. Assessors should use their professional judgement, subject knowledge, and understanding of the candidate's difficulties (in full consultation with support-for-learning staff) to determine the most appropriate ways to generate the necessary evidence of attainment.

Verify the candidate's need for an assessment arrangement

This is a key stage in your internal quality assurance system. Documented evidence of your verification process, and the personnel involved, must be available to SQA.

Verifying the candidate's assessment needs is extremely important for two reasons:

- ◆ You need to be assured that your decision to provide, or not to provide, a particular assessment arrangement can be justified, and that it accords with both SQA guidance and relevant equality legislation.
- ◆ We need to ensure that schools have in place their own robust internal assessment arrangements verification system which ensures that all relevant information and evidence have been gathered and considered in determining the provision of assessment arrangements for a candidate in any SQA internal or external assessment.

Authorise the request for assessment arrangements

The head of centre, or a member of senior management, is responsible for authorising any request to SQA for an assessment arrangement in the external assessment by the published deadline date.

In submitting a request for an assessment arrangement in an external assessment, or providing an assessment arrangement in an internal assessment, your school is acknowledging that it has met its responsibilities in terms of quality assuring the eligibility of the candidate and the appropriateness of the assessment arrangement. In addition, by submitting a request for an assessment arrangement to SQA, the school is confirming that it has obtained the written consent of the candidate to share their personal data with SQA and to submit the request.

Quality assurance by SQA

SQA's quality enhancement managers are allocated schools that require an assessment arrangements quality assurance visit — the allocations are made under an intelligence-led, risk-based model. The purpose of the visit is to ensure that there is an effective internal quality assurance system in place for the provision of assessment arrangements for candidates in both internal and external assessments.

Your access to the software for submitting assessment arrangements requests in external assessments, the Assessment Arrangements Request (AAR) software, will be temporarily placed on hold until the conclusion of your quality assurance visit. During this time, if you wish to seek any advice regarding the assessment arrangements that you are planning to request for external assessments, or the assessment arrangements that you are planning to provide in internal assessments, you should contact the Assessment Arrangements Team at aarequests@sqa.org.uk.

Once the quality enhancement manager is allocated your school, they will initially contact your SQA co-ordinator to inform you of the proposed visit and to negotiate a mutually convenient date for the visit. Ongoing contact will also be with your SQA co-ordinator, who should take responsibility for informing all relevant staff about the date of the visit, requirements for documentary evidence, and for arranging for the required staff to be available during the visit.

The length of the visit will vary and be dependent on many factors. On average it will take about three hours. The quality enhancement manager will review all documented processes and supporting evidence, you should have these available on the day. Evidence may be in the form of electronic files rather than paper documentation. You are not required to print out evidence, unless absolutely necessary.

The seven key types of documented evidence required are outlined below and examples of evidence sources have been provided in Sections A and B. As the guidance states, these are only examples and it is perfectly acceptable to provide different evidence reflecting actual practice in your centre, provided that it does clearly support the provision of the assessment arrangements being provided or requested from SQA.

Appendix 1 is a blank template which you may wish to use to list the actual evidence you have available against each of the seven key types of evidence.

The quality enhancement manager will provide verbal feedback at the end of the visit to the SQA co-ordinator and any other staff you choose to have present. The feedback will cover their findings against every type of evidence requirement and any recommended or required actions. They will also comment on the sufficiency of your evidence and any points of good practice. There should be nothing included in the final written report to SQA, and copied to you, that you were not made aware of on the day of the visit. Recommendations are made so that a school can enhance its existing processes. They are not mandatory and you do not need to act upon them. However, required actions must be acted upon and are given when a judgement has been made that there is either

insufficient evidence, little evidence or no evidence. The actions should also be clear and specific, with an agreed date for achievement.

Once these actions are met you will be able to access the Assessment Arrangements Request (AAR) software.

In the unlikely event that your system and processes do not meet our requirements by the date agreed with the quality enhancement manager and as noted in your Action Plan, we will contact you to discuss the issue further and ask you to submit the documented evidence for all your candidates for whom assessment arrangements are being proposed. We will consider the supporting evidence and make a decision on a case-by-case basis.

Note: Appeals against decisions involving assessment arrangements are covered in our general guidance on appeals, *The Appeals Process: Information for centres* (publication code: FF5480, April 2015).

Your SQA co-ordinator will be sent a link to a feedback questionnaire along with the report of the visit. Please take the time to complete this feedback and send it back to SQA, as it will provide the quality enhancement manager with valuable information to help to make future improvements and help us to further improve our quality assurance processes.

Documented evidence to support the provision of assessment arrangements

The quality enhancement manager's quality assurance visit is based around seven key types of documented evidence. Documents may be held electronically or in hard copy but should include processes and supporting documentation for the provision of assessment arrangements for SQA assessments.

1 Evidence of your school's internal verification meetings

You should have documented evidence of the meetings/discussions at which relevant candidate information and evidence was considered before the provision of an assessment arrangement in an internal assessment and/or before submitting the request to SQA for an assessment arrangement in an external assessment. This might be the minutes or agreed notes from the verification meeting(s). They must be signed and dated. For more information, please read Section A.

2 Evidence that your candidates have agreed to the provision of assessment arrangements and to their details being disclosed to SQA

You should have confirmation from candidates that they have been involved in discussions about, and have agreed to, the assessment arrangements being provided, and that they intend to use them. You must also obtain consent from candidates for relevant details of their disability/additional support needs to be disclosed to SQA. For some candidates, you may wish to involve parents/carers in this discussion. For more information, please read Section A.

3 Evidence of your candidates' disabilities/additional support needs and how this affects them in the learning and teaching situation

In all cases, there should be documented evidence of the nature and extent of the candidate's disability or difficulty, and how it has impacted on teaching and learning in the classroom.

Information, where relevant, from professionals (for example, therapists, specialist sensory impairment teachers, subject teachers and educational psychologists) may also be available. The evidence might include a working file containing information about the candidate's disability and/or additional support needs, including for example: reports, assessments, minutes of meetings, notes of case conferences, ongoing consultations on the current teaching support and assessment arrangements used. For more information, please read Section A.

4 Evidence of your candidate's need for current assessment support, how this is met, and how it relates to the arrangements being requested or provided

In nearly all cases, candidates requiring specific assessment arrangements will need similar arrangements to be made during their course to ensure they are not disadvantaged. There should be documented evidence that links this ongoing support to the assessment arrangements needed for the SQA assessments. For more information, please read Section A.

5 Evidence that varying needs across subjects have been taken into account

As needs may vary across subjects, there should be documented evidence that the need for assessment arrangements has been considered on a subject-by-subject basis. For more information, please read Section A.

6 Evidence for specific types of assessment arrangements

For some types of assessment arrangements, there should be additional documented information/evidence of the need for the particular arrangement. For more information, please read Section B.

7 Evidence of a system for the management of SQA assessment arrangements which is supported by senior management

You should have documented evidence of a whole-school approach to assessment arrangements, for example, as part of wider inclusive practices/policy, etc. For more information, please read Section A.

The following checklist, based around these seven types of evidence, is designed to help prompt you to find out if you have the appropriate evidence for the quality assurance visit. The quality enhancement managers will work from exactly the same guidance.

Quality assurance of assessment arrangements checklist

Reference	Key questions	(✓)
1 Documented evidence of the internal verification meeting(s) ¹	Do you hold a formal verification meeting or meetings to ensure that all relevant information and evidence has been gathered and considered in determining the provision of assessment arrangements for candidates in both internal and external assessments?	
	Do you have a formal minute/note of the meeting(s) that has been signed and dated?	
	Is it clear which assessments your verification meeting(s) is for?	
	Are the meetings held at an appropriate time in the year?	
	Are appropriate personnel present?	
	Are requests for or the provision of assessment arrangements formally authorised by a senior member of staff?	
	Is this senior member of staff independent of the learning support structure in the centre?	
	Do you have a procedure for making late decisions?	
2 Documented evidence of confirmation from the candidate that they have agreed to the provision of assessment arrangements and for relevant details of their disability/difficulty to be disclosed to SQA	If your candidate is under 16, does an appropriate adult (eg parent, carer, etc) countersign for them?	
	Have your candidates signed in all cases?	
	Is it clear which assessments this agreement refers to?	
	Do you have a record of any candidate refusals of assessment arrangements?	

¹ The verification meeting is the **key stage** in your internal quality assurance procedures. You need to be confident that your decisions to provide, or not to provide, an assessment arrangement in both internal and external assessments are in line with both SQA guidance and the relevant equality legislation. This is why having a senior member of staff who is independent of the support-for-learning process in your centre is so important; it adds rigour to the process.

3 Documented evidence of the candidate's disability/additional support needs and how this generally affects the learning and teaching situation	Have you the relevant information/evidence of the nature and extent of the disability or difficulty?	
	Have you evidence of how the disability/difficulty has impacted on teaching and learning in the classroom and that subject staff are involved in relevant discussions and in recording relevant information?	
	Is your evidence current?	
4 Documented evidence of need for current support, how this is met, and how it relates to the arrangements requested	Does your evidence show that decisions are made on the actual assessment arrangement proposed and based on the current support provided in normal teaching and learning?	
	Have you evidence that subject staff are involved in relevant discussions and in recording information?	
	Have you evidence to show that the assessment arrangement is effective and removes the disadvantage?	
	Is your evidence current?	
5 Documented evidence that varying needs across subjects have been taken into account	Have you evidence available for each subject?	
	Have you evidence that subject staff have been involved in gathering evidence?	
	Have you evidence that subject staff support the arrangement proposed?	
6 Documented evidence for particular assessment arrangements	Is there specific evidence of how a particular assessment arrangement has been determined (for example, amount of extra time needed)?	
7 Documented evidence of a whole-school system for the management of SQA assessment arrangements which is supported by senior management	Is there evidence that there is a whole-school policy in relation to the provision of assessment arrangements?	

Additional guidance

The following additional information is intended for guidance only. It gives examples of different types of evidence that can support the provision of an assessment arrangement.

Section A refers to evidence required for all candidates.

Section B refers to the additional evidence required to support specific assessment arrangements.

Please also see the exemplars of completed assessment arrangements quality assurance reports on our assessment arrangements web page.

Section A: Evidence required for all candidates

	Evidence requirement	Rationale	Suggested form of evidence	Notes
1	Documented evidence of the internal verification meeting(s).	Schools should have in place their own internal verification system which ensures that the information/evidence is available to support the provision of assessment arrangements in both internal and external assessments. An essential part of this process is the internal verification meeting or meetings, where all available evidence and information gathered is fully considered by relevant staff prior to submitting a request to SQA for assessment arrangements or providing assessment arrangements in an internal assessment. SQA's quality enhancement manager will follow a similar process when visiting schools.	Minutes or notes of the verification meeting(s): dated and signed. Names and position of personnel involved.	Membership of the verification meeting will vary according to schools and local authorities. It should involve someone actively involved in the support process and someone who is responsible for quality assurance. It could, for example, involve the principal teacher of learning support, the local authority educational psychologist, and the SQA co-ordinator and/or a member of the senior management team in the school.
2	Documented evidence of confirmation from the candidate that they have agreed to the arrangements and are intending to use them and for relevant details of their disability/difficulty to be	It is important that candidates (and parents/carers or guardians where relevant) are fully involved and have agreed to the arrangements. It is also important that candidates have agreed to information about their disability and/or difficulty being passed on to SQA.	Pro forma or statement signed by the candidate and countersigned by a parent/carer where appropriate.	Schools may wish to involve parents/carers where appropriate. Schools may also wish to record details of any candidate who does not wish to use suggested assessment arrangements.

	Evidence requirement	Rationale	Suggested form of evidence	Notes
	disclosed to SQA.			
3	Documented evidence of candidate's disability/additional support needs and how this generally affects the candidate in the learning and teaching situation.	In order to determine the need for an assessment arrangement, the nature and degree of the difficulty will need to have been assessed together with the impact on learning and teaching and on assessment.	Candidate files containing all relevant information such as psychological and other assessments, individual learning plans, support plans and records. For example, planning documentation such as personal learning plans (PLPs) and individualised educational programmes (IEPs).	The information may start in primary and be comprehensive.
4	Documented evidence of need for current support, how it is met and how it relates to any assessment arrangements requested.	Most candidates requiring assessment arrangements will need ongoing support on a regular basis to ensure they are not disadvantaged during their course. This support should link to the arrangement needed for the assessment.	Plan and record of support from support-for-learning staff in class and/or in support base and/or details of support regularly required from subject teachers in class.	The following are key elements of the evidence required to support the provision of assessment arrangements. They answer the questions: How has the candidate been supported during the course?
5	Documented evidence that varying needs across subjects have been taken into account.	As needs may vary across subjects, the need for assessment arrangements should be considered on a subject-by-subject basis.	Evidence of consultation and negotiation with subject staff which takes into account the range of different subject assessment standards and evidence requirements.	Have you considered the varying assessment standards and evidence requirements of different subjects? Have you evidence that the assessment arrangement requested is appropriate?
6	Documented evidence for particular arrangements (see	The particular arrangement should match the candidate's individual needs.	Evidence of need for a particular arrangement (see	

	Evidence requirement	Rationale	Suggested form of evidence	Notes
	Section B).		Section B).	
7	Documented evidence of a whole-school system for the management of SQA assessment arrangements which is supported by senior management	Schools should have in place a whole-school approach to assessment arrangements as part of each school's wider inclusive practices/policy etc.	There should be policy documentation and guidance for all staff in relation to the provision of assessment arrangements. The policy should outline the roles and responsibilities of relevant staff.	In almost all secondary schools, planning to meet identified assessment needs is a collaborative process between the class teacher and the support-for-learning teacher but the process should also involve a senior manager.

Examples of good practice for evidence requirements

Evidence of the internal verification meeting(s)

In St Barnabas's High School the internal verification meeting is held in November each year. It is chaired by the local authority psychologist. The principal teacher (support for learning) and the SQA co-ordinator are also present. Relevant information/evidence available for each candidate requiring assessment arrangements is fully considered against the guidance from SQA using the SQA checklist (see Appendix 1).

Only assessment arrangements for those candidates whose evidence is complete are verified. Where evidence is unclear or incomplete, decisions are made as to whether it is possible to reasonably produce the evidence, whether the provision of the assessment arrangement is appropriate, or if there is a need to contact SQA for further guidance.

Minutes of the meeting are taken, noting those present and the decisions taken. The minutes are dated and signed by the SQA co-ordinator.

The local authority psychological service also takes responsibility for trying to achieve a consistent approach to the provision of assessment arrangements across the authority. It does this by monitoring the provision of assessment arrangements and suggesting common approaches and processes.

Evidence of confirmation from the candidate that they have agreed to the provision of assessment arrangements and for relevant details of their disability/difficulty to be disclosed to SQA

In Castle Semple High School, the support-for-learning department devised a pro forma for each candidate which summarises the assessment arrangements to be put in place for both internal and external assessments in each subject.

The pro forma also explains that relevant information about the candidate's difficulties may be passed on to SQA. This is fully discussed with each candidate. All candidates are encouraged to discuss the arrangements with their parents or carers before signing. For candidates under 16, a parent or carer is also asked to sign.

Subject teachers also use parent evenings as an opportunity to discuss with parents/carers the assessment arrangements required for the candidate in their particular subject.

<p>Evidence of disability/additional support needs and how this generally affects the learning and teaching situation</p>
<p>Craignure High School keeps relevant information on candidates in two main places. A pupil file contains general information, including details transferred from primary school, medical records, educational psychologist reports, personalised learning plans (PLPs) and individualised educational programmes (IEPs), etc. The support-for-learning department also has its own files containing current evidence including details of assessment of need, records of support given, etc. Together these files give details of the difficulty each candidate has experienced and how it affects the candidate’s learning and teaching.</p>
<p>Evidence of need for current support, how it is met and how it relates to the assessment arrangements requested</p>
<p>In Dundee Grammar School, the support-for-learning department keeps detailed records of those pupils who are currently receiving additional learning support. This also includes relevant information from subject teachers about support needed and provided in class.</p> <p>In one pupil’s case, the file indicates that he has scribing support from an auxiliary for some of his subjects (National 4 Modern Studies and National 4 RMPS). He also attends the support base for one hour a week to finish off work he cannot complete in other classes. Subject teachers also record that they have needed to act as a scribe for this pupil on occasion.</p>
<p>Evidence that varying needs across subjects have been taken into account</p>
<p>In Lammermuir High School the detailed records kept in the learning support base show that, for one candidate with specific learning difficulties, all subject teachers have been consulted. Teachers in subjects where extensive writing is required, (for example, in the class assessments for Higher History, and Higher Modern Studies), confirm that the candidate has access to a computer with spellcheck software in class. In Maths and Physics, however, it is felt that the candidate is able to hand write his own responses and prefers to do so.</p>
<p>Evidence of a whole-school system for the management of SQA assessment arrangements which is supported by senior management</p>
<p>In St Joan’s High School, there is policy documentation and guidance which provides all staff with relevant information on the school’s approach to providing appropriate evidence for assessment arrangements. This highlights the need for partnership working across the school and clarifies roles and responsibilities of subject and learning support staff.</p>

Section B: Evidence required for specific assessment arrangements

For some candidates, the evidence for their need for a particular assessment will be well established and recorded in the evidence base outlined in Section A — for example, for a visually impaired candidate using braille, a deaf candidate using BSL, a candidate with a specific learning difficulty using ICT, a candidate with an autistic spectrum condition using a prompter, or a severely physically disabled candidate using assistive technology.

This section refers to the additional evidence required to support specific assessment arrangements.

Arrangement	Suggested forms of evidence
<p>Use of computer/human reader</p> <p>Schools should have clear evidence that a reader is needed.</p> <p>There should be documented evidence that a candidate has difficulty with accessing written text.</p>	<p>Recent test of reading speed and accuracy.</p> <p>Reading comprehension test.</p> <p>Evidence from dyslexia screening packages.</p> <p>Evidence of class work completed with and without the use of a computer/human reader.</p> <p>Ongoing use of a computer/human reader for support in class noted in support records.</p>
<p>Use of scribe or voice recognition software</p> <p>Schools should have clear evidence that a scribe or voice recognition software is needed.</p> <p>There should be documented evidence that a candidate has significant difficulty with writing.</p> <p>For candidates who are unable to produce any written work at all, written confirmation of this from a specialist teacher will be acceptable.</p>	<p>Speed, accuracy and legibility assessment by specialist teacher (which might include spelling assessment, speed of production of free, dictated, or word processed work).</p> <p>Example of class work produced with and without a scribe or voice recognition software.</p> <p>Ongoing use of a scribe or voice recognition software for support in class noted in support records.</p>
<p>Transcription with correction</p> <p>Schools should have clear evidence that transcription is needed. This arrangement is designed to meet the needs of candidates who have substantial difficulties with written communication but who are unable to use appropriate ICT.</p>	<p>Same types of evidence as above.</p>

Arrangement	Suggested forms of evidence
<p>Extra time</p> <p>When extra time is the only assessment arrangement required there should be evidence of an ongoing significant difficulty in completing tasks (class tasks, assignments, assessments) in normal allocated time.</p> <p>It is not expected that schools will have absolute values for the extra time needed. It is important, however, that evidence is available to show that the extra time being provided is reasonable and reflects, on average, the candidate's needs.</p> <p>NB Evidence that extra time is used when given, for example in a timed assessment, is not sufficient evidence on its own of the need for additional time.</p>	<p>Samples of work which indicate a difference in candidate's performance given extra time.</p> <p>Evidence of the need for subject teachers to allocate extra time for assignments and assessments and that this extra time has been used on an ongoing basis.</p> <p>Evidence that the amount of extra time requested is reasonable and appropriate.</p>

Examples of good practice for evidence required for specific assessment arrangements

Use of a computer/human reader
<p>In St Barnabas's School, a number of candidates have difficulty with reading. In addition to recording the evidence detailed in Section A, the support-for-learning staff also assess reading speed and accuracy regularly, and maintain records of when a computer/human reader is used in class and in assessments.</p> <p>One pupil has had reading difficulties since primary school. On a yearly basis, support staff have tested his reading and although there have been improvements which enable him to cope with some tasks independently, testing shows that he still has difficulty with reading and comprehension. This information is retained on file and his support plan shows that he has access to text-to-speech software in English and History. Notes from other subject teachers show that he uses text-to-speech software, on occasion, to help him with reading in class. The support-for-learning department records this information and ensures that he has access to text-to-speech software for all class tests and he has a regular time in the support base where he can be helped to complete assignments and homework.</p>
Transcription with correction
<p>In Castle Semple High School there is one pupil who has a well-documented writing difficulty — samples of writing are available on file. Her writing is extremely untidy and gets very hard to decipher when she is under any time pressure, especially in timed assessments. As she gets more nervous and anxious, she stammers and this makes using a scribe difficult. She is not sufficiently competent in the use of ICT, and a decision is taken to request transcription with correction in her external assessment. Her support-for-learning teacher knows her writing sufficiently well to be able to transcribe her written responses in her external assessments.</p>
Extra time
<p>One pupil at Lammermuir High School has recently been assessed as having a specific learning difficulty. In her case she is slow at interpreting written information and producing text. Her support-for-learning file contains examples of her work in class completed with and without extra time. There are also timed examples of her writing. In the classroom she is frequently unable to complete tasks within the lesson time and this is reported to the support-for-learning staff. A support strategy is put in place which suggests a variety of tactics minimising the pupil's need for writing without affecting her learning. This is recorded.</p> <p>Evidence is also available which shows that giving extra time improves her performance in timed assessments. This also shows that, on average, she requires 20% extra time for extended writing tasks.</p>

A pupil at Dundee Grammar School was assessed as having a mild specific learning difficulty in primary school. He is just about to enter S4 and start his National 4 courses. He has received no extra support in the classroom in secondary school but his mother has raised the question of whether he should have extra time in his unit assessments. He is assessed by a member of the support-for-learning department who finds that he still has a slight problem with spelling but that this has no marked effect on the time he needs to produce work. Subject staff are also consulted and confirm that he has no difficulty finishing tasks in class. There is no evidence available to support the need for extra time.

Appendix 1: Suggested checklist for internal verification process

Checklist of evidence to support the provision of an assessment arrangement
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Centre	
Candidate	
Assessment arrangement	
Date	

Types of evidence	✓
Documented evidence of the internal verification meeting.	
Documented evidence of confirmation from the candidate that they have agreed to the provision of assessment arrangements and for relevant details of their disability/difficulty to be disclosed to SQA.	
Documented evidence of disability/additional support needs and how this generally affects the learning and teaching situation.	
Documented evidence of need for current support, how this is met, and how it relates to the assessment arrangements requested.	
Documented evidence that varying needs across subjects have been taken into account.	
Documented evidence for particular arrangements.	
Documented evidence of a whole-school system for the management of SQA assessment arrangements which is supported by senior management.	

Appendix 2: Sources of support

SQA Contact Centre telephone number: 0303 333 0330

Quality enhancement managers

E-mail: asv@sqa.org.uk

Providing information and advice relating to the audit visit and the systems requirements for the provision of assessment arrangements

Assessment Arrangements Team

Contact details

E-mail: aarequests@sqa.org.uk

First point of contact for specific assessment arrangements queries