Exemplar 3

SQA's Audit of Evidence to Support Requests for Assessment Arrangements

Centre Name		Centre Number	
Centre Contact			
Telephone		Email	
Date of Visit			
Assessment Arrangements Auditor			
Telephone		Mobile	
E-mail			

SQA's Evidence Requirements for Assessment Arrangements: Summary of Findings

Criterion	E1	E2	E3	E4	E5	E6	E7
Sampled	✓	✓	✓	✓	✓	✓	✓
Good Practice							
Recommendations	✓						
Required Actions			✓	✓	✓	✓	√

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EVIDENCE AVAILABLE IN CENTRE TO SUPPORT A REQUEST FOR AN ASSESSMENT ARRANGEMENT

The Auditor will have sampled evidence to ensure that your centre's systems and procedures continue to comply with the centre's responsibilities forProcess 1: Management of an SQA centre,
Criterion 1.5 There are systems in place for the management of appropriate assessment arrangements for candidates with disabilities and/ or additional support needs
The centre:
1.5e) demonstrates a commitment to equal opportunity in the selection, admission, support and assessment of candidates
1.5f) seeks SQA approval for assessment arrangements and implements these arrangements as agreed
1.5g) retains evidence justifying the need for assessment arrangements
SQA's Quality Framework : A Guide for Centres March 2006

Staff Present	*SQA Coordinator* *Principal Teacher Pastoral Care*
Number of Candidates in sample	8 out of 17

Evidence Requirements	Overall Comments
E1 **Documented evidence of the verification meeting**	*Minutes of Internal Verification Meetings were available (see Recommendation E1)*
E2 **Documented evidence of confirmation from the candidate that they have agreed to the assessment arrangements and are intending to use them**	*Candidate agreement forms had been completed in 7 out of 8 cases. Candidate agreement forms must be completed in all cases – this should be part of the pre-internal verification meeting check.*
E3 **Documented evidence of disability /additional support needs and how this generally affects the learning and teaching situation**	*The centre's paperwork had been completed in all cases sampled. However, it did not provide adequate evidence of disability/ additional needs or how this generally affects the learning and teaching situation.* *See Required Action E3*

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E4 **Documented evidence of need for current support, how it is met and how it relates to the arrangements requested**	*There was little evidence of current support, how it is met and how it relates to the arrangements requested. See Required Action E4*
E5 **Documented evidence that varying needs across subjects have been taken into account**	*There was evidence that showed communication between subject teachers and pastoral care staff, evidence of pupils' work is held and used to inform the decision about assessment arrangements. Not all evidence was fully annotated which is necessary to show that evidence is current and appropriate.* *See Required Action E5*
E6 **Documented evidence for particular adjustments**	*For the candidates sampled there was little evidence to show how the arrangement was determined.* *See Evidence E6*
E7 **Documented evidence of a system for the management of SQA assessment arrangements which is supported by senior management.**	*The school has a quality assurance policy which had some information on assessment arrangements. See Required Action commendation E7*

Good Practice
The following areas of good practice were noted during the visit:

The school has developed an app for candidates and staff, that shows the centre's monthly assessment calendar.

Recommendations (REC)
The following recommendations were made to enhance the current provision:

E1 Staff were reminded that internal verification meetings need not be a one off event and can occur throughout the year.

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Required Actions (RA) The following required actions were identified, discussed and agreed:	Date Agreed
E3 In order to determine the need for an assessment arrangement, there must be evidence that the nature and degree of the difficulty has been assessed together with the impact on learning and assessment. Evidence could include psychological and other assessments, Individual Learning Plans, support plans and records. Information may start in Primary School and be comprehensive. This evidence should be checked as part of the pre internal verification meeting check. *An action plan of how this information will be sourced and internally verified for all future Diets must be forwarded to the SQA Auditor.*	
E4 Most candidates requiring assessment arrangements will need ongoing support on a regular basis to ensure that they are not disadvantaged during their course. Evidence could include a plan and record of support from support staff, staff in class and/ or in the learning base and/ or details of support regularly required from subject teachers. Evidence should be checked as part of the pre-internal verification meeting check. An action plan of how this information will be sourced and internally verified for all future Diets must be forwarded to the SQA Auditor.	
E5 Staff were advised that a consistent approach is taken across the school with regard to the annotation and retention of evidence for assessment arrangements, as this will facilitate decisions regarding the sufficiency of evidence prior to the verification meeting. Staff should be directed to complete a subject evidence form fully on each occasion that it is used, and to ensure that the evidence is clearly and consistently annotated with the required information.	
E6 Staff were advised that if using class work and/ or homework as evidence this must be clearly annotated and must demonstrate that the proposed assessment arrangement make a difference. Evidence should be of equal demand and current.	
E7 The centre should develop this further, for example they should include information on roles and responsibilities of all involved, the process to be followed, the forms to be used and the timeline to be kept to.	

Feedback Report to	*SQA Coordinator* *Principal Teacher Pastoral Care*			
Can current requests be processed?	**Yes**		**No**	✓
Signature			**Date**	