**Documented Process Example 3 – Excerpt-Roles**

**Background**

This excerpt from a school assessment arrangements process focuses on quality assurance as well as the roles and responsibilities of the whole school community.

**Good practice:**

* The inclusion of pupils, and of parents/carers in the ‘Roles and responsibilities’ section shows that this document is for the whole school community.
* Listing SQA quality assurance criteria — and referencing them to the forms that teachers have to use to meet the requirements — means that this centre should be well prepared if they are selected for audit.

**How could you personalise this for your centre?**

* How do your processes and procedures differ from those described here?
* What would you add or amend to suit the circumstances in your centre?
* When reviewing your own documents, you should always double check the wording from any SQA document, to make sure you are using the most up-to-date version.

***Please note: the use of this resource is not a mandatory SQA requirement.*** *It is provided here for your information only, as an example of one school’s AA process or procedures. If you would like to use this resource, please feel free to adapt it in any way that suits your school.*

Assessment

Arrangements for SQA Examinations

# **ASSESSMENT ARRANGEMENTS**

All SQA centres are responsible for providing assessment arrangements for disabled candidates and/or those identified as having additional support needs. This means that centres should have an internal assessment arrangements system with high quality checks in place that are operated throughout the centre. Each member of staff who is responsible for the assessment of candidates should comply with the procedures.

Assessment arrangements allow candidates who are disabled, and/or have been identified as having additional support needs, access to appropriate arrangements without compromising the integrity of the assessment. Candidates are individuals with a diverse range of needs and it is important that the individual needs of the candidates in each subject area are taken into account when considering the most appropriate assessment arrangements. For example, an arrangement required in one subject area may not be relevant in another.

# **PRINCIPLES OF ASSESSMENT ARRANGEMENTS**

These are based on:

1. Candidates for whom assessment arrangements are provided should potentially have the ability to achieve national standards, but be unable to do so using the published assessment arrangements for the particular qualification. For example, a candidate may have difficulty with reading the questions in an external assessment; assessment arrangements, such as the use ICT with text-reading software or a human reader may alleviate this disadvantage.
2. The integrity of the qualification must be maintained. For example, it is not possible for a candidate to use a human scribe in a National Literacy Unit, where writing skills are being explicitly assessed.
3. Assessment arrangements should be tailored to meet a candidate’s individual need. For example, a candidate with writing difficulties might not be at any disadvantage in a multiple-choice paper but might have difficulties producing a written essay. There should be documented evidence of a candidate’s assessment needs.
4. Assessment arrangements should reflect, as far as possible, the candidate’s normal way of learning and producing work. For example, if a candidate with dyslexia normally uses ICT with a spell checker or a human scribe to overcome writing difficulties, this should be the assessment arrangement provided in the assessment.

# **QUALITY ASSURANCE**

Documented evidence to support the provision of assessment arrangements including processes and supporting documentation for the provision of assessment arrangements for SQA assessments.

1. Evidence of school’s internal verification meeting – form signed and dated.

(Appendix 1a)

1. Evidence that candidates have agreed to the provision of assessment arrangements and to their details being disclosed to SQA – form signed by both pupil and parent and letter sent home explaining processes. (Appendix 1b)
2. Evidence of candidates’ disabilities/additional support needs and how this affects them in learning/teaching situations –compiled from information from subject staff, ASN Log and Pupil plans (where relevant).
3. Evidence of candidate’s need for current assessment support, how this is met and how it relates to the arrangements being requested or provided – support strategies and subject evidence. (Appendix 1c)
4. Evidence that varying needs across subjects have been considered – individual subject forms. (Appendix 1c)
5. Evidence for specific types of assessment arrangements – individual subject forms.

 (Appendix 1c)

1. Evidence of a system for the management of SQA assessment arrangements which is supported by senior management. (Process document)

# **ROLES AND RESPONSIBILITIES** **SQA CO-ORDINATOR**

* + Develops and implements improvements to quality assurance systems
	+ Liaises with SQA regarding internal assessments where there are doubts regarding eligibility
	+ Submits requests using the Assessment Arrangements Requests software (AAR) for all external assessments
	+ Chairs SQA verification meeting with relevant personnel
	+ Chairs meeting with parents to discuss eligibility for Assessment Arrangements where there is an appeal from parent or pupil
	+ In the event of unforeseen circumstances, liaise with PT Support for Learning and parent and pupil and subject staff to agree assessment arrangements

# **PT PUPIL SUPPORT - SUPPORT FOR LEARNING**

* + Attends primary transition meetings to gather information regarding pupils on the ASN Log
	+ Creates ASN Log entries in Staff Share version which include suggested Additional Assessment Arrangements pupils may require and encourages staff to discuss and implement these with pupils
	+ Reviews pupil progress with parents and pupils and discusses sharing of information with SQA
	+ Continually updates and reviews pupil requirements taking into account alterations which may need to be put in place as the pupil moves up the school - e.g. a pupil may cope well with the Broad General Education but National 5 or Higher courses may require additional support
	+ Provides staff with CPD regarding completion of forms through attendance at Department Meetings and also offers training in reader/scribe etc.
	+ Facilitates practising of Assessment Arrangements in senior tutorials
	+ Issues relevant forms for the gathering of evidence which contain: -
		- Arrangement requested
		- Level at which presented
		- Support strategies
		- Confirms or refutes that the use of an arrangement makes a SIGNIFICANT difference to the pupil’s overall grade in each subject
		- Sign and date the form
	+ Collates evidence and prepares individual pupil folders in preparation for verification meeting

# Presents evidence at verification meeting

# **SUBJECT STAFF**

* + Read ASN Log in Staff Share and discuss additional assessment arrangements with pupils in their class and record results, after discussing any issues with PT Support for Learning
	+ Facilitate practice of using additional assessment arrangements in conjunction with Support for Learning staff
	+ Collate evidence
	+ Complete and sign evidence gathering form with support strategies including
		- Arrangement(s) requested
		- Level at which presented
		- Support strategies
		- Confirm or refute, based on their evidence, that that the use of an arrangement makes a SIGNIFICANT difference to the pupil’s overall grade in their subject
		- Sign and date the form

# **PRINCIPAL TEACHERS**

* + PTs support departmental colleagues with gathering appropriate evidence and collating this for submission to Pupil Support prior to prelim examinations and final SQA examinations
	+ Guidance PTs review AAA schedule at departmental meetings regarding well-being concerns

# **PUPILS**

* + Be open to discussion with subject staff and PT Support for Learning when discussing which Additional Assessment Arrangement(s) would be most appropriate
	+ Sign the form stating that you agree with this request and are happy to use the assessment arrangement(s) provided
	+ If under 16, take form and letter home, and explain procedure to your parent/carer and ask them to sign and return form
	+ Report any concerns you have regarding Additional Assessment Arrangements with PT Support for Learning

# **PARENTS/CARERS**

* + Ensure school is aware of any additional support need
	+ Discuss with your child the letter and form, sign and return to school
	+ Encourage your child to use the Assessment Arrangement(s) to help achieve their full potential
	+ Contact SQA Co-ordinator, PT Support for Learning or your child’s Guidance teacher if your child is refusing to accept Assessment Arrangements or if you would like to appeal an Assessment Arrangements decision

# **CLASSROOM ASSISTANT**

* + Facilitate, in conjunction with subject staff, the practising of assessment arrangement during the year
	+ Feedback information on new pupils to PT SfL

# **REFERENCES**

*Quality Assurance of Assessment Arrangements in Internal and External Assessments: Information for Schools* - [www.sqa.org.uk](http://www.sqa.org.uk/)

*Assessment Arrangements Explained: Information for centres* - [www.sqa.org.uk](http://www.sqa.org.uk/)