Exemplar 1

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							

Exemplar 1

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 SQA requirements.

Staff Present	SQA Coordinator PT Learning Support	
Number of Candidates in sample		8 from 12

Evidence Requirements	Overall Comments
E1 **Documentary evidence of the internal assessment arrangements verification meeting(s)**	*Verification Meetings were held in January and March of each year where pupils' proposed arrangements were discussed and agreed or amended. Meetings were attended by PT Learning Support, Educational Psychologist and Depute Head teacher.*
E2 **Documentary evidence of confirmation from the candidate that they have agreed to (i) the provision of assessment, (ii) the centre submitting the request on their behalf and (iii) the centre sharing their personal data required for the request with SQA**	*In cases of all pupils, letters were signed and dated confirming they agreed with the proposed arrangements. In 6 of the 8 cases there were also parental signatures confirming they were aware of, and agreed with, the proposed arrangements.*
E3 **Documentary evidence of the candidate's disability /difficulty and how this generally affects the learning and teaching situation**	*In all cases reviewed there was evidence of the disability/ additional support need in the form of educational reports, medical reports, psychiatric reports and other NHS reports. Individual pupil sheets recording name, difficulty, barrier to learning and possible support strategies available. This list is available electronically to all staff and hyperlinks in place to individual records. Pupils also have flags against their name in SEEMIS which is of benefit to supply or temporary teachers as they can immediately see pupils who may have additional information on them and their difficulties.*

Exemplar 1

E4 **Documentary evidence of your candidate's current need for support in the classroom, how it is met and how it relates to the assessment arrangements requested or provided**	*In all cases reviewed there was evidence of the disability/ additional support need in the form of educational psychologist reports, medical reports, psychiatric reports, other NHS reports and all pupils had individual education plans. These plans detailed the pupils' difficulty, how it affects their learning and possible strategies that could be put into place to assist that particular pupil.*
E5 **Documentary evidence that varying needs across subjects have been taken into account**	*For all pupils reviewed there was evidence of the need for current support being provided by the learning support department. Coupled with this, there was confirmation from subject teachers of the need for support in their class.*
E6 **Documentary evidence for particular assessment adjustments**	*In all cases there was evidence clearly marked and annotated. In the case of one department it was noted that the same piece of assessment evidence was used with and without support being in place i.e. double assessment. Discussion took place around this and it was agreed that this was not acceptable. The PT learning support agreed she would have discussions with the department responsible and have this issue rectified for this session.* *See Recommendation E6.*
E7 **Documentary evidence of a whole centre system for the management of SQA assessment arrangements, which is supported by senior management.**	*The centre has a documented process for the recording and collection of evidence for assessment arrangements. They also have a timeline checklist that ensures that all of the required stages in the process happen at the correct time. Staff have also developed an excellent Guide to Additional Assessment Arrangements which includes assessment arrangements for National 3 and 4 Qualifications.* *See Good Practice E7.*

Version 5

Exemplar 1

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

E7 – the issue of a guide to additional assessment arrangements

Discussion took place around provision of assessment arrangements for pupils undertaking National 3 and 4 qualifications in Diet 2014. PT Learning Support confirmed that she operates the same system for National 3 and 4 assessments as she does for assessments for National 5 and above. In cases reviewed where pupils were sitting a variety of levels evidence was available for National 4 as well as 5 and Higher. The only difference is that National 3 and 4 are not always subject to the verification process. Following discussion it was agreed that they should also be verified.

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

E6 – staff were advised that work with and without support is not always required where alternative forms of evidence are available such as the results of recent tests of reading speed and accuracy and/ or spelling, ongoing use of reader and scribe for support in class which is noted in support records etc. Documented feedback from subject teachers should also provide supporting evidence in some cases.

Required Actions (RA)
The following required actions were identified, discussed and agreed:

	Date Agreed

Feedback Report to	SQA Coordinator PT Learning Support Learning Support Staff				
Can current requests be processed?		**Yes**	✓	**No**	
Signature				**Date**	

Version 5