SQA
Assessment Arrangements at Aboyne Academy

SQA Assessment Arrangements

The SQA are the Scottish Qualifications Authority and, "As Scotland's national qualifications body, SQA sets, maintains and monitors qualification and assessment standards." *SQA Awarding Body Code of Practice, 2014.*

As a school we work within the framework leading to SQA qualifications and therefore have to conform to their regulations. Assessment Arrangements are part of these regulations and quality assurance.

- ***What is an Assessment Arrangement?***

An Assessment Arrangement (AA) is a support that can be arranged ie a 'reasonable adjustment that can compensate for a substantial disadvantage... to meet their individual needs." SQA *Assessment Arrangements Explained, 2016*.

The Equality Act 2010 requires that SQA make reasonable adjustments where a candidate who is disabled within the meaning of the Act would be at a substantial disadvantage in comparison to a candidate who is not disabled.

What is the legal definition of being Disabled?

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean – Government definition:

www.gov.uk/definition-of-disability-under-equality-act-2010

- 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.'

There are a number of principles that under pin the request for a SQA Assessment Arrangement, these are:

- Candidates should potentially have the ability to achieve the national standards, but be unable to do so using the SQA's published arrangements.
- The integrity of the qualification must be maintained.
- Assessment Arrangements should be tailored to meet a candidate's individual needs.
- Assessment Arrangements should reflect, as far as possible, the candidate's normal way of learning and working in class.
  (www.sqa.org.uk assessment arrangements explained, Aug 2016)
- ***The SQA Assessment Arrangement Process***

There are a variety of supports that can be requested through the SQA Assessment Arrangement Request (AAR) database and if we have evidence to suggest it makes a significant difference. These include:

- adapted and digital question papers
- use of ICT with/without spellchecker;
- extra time;
- prompter;
- reader;
- scribe;
- rest periods;
- transcription with and without correction;
- practical assistant
- hand held spellchecker;
- use of a calculator when no calculator is allowed

More detailed information can be found

www.sqa.org.uk – Assessment Arrangements Explained

As stated above we are required to follow the SQA Quality Assurance framework when submitting and confirming arrangements. **Evidence** is at the heart of all AAs.

www.sqa.org.uk (Quality Assurance, Aug 2016)

SQA will expect to see the following if we are audited:

1. Evidence that there has been a verification meeting with the school SQA co-ordinator, (DHT).

2. Evidence that candidates have agreed to the AA and that their details have been disclosed to the SQA.
3. Evidence of the candidate's disability or Additional Support Needs (ASN) and how this affects them in the learning and teaching situation ie classroom.
4. Evidence of their need for current assessment support, how this is met, and how it relates to the arrangements being requested or provided.
5. Evidence that varying needs across subjects have been taken into account.
6. Evidence for specific types of arrangements.
7. The school has evidence of a system for the management of SQA Assessment Arrangements.

As you can see there is a robust system that we have to follow otherwise the integrity of the SQA exam will called into question.

The Assessment Arrangement system at Aboyne Academy

- We have a system at Aboyne whereby the teacher has access to a database which has the candidate's name, class, and suggested assessment arrangement as discussed between Support teachers and the candidate.
- Teachers will be asked to collate evidence without any arrangement throughout the session. Please do not be alarmed about this as this allows us to make sure the evidence collated is, "Current."

- Needs change over time and an assessment arrangement agreed in S4 may not be appropriate in S5 or S6.
- Information is issued to subject teachers for the collation of the evidence, "with and without" the final arrangement. Evidence from general class assessments, Unit Assessments, class work and/or prelims are collated.
- Assessment arrangements are confirmed and input into the SQA Assessment Arrangement Request system, usually after the prelims in January.
- Parents/carers are sent information confirming the assessment arrangements in place for the exam timetable. (A tear-off slip should be returned to the school office to confirm these.)
- A separate SQA Assessment Arrangement timetable is issued to the young person.

Ultimately, assessment arrangements are there to allow candidates to overcome any additional support need they may have. To be effective the evidence should show that it makes a significant difference to the candidate's result.

We hope this helps. If you require further information please contact Amanda Phillipson, PT of ASL

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