



Questions and Answers

Advanced Higher Engineering Science project

How often should we refer to the coursework assessment task (the project document)?

Teachers and lecturers should refer to this document before candidates begin the project and throughout the time that candidates carry out the project. Candidates should be given the coursework assessment task before beginning their projects, and be encouraged to make use of it throughout the undertaking of their projects.

What is the difference between checking-in and assessment?

The first time the teacher or lecturer is aware of the content of a project must not be at the point of final submission. Assessment of the project cannot be solely carried out at this end point, and notes should be taken throughout the project to support assessment judgements.

To differentiate between checking-in and assessment activity:

- ◆ checking-in — progress updates, direction and suggestion to candidates, reflective discussion
- ◆ assessment — a final judgement being made on a defined part of the project. Once an assessment judgement is made, candidates cannot revisit this work

An example of the difference could be if at a check-in, a candidate is given advice or suggestions on how to proceed (this wouldn't negatively affect any assessment mark). However, if the teacher or lecturer felt that they had to give specific support or intervene to allow the candidate to progress, then this would be recorded and would have an impact on the mark awarded.

How often should teachers/lecturers check in with candidates?

Teachers and lecturers should plan regular check-ins with candidates throughout their projects. These should be used to check progress and give advice.

While SQA has a specific date for the submission of the final project mark, should there be submission dates for parts of the project?

No, formal submission dates for parts of the project are not needed. Teachers and lecturers and candidates should, through check-ins, be able to discuss whether the candidate may be falling behind schedule and could set their own milestones as a guideline for completion.

Is there any way to differentiate, in terms of marks, between two candidates who both do something valid, but one takes a much shorter approach (for example a simulation that is completed in an afternoon versus one that takes several days to undertake)?

No, there is no way to differentiate marks in this situation, and both approaches are valid. In early discussion, a teacher or lecturer may advise a candidate that their proposed activity may take a lot longer and could suggest that the candidate considers something else. However, some candidates will have a specific project idea in mind and may want to continue with something that may be more time-consuming because it is an area of interest to them.

Should the Engineering Science content in the project be at Advanced Higher level?

Yes, the Engineering Science content in the project cannot attract marks unless it is at Advanced Higher level. There is a checklist in the coursework assessment task that will help ensure the project problem or solution is suitable for this assessment task.

Should we undertake internal verification activity?

Yes, all SQA approved centres must have an internal verification policy and must make use of it. The internal verifier would ideally be another Engineering Science teacher- or lecturer with experience at Advanced Higher level, but this is not always feasible.

The internal verifier could be another technology teacher or lecturer, or a teacher or lecturer from another subject area. If the verifier is unsure of the assessment judgements, this will be part of the teacher or lecturer's discussions, just like any other internal verification activity). The internal verifier doesn't need to be from your centre — there is tremendous value in building links with other presenting centres as this will also give you the opportunity to share experiences, approaches and resources.