

**Guidance on Estimates,  
Absentees and Assessment  
Appeals**

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**Guidance on Estimates, Absentee  
and Assessment Appeals**

- ◆ Further development of the current Understanding Standards programme
- ◆ Consistent approach across all National Courses
- ◆ Separate advice for Estimates and for Appeals
- ◆ Main focus is National Courses

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**Estimates — understanding what is  
required**

- ◆ Has evidence been gathered across the Course to estimate the Course award?
- ◆ Do NABs have the potential to generate evidence?
- ◆ Has account been taken of any change in the level of demand when evidence covers only part of the Course?
- ◆ Worked examples

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## National Courses

- ♦ Different types of Course components
- ♦ Different models of assessment
- ♦ Different combinations of Course components in National Courses

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Types of Course components	Evidence for Estimates
Assessed externally by Question Paper	Use the evidence generated through the use of an assessment instrument, such as a Prelim, that reflects SQA's Question Paper
Assessed internally and verified externally	Use the evidence (marks) generated when candidates undertake the internal assessment for this type of component
Assessed externally by Visiting Examiner	Use the evidence (marks) generated during a single assessment event that replicates the Visiting Examining event
Assessed externally and comprise coursework compiled over a period of time	Use the evidence generated for the assignment/project/folio up to the date of the Estimate, and based on candidates' progress to date

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## Worked examples

- ♦ Combination of internally-assessed component and externally-assessed Question Paper
- ♦ Combination of component externally-assessed by Visiting Examiner and externally-assessed Question Paper
- ♦ Combination of externally-assessed Question Paper and coursework
- ♦ Two examples with only externally-assessed Question Papers

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## Appeals — understanding what is required

- ♦ Understand the nature of the Course assessment
- ♦ Understand what is mandatory for an Appeal
- ♦ Understand the nature of the subject

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Models of assessment for Course components	Evidence for Appeals
Assessed externally by Question Paper	Alternative evidence for components assessed in this way is <b>mandatory</b> for Appeals
Assessed internally and subjected to external verification	<b>No evidence</b> required for Appeals
Assessed externally by Visiting Examiner	Alternative evidence for components assessed in this way, normally performance based, is <b>desirable but not mandatory</b>
Assessed externally and for which the evidence is produced over a period of time	Generating alternative evidence for components assessed in this way is likely to be impractical and is therefore <b>not mandatory</b> for Appeals

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## Appeals — understanding what is required

- ♦ Understand the different types of evidence requirements — reduce unrealistic Appeals
- ♦ The role of NABs
- ♦ Understand the possible change in the level of demand when assessments are separated by a period of time — nature of the subject
- ♦ Worked examples

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**Appeals — the evidence: content based**

- ◆ Evidence for the Question Paper could include a Prelim which covers:
  - all Units
  - at least two Units and an additional test, covering the third Unit and with some integration
  - at least two Units and a high scoring NAB for the third Unit to support an appeal for grade C, but not grades A or B
- ◆ Well established in Maths, Sciences, Technical and Computing subjects
- ◆ Extended into Hospitality

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**Appeals — the evidence: skills based**

- ◆ Evidence generated later in the Course may be more representative of candidates' level of attainment

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**Appeals — the evidence**

- ◆ Creative and Aesthetic subjects
  - non Question Paper components

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**Appeals — the evidence: blend of skills/content**

- ◆ Evidence for the Question Paper could include a Prelim which covers only two Units of the Course plus supporting evidence such as a high scoring NAB for the third Unit could support an appeal for grade C, possibly B
- ◆ For an Appeal at Grade A, the most convincing evidence would replicate SQA's Question Paper
- ◆ Social Subjects and Business subjects
- ◆ Similar approach in Social Sciences

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**Worked examples**

- ◆ Same subjects as used for Estimates
- ◆ Identified what is mandatory for Appeals
- ◆ Identified additional evidence requirements
- ◆ NABs and split assessments

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**Workshop — Task 1**

- ◆ Identify the Course components which are relevant to your subject.
  - Does the advice clarify the different evidence requirements for the Course components in you subject?
- ◆ Identify areas where practice could be improved.
- ◆ Identify possible staff development needs.

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## Workshop — Task 2

- ◆ Identify the model of Course Assessment for your subject.
  - Does the advice clarify the different evidence requirements in your subject?
- ◆ Identify areas where practice could be improved.
- ◆ Identify possible staff development needs.

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## Workshop — Task 3

- ◆ What are the implications for reliable reporting to candidates and parents in your subject?
- ◆ What are the implications for the generation of additional evidence in your subject?
- ◆ What arrangements are in place for reviewing estimate grades in the light of Course awards? Does this inform decisions about Appeals?  
**Refer to your subject specific pages for advice on evidence for Appeals.**

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## Plenary

- ◆ SQA will continue to generate and issue Appeals Request Forms
  - approaches to Appeals
  - monitoring of Appeals, volumes of success rates year on year
  - working in partnership

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**Plenary**

- ◆ Key dates — no change to date pattern in 2006.
- ◆ Centres must carry out checks of submissions. Any late or incomplete submission will attract a charge of £50 per candidate.
- ◆ Where candidates require urgent appeals results for HEI/FEI entrance SQA will, firstly seek evidence to support requests, and where this is forthcoming, will endeavour to satisfy the request. This is dependent on the availability of examiners and therefore can not guaranteed.

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**Plenary**

- ◆ Acknowledge all sources of questions
- ◆ Current year's commercial papers — ensure any adaptations are clearly annotated
- ◆ Essential that centres follow the guidance

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