

SQA Advanced Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the SQA Advanced Certificate and SQA Advanced Diploma in Mechanical Engineering. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Mechanical Engineering: Graded Unit 2

Graded Unit code: HT82 48

Type of Graded Unit: Project

Assessment instrument: Practical assignment

Credit points and level: 2 SQA Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the SQA Advanced Certificate and SQA Advanced Diploma in Mechanical Engineering:

- ◆ develop the candidate's ability to apply analysis and synthesis skills to the solution of mechanical engineering problems
- ◆ develop the candidate's learning and transferable skills (including Core Skills)
- ◆ develop the candidate's knowledge and skills in planning, scheduling and project management
- ◆ develop the candidate's investigation skills
- ◆ develop a range of communication knowledge and skills relevant to the needs of mechanical incorporated engineers
- ◆ develop knowledge, understanding and skills in a range of core principles and technologies by undertaking Units in engineering drawing, quality systems, engineering principles, materials selection, statics and strength of materials, dynamics, thermofluids and pneumatics and hydraulics
- ◆ expand on the range of knowledge, understanding and skills in the core SQA Advanced Certificate in Mechanical Principles and Technology section by undertaking Units in Information Technology Applications Software, Engineering Skills, Plant Systems, Heat Transfer and Fluid Mechanics, Applied Industrial Plant Maintenance, Strength of Materials Advanced and Mathematics

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- ◆ allow for further specialisation within the following subject areas: CNC, CAD, Design for Manufacture, Control Systems, Mathematics, Single Phase AC Circuits, Analogue and Digital Electronics, PLC, Industrial Systems, Process and Equipment Selection, Metal and Plastic Component Manufacture, Robotics, Project Management and HVAC Design and Practice

Recommended prior knowledge and skills: It is recommended that the candidate should have completed, or be in the process of completing, the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ Communication: Practical Skills
- ◆ Information Technology: Applications Software 1
- ◆ Business Awareness and Continuing Professional Development
- ◆ Engineering Drawing
- ◆ Quality Management: An Introduction
- ◆ Engineering Principles
- ◆ Mathematics for Engineering 1: Mechanical and Manufacturing
- ◆ Mathematics for Engineering 2
- ◆ Materials Selection
- ◆ Statics and Strength of Materials
- ◆ Dynamics
- ◆ Thermofluids
- ◆ Pneumatics and Hydraulics
- ◆ Engineering Skills
- ◆ Plant Systems
- ◆ Heat Transfer and Fluid Mechanics
- ◆ Strength of Materials: Advanced
- ◆ Applied Industrial Plant Maintenance

The nature of the project activity detailed in this Graded Unit specification is such that it is likely that centres will wish their candidates to embark on it from the start of the second year of the SQA Advanced Diploma in Mechanical Engineering. As it is anticipated that centres will deliver the SQA Advanced Certificate in Mechanical Engineering as part of the first year of the SQA Advanced Diploma, it is recommended that candidates have completed all Units in the SQA Advanced Certificate in Mechanical Engineering before commencing this project.

In principle, the project can draw on any Units in the SQA Advanced Diploma in Mechanical Engineering although the majority of the Units should be at SCQF level 8. The project can be taken from one Mechanical Engineering area (eg Plant Systems) or it can span more than one technical area. However, its principal purpose is not to integrate technical content (this is covered in Mechanical Engineering: Graded Unit 1) but rather to combine such knowledge and skills as planning, scheduling, construction, testing, evaluating and reporting.

Core Skills: The achievement of this Unit gives automatic certification of the following:

- ◆ Problem Solving at SCQF level 6

Assessment: This Graded Unit will be assessed by the use of a practical assignment (Mechanical Engineering Project). An assessment exemplar pack has been produced to provide centres and candidates with clear guidance as to the national standard of achievement required at SCQF level 8.

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In developing this Graded Unit specification it was decided that candidates must do a clearly identifiable individual project. However, this does not preclude individual projects being part of a larger group project. Candidates' contribution to a larger group project has the advantage of creating opportunities for the development of the Core Skill, Working with Others.

The "fleshed-out" practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

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Administrative information

Graded Unit Code: HT82 48

Graded Unit Title: Mechanical Engineering: Graded Unit 2

Original date of publication: August 2017

Version: 01

History of Changes:

| Version | Description of change | Date |
|---------|-----------------------|------|
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Source: SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

SQA Advanced Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit title: Mechanical Engineering: Graded Unit 2

Conditions of assessment

The candidate should be given a date for completion of the Mechanical Engineering Project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The project may consist of one of the following:

- ◆ mechanical hardware only
- ◆ hardware and software
- ◆ a mechanical design (which may include the use of software)
- ◆ feasibility investigation of a technical issue leading to a report with a clear set of recommendations

Examples of such projects include the following:

- ◆ installation of mechanical equipment (eg compressor, pump, etc)
- ◆ programming PLC and interfacing PLC to pick and place or other mechanical handling equipment
- ◆ design of some form of structure (eg crane, lift, etc)
- ◆ investigation into the procurement and installation of plant for a manufacturing line

The assessment task requires the candidate to:

- ◆ produce a project brief and specification
- ◆ produce project objectives which define the long-term project objectives
- ◆ draw up an initial project schedule which should be used to inform ongoing project planning and development
- ◆ justify chosen project solution in relation to one or more alternative solutions

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- ◆ develop a verification strategy for the project
- ◆ feed back to project supervisor on a regular basis
- ◆ access components, software, materials or materials for an investigation
- ◆ implement project solution
- ◆ test product or check investigation data to confirm validity of this data
- ◆ analyse test results or investigation data
- ◆ maintain a log book throughout the duration of the project
- ◆ produce a project report which conforms to appropriate reporting standards, includes an evaluation of the project strategy and what the candidate has learnt from undertaking the project
- ◆ present details of the project including a reflective account of the project Outcomes

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C – competent, or A – highly competent or B somewhere between A and C. The grade-related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

It should be noted that in the following table the term ‘product’ could mean one of the following:

- ◆ mechanical hardware only
- ◆ hardware and software
- ◆ a mechanical design (which may include the use of software)
- ◆ feasibility study of a technical issue leading to a report with a clear set of recommendations

Whichever category is chosen, the project must relate to a practical situation demonstrating how mechanical engineering is utilised in the service of society.

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| Grade-related criteria | |
|--|--|
| Grade A | Grade C |
| <p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ The project brief includes all relevant information, is clear and concise and has been agreed fully with the customer. | <p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ The project brief includes complex, multi-variable information about the main technical requirements of the project and provides a cost indication and expected timescales. |
| <ul style="list-style-type: none"> ◆ The project specification is well structured, contains relevant, accurate information and any revisions made have been agreed with the customer. | <ul style="list-style-type: none"> ◆ The project specification provides clear details of the title of the project; the objectives of the specification; the project's main technical requirements including multi-variables and an acknowledgement of any references or standards relevant to the specification. |
| <ul style="list-style-type: none"> ◆ The project objectives accurately and fully reflect the long-term project targets. | <ul style="list-style-type: none"> ◆ The project objectives identify the key long term project targets and multi-variables. |
| <ul style="list-style-type: none"> ◆ The initial project schedule (probably in the form of a Gantt chart) contains a comprehensive list of activities and timings. The information in the schedule is used to assess if the project can be completed within timescales. The schedule is monitored regularly to inform ongoing planning and development. | <ul style="list-style-type: none"> ◆ The initial project schedule (probably in the form of a Gantt chart) shows all essential project activities and timings. Evidence that the schedule has been monitored on at least three separate occasions during the life of the project to inform ongoing project planning and development should be available. |
| <ul style="list-style-type: none"> ◆ The candidate develops a substantial knowledge base to support the demands of the project. | <ul style="list-style-type: none"> ◆ The candidate develops a sound knowledge base to support the demands of the project. |
| <ul style="list-style-type: none"> ◆ The selected solution is justified in terms of a thorough evaluation of a range of options. | <ul style="list-style-type: none"> ◆ The selected solution is justified in terms of a sound evaluation involving the solution and at least one viable alternative option. |
| <ul style="list-style-type: none"> ◆ A comprehensive verification strategy is developed to ensure the product is completely tested or the investigation findings are fully validated. | <ul style="list-style-type: none"> ◆ A verification strategy is developed to test the essential parts of the product or to validate the principal investigation findings. |
| <ul style="list-style-type: none"> ◆ The candidate feeds back to her/his supervisor on a regular basis, updating the supervisor on progress made and actions for the next stage of the project | <ul style="list-style-type: none"> ◆ The candidate feeds back to her/his supervisor on at least three occasions providing an indication of progress made |
| <ul style="list-style-type: none"> ◆ The candidate accesses component and/or software and/ or materials to support an investigation of the correct specification from a range of sources at the most economic price | <ul style="list-style-type: none"> ◆ The candidate accesses components and/or software and/ or materials to support an investigation of the correct specification from a range of sources |

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| Grade A | Grade C |
|---|--|
| <ul style="list-style-type: none"> ◆ The product is constructed to a high standard and functions correctly or the investigation is carried out in a comprehensive manner | <ul style="list-style-type: none"> ◆ The product is constructed to an acceptable standard of quality or the investigation is carried out in a sufficiently detailed manner |
| <ul style="list-style-type: none"> ◆ All tests on the product are conducted in a technically correct way with due account being taken of inaccuracies introduced by the measurement processes or comprehensive checks are made on investigation data to ensure full confidence in the reliability and accuracy data. | <ul style="list-style-type: none"> ◆ Tests are carried out in a technically proficient way or sufficient checks are made on the investigation data to ensure reasonable confidence in the reliability and accuracy of the data. |
| <ul style="list-style-type: none"> ◆ The interpretation of test results or investigation data is accurate and the analysis of the results or data is used to identify improvements in product performance or the Outcomes of the investigation. | <ul style="list-style-type: none"> ◆ The interpretation of test results or investigation data is correct. |
| <ul style="list-style-type: none"> ◆ The log book is regularly maintained and provides a detailed, informal record of the candidate's thinking as the project develops including reflective comments, | <ul style="list-style-type: none"> ◆ The log book contains a complex level of detail about project ideas and progress and there is evidence that entries have been made on at least six occasions during the life of the project, |
| <ul style="list-style-type: none"> ◆ The project report is well structured, contains only relevant information, has clear and accurate conclusions and recommendations and is in clear and correct English, | <ul style="list-style-type: none"> ◆ The project report meets acceptable standards in terms of structure, use of English and clarity, and has accurate conclusions and recommendations. |
| <ul style="list-style-type: none"> ◆ The project report includes a complex and comprehensive evaluation of the project strategy and activities and includes clear evaluation of what the candidate has learnt from undertaking the project and the factors involved. | <ul style="list-style-type: none"> ◆ The project includes an evaluation of the project strategy and activities and includes an evaluation of what the candidate has learnt from undertaking the project. |
| <ul style="list-style-type: none"> ◆ The presentation is well structured, contains only relevant information, is to time and includes the use of appropriate aids. | <ul style="list-style-type: none"> ◆ The presentation is acceptably structured, contains largely relevant information and is to time. |
| <ul style="list-style-type: none"> ◆ The candidate gives clear, concise and technically accurate answers to questions raised during the presentation. | <ul style="list-style-type: none"> ◆ The candidate gives technically correct answers to questions raised as part of the presentation. |
| <ul style="list-style-type: none"> ◆ The candidate includes a complex, reflective account of the success, or otherwise, of project activities against project objectives in the presentation. | <ul style="list-style-type: none"> ◆ The candidate includes a reflective account of the success, or otherwise, of the project in the presentation. |

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| Grade A | Grade C |
|--|--|
| ◆ The candidate undertakes the project with the minimum of supervision. | ◆ The candidate undertakes the project without unnecessary interventions from the project supervisor to ensure the project remains on track. |
| ◆ The candidate identifies clear and full details of the new knowledge and skills she/he has developed as a result of doing the project such as project management skills, investigation/research skills, keeping to deadlines, recognising limitations of knowledge — approaching expert sources. | ◆ The candidate provides at least three examples of new knowledge and skills she/he has developed as a result of doing the project. |
| ◆ The candidate introduces a significant novel feature into the project. | ◆ None |
| ◆ The candidate demonstrates a high level of self-motivation throughout the project. | ◆ The candidate demonstrates an acceptable level of motivation throughout the project. |
| ◆ The candidate undertakes additional research well beyond that demanded by the project. | ◆ None |

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% - 100%

B = 60% - 69%

C = 50% - 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Important Note:

Centres **must** complete the following grading checklist for each Mechanical Engineering Project.

Completed checklists will be used as part of the external verification process to ensure the accuracy and consistency of grading between candidates in a centre and across centres

Notes on completion of the grading checklist are shown later in this document.

Scottish Qualifications Authority

Mechanical Engineering: Graded Unit 2 (Project)

Grading Unit Checklist

Centre Name: _____

Centre Number: _____

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Grading checklist

| No. | No grade | Grade C criteria | Grade C | Grade B | Grade A | Grade A criteria |
|-----|----------|---|---------|---------|---------|---|
| 1 | Yes | The project brief includes complex, multi-variable information about the main technical requirements of the project and provides a cost indication and expected timescale. | Yes | Yes | Yes | The project brief includes all relevant information, is clear and concise and has been agreed fully with the customer. |
| 2 | Yes | The project specification provides clear details of the following: the title of the project; the objectives of the specification; the project's main technical requirements including multi-variables and an acknowledgement of any references or standards relevant to the specification. | Yes | Yes | Yes | The project specification is well structured, contains relevant, accurate information and any revisions have been agreed with the customer. |
| 3 | Yes | The project objectives identify the key long term project targets and multi-variables. | Yes | Yes | Yes | The project objectives accurately and fully reflect the long-term project targets. |
| 4 | Yes | The initial project schedule (probably in the form of a Gantt chart) shows all essential project activities and timings. Evidence that the schedule has been monitored on at least three separate occasions during the life of the project to inform on-going project planning and development should be available. | Yes | Yes | Yes | The initial project schedule (probably in the form of a Gantt chart) contains a comprehensive list of project activities and timings. The information in the initial schedule is used to assess if the project can be completed within the timescales. The schedule is monitored on a regular basis to inform ongoing project planning and development. |

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Grading checklist (cont)

| No. | No grade | Grade C criteria | Grade C | Grade B | Grade A | Grade A criteria |
|-----|----------|--|---------|---------|---------|---|
| 5 | Yes | The candidate develops a sound knowledge base to support the demands of the project. | Yes | Yes | Yes | The candidate develops a substantial knowledge base to support the demands of the project. |
| 6 | Yes | The selected solution is justified in terms of a sound evaluation involving the solution and at least one viable alternative option. | Yes | Yes | Yes | The selected solution is justified in terms of a thorough evaluation of a range of options. |
| 7 | Yes | A verification strategy is developed to test the essential parts of the product or to validate the principal investigation findings. | Yes | Yes | Yes | A comprehensive verification strategy is developed to ensure the product is completely tested or the investigation findings are fully validated. |
| 8 | Yes | The candidate feeds back to her/his supervisor on at least three occasions providing an indication of progress made. | Yes | Yes | Yes | The candidate feeds back to her/his supervisor on a regular basis, updating the supervisor on progress made and actions for the next stage of the project. |
| 9 | Yes | The candidate accesses components and/or software and/or materials to support an investigation of the correct specification from a range of sources. | Yes | Yes | Yes | The candidate accesses component and/or, software and/or materials to support an investigation of the correct specification from a range of sources at the most economic price. |

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Grading checklist (cont)

| No. | No grade | Grade C criteria | Grade C | Grade B | Grade A | Grade A criteria |
|-----|----------|--|---------|---------|---------|---|
| 10 | Yes | The product is constructed to an acceptable standard of quality or the investigation is carried out in a sufficiently detailed manner. | Yes | Yes | Yes | The product is constructed to a high standard and functions correctly or the investigation is carried out in a comprehensive manner. |
| 11 | Yes | Tests are carried out in a technically proficient way or sufficient checks are made on the investigation data to ensure reasonable confidence in the reliability and accuracy of the data. | Yes | Yes | Yes | All tests on the product are conducted in a technically correct way with due account being taken of inaccuracies introduced by the measurement processes or comprehensive checks are made on investigation data to ensure full confidence in the reliability and accuracy data. |
| 12 | Yes | The interpretation of test results or investigation data is correct. | Yes | Yes | Yes | The interpretation of test results or investigation data is accurate and the analysis of the results or data is used to identify improvements in product performance or the Outcomes of the investigation. |
| 13 | Yes | The log book contains a complex level of detail about project ideas and progress and there is evidence that entries have been made on at least six occasions during the life of the project. | Yes | Yes | Yes | The log book is regularly maintained and provides a detailed, informal record of the candidate's thinking as the project develops including reflective comments. |

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Grading checklist (cont)

| No. | No grade | Grade C criteria | Grade C | Grade B | Grade A | Grade A criteria |
|-----|----------|--|---------|---------|---------|---|
| 14 | Yes | The project report meets acceptable standards in terms of structure, use of English and clarity, and has accurate conclusions and recommendations. Double Weight | Yes | Yes | Yes | The project report is well-structured, contains only relevant information, has clear and accurate conclusions and recommendations and is in clear and concise English. Double Weight |
| 15 | Yes | The project includes an evaluation of the project strategy and activities and includes an evaluation of what the candidate has learned from undertaking the project. | Yes | Yes | Yes | The project report includes a complex and comprehensive evaluation of the project strategy and activities and includes a clear evaluation of what the candidate has learnt from undertaking the project and the factors involved. |
| 16 | Yes | The presentation is acceptably structured, contains largely relevant information and is to time. Double Weight | Yes | Yes | Yes | The presentation is well structured, contains only relevant information, is to time and includes the use of appropriate aids. Double Weight |
| 17 | Yes | The candidate gives technically correct answers to questions raised as part of the presentation. | Yes | Yes | Yes | The candidate gives clear, concise and technically accurate answers to questions raised during the presentation. |

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Grading checklist (cont)

| No. | No grade | Grade C criteria | Grade C | Grade B | Grade A | Grade A criteria |
|-----|----------|--|---------|---------|---------|--|
| 18 | Yes | The candidate includes a reflective account of the success, or otherwise, of the project in the presentation. | Yes | Yes | Yes | The candidate includes a complex, reflective account of the success, or otherwise, of project activities against project objectives in the presentation. |
| 19 | Yes | The candidate undertakes the project without unnecessary interventions from the project supervisor to ensure the project remains on track. | Yes | Yes | Yes | The candidate undertakes the project with the minimum of supervision. |
| 20 | Yes | The candidate provides at least three examples of new knowledge and skills she/he has developed as a result of completing the project. | Yes | Yes | Yes | The candidate identifies clear and full details of the new knowledge and skills she/he has developed as a result of doing the project such as project management skills, investigation/research skills, keeping to deadlines, recognising limitations of knowledge — approaching expert sources. |
| 21 | Yes | None | Yes | Yes | Yes | The candidate introduces a significant novel feature into the project. |

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Grading checklist (cont)

| No. | No grade | Grade C criteria | Grade C | Grade B | Grade A | Grade A criteria |
|-----|----------|--|---------|---------|---------|--|
| 22 | Yes | The candidate demonstrates an acceptable level of motivation throughout the project. | Yes | Yes | Yes | The candidate demonstrates a high level of self-motivation throughout the project. |
| 23 | Yes | None | Yes | Yes | Yes | The candidate undertakes additional research well beyond that demanded by the project. |

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Guidance on the completion of the grading checklist

Centre staff are asked to read the following guidance notes before completing the grading checklist.

The checklist had been designed to help assessor(s) decide what grade should be awarded to a candidate completing the Mechanical Engineering Project. It will also be used by external verifiers as part of the external verification of project work.

A grading checklist form should be completed for each candidate who has been entered for the Mechanical Engineering: Graded Unit 2 (Mechanical Engineering Project)

In completing the checklist, assessors should take note of the following points.

- 1 For each item shown in the checklist, the 'Yes' should be circled which most closely reflects the candidate's performance. It can be seen from the checklist that grade criteria for Grade C and Grade A passes have been included in the checklist and items 14 and 16 are double weighted.
- 2 A Grade B should be awarded where a candidate's performance lies approximately mid-way between a Grade C and a Grade A (ie better than a Grade C (Competent) but not good enough to be a Grade A (Highly Competent)).
- 3 No grade should be awarded where a candidate's performance is not good enough to satisfy a Grade C Pass (ie a competent level of performance).
- 4 Once centre assessor(s) have completed the 23 items, they should apply their own professional judgement to decide what grade to award the candidate.
- 5 In arriving at the grade, due account should be taken of the distribution circles around 'Yes'. For example, if 19 out of the 24 items have been circled 'Yes' under the Grade B column and the other 5 have been circled under the Grade C column, then it is likely that the assessor(s) will award the candidate a Grade B. Professional judgement is much more involved where, for example, if 'Yes' is circled 12 times under the Grade A column and 12 times under the Grade B column. The assessor's first-hand knowledge of the candidate's performance will influence whether the candidate is awarded Grade A or Grade B. External verifiers are unlikely to overturn the grading awarded by the Centre assessor(s) unless they are not happy that grading judgements have been awarded in a fair, consistent and rigorous manner.

Centres may provide additional comments and/or evidence in support of their grading decisions.

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Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

| Project stage | Minimum Evidence Requirements |
|-------------------------|--|
| Stage 1 — Planning | <ul style="list-style-type: none"> ◆ project brief identifying customer requirements ◆ project specification that the customer has agreed ◆ set of project objectives ◆ project schedule ◆ information about the different solutions ◆ justification of the chosen solution ◆ verification strategy ◆ maintenance of a log book ◆ complies with Health and Safety procedures <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> |
| Stage 2 — Developing | <ul style="list-style-type: none"> ◆ practical output from the project (design, analysis, installation, investigation, etc) ◆ records of progress underpinning the project such as: <ul style="list-style-type: none"> — log book — progress reports — test results or investigation findings as part of the verification strategy ◆ complies with Health and Safety procedures <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> |
| Stage 3 — Evaluating | <ul style="list-style-type: none"> ◆ review of project specification as the project progresses ◆ review of project schedule as the project progresses ◆ analysis used to decide project option ◆ progress reporting and goal setting as part of project implementation ◆ actions taken to overcome unforeseen circumstances ◆ interpretation of test results or investigation findings ◆ action taken as a result of test results or investigation findings interpretation ◆ assessment of the strengths and weaknesses of the practical output of the project ◆ evaluation of the extent to which the project brief and objectives have been overtaken ◆ reflective part of presentation ◆ indication of any knowledge and skills the candidate has gained ◆ complies with Health and Safety procedures <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p> |

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.