



## Alternative Certification Model 2020–21: National QA Exercise Key Messages

<b>Subject</b>	<b>Engineering Science</b>
<b>Level</b>	<b>Higher</b>

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

## **Section 1: Comments on approach to assessment**

Most centres submitted evidence that was either the SQA 2021 NQ assessment resource (question paper) or an internally assessed question paper of their own devising (which typically replicated the approach, level of demand and structure of SQA assessments). This was consistent with the published subject-specific guidance.

In some instances, centres split their assessment instrument into smaller parts or delivered it on multiple occasions. This is still valid. However, it may affect demand as these shorter assessment instruments lack the integrated nature of the questions in section 2.

Centres are not required to use assignment-type evidence because the SQA assignment was withdrawn this session. However, one centre did submit assignment-type evidence. This was valid because it was similar to the structure of the SQA assignment, was centre-devised and was not already in the public domain.

## **Section 2: Comments on assessment judgements**

Assessment judgements were typically valid, in line with national standards and clearly recorded.

Evidence shows a strong sense of engagement from candidates and the feedback provided by assessors was detailed, helpful and supportive.

Evidence included assessor commentary and other relevant supporting information that clearly showed the basis on which assessment judgements were made.

It is clear that centre and local authority moderation processes were thorough, detailed and highly effective, and that teachers and lecturers are working hard to develop and encourage the skills, knowledge and understanding necessary for this course.

When determining provisional results, centres are advised to consider demand when splitting a question paper into smaller parts or focusing on individual sections of the course.

Centres are reminded that provisional results must be based on the holistic judgement of demonstrated attainment, and not on inferred attainment.