**OCR**

RECOGNISING ACHIEVEMENT

# Project

# Level 1 Foundation Project

# Level 2 Higher Project

Centre Handbook/Specification

# The Foundation and Higher Project handbook/specification

# Contents

# 1   Introduction

This centre/consortia handbook/specification provides information for centre staff involved in the planning, delivery, assessment or moderation of the following qualifications which have been accredited onto the National Qualifications Framework (NQF):

**H854 OCR Level 1 Foundation Project:**

**H855 OCR Level 2 Higher Project:**

This qualification is a component of the Level 1 Foundation Diploma or Level 2 Higher Diploma but it is also available as a 'stand-alone' qualification.  For more information on the Diploma see section 11 of this centre handbook.

It is important that all centre staff involved in the delivery, assessment or moderation of these qualifications understand the requirements laid down in this handbook and have access to this publication.

An electronic copy of this centre handbook is available to download free of charge from our website www.ocr.org.uk

## 1.1   Documentation updates

The information provided in this centre handbook was correct at the time of production.  Occasionally OCR may update this information.  Please refer to the updates section of the relevant qualification on our website www.ocr.org.uk for details regarding amendments made to this handbook.  For your convenience, the latest version of this handbook is available electronically for downloading from the OCR website.

## 1.2   The Project suite of qualifications

These qualifications are available at three levels, Level 1 Foundation Project, Level 2 Higher Project and Level 3 Extended Project.  They are all single component, linear qualifications which are intended to stimulate and interest learners.

There are different demands made on the learner at each level and these are reflected in different types of support and guidance provided by the teacher/mentor/supervisor.  Learners will undertake their chosen qualification in the context of a project topic they have selected, in agreement with the centre.

The Project at levels 1 and 2 provides learners with the opportunity to:

- develop as inquisitive and independent learners

- understand and use research skills

- be inspired by new areas and/or methods of study

- support the experiential learning process and provide further opportunities for learners to plan and review their learning

- use their learning experiences to support their personal aspirations for further study and career development

- develop, where appropriate, as e-confident learners and apply appropriate technologies in their studies.

The Extended Project at level 3 provides learners with the opportunity to:

- understand and use research skills

- have a significant input to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project

- develop and improve their own learning and performance as critical, reflective and independent learners

- develop and apply decision making and, where appropriate, problem solving skills

- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills

- where appropriate, develop as e-confident learners and apply new technologies in their studies

- develop and apply skills creatively demonstrating initiative and enterprise

- use their learning experiences to support their personal aspirations for further study and/or career development.

OCR has produced two centre handbooks to cover the Project suite of qualifications. This centre handbook covers levels 1 and 2 only. Please refer to *OCR Level 3 Extended Project centre handbook* for information on level 3.

## 1.3    Administration arrangements for these qualifications

A separate publication, the *OCR Admin Guide (14-19 Qualifications)* will provide full details of the administration arrangements for these qualifications and will be issued to all approved centres. This will also be published on the OCR website.

## 1.4    If centre staff have queries

This centre handbook and the *OCR Admin Guide (14-19 Qualifications)* contain all the information needed to deliver, assess, moderate and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section 9 of this centre handbook for details of who to contact for further support.

# 2 The Project – an overview

## 2.1 Key features of the Project

The Project is both a mandatory part of the Diploma (see section 11 of this centre handbook) and a qualification in its own right.

Each of the two levels consists of one component which is internally assessed by the centre and externally moderated by OCR (see section 3 of this centre handbook).

OCR Levels 1 Foundation Project and Level 2 Higher Project are flexible and will allow centres to manage a diversity of different projects in an efficient simple way. This qualification offers learners an opportunity to learn about project management. This is a vital component of 'post school' life and of particular relevance to Further Education, Higher Education and the workplace. Each learner is able to tailor their project to fit their individual needs, choices and aspirations. Learners who have entered on to a Diploma programme must be able to show how the Project complements and develops the theme and topics of Principal Learning and/or how it supports progression. At the same time OCR offers a rigorous assessment structure that ensures the integrity of the Project.

Learners will be assessed on four areas:

- Managing a project

- Using resources

- Developing and realising a project

- Reviewing the project.

The outcome of the project can be a design, performance, report or artefact. Whatever form this takes, the project must include a written component. As a guide the written component should be approximately 750 to 1,500 words. Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

Generic skills can be developed and applied through the Project; Learners will have the opportunity to apply and develop their personal learning and thinking skills (PLTS) and the functional skills of English, mathematics and information and communication technology (ICT).

## 2.2 Verification of topic/title by centre for each individual learner

OCR has designed the Verification of topic/title (VTT) form for use by centres to outline the proposed project. The topic and title should be selected by the learner and negotiated with the centre. The centre should not dictate/provide titles or topics for the learner.

The centre verifies the topic is appropriate and agrees with the learner the range of acceptable evidence that will be used.

This form must not be submitted to OCR prior to submission, as OCR does not approve the Project topics/titles. The form is not required by OCR at any stage.

This form is available to download from the OCR website. It requires input from both the learner and teacher to:

- Ensure that it complements and develops the theme and topics of Principal Learning and/or how it supports progression if taken as part of Generic Learning for the Diploma

- Ensure that it enables the learner to achieve the intended level

## 2.3   The Project Progression Record

The Project progression record (PPR) provides an additional structure contributing to both completion of all the required stages and also a record of achievement that can be used at the time of assessment. The PPR must be submitted for moderation and therefore must be kept safely, ideally stored electronically to minimise risk of physical loss. This form is available to download from the OCR website.

## 2.4   Structure and size of the Project

OCR Level 1 Foundation Project is a single component, linear qualification and comprises 60 guided learning hours (glh).

OCR Level 2 Higher Project is a single component, linear qualification and comprises 60 glh.

## 2.5   Guided learning hours

The Project is allocated an approximate number of guided learning hours (glh). These hours indicate the approximate number of 'teacher supervised or directed study time and do not include any self directed study time that may be required by the learner'. (QCA, April 2007). The number of glh that should be allocated as teaching time and the number spent in individual learning and assessment is broken down as:

|  | Level 1 | Level 2 |
|---|---|---|
| **Guided learning hours** | 60 | 60 |
| Hours linked to teaching (Guidance and instruction by the teacher/tutor/presenter) | 60% (35 Hours) | 50% (30 Hours) |
| Hours linked to assessment (eg individual work when teacher/tutor is supervising, mentoring and record keeping) | 40% (25 Hours) | 50% (30 Hours) |

## 2.6   Personal, learning and thinking skills

Personal, learning and thinking skills are necessary for work and for general learning. A framework has been developed for describing personal, learning and thinking skills (PLTS) that applies to all young people aged 11-19. The skills are incorporated within the Diploma (they are a key feature of Principal Learning) so that they form an integral part of teaching and learning.

The aims of the Diploma mean that young people should become successful learners, confident individuals and responsible citizens. The development of PLTS is an essential part of meeting these aims. PLTS have considerable impact on young people's ability to enter work and adult life as confident and capable individuals who can make a positive contribution.

The PLTS framework comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participators.

These generic skills, together with the functional skills of English, mathematics and ICT, are essential to success in life, learning and work.

Each of the six skills has a detailed set of outcomes that are indicative of the skills, behaviours and personal qualities associated with each. Each group of skills is distinctive and coherent. An indication of opportunities to develop and apply PLTS is signposted (see section 6 of this centre handbook for a full description of the outcomes and mapping).

All six PLTS may be developed and applied via the Project, depending on the approach taken . The PLTS have been embedded into the assessment criteria for the Project and, therefore, they will naturally be developed and assessed as part of the programme of delivery and assessment. The PLTS occur naturally no matter what the local or sector context in which the learner is learning and being assessed.

PLTS are not assessed by OCR.

Confirmation that a learner has achieved the required PLTS will be logged by centres within their Learner account in the Diploma aggregation service. For further information please see QCA's website www.qca.org.uk.

For learners who have entered on to a Diploma programme, 60 glh are allocated to developing, planning and reviewing the application of PLTS. Learners may also develop and apply the PLTS through the Principal Learning and/or work experience.

## 2.7   Functional skills

*'Functional skills: essential for life, learning and work. Functional skills are practical skills in English, mathematics and information and communication technology (ICT). They help you gain the most out of work, education and everyday life'* (QCA 2007)

Functional skills qualifications will be an integral part of the Diplomas and learners will have opportunities to develop and apply functional skills across the Diploma curriculum. All Diplomas will include Generic Learning – learners will develop and apply the skills and knowledge necessary for learning, employment and personal development. The functional skills will be a mandatory part of Generic Learning.

Diplomas will require learners to achieve functional skills at:

- level 1 for Diplomas at level 1
- level 2 for Diplomas at levels 2 and 3.

Whilst the functional skills are a mandatory part of the Diploma, their achievement is not a compuloma part of the Project.

Guidance on the full range of opportunities for developing and applying functional skills within the Project are signposted in section 6.2 of this centre handbook.

# 2.8    Component format

To complete the component a learner must:

- complete the learning outcomes specified in the component

- produce evidence to prove that they have met each of the assessment criteria listed in the component – they will collect evidence whilst completing tasks, assignments or projects

- complete the Verification of topic/title form

- complete the Project progression record form.

For the full component specifications see section 3 of this centre handbook

The information contained in a Project component is structured in the same way in each of the three levels.  This will help centre staff and learners to understand fully the requirements of these qualifications.  The component contains eight distinct sections.  Some cover mandatory requirements, others provide advice and guidance.  The eight sections are described below:

## Component level

This section indicates whether the component is at level 1 or 2 on the National Qualifications Framework.

## Component size

This section indicates the size of the component in terms of the guided learning hours needed for its completion (see section 2.4).  At levels 1 and 2 the component is 60 glh.

## Component overview

This section describes the aims and purpose of the component.

## Learning outcomes

This section indicates the learning outcomes that a learner will achieve when meeting the assessment criteria associated with the component.

## Assessment criteria

This section indicates the criteria that learners will be assessed against.  It is a mandatory requirement of these qualifications that learners provide evidence of their skills, knowledge and understanding in relation to each assessment criterion.

## Exemplification

This section indicates what needs to be taught to prepare the learner for assessment. It provides guidance about the underpinning knowledge, understanding and/or skills which the learner will need in order to be able to undertake the Extended Project and to meet the requirements of the assessment criteria. There is one exception, the 'note' relating to learning outcome 3 which gives some alternatives that may be used.

## Form of assessment

This section specifies the mandatory requirements in relation to the assessment of the component. The Project components at both levels are internally assessed and externally moderated. Evidence can be submitted electronically via the OCR Repository.

## Marking criteria

This section indicates the marking criteria for each assessment objective, in three bands. Each band states the quality of evidence a learner needs to provide in order to meet the band specified. It also indicates the total number of marks allocated to the component and details how they are allocated between assessment criteria and bands.

# 3   Components

## 3.1   Linear qualification information

| OCR Entry Code | Linear qualification title | GLH | Form of assessment | QCA accreditation code |
|---|---|---|---|---|
| **Level 1 Foundation** | | | | |
| H854 | Project | 60 | Internally assessed | 500/2407/3 |
| **Level 2 Higher** | | | | |
| H855 | Project | 60 | Internally assessed | 500/2405/X |

## 3.2 Level 1 Foundation Project

| Qualification/component level | Qualification/component size |
|---|---|
| Level 1 | 60 Guided Learning Hours |

**Component overview**

This qualification/component provides an opportunity to learn how to undertake and manage an assessed, skills-based project. It can be 'stand-alone' or part of the Diploma.

The Project is flexible in terms of content as each learner is able to tailor their project to fit their individual needs, choices and aspirations, however the qualification/component prescribes a clear structure that the learner must follow.

This component comprises **two main parts** that are closely intertwined:

**A taught element** including project management skills:
- how to choose the topic, use timelines and sources of information, select what is relevant, divide work into stages
- how to identify what skills are needed to complete the project, look at personal, learning and thinking skills (PLTS) and functional skills and identify how these can be developed through the project, identify technical skills and new skills needed and ways to develop them
- how to keep clear, accessible records for reference purposes, look back and check work, learn from work already completed, incorporate learning into the next stage of the project
- how to present outcomes in a valid way, explain what went right and what could have been improved, structure and illustrate final evidence/project to produce a final piece of work that can be marked.

This will support the learner throughout the course of the component to:
- choose a topic for their project
- identify a question, task or brief that specifies an intended outcome for their project
- produce a plan on how to deliver the intended outcome of their project
- select information that is relevant to their project
- choose tools and techniques to develop and realise their project
- share the outcome and evaluate the process of their chosen project.

**A skills-based individual piece of work**. Through the development of their project, the learner will be empowered to:
- develop independent learning
- apply learning in order to identify potential career pathways
- be inspired by new areas of study
- learn by experience
- acquire skills related to developing and presenting a project
- apply appropriate technologies.

*At level 1, it is expected that a minimum of 60% of Guided Learning Hours (GLH) will be linked to teaching and 40% will be linked to assessment.*

**The outcome of the project** can be a design, performance, report or artefact.  Whatever form this takes, the project must include a written component and the completed Project Progression Record (PPR) (see section 2.3 of this centre handbook for further information).  Other assessment evidence can also be included, eg evidence related to a diary or IT logging system, a presentation, an experiment.  As a guide the written component should be approximately 1,000 to 1,500 words.  Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

**The topic of the project** should be chosen by the learner and negotiated and formally agreed with the teacher/mentor/supervisor, linking it, as appropriate, to Principal Learning if it is part of the Diploma.  See *Level 1 and 2 Project Teacher's Guide* for more details on this process, including formal verification procedures.

The project must have the potential to provide the learner with the opportunity to:

| Meet all the assessment objectives: | Apply and develop PLTS and functional skills in maths, English and ICT creating an appropriate record of their progress: |
| --- | --- |
| AO1: Manage | PLTS 1: Independent enquiring |
| AO2: Use resources | PLTS 2: Creative thinking |
| AO3: Develop and realise | PLTS 3: Reflective learning |
| AO4: Review | PLTS 4: Team working |
| | PLTS 5: Self-managing |
| | PLTS 6: Effective participating |

See section 6 of this handbook for mapping and signposting of PLTS, functional skills and key skills.

**As a part of the Diploma**, learners will be able to show:
- how the Project topic complements and develops the theme and topics of Principal Learning and/or
- how it supports progression.

The Level 1 Foundation Project will be internally assessed and then externally moderated by OCR.

**More detailed information on how to deliver Level 1 Foundation Project can be found in the *Level 1 and 2 Project Teacher's guide*.**

| Learning outcomes | Assessment criteria | Exemplification of what the learner will do |
|---|---|---|
| With an appropriate level of support, the learner will: | The learner can: | |
| 1 Understand how a project is organised<br><br><br>[AO1] | 1.1 Choose a topic<br><br><br>1.2 Identify the intended outcome | • Find a working title that may be linked to Principal Learning if part of the Diploma<br><br>• Find a question, task or brief that specifies the intended outcome |
| 2 Be able to research information from more than one source<br><br><br><br>[AO2] | 2.1 Use a range of sources of information<br><br><br><br>2.2 Select information that is relevant to the task | • List ways (eg research, questionnaires, work experience, making or designing) to find out enough information, then start to investigate them<br><br>• Keep the intended outcome in mind while collecting information |
| 3 Be able to plan a project and carry it out until it is finished<br><br><br><br><br><br><br>[AO3] | 3.1 Identify what form the project will take<br><br><br><br><br><br>3.2 Identify what has to be done to deliver the intended outcome<br><br>3.3 Review progress<br><br>3.4 Complete the project | • Choose the most suitable type of outcome (eg design, an appropriate record, report on an investigation, an artefact, a performance)<br><br>*Note: for assessment it may be necessary to use visual/sound record for some aspects of the project, if ephemeral*<br><br>• Provide a timeline to cover all that has to be done to finish the project<br><br>• Follow the timeline (eg with a tick list for completing each stage) |

| Learning outcomes | Assessment criteria | Exemplification of what the learner will do |
|---|---|---|
| With an appropriate level of support, the learner will: | The learner can: | |
| 4  Be able to select and use relevant techniques, tools, equipment and technology<br><br><br><br><br><br>[AO3] | 4.1  Choose tools, techniques and/or technologies suitable to develop and realise the project<br><br><br><br>4.2  Use relevant tools, techniques and/or technologies to develop and realise the project | • Have opportunities:<br>  – to apply and develop PLTS and functional skills<br>  – to use specialist techniques that are relevant to a chosen topic<br><br>• Keep effective records that support the development of transferable skills in the use of techniques, tools, equipment and technology (eg noting what was effective or not in different circumstances) |
| 5  Be able to produce an outcome that:<br>• communicates what has been found out to others<br>• includes an evaluation of its effectiveness<br>• supports personal aspirations for further studies and career development<br><br><br><br>[AO4] | 5.1  Identify how the project meets the intended outcome<br><br>5.2  Present the project in a way that allows it to be assessed, including a written section<br><br><br><br>5.3  Communicate the results of the project (including outcomes and an evaluation) | • Describe how the project fits/satisfies the question, task or brief as originally defined<br><br>• The project must be presented in an assessable way, eg using DVD, slides, photographs, CDs or other appropriate digital technologies, artefacts, as well as the compulsory written section<br><br>• Communicate outcomes to others and choose the best way to do this, depending on the nature of the project. Learners must evaluate their work through a written review of learning and performance |

**Form of assessment**

The Project forms part of a planned programme of study. The Project is flexible in terms of content as each learner is able to tailor their project to fit their individual needs, choices and aspirations, however the qualification/component prescribes a clear structure that the learner must follow.

The qualification will be internally assessed and externally moderated. To ensure robustness at each stage of internal assessment, centres must note the following (for more detailed information on internal assessment, see section 5 of this centre handbook):

- Tasks and methods related to the Project are chosen by the learner and verified as appropriate by the centre. The centre verifies the topic is appropriate and agrees with the learner the range of acceptable evidence that will be used. See Verification of topic/title form (VTT) (see section 2.2 of this centre handbook).

- It is possible that for some Projects learners may need to work in a group. When this takes place each learner must have a clearly defined role

- The Project work must be supervised and conducted under controlled conditions to ensure reliability and fairness. The centre must ensure that the Project Progression Record (PPR) is completed for each learner to provide evidence of monitoring, see section 2.3 of this centre handbook. When group work takes place each learner must produce their own evidence (relating to their clearly defined role for their individual Project).

- At level 1, appropriate direction, advice and support must be given to the learner to allow them access to every stage of the project, at a level that meets their individual needs.

- The teacher may give verbal or written feedback for each of the activities and opportunities on the Project Progression Record.

- The Project must be formally authenticated as the learner's own work using the Centre Authentication Form (CCS160).

- Marking is the centre's responsibility and will be conducted using marking criteria (see below) for the four assessment objectives, AO1, AO2, AO3 and AO4. The marking criteria for each assessment objective are given in three bands. The criteria indicate what the learner is expected to achieve in order to earn marks. The wording has been carefully chosen to give progression from band to band. The teacher should allocate marks in accordance with the marking criteria in the component using a 'best fit' approach,

- If there is more than one teacher involved in marking the Projects the centre must arrange internal standardisation to ensure fair assessment of all learners at the centre and to produce a single rank order of marks, see section 5.4.5 of this centre handbook.

- Moderation of the centre's marking will be carried out by OCR following standard moderation procedures.

**More detailed information on how to deliver Level 1 Foundation Project can be found in the *Level 1 and 2 Project Teacher's guide*.**

**Marking criteria**

The total number of marks for this qualification/component is 60

| Assessment objectives | Learning outcomes | Weightings | Maximum mark |
|---|---|---|---|
| **AO1: Manage**<br>With appropriate support, select, plan and carry out a project or task applying organisational skills to achieve agreed objectives. | **1** Understand how a project is organised | 20% | 12 |
| **AO2: Use resources**<br>Obtain and select information from a range of sources and apply in a relevant manner to achieve agreed objectives. | **2** Be able to research information from more than one source | 20% | 12 |
| **AO3: Develop and realise**<br>Select and use a range of skills, including appropriate technologies and working with others to achieve agreed objectives. | **3** Be able to plan a project and carry it out until it is finished<br><br>**4** Be able to select and use relevant techniques, tools, equipment and technology | 40% | 24 |
| **AO4: Review**<br>Communicate project outcomes, presenting evidence in an appropriate format. | **5** Be able to produce an outcome that:<br>• communicates what has been found out to others<br>• includes an evaluation of its effectiveness<br>• supports personal aspirations for further studies and career development | 20% | 12 |
| | **Total** | **100%** | **60** |

**AO1 Manage**

**Evidence** will be in the form of a teacher/mentor endorsed record and/or diary to show how the project was decided upon, developed and executed.  The level of guidance and direction must be explicit.  The information must identify what skills were developed and used by the learner and the level of proficiency achieved.

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety.  The level of guidance/direction given during the realisation of the project is a key factor.  Placement of the evidence on a mark within the band should be a qualitative judgement based on how well the learner has met the band criteria in terms of skills development and topic choice, design, planning, organisation and completion.

| Assessment Objective | Band 1: *With appropriate support there is evidence of:* | Band 2: *With appropriate support there is evidence of:* | Band 3: *With appropriate support there is evidence of:* | Mark Awarded |
|---|---|---|---|---|
| **AO1** | • some limited selection and planning of the project following given instructions<br><br>• Limited individual input during the process of the project<br><br>• Limited input to complete the project<br><br>• Limited understanding of agreed objectives<br><br>• Some limited understanding of the overall organisation of the project<br><br>**[0 1 2 3 4]** | • Some selection and planning of the project<br><br>• Some individual input during the process of the project<br><br>• Some individual input to complete the project<br><br>• Some understanding of agreed objectives<br><br>• Some understanding of the overall organisation of the project<br><br>**[5 6 7 8]** | • Individual selection and planning of the project<br><br>• Individual input during the process of the project<br><br>• Individual input to complete the project<br><br>• Clear understanding of agreed objectives<br><br>• Clear understanding of the overall organisation of the project<br><br>**[9 10 11 12]** | **/12** |

**AO2 Use resources**

**Evidence** will be in the form of a record of the sources used and a teacher/mentor endorsed record of the associated knowledge, understanding and skills developed by the learner.  The level of proficiency achieved for particular skills must be explicit and evidenced (eg within 'can do' lists relevant to the skills required for the type of project undertaken).

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety.  Placement of the evidence on a mark within the band should be a qualitative judgement based on the range of resources, technology and skills used/developed and the level of performance achieved. In the group context, the learner's level of participation is also relevant.

| Assessment Objective | Band 1: _With appropriate support there is evidence of:_ | Band 2: _With appropriate support there is evidence of:_ | Band 3: _With appropriate support there is evidence of:_ | Mark Awarded |
|---|---|---|---|---|
| **AO2** | • Using a small range of information and/or variety of information that may be relevant to the topic<br><br>• Using more than one source<br><br>• Selecting some information that may fit the question/task/brief<br><br>**[0 1 2 3 4]** | • Accessing a moderate range of information and/or variety of information that may be relevant to the topic<br><br>• Using a small range of sources<br><br>• Selecting some information to fit the question/task/brief<br><br>**[5 6 7 8]** | • Finding and accessing a wide range of information and/or variety of information relevant to the topic<br><br>• Using a wide range of sources<br><br>• Selecting relevant information to fit the question/task/brief<br><br>**[9 10 11 12]** | **/12** |

**AO3 Develop and realise**

**Evidence** will take the form of a commentary provided by the learner describing the techniques/skills used during the development and realisation of the project together with the technology harnessed to achieve their aims.  The learner will need to explain and justify the use of each technique/skill and piece of technology within its context.

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety.  Placement of the evidence on a mark within the band should be a qualitative judgement based on the range of skills and technology used and the way it is used (critically, creatively and flexibly) during the development and realisation of the project.

| Assessment Objective | Band 1: *The learner will provide evidence that:* | Band 2: *The learner will provide evidence that:* | Band 3: *The learner will provide evidence that:* | Mark Awarded |
|---|---|---|---|---|
| **AO3** | • Some knowledge exists of what had to be done to achieve the intended outcome<br><br>• Tools and equipment (where appropriate) were used in a safe manner with close guidance and supervision<br><br>• Skills and technologies were used to work towards achieving objectives; these may include PLTS and functional skills<br><br>[0 1 2 3 4 5 6 7 8] | • Knowledge exists of what had to be done to achieve the intended outcome<br><br>• Tools and equipment (where appropriate) were used in a safe manner with guidance and supervision<br><br>• Skills and technologies were used to achieve some objectives; these may include PLTS and functional skills<br><br>[9 10 11 12 13 14 15 16] | • Competent knowledge exists of what had to be done to achieve the intended outcome<br><br>• Tools and equipment (where appropriate) were selected and used in a safe manner with guidance and supervision<br><br>• Skills and technologies were selected and used to achieve objectives; these may include PLTS and functional skills<br><br>[17 18 19 20 21 22 23 24] | /24 |

**AO4 Review**

**Evidence** will take the form of a critical evaluation by the learner of their own learning and performance.  This should be in a form appropriate to the purpose; the learner selecting and using an appropriate range of skills and media to communicate with their audience.  The evidence produced must be in a tangible form for assessment purposes. This might, for example, be written or video evidence.  *Evidence of audience feedback must be provided in order to establish the effectiveness of the review presentation.

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety.  Placement of the evidence on a mark within the band should be a qualitative judgement based on the range, perceptiveness, thoroughness and accuracy of the review, the extent to which audience needs were met and the degree to which future development has been addressed.

| Assessment Objective | Band 1: *To arrive at the intended outcome there must be some evidence of:* | Band 2: *To arrive at the intended outcome there must be some evidence of:* | Band 3: *To arrive at the intended outcome there must be some evidence of:* | Mark Awarded |
|---|---|---|---|---|
| **AO4** | • An attempt to communicate project findings<br><br>• Using a relevant method to communicate findings<br><br>• Limited knowledge and understanding of links with other areas of study and/or areas of interest<br><br>• An evaluation of the project with little attempt at judging its relevance and value<br><br>• A limited evaluation of experiences and learning with little attempt to provide examples of how this could inform future progress | • Communication of project findings<br><br>• Using relevant methods to communicate findings<br><br>• Some knowledge and understanding of links with other areas of study and/or areas of interest<br><br>• An evaluation of the project with some attempt at judging its relevance and value<br><br>• An evaluation of experiences and learning with an attempt to provide examples of how this could inform future progress | • Effective communication of project findings<br><br>• Using a number of relevant methods to communicate findings<br><br>• Knowledge and understanding of links with other areas of study and/or areas of interest<br><br>• An evaluation of the project including a good attempt at judging its relevance and value<br><br>• An evaluation of experiences and learning with an effective attempt to provide examples of how this could inform future progress | |
| | **[0 1 2 3 4]** | **[5 6 7 8]** | **[9 10 11 12]** | **/12** |
| | | | **Total mark AO1 + AO2 + AO3 +AO4** | **/60** |

## 3.3  Level 2 Higher Project

| Qualification/component level | Qualification/component size |
|---|---|
| Level 2 | 60 Guided Learning Hours |

**Component overview**

This component provides an opportunity to learn how to undertake and manage an assessed, skills-based project.  It can be 'stand-alone' or part of the Diploma.

The Project is flexible in terms of content as each learner is able to tailor their project to fit their individual needs, choices and aspirations, however the qualification/component prescribes a clear structure that the learner must follow.

This component comprises **two main parts** that are closely intertwined:

**A taught element** including project management skills:
- how to choose the topic, use timelines and sources of information, select what is relevant, divide work into stages
- how to identify what skills are needed to complete the project, look at personal, learning and thinking skills (PLTS) and functional skills and identify how these can be developed through the project, identify technical skills and new skills needed and ways to develop them
- how to keep clear, accessible records for reference purposes, look back and check work, learn from work already completed, incorporate learning into the next stage of the project
- how to present outcomes in a valid way, explain what went right and what could have been improved, structure and illustrate final evidence/project to produce a final piece of work that can be marked.

This will support the learner throughout the course of the component to:
- choose a topic for their project
- identify a question, task or brief that specifies an intended outcome for their project
- produce a plan on how to deliver the intended outcome of their project
- select information that is relevant to their project
- choose tools and techniques to develop and realise their project
- share the outcome and evaluate the process of their chosen project.

**A skills-based individual piece of work.** Through the development of their project, the learner will also be empowered to:
- develop independent learning
- apply learning in order to identify potential career pathways
- be inspired by new areas of study
- learn by experience
- acquire skills related to developing and presenting a project
- apply appropriate technologies.

*At level 2, it is expected that a minimum of 50% of Guided Learning Hours (GLH) will be taught and 50% will be linked to assessment.*

**The outcome of the project** can be a design, performance, report or artefact. Whatever form this takes, the project must include a written component and the completed Project Progression Record. (see section 2.3 in this centre handbook for further information). Other assessment evidence can also be included, eg evidence related to a diary or IT logging system, a presentation, an experiment. As a guide the written component should be approximately 1,000 to 1,500 words. Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

**The topic of the project** should be chosen by the learner and negotiated and agreed formally with the teacher/mentor/supervisor, linking it, as appropriate, to Principal Learning if it is part of the Diploma. See *Level 1 and 2 Project Teacher's guide* for more details on this process, including formal verification procedures.

The project must have the potential to provide the learner with the opportunity to:

| Meet all the assessment objectives: | Apply and develop PLTS and functional skills in maths, English and ICT creating an appropriate record of their progress: |
|---|---|
| AO1: Manage | PLTS 1: Independent enquiring |
| AO2: Use resources | PLTS 2: Creative thinking |
| AO3: Develop and realise | PLTS 3: Reflective learning |
| AO4: Review | PLTS 4: Team working |
| | PLTS 5: Self-managing |
| | PLTS 6: Effective participating |

See section 6 of this handbook for mapping and signposting of PLTS, functional skills and key skills.

**As a part of the Diploma**, learners will be able to show:
- how the project topic complements and develops the theme and topics of Principal Learning and/or
- how it supports progression.

The Level 2 Higher Project will be internally assessed and then externally moderated by OCR.

**More detailed information on how to deliver the Level 2 Higher Project can be found in the *Level 1 and 2 Project Teacher's guide*.**

| Learning outcomes | Assessment criteria | Exemplification of what the learner will do |
|---|---|---|
| With an appropriate level of guidance, the learner will: | The learner can: | |
| 1 Understand how a project is organised<br><br><br>[AO1] | 1.1 Choose a topic<br><br>1.2 Identify the intended outcome<br><br>1.3 Identify objectives for completion of the project | • Determine a working title, which may be linked to Principal Learning if part of the Diploma<br><br>• Define a question, task or brief that specifies the intended outcome and helps with the identification of intermediate objectives |
| 2 Be able to research and use information from more than one source<br><br><br>[AO2] | 2.1 Use a range of sources of information<br><br>2.2 Select information that is relevant to the task<br><br>2.3 Collate information from a range of sources | • List ways (eg research, questionnaires, work experience, making or designing) to find out enough information and identifies which will meet the requirements of the project<br><br>• Collect and collate relevant information |
| 3 Be able to plan a project and carry it out until it is finished<br><br><br><br><br><br><br><br><br><br>[AO3] | 3.1 Describe what form the project will take and relate it to its intended outcome<br><br><br><br><br>3.2 Apply organisational skills to deliver the intended outcome<br><br>3.3 Review progress<br><br>3.4 Complete the project | • Choose the most suitable form (eg design, report on an investigation, an artefact, a performance)<br><br>• Note, for assessment it may be necessary to use visual/sound record for some aspects of the project, if ephemeral<br><br>• Work out a timeline to cover all that has to be done to finish the project<br><br><br><br>• Follow the timeline, providing a suitable record to show how it has been met (or explain why it has not) |

| Learning outcomes | Assessment criteria | Exemplification of what the learner will do |
|---|---|---|
| With an appropriate level of guidance, the learner will: | The learner can: | |
| 4 Be able to<br>• select relevant techniques, tools and technologies<br>• work with others<br>• use problem solving techniques<br><br><br><br><br><br><br><br><br><br><br><br><br><br>[AO3] | 4.1 Choose a range of tools, techniques and/or technologies suitable to develop and realise the project<br><br>4.2 Use relevant tools, techniques and/or technologies to develop and realise the project<br><br>4.3 Work with a group (one other person or more) to provide feedback and relevant input to their project<br><br>4.4 Work out how to solve problems that arise and use the lessons learned to help complete the task | • Have opportunities:<br>  – to apply and develop PLTS and functional skills<br>  – to use specialist techniques that are relevant to a chosen topic<br><br>• Keep effective, comprehensive records to support the development of transferable skills in the use of techniques, tools, equipment and technology (eg explaining why each was effective or not in different circumstances)<br><br>• Records will also be required to provide relevant evidence of collaborative working (eg recording a discussion) and to demonstrate problem-solving skills |
| 5 Know how to, and demonstrate the ability to<br>• draw conclusions<br>• analyse project outcomes<br>• evaluate the project<br>• communicate what has been found to others<br><br><br><br>[AO4] | 5.1 Identify the main conclusions<br><br>5.2 Describe what the results of the work on the project show (evaluation and analysis)<br><br>5.3 Assess how relevant and successful the project has been<br><br>5.4 Present the project in a way that allows it to be understood by others | • State what conclusions can be drawn with a written analysis of the outcome of the project<br><br>• Evaluate the success of the project in relation to its original aims through a review of its performance and outcome in practice<br><br>• Present the project in an accessible and relevant form. Communication and presentation skills can be assessed at this point |

**Form of assessment**

The Project forms part of a planned programme of study. The Project is flexible in terms of content as each learner is able to tailor their project to fit their individual needs, choices and aspirations, however the qualification/component prescribes a clear structure that the learner must follow.

The qualification will be internally assessed and externally moderated. To ensure robustness at each stage of internal assessment, centres must note the following (for more detailed information on internal assessment, see section 5 of this centre handbook):

- Tasks and methods related to the Project are chosen by the learner and verified as appropriate by the centre. The centre verifies the topic is appropriate and agrees with the learner the range of acceptable evidence that will be used. See Verification of topic/title form (VTT) (see section 2.2 of this centre handbook).

- It is possible that for some Projects learners may need to work in a group. When this takes place each learner must have a clearly defined role

- The Project work must be supervised and conducted under controlled conditions to ensure reliability and fairness. The centre must ensure that the Project Progression Record (PPR) is completed for each learner to provide evidence of monitoring, see section 2.3 of this centre handbook. When group work takes place each learner must produce their own evidence (relating to their clearly defined role for their individual Project).

- At level 2, appropriate direction, advice and support must be given to the learner to allow them access to every stage of the project, at a level that meets their individual needs.

- The teacher may give verbal or written feedback for each of the activities and opportunities on the Project Progression Record.

- The Project must be formally authenticated as the learner's own work using the Centre Authentication Form (CCS160).

- Marking is the centre's responsibility and will be conducted using marking criteria (see below) for the four assessment objectives, AO1, AO2, AO3 and AO4. The marking criteria for each assessment objective are given in three bands. The criteria indicate what the learner is expected to achieve in order to earn marks. The wording has been carefully chosen to give progression from band to band. The teacher should allocate marks in accordance with the marking criteria in the component using a 'best fit' approach,

- If there is more than one teacher involved in marking the Projects the centre must arrange internal standardisation to ensure fair assessment of all learners at the centre and to produce a single rank order of marks, see section 5.4.5 of this centre handbook.

- Moderation of the centre's marking will be carried out by OCR following standard moderation procedures.

**More detailed information on how to deliver Level 2 Higher Project can be found in the *Level 1 and 2 Project Teacher's guide*.**

**Marking criteria**

The total number of marks for this qualification/component is 60.

| Assessment objectives | Learning outcomes | Weightings | Maximum mark |
|---|---|---|---|
| **AO1: Manage**<br>With appropriate guidance select, plan and carry out an individual project or task (or individual project or task within a group project) applying organisational skills and using a range of methods and resources to achieve agreed objectives. | **1** Understand how a project is organised | 20% | 12 |
| **AO2: Use resources**<br>Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives. | **2** Be able to research information from more than one source | 20% | 12 |
| **AO3: Develop and realise**<br>Select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve. | **3** Be able to plan a project and carry it out until it is finished<br><br>**4** Be able to<br>• select relevant techniques, tools and technologies<br>• work with others<br>• use problem-solving techniques | 40% | 24 |
| **AO4: Review**<br>Analyse project outcomes and draw own conclusions. Communicate project outcomes presenting evidence in an appropriate format | **5** Know how to, and demonstrate the ability to<br>• draw conclusions<br>• analyse project outcomes<br>• evaluate the project<br>• communicate what has been found to others | 20% | 12 |
| | **Total** | **100%** | **60** |

It is important that the criteria are applied consistently, within the context of standards applicable to levels 1 and 2, from project to project regardless of the fact that different types of outcome may be involved (eg an artefact or a performance). The focus of the assessment is on the process the learner has gone through to achieve and evaluate their final outcome rather than the outcome itself. This involves deciding the correct band and mark for each Assessment Objective, by determining 'best fit'.

**AO1 Manage**

**Evidence** will be in the form of a teacher/mentor endorsed record and/or diary to show how the project was decided upon, developed and executed. The level of guidance and direction must be explicit. The information must identify what skills were developed and used by the learner and the level of proficiency achieved.

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety. The level of guidance/direction given during the realisation of the project is a key factor. Placement of the evidence on a mark within the band should be a qualitative judgement based on how well the learner has met the band criteria in terms of skills development and topic choice, design, planning, organisation and completion.

| Assessment Objective | Band 1: *With appropriate guidance there is evidence of:* | Band 2: *With appropriate guidance there is evidence of:* | Band 3: *With appropriate guidance there is evidence of:* | Mark Awarded |
|---|---|---|---|---|
| **AO1** | • Selection of the project or task, with limited individual input | • Selection of the project or task, with some individual input | • Individual selection of the project or task | |
| | • Planning of the project or task, with limited individual input | • Planning of the project or task, with some individual input | • Individual planning of the project or task | |
| | • Limited individual input during the process of the project | • Some individual input during the process of the project | • Individual input during the process of the project | |
| | • Limited organisational skills used to complete the project | • Some application of organisational skills to complete the project | • Application of organisational skills to complete the project | |
| | • Using one or two methods to work towards achieving agreed objectives | • Using a range of methods to achieve agreed objectives | • Using a wide range of methods to achieve agreed objectives | |
| | • Using few resources to work towards achieving agreed objectives | • Using a range of resources to achieve agreed objectives | • Using a wide range of resources to achieve agreed objectives | |
| | **[0 1 2 3 4]** | **[5 6 7 8]** | **[9 10 11 12]** | **/12** |

**AO2 Use resources**

**Evidence** will be in the form of a record of the sources used and a teacher/mentor endorsed record of the associated knowledge, understanding and skills developed by the learner. The level of proficiency achieved for particular skills must be explicit and evidenced (eg within 'can do' lists relevant to the skills required for the type of project undertaken).

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety. Placement of the evidence on a mark within the band should be a qualitative judgement based on the range of resources, technology and skills used/developed and the level of performance achieved. In the group context, the learner's level of participation is also relevant.

| Assessment Objective | Band 1:<br>*With appropriate guidance there is evidence of:* | Band 2:<br>*With appropriate guidance there is evidence of:* | Band 3:<br>*With appropriate guidance there is evidence of:* | Mark Awarded |
|---|---|---|---|---|
| **AO2** | • Researching some information relevant to the topic<br><br>• Selecting information from one or two sources<br><br>• Some collation of information<br><br>• Some application of the information obtained, when working towards achieving agreed objectives<br><br>**[0 1 2 3 4]** | • Researching a range of information relevant to the topic<br><br>• Selecting information from a range of sources<br><br>• Collating information from a range of sources<br><br>• Applying the information obtained towards achieving agreed objectives<br><br>**[5 6 7 8]** | • Researching a wide range of information relevant to the topic<br><br>• Selecting information from a wide range of sources<br><br>• Collating information from a wide range of sources<br><br>• Applying information in a relevant manner to achieve agreed objectives<br><br>**[9 10 11 12]** | **/12** |

**AO3 Develop and realise**

**Evidence** will take the form of a commentary provided by the learner describing the techniques/skills used during the development and realisation of the project together with the technology harnessed to achieve their aims. The learner will need to explain and justify the use of each technique/skill and piece of technology within its context.

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety. Placement of the evidence on a mark within the band should be a qualitative judgement based on the range of skills and technology used and the way it is used (critically, creatively and flexibly) during the development and realisation of the project.

| Assessment Objective | Band 1: *The learner will provide evidence that:* | Band 2: *The learner will provide evidence that:* | Band 3: *The learner will provide evidence that:* | Mark Awarded |
|---|---|---|---|---|
| **AO3** | • Good knowledge exists of what had to be done to achieve the intended outcome<br><br>• Appropriate tools and equipment (where relevant) were selected and used in a safe manner with guidance and supervision<br><br>• Relevant skills and technologies were selected and used to achieve objectives; these may include PLTS and functional skills<br><br>• When relevant, problem solving and working with others have been used | • Excellent knowledge exists of what had to be done to achieve the intended outcome<br><br>• A range of appropriate tools and equipment (where relevant) were selected and used in a safe manner with some guidance and supervision<br><br>• Relevant skills and technologies were efficiently selected and used to achieve objectives; these may include PLTS and functional skills.<br><br>• When relevant, problem solving and working with others have been applied efficiently | • Excellent knowledge exists (some of which was acquired by the learner independently) of what had to be done to achieve the intended outcome<br><br>• A well-selected range of appropriate tools and equipment (where relevant) was used in a safe manner with minimal guidance and supervision<br><br>• A range of relevant skills and technologies, some of which were at a high level, were efficiently selected and used to achieve objectives; these may include PLTS and functional skills.<br><br>• When relevant, problem solving and working with others have been applied efficiently and successfully | |
| | [0 1 2 3 4 5 6 7 8] | [9 10 11 12 13 14 15 16] | [17 18 19 20 21 22 23 24] | /24 |

**AO4 Review**

**Evidence** will take the form of a critical evaluation by the learner of their own learning and performance.  This should be in a form appropriate to the purpose; the learner selecting and using an appropriate range of skills and media to communicate with their audience.  The evidence produced must be in a tangible form for assessment purposes.  This might, for example, be written or video evidence.  *Evidence of audience feedback must be provided in order to establish the effectiveness of the review presentation.

**Marking** should place the learner within the appropriate band by judging 'best fit' for the assessment evidence in its entirety.  Placement of the evidence on a mark within the band should be a qualitative judgement based on the range, perceptiveness, thoroughness and accuracy of the review, the extent to which audience needs were met and the degree to which future development has been addressed.

| Assessment Objective | Band 1: [0 1 2 3 4 5] *To arrive at the intended outcome there must be some evidence of:* | Band 2: *To arrive at the intended outcome there must be some evidence of:* | Band 3: *To arrive at the intended outcome there must be some evidence of:* | Mark Awarded |
|---|---|---|---|---|
| **AO4** | • Some analysis of project outcomes<br><br>• Drawing some conclusions from the project outcomes<br><br>• Using appropriate methods to communicate project outcomes<br><br>• Presenting evidence in an appropriate format<br><br>• Knowledge and understanding of links with other areas of study and/or areas of interest | • Analysis of project outcomes<br><br>• Drawing conclusions from the project outcomes<br><br>• Using appropriate methods to communicate project outcomes effectively<br><br>• Presenting evidence in an appropriate format<br><br>• Clear knowledge and understanding of links with other areas of study and/or areas of interest | • In-depth analysis of project outcomes<br><br>• Drawing a range of conclusions from the project outcomes<br><br>• Identifying and using appropriate methods to communicate project outcomes effectively<br><br>• Presenting evidence in an appropriate format<br><br>• Clear and detailed knowledge of links with other areas of study and/or areas of interest<br><br>• Understanding of links with other areas of study and/or areas of interest<br><br>*(continued on the following page)* | |

| AO4 | | | |
|---|---|---|---|
| | • Evaluation of the project, judging its relevance and value<br><br>• Evaluation of experiences and learning with examples of how this could improve future progress | • Competent evaluation of the project judging its relevance and value<br><br>• Competent evaluation of experiences and learning with examples of how this could improve future progress | *(continued from previous page)*<br><br>• In-depth evaluation of the project; judging its relevance and value<br><br>• In-depth evaluation of experiences and learning with examples of how this could improve future progress | |
| | [0 1 2 3 4] | [5 6 7 8] | [9 10 11 12] | /12 |
| | | | **Total mark AO1 + AO2 + AO3 +AO4** | **/60** |

# 4    General Information

## 4.1    Profile of the Project

| Title | OCR Level 1 Foundation Project | | | |
|---|---|---|---|---|
| **OCR entry code** | H854 | | | |
| **Level** | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1. | | | |
| **QAN** | 500/2407/3  (Qualification Accreditation Number) | | | |
| **Age group approved** | Pre-16 | 16-18 | 18+ | 19+ |
| | ✓ | ✓ | ✓ | ✓ |
| **This qualification is suitable for** | • Learners studying in preparation for employment<br>• Learners wishing to gain a Level 1 qualification to support further study in Further Education (FE). | | | |
| **Entry requirements** | There are no formal entry requirements for this qualification. | | | |
| **Qualification structure** | Please refer to section 2.4.  This is a single component, linear qualification.  To achieve this qualification, learners must complete the component. | | | |
| **Internal assessment** | The component is centre (internally) assessed and externally moderated by OCR.  Learners may complete the component at a time that suits the centre.<br>Evidence can be submitted electronically via the OCR Repository. | | | |
| **Grading** | The qualification is graded as A* - B | | | |
| **Funding** | For information on funding please contact your local authority | | | |
| **Performance figures** | Information not yet available | | | |
| **PLTS** | Mapping to personal, learning and thinking skills is provided within this handbook.  See section 6.1 | | | |
| **Functional Skills** | Signposting to functional skills is provided within this handbook.  See section 6.2 | | | |
| **Last session date**\** | June 2013 | **Revised date:** | | |

**OCR will inform centres of changes to these dates.  All centre records must be updated accordingly.

| Title | OCR Level 2 Higher Project |
|---|---|
| **OCR entry code** | H855 |
| **Level** | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2. |
| **QAN** | 500/2405/X  (Qualification Accreditation Number) |

| **Age group approved** | Pre-16 | 16-18 | 18+ | 19+ |
|---|---|---|---|---|
| | ✓ | ✓ | ✓ | ✓ |

| **This qualification is suitable for** | <ul><li>Learners studying in preparation for employment</li><li>Learners wishing to gain a Level 2 qualification to support further study in Further Education (FE).</li></ul> |
|---|---|
| **Entry requirements** | There are no formal entry requirements for this qualification. |
| **Qualification structure** | Please refer to section 2.4.  This is a single component, linear qualification.  To achieve this qualification, learners must complete the component. |
| **Internal assessment** | The component is centre (internally) assessed and externally moderated by OCR.  Learners may complete the component at a time that suits the centre.<br>Evidence can be submitted electronically via the OCR Repository. |
| **Grading** | The qualification is graded as A* - C |
| **Funding** | For information on funding please contact your local authority |
| **Performance figures** | Information not yet available |
| **PLTS** | Mapping to Personal Learning and Thinking Skills is provided within this Handbook.  See section 6.1 |
| **Functional Skills** | Mapping to Functional Skills is provided within this Handbook.  See section 6.2. |

| **Last session date\*\*** | June 2013 | **Revised date:** | |
|---|---|---|---|

\*\*OCR will inform centres of changes to these dates.  All centre records must be updated accordingly.

## 4.2   Target audience

These qualifications are typically (although not exclusively) aimed at young people aged 14-19 in full-time education who wish to develop and apply their knowledge, understanding and skills in undertaking and managing a project at level 1 or level 2 of the National Qualifications Framework (NQF).

More mature learners wishing to undertake a course that prepares them for further learning or work are equally served by these qualifications.

## 4.3   Entry requirements

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby supporting equality and diversity.

All centre staff involved in the assessment or delivery of this qualification should understand their requirements and match them to the needs and capabilities of individual learners before entering them as learners for the Project.  There is no requirement for learners to achieve any qualification before progressing onto the Project although, as a general guide, learners with qualification profiles comparable to Level 2/ Level 1/Entry Level of the National Qualifications Framework (NQF) will normally be at a level suitable for entry onto a programme leading to the Project.  Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

## 4.4   Progression opportunities

### Progression into employment

The Project is designed to enable learners to enter employment within a wide range of work environments, owing to improvements in their communication, team working, self management and organisation skills.

### Progression to further qualifications

The Project has been designed to develop the skills, knowledge and understanding required to enable progression to qualifications along the vertical and horizontal planes in the National Qualifications Framework.

For example, a learner achieving an OCR Level 1 Foundation or Level 2 Higher Project may:

- undertake additional level 1or 2 qualifications part-time or full-time in further education, eg GCSEs, Principal Learning qualifications

- undertake level 3 qualifications part-time or full-time in further education, eg OCR Level 3 Principal Learning qualification, AS/A Level GCEs, NVQs or VRQs

- progress onto the full Diploma qualification (see section 11 of this centre handbook for details of other components).

## 4.5    Supporting learners

Assessors/teachers (or other centre staff) should provide guidance to learners on the assessment process and help learners prepare for assessment.  Full details on how these qualifications are assessed are in section 5 of this centre handbook.

Centres should ensure that learners are informed of the title of the qualification they have been entered for and that OCR is the awarding body for their chosen qualification.

## 4.6    Wider issues

The Project provides potential for centres to develop learners' understanding of spiritual, moral, ethical, legislative, economic, social and cultural issues and heighten their awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.  The balance, however, depends on the topic selected by the learner.  For those learners undertaking a Diploma, there will be additional opportunities in other parts of the Diploma.

### Spiritual, moral, ethical, legislative, economic, social and cultural issues

Teachers and tutors delivering the Project would have opportunities to address spiritual, moral, ethical, legislative, economic, social and cultural issues throughout in the exploration of issues such as: individual responsibility, group/team responsibility, business' social responsibilities, individual responsibilities towards the customer, courtesy and protocols in dealing with colleagues, security and confidentiality of information.  The balance, however, depends on the topic selected by the learner.  There will be additional opportunities in other parts of the Diploma.

### Sustainable development, health and safety considerations and European developments

Teachers and tutors delivering the Project would have opportunities to address health and safety issues.  The issue of safe working practice should be explored through the contexts of teamwork, maintaining one's own work environment and working with procedures.  Examples of sustainable development, and European developments, consistent with international agreements may be demonstrated depending on the topic selected.  There will be additional opportunities in other parts of the Diploma.

## 4.7    Language

The specification and associated materials are in English only.

## 4.8    Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities and detailed in the qualification profiles.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their learners.  Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

Centres should consider the learners' complete learning experience when designing learning programmes.  This is particularly important in relation to learners studying part time alongside real work commitments where they may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

## 4.9    Resources

OCR is developing a *Level 1 and 2 Project Teacher's Guide* which will assist in the teaching of the Project.  This will be available to download from the OCR website from August 2008.

OCR has not endorsed any resources for the Level 1 Foundation and Level 2 Higher Project.

There are many resources available that will support the teaching of Project, for example:

Title               *Project Management for Dummies (For Dummies)*
Author           Stanley E. Portny
Publisher       John Wiley & Sons
ISBN             9780470049235


Title               *Project Management Pocketbook*
Author           Mike Applegarth, Keith Posner, Phil Hailstone
Publisher       Management Pocketbooks
ISBN             9781870471633

## 4.10    Access arrangements and special consideration

For learners who may require access arrangements, pre-examination adjustments primarily based on a history of need and a history of provision, teachers should consult the JCQ publication *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations.*  This document should also be referred to for those learners who may require a post examination adjustment, special consideration, to reflect temporary illness, indisposition or injury at the time of the examination/assessment.

## 4.11 Funding

The Department for Children, Schools and Families website includes information on funding for Diplomas.  Please refer to their website www.dcsf.gov.uk and use the key search word '14-19 Funding' or follow the links on the home page to 'funding'.  Alternatively, you should contact your local authority.

## 4.12 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more learners.  Enquiries about Results must be made immediately following the series in which the relevant unit/component was taken (by the Enquiries about Results deadline).

Please refer to the JCQ *Post-Results Services* booklet and the *OCR Admin Guide (14-19 Qualifications)* for further guidance about action on the release of results.  Copies of the latest versions of these documents can be obtained from the OCR website.

## 4.13 Centre malpractice guidance

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or learners, to OCR.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to OCR.

For more details, please see the JCQ *Suspected Malpractice in Examinations and Assessments* together with the OCR Malpractice Procedures – A Guide for Centres, available from the OCR website.

## 4.14 Disability Discrimination Act

The DDA requires Awarding Bodies to make reasonable adjustments for disabled people, except where the competence standards would be affected.  The Project is a very flexible form of assessment, which should give disabled people equal opportunities to show what they know and can do.

At the beginning of the course, it is important for centres intending to enter disabled learners to consider their individual needs and to make appropriate choices.  Learners follow an individual scheme of work and therefore the centre and learner can agree a topic which accommodates the learner's needs.

For instance, Assessment Objective 3, "Select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically and flexibly, and to achieve planned outcomes", requires the learner to select and use relevant techniques, tools, equipment and technologies.  If a learner cannot use tools or technologies, the choice of topic should involve relevant techniques which the learner can manage, or a topic should be chosen where new technologies are not relevant.

Advice about reasonable adjustments and access arrangements can be found in the Joint Council *Regulations and Guidance on Access Arrangements and Special Consideration*, which is available on the JCQ web site, www.jcq.org.uk .

# 5 Internal Assessment

## 5.1 The internally assessed components

The Project components/qualifications have been designed to be internally assessed, applying the principles of controlled assessment as set out in the QCA document QCA.07/3208. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the learners' work. These controls take a variety of forms in each of the stages of the assessment process: task setting*, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach for the Projects at levels 1 and 2.

* For the purpose of this qualification the term 'task' means the project activity.

## 5.2 Task setting

### 5.2.1 The OCR approach

For the Project at levels 1 and 2, OCR will assume a medium level of control in relation to the setting of tasks. The project topic and title is chosen by the learner and negotiated and agreed formally with the teacher, mentor or supervisor. Responsibility lies with the centre to verify the choice of project topic and title.

Learners will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the component in addition to completing the evidence requirements of the project.

## 5.3 Task taking

### 5.3.1 The OCR approach

For the Project at levels 1 and 2 OCR will assume a variety of controls for supervision of task taking.

### 5.3.2 Definitions of the controls

(a) **Authenticity control:** Learners will complete all work for assessment under direct teacher supervision for level 1.

For level 2 most, but not all, work for assessment would be under direct teacher supervision, for example, it is acceptable for some aspects to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:**  Feedback to learners will be encouraged but tightly defined.

Within the Projects at levels 1 and 2, OCR expects teachers to supervise and guide learners who are undertaking work which is internally assessed.  The degree of teacher guidance in learners' work will vary according to the kinds of work being undertaken.  It should be remembered, however, that learners are required to reach their own judgements and conclusions.  When supervising tasks, teachers are expected to:

- Offer learners advice about how best to approach tasks;

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;

- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to learners to complete the assessment task will be suggested in terms of guided learning hours and specified within the component.  The project is set within a learning programme which will allow the acquisition of specific knowledge and the development of appropriate practical skills.

Internally assessed work should be completed within the guided learning hours for the component and supervised and marked by the teacher.  Some of the work, by its very nature, may be undertaken outside the centre, eg research work, testing, etc.  It is likely that using or applying this material will be undertaken under direct teacher supervision at levels 1 and 2.  With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:**  Learners must complete and/or evidence all work individually.  With reference to collaboration control, all assessment evidence will be provided by the individual learner.  However, where group work is undertaken it is vital to be able to identify the individual contribution, perhaps by using personal log, peer assessment, teacher witness statements etc..

## 5.3.3    Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in this section of the centre handbook are imposed.  OCR will quality assure this through a system of centre inspection which will include assuring the centre processes and observing some local assessment on a sampling basis.  For this reason centres may be asked to notify OCR of dates and times when learners are undertaking the tasks which comprise the assessment of the locally assessed components.

## 5.3.4    Completing the task

Learners should be allowed sufficient time to complete all of the tasks.  The components give a suggested number of guided learning hours for completing the assessment tasks.  It is suggested that evidence is produced in several sessions.

Each learner must produce individual and authentic evidence for their project.  It is particularly important that learners working in groups should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to learners:

**Extent of supervision in the carrying out of tasks**

|  | Level 1 | Level 2 |
|---|---|---|
| Planning the task | Highly supervised, class activity | Supervised, class activity |
| Collecting information/research | Supported independent work most of which will be supervised | Guided independent work much of which will be supervised |
| Project management | Supported and monitored throughout | Supported and monitored regularly |
| Presentation | Supervised – likely to be a class activity | Guided and monitored over a teacher, mentor or supervisor prepared time schedule |
| Review/reflective learning | Supervised – class activity and some 1:1 guidance | Supervised – class activity and some 1:1 guidance |
| Draft 1 | Some supervision – likely to be occurring in class | Guidance – mainly occurring in class |
| Final submission | Supervised work in class to finish off the work for submission | Guided work – mainly in class – to finish off the work for submission |

Learners may use information from any relevant source to help them with producing evidence for their project.

Learners must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

## 5.3.5    Presentation of work

Learners will use the Project Progression Record to keep track of their progress towards achieving the component's assessment requirements.

Evidence can be submitted for postal moderation or uploaded to the OCR Repository.

Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

Work submitted in digital format must be in a suitable file structure with each file clearly names as outlined in Appendix A.

# 5.4 Task marking

## 5.4.1    The OCR approach

For the Level 1 Foundation and Level 2 Higher Project, OCR will assume a medium to high level of control in relation to the marking of tasks.  The component will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator.  Evidence can be submitted for postal moderation or uploaded to the OCR Repository.

## 5.4.2    Applying the assessment criteria

The starting point for assessing the tasks will be the marking grids within each component.  These contain levels of criteria for the skills, knowledge and understanding that the learner is required to demonstrate.  Before the start of the course, and for use at INSET training events, OCR will provide exemplification which will help to clarify the nature of the finished Project.

Additionally, a glossary of Key Words used in the marking grids for the Project at each of the three levels is provided in section 10 of this centre handbook.

## 5.4.3    Use of 'best fit' approach to marking criteria

The assessment task(s) for each component should be marked by the teacher according to the given marking criteria within the relevant component using a 'best fit' approach.  For each of the assessment objectives/criteria, one of the three descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the learner.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the learner's work *convincingly* meets the statement, the highest mark should be awarded;

- where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;

- where the learner's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor.  This is work which is 'the best one could expect from learners working at that level'.

Only one mark per assessment objective/criteria will be entered.  The final mark for the learner for each component is out of a total of 60 (details are included for each component) and is found by totalling the marks for each of the marking objective/criteria strands.

### 5.4.4    Authentication

Assessors must be confident that the work they assess is the learner's own.  This does not mean that a learner must be supervised throughout the completion of all work but the assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the learner's work.

Wherever possible, assessors should discuss work-in-progress with learners.  This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Learners must not plagiarise.  Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly.  Plagiarism is considered to be malpractice and could lead to the learner being disqualified.  Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources.  It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied.  Learners may refer to research, quotations or evidence but they must list their sources.  The learner section of this handbook provides some guidance on referencing and reminds learners that the work they submit must be their own and that they may be asked to sign a declaration to this effect.  Centres should reinforce this message to ensure learners understand what is expected of them.

**Please note:**  Centres must confirm to OCR that the evidence produced by learners is authentic.  The Centre Authentication Form (CCS160) includes a declaration for assessors/teachers to sign.  It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.  This form can be downloaded from our website www.ocr.org.uk .

### 5.4.5    Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards.  Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways.  In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation.  In subsequent years, this, or centres' own archive material, may be used.  Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work.  After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

### 5.4.6    External moderation

Moderation for the Level 1 Foundation and Level 2 Higher Project will be by postal moderation or alternatively, from June 2009, by using OCR's electronic repository.  (Please see appendix A for more information about the repository).  A sample of learners' work will be requested from each centre by an OCR appointed moderator.  The following notes are for general guidance; detailed instructions will be issued by OCR at the start of the programme.

OCR will offer two moderation periods within the year and awarding will also be twice yearly.  Further information on the availability of moderation and awarding can be found in section 7 of this centre handbook.

**In the first year of operation**, from September 2008 to August 2009, moderation will only be offered **once in the Summer of 2009**.  From September 2009 onwards moderation will be offered twice yearly for the component.  Full details of the moderation dates are found in the *OCR Admin Guide (14-19 Qualifications),* available from the OCR website www.ocr.org.uk *.*

The portfolio of evidence which is presented to the OCR Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in the components.

All internal marking and standardisation procedures must be completed by the OCR deadline, which will be notified to centres.  Marks are submitted to OCR, after which moderation takes place in accordance with OCR procedures.  The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each centre and that each assessor has applied the standards appropriately across the range of learners within the centre.

Before the moderation period centres will send to the appointed OCR Moderator the completed Internally Assessed /Components Assessment Forms.  The Moderator will then inform the centre of those learners who have been selected for the moderation sample.

The sampling strategy for the internally assessed components will be similar to those used for general qualifications but the details will be more fully documented in separate guidance based on Ofqual agreed moderation sampling rules.  (Note August 2008: The sampling rules are currently under development.  When the rules have been published OCR will ensure that centres are advised).

The moderator will notify the centre of the moderation sample required based on submitted marks. The centre is expected to comply strictly with published deadlines for the return of marks and despatch the requested sample promptly.

Normally sampled work will be returned to the centre upon the completion of moderation. However, OCR may need to retain work for the following reasons:

- to complete the moderation

- as an example of work for the Awarding Committee

- because there is an issue the Chief Examiner needs to consider

- for exemplification or exhibition purposes

Digitally submitted evidence will **not** be returned to the centre, as it is assumed that a copy of the evidence was taken by the centre prior to submission.

Any subsequent requests from the Moderator should be acted upon with the minimum of delay. The outcome of the moderation will be notified to the centre in due course at which stage the centre will have the right of appeal.  After moderation has been completed, all component evidence must be kept securely in the centre until the results have been published and until any Results Enquiries/Appeals have been concluded.

# 6 Mapping and signposting

## 6.1 Mapping to personal, learning and thinking skills

All six PLTS are integrated into the assessment criteria for the Project at level 1* and an indication of assessment opportunities is given within the assessment criteria. The grid below provides an overview across the qualification of where those opportunities are.

**Personal, learning and thinking skills (PLTS)**

| Level 1 Foundation Project - PLTS | | LO1 | LO2 | LO3 | LO4 | LO5 |
|---|---|---|---|---|---|---|
| **Independent enquirers** | **Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.** | | | | | |
| | identify questions to answer and problems to resolve | ✓ | | | | |
| | plan and carry out research, appreciating the consequences of decisions | ✓ | | ✓ | | |
| | explore issues, events or problems from different perspectives | | | | | |
| | analyse and evaluate information, judging its relevance and value | | ✓ | | | |
| | consider the influence of circumstances, beliefs and feelings on decisions and events | | | | | |
| | support conclusions, using reasoned arguments and evidence | | | | | ✓ |
| | | | | | | |
| **Creative thinkers** | **Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value** | | | | | |
| | generate ideas and explore possibilities | ✓ | | | | |
| | ask questions to extend their thinking | | | | ✓ | ✓ |
| | connect their own and others' ideas and experiences in inventive ways | | | | | |
| | question their own and others' assumptions | | | | | |
| | try out alternatives or new solutions and follow ideas through | ✓ | | ✓ | | |
| | adapt ideas as circumstances change | | | | | |
| | | | | | | |
| **Reflective learners** | **Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning** | | | | | |
| | assess themselves and others, identifying opportunities and achievements | | | | | ✓ |
| | set goals with success criteria for their development and work | ✓ | | ✓ | | |

| Level 1 Foundation Project - PLTS | | LO1 | LO2 | LO3 | LO4 | LO5 |
|---|---|---|---|---|---|---|
| | review progress, acting on the outcomes | | | ✓ | | |
| | invite feedback and deal positively with praise, setbacks and criticism | | | | | ✓ |
| | evaluate experiences and learning to inform future progress | | | | | ✓ |
| | communicate their learning in relevant ways for different audiences | | | | | ✓ |
| | | | | | | |
| **Team workers** | **Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes** | | | | | |
| | collaborate with others to work towards common goals | | ✓ | | | |
| | reach agreements, managing discussions to achieve results | | | | | |
| | adapt behaviour to suit different roles and situations | | | ✓ | | |
| | show fairness and consideration to others | | | | | |
| | take responsibility, showing confidence in themselves and their contribution | | | ✓ | | ✓ |
| | provide constructive support and feedback to others | | | | | |
| | | | | | | |
| **Self-managers** | **Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities** | | | | | |
| | seek out challenges or new responsibilities and show flexibility when priorities change | | | | | |
| | work towards goals, showing initiative, commitment and perseverance | ✓ | | ✓ | | |
| | organise time and resources, prioritising actions | ✓ | | ✓ | | |
| | anticipate, take and manage risks | | | | | |
| | deal with competing pressures, including personal and work-related demands | | | | | |
| | respond positively to change, seeking advice and support when needed | | | | | |
| | | | | | | |
| **Effective participators** | **Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves** | | | | | |
| | discuss issues of concern, seeking resolution where needed | | | | | |
| | present a persuasive case for action | | | | | |
| | propose practical ways forward, breaking these down into manageable steps | | | ✓ | | |
| | Identify improvements that would benefit others as well as themselves | | | | | ✓ |
| | try to influence others, negotiating and balancing diverse views to reach workable solutions | | | | | |
| | act as an advocate for views and beliefs that may differ from their own | | | | | |

(*Since this qualification has been accredited by QCA the outcome statements have been revised resulting in changes to an existing statement and the addition of a new one. The revised PLTS were published in October 2007 but there was no requirement to embed the changes into any Principal Learning qualifications that were accredited prior to that. This qualification is included in that category.)

## Personal, learning and thinking skills (PLTS)

| Level 2 Higher Project - PLTS | | LO1 | LO2 | LO3 | LO4 | LO5 |
|---|---|---|---|---|---|---|
| **Independent enquirers** | **Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.** | | | | | |
| | identify questions to answer and problems to resolve | ✓ | | | | |
| | plan and carry out research, appreciating the consequences of decisions | | | ✓ | | |
| | explore issues, events or problems from different perspectives | | ✓ | | ✓ | |
| | analyse and evaluate information, judging its relevance and value | | ✓ | | ✓ | ✓ |
| | consider the influence of circumstances, beliefs and feelings on decisions and events | | | | | |
| | support conclusions, using reasoned arguments and evidence | | | | | ✓ |
| | | | | | | |
| **Creative thinkers** | **Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value** | | | | | |
| | generate ideas and explore possibilities | ✓ | | | | |
| | ask questions to extend their thinking | | | | ✓ | |
| | connect their own and others' ideas and experiences in inventive ways | | | | ✓ | |
| | question their own and others' assumptions | | | | | ✓ |
| | try out alternatives or new solutions and follow ideas through | ✓ | ✓ | | | ✓ |
| | adapt ideas as circumstances change | | | | ✓ | |
| | | | | | | |
| **Reflective learners** | **Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning** | | | | | |
| | assess themselves and others, identifying opportunities and achievements | | | | ✓ | ✓ |
| | set goals with success criteria for their development and work | ✓ | | ✓ | | |
| | review progress, acting on the outcomes | | | ✓ | | ✓ |
| | invite feedback and deal positively with praise, setbacks and criticism | | | ✓ | | ✓ |
| | evaluate experiences and learning to inform future progress | | | | ✓ | ✓ |
| | communicate their learning in relevant ways for different audiences | | | | | ✓ |
| | | | | | | |
| **Team** | **Young people work confidently with others, adapting to different contexts and taking** | | | | | |

| Level 2 Higher Project - PLTS | | LO1 | LO2 | LO3 | LO4 | LO5 |
|---|---|---|---|---|---|---|
| workers | **responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes** | | | | | |
| | collaborate with others to work towards common goals | | ✓ | | ✓ | |
| | reach agreements, managing discussions to achieve results | | | | ✓ | |
| | adapt behaviour to suit different roles and situations | | | ✓ | ✓ | |
| | show fairness and consideration to others | | | | ✓ | |
| | take responsibility, showing confidence in themselves and their contribution | | | | ✓ | ✓ |
| | provide constructive support and feedback to others | | | ✓ | | ✓ |
| | | | | | | |
| Self-managers | **Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities** | | | | | |
| | seek out challenges or new responsibilities and show flexibility when priorities change | ✓ | | | ✓ | |
| | work towards goals, showing initiative, commitment and perseverance | ✓ | | ✓ | | |
| | organise time and resources, prioritising actions | ✓ | | ✓ | | |
| | anticipate, take and manage risks | | | | ✓ | |
| | deal with competing pressures, including personal and work-related demands | | | | ✓ | |
| | respond positively to change, seeking advice and support when needed | | | | ✓ | ✓ |

(*Since this qualification has been accredited by QCA the outcome statements have been revised resulting in changes to an existing statement and the addition of a new one.  The revised PLTS were published in October 2007 but there was no requirement to embed the changes into any Principal Learning qualifications that were accredited prior to that. This qualification is included in that category.)

# 6.2 Signposting functional skills

Guidance on the full range of opportunities for developing and applying functional skills within a sector specific context are indicated in each unit of Principal Learning. The grid below provides an overview, across the qualification of where those opportunities are.

| Level 1 Foundation Project – signposting functional skills | | LO1 | LO2 | LO3 | LO4 | LO5 |
|---|---|---|---|---|---|---|
| **English** | **Each individual:** | | | | | |
| | is confident and capable when using the skill of speaking, listening, reading and writing | ✓ | ✓ | ✓ | ✓ | ✓ |
| | is able to communicate effectively, adapting to a range of audiences and contexts. | | | | | ✓ |
| | is able to explain information clearly and succinctly in speech and writing | | ✓ | ✓ | | ✓ |
| | is able to express a point of view reasonably and persuasively | | | | | ✓ |
| | is able to use ICT to communicate effectively | | | | ✓ | ✓ |
| | will be able to read and understand information and instructions | ✓ | ✓ | ✓ | | |
| | will be able to use this understanding to act appropriately | ✓ | ✓ | ✓ | | |
| | will be able to analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem | | ✓ | | | |
| | will be able to make an oral presentation or report, | | | | | ✓ |
| | will be able to contribute to discussions | | | ✓ | | |
| | will be able to use speech to work collaboratively to agree actions and conclusions. | | | ✓ | | |
| | | | | | | |
| **Mathematics** | **Each individual:** | | | | | |
| | has sufficient understanding of a range of mathematical concepts | | ✓ | ✓ | | |
| | knows how and when to use a range of mathematical concepts | | | | | |
| | will have the confidence and capability to use mathematics to solve problems embedded in increasingly complex settings | | | | | |
| | will have the confidence and capability to use a range of tools, including ICT as appropriate | | | ✓ | ✓ | ✓ |
| | will develop the analytical and reasoning skills to draw conclusions, justify how they are reached and identify errors or inconsistencies | | | | | ✓ |
| | will also validate and interpret results, judge the limits of their validity and use them effectively and efficiently | | | | | ✓ |
| | | | | | | |
| **ICT** | **Each individual:** | | | | | |
| | is confident and capable when using ICT systems and tools to meet a variety of needs in a range of contexts. | | ✓ | | ✓ | ✓ |
| | will use ICT to find, select and bring together relevant information | | ✓ | | ✓ | ✓ |
| | will use ICT to develop, interpret and exchange information, for a purpose | | | ✓ | | ✓ |
| | will be able to apply ICT safely to enhance their learning and the quality of their work | | | | | ✓ |

| Level 2 Higher Project – signposting functional skills | | LO1 | LO2 | LO3 | LO4 | LO5 |
|---|---|:---:|:---:|:---:|:---:|:---:|
| **English** | **Each individual:** | | | | | |
| | is confident and capable when using the skill of speaking, listening, reading and writing | ✓ | ✓ | ✓ | ✓ | ✓ |
| | is able to communicate effectively, adapting to a range of audiences and contexts. | | | | | ✓ |
| | is able to explain information clearly and succinctly in speech and writing | | ✓ | ✓ | | ✓ |
| | is able to express a point of view reasonably and persuasively | | | | | ✓ |
| | is able to use ICT to communicate effectively | | | | ✓ | ✓ |
| | will be able to read and understand information and instructions | ✓ | ✓ | ✓ | | |
| | will be able to use this understanding to act appropriately | ✓ | ✓ | ✓ | | |
| | will be able to analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem | | ✓ | | | |
| | will be able to make an oral presentation or report, | | | | | ✓ |
| | will be able to contribute to discussions | | | ✓ | ✓ | |
| | will be able to use speech to work collaboratively to agree actions and conclusions. | | | ✓ | ✓ | |
| | | | | | | |
| **Mathematics** | **Each individual:** | | | | | |
| | has sufficient understanding of a range of mathematical concepts | | ✓ | ✓ | | |
| | knows how and when to use a range of mathematical concepts | | | | | |
| | will have the confidence and capability to use mathematics to solve problems embedded in increasingly complex settings | | | | | |
| | will have the confidence and capability to use a range of tools, including ICT as appropriate | | | ✓ | ✓ | ✓ |
| | will develop the analytical and reasoning skills to draw conclusions, justify how they are reached and identify errors or inconsistencies | | | | | ✓ |
| | will also validate and interpret results, judge the limits of their validity and use them effectively and efficiently | | | | | ✓ |
| | | | | | | |
| **ICT** | **Each individual:** | | | | | |
| | is confident and capable when using ICT systems and tools to meet a variety of needs in a range of contexts. | | ✓ | ✓ | ✓ | ✓ |
| | will use ICT to find, select and bring together relevant information | | ✓ | | ✓ | ✓ |
| | will use ICT to develop, interpret and exchange information, for a purpose | | | ✓ | | ✓ |
| | will be able to apply ICT safely to enhance their learning and the quality of their work | | | | | ✓ |

# 7 Administration Arrangements

A separate publication, the *OCR Admin Guide (14-19 Qualifications)* will provide full details of the administration arrangements for this qualification. The guide will be published on our website at www.ocr.org.uk

Centres must consult the Admin Guide for all administrative arrangements concerned with this qualification but a summary of the main arrangements follows.

## 7.1 Moderation and awarding availability

OCR will offer two moderation periods within the year and awarding will also be twice yearly.

**In the first year of operation**, from September 2008 to August 2009, moderation will only be offered once, in June 2009, for Level 1 Foundation and Level 2 Higher Project . Please check our website for details www.ocr.org.uk.

From September 2009 onwards moderation will be offered twice yearly for all the internally assessed components. Full details of the moderation dates are found in the *OCR Admin Guide (14-19 Qualifications),* available from our website www.ocr.org.uk.

## 7.2 Qualification re-sits

Learners may enter for the qualification an unlimited number of times.

## 7.3 Making qualification entries

The Level 1 Foundation, Level 2 Higher and Level 3 Extended Project are linear qualifications where a single entry for the qualification is made and learners complete their work by the end of the course.

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a component unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

**It is essential** that entry codes are quoted in all correspondence with OCR.

| Qualification code | Submission method | Unit titles |
|---|---|---|
| H854/A | OCR Repository | Level 1 Project |
| H854/B | Postal moderation | Level 1 Project |
| H855/A | OCR Repository | Level 2 Project |
| H855/B | Postal moderation | Level 2 Project |

Entries can be made online via Interchange or using EDI.

The Level 1 Foundation and Level 2 Higher Project is available from June 2009 for, and Level 3 Extended Project from January 2009.

# 7.4 Grading

**Grading of Project/Extended Project**

The Project/Extended Project will be internally assessed according to set criteria and mark schemes.  This will result in a 'raw' mark for each learner, assessors will be awarding marks to learners and not grades.  Raw mark grade boundaries for each component will be determined by an awarding committee consisting of senior assessors and based on the performance of the learners.  These boundaries are not pre-set and may change from series to series.  Once the grade boundaries have been chosen, each raw mark score is converted to a points score depending on the grade achieved.  Although raw mark grade boundaries may vary, points boundaries are pre-set.

The Level 1 Foundation Project, Level 2 Higher Project and Level 3 Extended are qualifications in their own right.

**Grading the Diploma**

There are three constituents to the Diploma: Principal Learning, Additional and Specialist Learning and Generic Learning.  Generic Learning consists of the Project (Foundation, Higher or Extended), Functional Skills, work experience and PLTS.  Of these six elements only the Principal Learning and the Project contribute to the Diploma grade.  The grades awarded separately for Principal Learning and the Project are translated into points scores and the Diploma grade is calculated by adding together these points.  Provided that this score is more than the minimum required for the lowest achievable grade for the level of the Diploma and all other elements of the Diploma have been passed (ie. Additional and Specialist Learning, Functional Skills, work experience and PLTS), then a Diploma will be awarded.

# 7.5 Shelf-Life of components

Individual component results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 7.6 Unique Learner Numbers

The Unique Learner Number (ULN) is a personal 10-digit number, which is essential for candidates taking a Diploma programme of study. This is used to link the Diploma component results together for Diploma certification. The ULN is obtained by the candidate's home centre and must accompany a candidate's entry for any qualification which they intend to count towards their Diploma, including Principal Learning, Project/Extended Project, Functional Skills and Additional and Specialist Learning, e.g. GCE or GCSE.

# 8 Supporting Documentation

## 8.1 Tracking and recording documentation

Tracking and recording documentation can be downloaded from our website: www.ocr.org.uk

- Verification of topic/title form (VTT) (see section 2.2 of this centre handbook)

- The Project progression record (PPR) (see section 2.3 of this centre handbook)

The forms below are sent to the centre once entries have been made for a particular series. They should be completed and submitted along with the projects to the designated moderator:

- Centre Authentication Form (CCS160) – One copy is to be signed by the teacher / examinations officer for the component. This form is a written declaration to confirm that the learners' work was conducted under the required conditions as laid down by the specification.

- Unit Recording Sheet (URS) – A copy of this form is required for each individual project. It is to be used by the teacher to show the mark breakdown per Assessment Objective.

## 8.2 Additional supporting documentation

OCR will develop a *Level 1 and 2 Project Teacher's guide* which will be available to download from our website www.ocr.org.uk, from August 2008.

A range of exemplar material will be available from August 2009.

# 9 Further Support and Information

## 9.1 General enquiries

For general enquiries relating to any of OCR's qualifications, please contact the OCR Customer Contact Centre:

For queries relating to vocational qualifications:
Telephone:    02476 851 509
Fax:          02476 421 944
Email:        vocational.qualifications@ocr.org.uk

For queries relating to general qualifications:
Telephone:    01223 553 998
Fax:          01223 552 627
Email:        general.qualifications@ocr.org.uk

(The teams in both our contact centres can help you with your queries relating to Diplomas and the Project.)

Alternatively, you could visit our website at www.ocr.org.uk for further information on OCR qualifications.

## 9.2 Customer feedback

We welcome feedback from customers on all aspects of our provision.  Comments relating to this documentation should be sent to:

The Qualifications Manager
Level 1 Foundation and Level 2 Higher Project
Progress House
Westwood Way
Coventry
CV4 8JQ

## 9.3   OCR Training Events

Information on OCR's training events for centres can be found on our website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone:       02476 496 398
Fax:               02476 496 399
Email:            training@ocr.org.uk

## 9.4   OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and learners.  It offers a wide range of up-to-date materials for sale which relate to our key qualifications.  These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order.  To obtain a copy of this and to order publications, please go to http://publications.ocr.org.uk or call our dedicated orderline on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications.  These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk

# 10 Glossary

## Terms used in the Project assessment/marking grids

This glossary is to be used in relation to the assessment/marking grids and the generic guidance included in the *Level 1 and 2 Project Teacher's Guide*.  These are generic descriptions for the most commonly included words as used in the particular context of the assessment/marking grids and are intended to make the terms explicit within that context.

Teachers should bear in mind the wide range of assessment evidence which may be produced for the project and recognise that some terms used in the glossary may be realised in different ways to suit their context.  For example, *analyse* might be achieved in graphical/tabular as well as written forms.

**Adequate**
Sufficient for the task - meets necessary requirements but does not go beyond this

**Address**
Takes account of all relevant issues and/or requirements

**Analyse**
Separates information into components and identifies their characteristics - should be thorough/complete

**Apply**
Puts into effect in an organised/practical way

**Assess**
Offers a reasoned judgement informed by relevant facts

**Broadly**
Generally but not completely - exhibits errors and omissions but serves the purpose

**Comment**
Presents an informed opinion

**Competent**
Can do, to the necessary standard for the task

**Contribute**
Offers ideas and/or practical input, commonly to a group activity

**Critical**
Balanced, incisive - exposes/recognises flaws

**Direction**
Specific instruction/indication where Teacher states/sets out what learners should do

**Discuss**
Presents, explains and evaluates salient points eg for/against an argument

**Effective**
Applies skills appropriately to a task and achieves the desired outcome

**Evaluate**

Makes a qualitative judgement taking into account different factors and using available knowledge/experience

**Guidance**
Information and instructions provided by teacher for use by learners (often generic)

**Illustrate**
Presents examples which help to clarify a particular point/issue

**In depth**
Detailed and thorough - well beyond the basics

**Interpret**
Translates/explains information in an understandable form

**Limited**
Restricted in scope/inadequate/incomplete

**Little**
Insignificant - almost no evidence exists

**Manage**
Exercises proper control over planning, execution, monitoring, taking action as necessary.

**Present**
1. Produce an exposition/resumé for an audience eg at the conclusion of the project to demonstrate what has been done and the outcome

2. Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others

**Proficient**
Clearly competent - completes task with ease using appropriate skills and techniques

**Reasonable**
Satisfactory - enough to complete a task but not flawless

**Reflective**
Balanced, contemplative consideration of what has been produced/achieved

**Review**
Survey information/methods/outcomes/conclusions, after the event, deciding what was effective or not

**Skilfully**
Applies relevant skills to a high standard, with insight/flexibility in varying situations

**Some**
A small amount/number - not complete/exhaustive

**Sophisticated**
Uses refined and complex applications efficiently and effectively

**Substantial**
Significant, recognisable and clearly sufficient for the task involved

**Support**

Teacher gives training, instruction, guidance and advice as appropriate and monitors activities to assist learners in tackling/completing their projects, ensuring authenticity and a fair and accurate assessment

**Task**

For the purpose of the Project qualification task means the project activity

# 11 The Diploma - components and features

## 11.1 An introduction

This section provides an overview of the Diploma.

The Project may be completed as a discrete qualification or as part of the Diploma.

OCR will introduce its Diplomas into centres from 2008. Designed principally, although not exclusively, for 14 – 19 year olds, each Diploma explores a range of widely applicable skills and knowledge within the context of one employment sector. At the heart of the Diploma is the concept of applied learning – acquiring knowledge and skills through tasks or contexts that have many of the characteristics of real work.

Each Diploma has three components:

- Principal Learning

- Generic Learning

- Additional and specialist learning

For a full list of the Diploma work related sectors please refer to www.qca.org.uk

## 11.2 Diploma aims

The Diploma offers a unique blend of general and applied learning. It is a qualification that will provide an exciting, stretching and relevant programme of learning for all young people. Its purpose is to introduce learners to the world of work in their chosen work-related sector (for example, Engineering, Hospitality) and to help them develop skills and attributes related to the sector.

It is for all learners, and has particular relevance to 14-19 year old learners who seek to acquire knowledge and understanding, and develop skills in the broad context of their chosen sector/industry.

# 11.3  Diploma structure

## Level 1 Foundation Diploma:  600 glh

| Principal Learning 240 glh | Generic Learning 240 glh | Additional and Specialist Learning 120 – 160 glh* |
|---|---|---|
| 50% Applied Learning<br><br>30 glh must be externally assessed | Functional skills English, maths and ICT at Level 1 = 120 glh<br><br>Project = 60 glh<br><br>Work experience min 10 days | |
| Personal, learning and thinking skills = 60 glh | | |

## Level 2 Higher Diploma:  800 glh

| Principal Learning 420 glh | Generic Learning 200 glh | Additional and Specialist Learning 180 glh |
|---|---|---|
| 50% Applied Learning<br><br>60 glh must be externally assessed | Functional skills English, maths and ICT at Level 2 = 80 glh<br><br>Project = 60 glh<br><br>Work experience min 10 days | |
| Personal, learning and thinking skills = 60 glh | | |

## Level 3 Advanced Diploma:  1080 glh

| Principal Learning 540 glh | Generic Learning 180 glh | Additional and Specialist Learning 360 glh |
|---|---|---|
| 50% Applied Learning<br><br>120 or 180 glh* must be externally assessed | Functional skills English, maths and ICT at Level 2<br><br>Extended Project = 120 glh<br><br>Work experience min 10 days | |
| Personal, learning and thinking skills = 60 glh | | * Dependent on line of learning |

## Level 3 Progression Diploma:  720 glh – for learners 16+

| Principal Learning 540 glh | Generic Learning 180 glh | |
|---|---|---|
| 50% Applied Learning<br><br>120 or 180 glh* must be externally assessed | Functional skills English, maths and ICT at Level 2<br><br>Extended Project = 120 glh<br><br>Work experience min 10 days | |
| Personal, learning and thinking skills = 60 glh | | * Dependent on line of learning |

## 11.4  Principal Learning

Principal Learning is both a mandatory part of the Diploma and a qualification in its own right.

All learning must be sector related and current - teaching and learning must draw on up-to-date developments in the sector.

A minimum of 50% of all learning must be applied ie knowledge and skills must be set within the contexts of tasks, problems and situations that are related to work in the sector.

Principal Learning comprises a number of units, of which at least one is externally assessed, the remainder are internally assessed and externally moderated (for full details refer to the centre handbook for the relevant Principal Learning qualification.  Copies can be downloaded from our website www.ocr.org.uk.)

Generic skills can be developed and applied through Principal Learning.

The assessment of personal, learning and thinking skills (PLTS) must be integrated into Principal Learning.

OCR offers Principal Learning  across a number of sectors.  You can download a copy of the OCR centre handbooks (one for each Principal Learning qualification) from the OCR website.

## 11.5  Generic Learning

Through the Generic Learning component, learners develop and apply the knowledge and skills necessary for learning, employment and personal development.  Generic Learning includes:

- Functional skills
- Personal, learning and thinking skills
- Work experience
- A Project/Extended Project

### 11.5.1.  Functional skills

Key features of functional skills:

- Functional skills are available in English, mathematics and information and communication technology (ICT)
- Functional skills are discrete qualifications as well as an integral part of the Diploma qualification
- Learners studying a level 1 Diploma must acquire functional skills in English, mathematics and ICT at level 1
- Learners studying a level 2 or level 3 Diploma must acquire functional skills in English, mathematics and ICT at level 2
- Centres should integrate functional skills development into learning and assessment.

### 11.5.2.  Personal, learning and thinking skills (PLTS)

Please see section 2.6 of this centre handbook for the key features of personal, learning and thinking skills.

### 11.5.3.  Work experience

Key features of work experience:

- Work experience IS NOT a compulsory part of the Principal Learning component.

- Work experience IS a compulsory part of the Diploma.  All learners must undertake 10 days work experience.

- This work experience should support work related learning, provide opportunity for the collection of evidence for Principal Learning, particularly the personal, learning and thinking skills, enhance the learning experience and support the development of both sector specific and employability skills.

- Work experience is not assessed.

### 11.5.4.  The Project/Extended Project

Key features of the Project/Extended Project:

- The Project provides an opportunity to learn about project management and encourages independent learning.

- Each learner is able to tailor their project to fit their individual needs, choices and aspirations. The project topic must complement and develop the themes and topics of the learner's principal learning or support learner progression.

- Topics for the Project must be negotiated and agreed between the learner and teacher.

## 11.6  Additional and specialist learning

Key features of the additional and specialist learning:

- Additional and specialist learning comprises units or qualifications selected by the learner (or centre) from the Diploma catalogue.

- Additional learning is complimentary to the sector and allows learners to choose topics to reflect their interests, needs and aspirations.

- Specialist learning comprises units or qualifications recommended by employers or Higher Education advisers.  These units support progression within the sector.

- Specialist learning pathways are available for some specialist learning qualifications, please refer to the Diploma catalogue in www.accreditedqualifications.org.uk. Learners will need to select units as indicated in the Diploma catalogue to follow these specialist areas.

- At level 3, if learners select units from a specialist pathway, the Diploma certificate/transcript will be endorsed to indicate the specialist learning undertaken.

# Appendix A: Guidance for the Production of Electronic Evidence

The Level 1 Foundation Project, Level 2 Higher Project and Level 3 Extended Project are all single component, linear qualifications.  The outcome of the project can be a design, performance, report, dissertation or artefact.

The evidence for these qualifications will vary depending on the approach taken.  The various forms of evidence can be submitted electronically using the OCR Repository from June 2009. (Further information on this topic is provided in the separate OCR *Guidance on Digital Controlled Assessment Submissions.*)

The following evidence **must** be submitted:

- written component

- outcome of the project eg performance, artefact, design, dissertation, report

- presentation

- completed Project Progression Record (PPR)

- Unit Recording Sheet

- Centre Authentication Form.

Optional evidence may be included, for example:

- a diary or IT logging system

- an experiment

- images stored on various media.

**Structure for evidence**

The learner's evidence should be filed in a collection of folders and files which should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator.  This structure is commonly known as a folder tree.  It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by using an index, called 'Home Page'.

There should be a top-level folder detailing the learner's centre number, unique learner number, surname and forename, together with the qualification code, so that the evidence is clearly identified as the work of one learner.

Each learner's folders should be stored in a secure area on the centre network.  The centre should upload the following documentation to the centre folder in the Repository by the coursework submission deadline:

- Centre Authentication Form

- Unit Recording Sheet

**Data formats for evidence**

In order to minimise software and hardware compatibility issues it will be necessary to save learners' work using an appropriate file format. (Further information on this topic is provided in the separate OCR *Guidance on Digital Controlled Assessment Submissions.*)

Learners must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic evidence submitted for moderation is accessible to the moderator and fully represents the evidence available for each candidate.

# Accepted File Formats

| Movie formats for digital video evidence |
| --- |
| MPEG (*.mpg) |
| QuickTime movie (*.mov) |
| Macromedia Shockwave (*.aam) |
| Macromedia Shockwave (*.dcr) |
| Flash (*.swf) |
| Windows Media File (*.wmf) |
| MPEG Video Layer 4 (*.mp4) |
| **Audio or sound formats** |
| MPEG Audio Layer 3 (*.mp3) |
| **Graphics formats including photographic evidence** |
| JPEG (*.jpg) |
| Graphics file (*.pcx) |
| MS bitmap (*.bmp) |
| GIF images (*.gif) |
| **Animation formats** |
| Macromedia Flash (*.fla) |
| **Structured markup formats** |
| XML (*xml) |
| **Text formats** |
| PDF (.pdf) |
| Comma Separated Values (.csv) |
| Rich text format (.rtf) |
| Text document (.txt) |
| **Microsoft Office suite** |
| PowerPoint (.ppt) |
| Word (.doc) |
| Excel (.xls) |
| Visio (.vsd) |
| Project (.mpp) |

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.

# Appendix B: Performance Descriptions at Key Grade Boundaries

## Foundation Project

### Grade A*/A Boundary

Characteristics of performance at the grade A*/A boundary at level 1 are as follows:

### AO1

- Project title is phrased as a question, hypothesis or brief
- Candidate gives a reasonably clear rationale for the project
- Good planning results in a coherence to the activity

### AO2

- There is clear evidence of the use of a range of skills and knowledge
- There is use of a range of resources, including different types of information, not just websites, with identification of sources and their value

### AO3

- Candidate listens to and acts upon advice/feedback
- Candidate identifies and achieves most of the planned outcomes, tasks and objectives
- There is evidence of the development of skills and of understanding, including a basic explanation using technical language,

### AO4

- The review makes some reference back to the objectives, showing use of reflective skills, and to own learning and performance
- The candidate communicates the findings of outcomes of the project through the presentation
- Candidate displays some knowledge and understanding of the topic area in their answers to questions

**Grade B/U Boundary**

Candidates at the B/U boundary tend to produce an uneven performance with good performance on some aspects being balanced by poor performance on others. Characteristics of an 'even' performance at the grade B/U boundary at level 1 are as follows:

### AO1

- Candidate gives a basic reason for doing the project, rather than a rationale
- Candidate works to a brief given by the centre or prescribed by a tutor, but the submission is a project and not simply a series of tasks
- Planning is basic and is presented as a description of what is to be done rather than as an explanation
- The project lacks clear objectives

### AO2

- There is limited evidence of research
- Activities are listed rather than described or explained, and resources are listed but not evaluated or reviewed
- There is a limited range of sources of information, although the candidate may include lots of irrelevant or unrelated source materials

### AO3

- Some objectives are achieved
- There are some ideas, but the project is generally brief and characterised by listing and some limited description

### AO4

- The review identifies some issues, but does not necessarily identify solutions or modifications
- The presentation of the project is clear in places, but lacks overall focus
- Responses to questions reveal a basic knowledge of the topic area

# Higher Project

## Grade A*/A Boundary

Characteristics of performance at the grade A*/A boundary at level 2 are as follows:

### AO1

- Project title is phrased as a focused question, hypothesis or brief and there is a clear rationale for the project
- Candidate identifies appropriate tasks and objectives, and personally engages with them to plan the project
- The project plans and work are well-organised and coherent

### AO2

- There is an effective use of a range of resources and sources of information
- Well-developed research skills and appropriate use of technical language and/or specialist vocabulary are evident

### AO3

- Where appropriate, candidate responds to guidance and feedback and acts appropriately on advice given
- There is clear reference to problems encountered and how they were addressed
- There is evidence of the development of a range of skills and a good grasp of the research topic
- There is a rigour to writing showing understanding and use of technical language
- Candidate identifies and achieves most of the planned outcomes, tasks and objectives

### AO4

- The review and evaluation refer back to objectives and to own learning and performance. There is some recognition of what went well/not so well and why
- The project presentation is well-communicated throughout
- There are appropriate responses to questions, displaying knowledge and understanding of the topic area

**Grade C/U Boundary**

Candidates at the C/U boundary tend to produce an uneven performance with good performance on some aspects being balanced by poor performance on others. Characteristics of an 'even' performance at the grade C/U boundary at level 2 are as follows.

### AO1

- There is evidence of some personal choice and research into the project title (likely to be rather broad, lacking focus), and a basic rationale
- Project lacks clear objectives

### AO2

- Project lacks coherent research
- A range of resources is used, although not necessarily including the different types expected for the project

### AO3

- There is some identification of skills development
- There is a logical structure and some of the planned outcomes are achieved, but some errors in the use of technical language are likely

### AO4

- There is a broad set of conclusions, relating back to aims and objectives, but little in the way of analysis
- The presentation is generally effective but lacks coherence and is perhaps not fully accurate
- Responses to questions reveal a knowledge and understanding of the topic area