

OCR Level 3 Cambridge Advanced National in Sustainability (Certificate)

Code H082

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1 Why choose OCR?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. We've developed our specifications in consultation with teachers, employers, subject experts and higher education institutions (HEIs) to give students a qualification that's relevant to them and meets their needs.

We're part of Cambridge University Press & Assessment. We help millions of people worldwide unlock their potential. Our qualifications, assessments, academic publications and original research spread knowledge, spark curiosity and aid understanding around the world.

We work with a range of education providers in both the public and private sectors. These include schools, colleges, HEIs and other workplaces. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and legacy Cambridge Technicals.

1.1 Our specifications

We provide specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. Our specifications are designed to be straightforward to deliver and accessible for students. The design allows you to tailor the delivery of the course to suit your needs.

1.2 Our support

We provide a range of support services to help you at every stage, from preparation to delivery:

- A wide range of high-quality creative resources including resources created by leading organisations in the industry.
- Textbooks and teaching and learning resources from leading publishers. The Cambridge Advanced Nationals page on our website has more information about all the published support for the qualifications that we have endorsed.
- Professional development for teachers to meet a range of needs. To join our training (either face-to-face or online) or to search for training materials, go to the **Professional Development page** on our website.
- **Active Results** which is our free results analysis service. It helps you review the performance of individual students or whole groups.
- **ExamBuilder** which is our free question-building platform. It helps you to build your own tests using past OCR exam questions.
- OCR Subject Advisors, who give information and support to centres. They can help with specification and non examined assessment (NEA) advice, updates on resources developments and a range of training opportunities. They use networks to work with subject communities and share ideas and expertise to support teachers.

1.2.1 More help and support

Whether you are new to OCR or already teaching with us, you can find useful information, help and support on our **website**. Or get in touch:

support@ocr.org.uk

[@ocrexams](#)

01223 553998

1.3 People and Planet

We are part of Cambridge University Press & Assessment, which has clear commitments to champion sustainability, diversity, trust and respect for our people and planet.

We are committed to supporting a curriculum that helps young people develop an ethical view of the world. This enables them to take social responsibility, understand environmental issues and prepare them for the green jobs of the future.

Our equality, diversity, inclusion and belonging principles are that we:

- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our [People and Planet page](#).

1.4 Aims and learning outcomes

Our Cambridge Advanced National in Sustainability will encourage students to:

- develop key knowledge, understanding and skills, relevant to the subject
- think creatively, innovatively, analytically, logically and critically
- develop valuable communication skills that are important in all aspects of further study and life
- develop transferable learning and skills, such as critical thinking, independent learning, presentation, problem solving, research skills, self-directed study and time management, that are important for progression to HE and can be applied to real-life contexts and work situations
- develop independence and confidence in applying the knowledge and skills that are vital for progression to HE and relevant to the environmental conservation sector and more widely.

1.5 What are the key features of this specification?

The key features of OCR's Cambridge Advanced National in Sustainability for you and your students are:

- a simple and intuitive assessment model, that has:
 - an externally assessed unit, which focus on subject knowledge and understanding
 - an applied and practical non examined assessment unit (NEA).
- a specification developed with teachers specifically for teachers. The specification lays out the subject content, assessment criteria, teacher guidance and delivery requirements clearly
- a flexible support package made based on teachers' needs. The support package will help teachers to easily understand the qualification and how it is assessed
- a team of OCR Subject Advisors who directly support teachers
- a specification designed to:
 - complement A Levels in a Post-16 curriculum
 - develop wider transferable skills, knowledge and understanding desired by HEIs. More detail about the transferable skills this qualification may develop is in **Section 5.3**.

All Cambridge Advanced National qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England.

The qualification number for OCR's Cambridge Advanced National in Sustainability is:

- Certificate: **QN TBC**

1.5 Acknowledgements

We would like to acknowledge the following Higher Education Providers for their input and support in designing this qualification:
Anglia Ruskin University
Bournemouth University
Cardiff University
Edge Hill University
Falmouth University
Leeds Trinity University
Middlesex University
University of Reading
University of Surrey
University of Worcester
University of York

We would like to acknowledge the following organisation for their input and support in designing this qualification:
World Wide Fund for Nature (WWF)

DRAFT

2 Qualification overview

2.1 OCR Level 3 Cambridge Advanced National in Sustainability (Certificate) at a glance

Qualification number	TBC
First entry date	01 September 2025
Guided learning hours (GLH)	150
Total qualification time (TQT)	215
OCR entry code	H082
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This qualification is regulated but is not eligible to appear on performance tables.
Eligibility for funding	This qualification meets funding approval criteria. Eligibility for funding TBC.
UCAS Points	This qualification is recognised in the UCAS tariff tables. You'll find more information on the UCAS website .
This qualification is suitable for students who:	<ul style="list-style-type: none"> • are age 16-19 and on a full-time study programme • want to develop applied knowledge and skills in sustainability • want to progress onto other related study, such as higher education courses in Business and Sustainability, Business Management and Sustainability, Environment and Sustainability, Global Sustainability and Sustainable Development.
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification
Qualification requirements	Students must complete both units: <ul style="list-style-type: none"> • one externally assessed unit • one NEA unit
Assessment method/model	<p>Unit F227 is assessed by an exam and marked by us. You will assess the NEA unit and we will moderate it.</p> <p>The NEA assignments are live for two years. The front cover details the intended cohort. You must make sure you use the live assignment that relates to the student's cohort for assessment and submit in the period in which the assignment is live.</p> <p>For example, a cohort beginning a two-year course in September 2025 should use the assignment marked as being for 2025-2027 so that they will be able to re-submit improved work on the same NEA assignment if they wish to during their study of the qualification.</p>

	<p>Centres should avoid allowing new cohorts to use an assignment which has already been live for a year, e.g. students who start the course in September 2026 using an assignment for the 2025-2027 cohorts.</p> <p>Centres must have suitable controls in place to ensure that NEA assignment work is completed by each student independently and must not allow previously completed work for assignments which are still live to be shared as examples with other students.</p>
Exam series each year	<ul style="list-style-type: none"> • January • June
Exam resits	Students can resit the examined unit twice before they complete the qualification.
NEA submission	<p>There are two windows each year to submit NEA outcomes and request a moderation visit by an OCR Assessor.</p> <p>You must make unit entries for students before you can submit outcomes to request a visit.</p> <p>All dates are on our administration pages.</p>
Resubmission of students' NEA work	<p>If students have not performed at their best in the NEA assignment, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests.</p> <p>We use the term 'resubmission' when referring to student work that has previously been submitted to OCR for moderation. Following OCR moderation, a student can attempt to improve their work for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment.</p> <p>All work submitted (or resubmitted) must be based on the assignment that is live for assessment.</p> <p>For information about feedback see Section 6. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.</p>
Grading	Information about unit and qualification grading is in Section 5 .

2.2 Qualification structure

Key to units for this qualification:

M = Mandatory	Students must complete these units.
E = External assessment	We set and mark the exam.
N = NEA	We set the assignment. You assess the assignment and we moderate it.

OCR Level 3 Cambridge Advanced National in Sustainability (Certificate)

For this qualification, students must complete two units:

- One mandatory externally assessed unit
- One mandatory NEA unit

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	How is it assessed?	Mandatory or optional
F227	Fundamentals of sustainability	TBC	75	E	M
F228	Sustainability in practice	TBC	75	N	M

2.3 Purpose statement – Certificate



OCR Level 3 Cambridge Advanced National in Sustainability (Certificate)

Qualification number: XXX/XXXX/X

Overview

Who this qualification is for

The OCR Level 3 Cambridge Advanced National in Sustainability (Certificate) is for students aged 16-19 years old. It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study when taken alongside other qualifications and are relevant to the environmental conservation sector.

You might be interested in this qualification if you want a small qualification to take alongside and enhance your A Level studies, that builds applied, practical skills. You will have the opportunity to apply what you learn to real-life contexts, such as:

- Using primary research to investigate the practices used by an organisation.
- Analysing collected data to draw conclusions regarding how sustainable the practices used by an organisation are.
- Creating a showcase which presents the conclusions of your investigation into sustainable practices and recommends how the organisation's practices can become more sustainable.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Communicating effectively with individuals and groups. You will communicate the conclusions of investigations into sustainable practices to stakeholders and clearly recommend how an organisation's practices can be improved so they are more sustainable.
- Independent learning, research skills and self-directed study. You will spend time independently researching about practices for sustainability in a chosen industry and recording research sources. This research will then be used to interpret findings, draw conclusions and make recommendations.
- Critical thinking and problem solving. You will explore sustainability best practices and use critical thinking to recommend those which will result in the best sustainability outcomes for an organisation.
- Time management. It is important both in higher education and the environmental conservation sector that projects are delivered on time. You will learn techniques to effectively complete research projects on time.

This qualification will complement other learning that you're completing at Key Stage 5. If you are a full-time student, it will be part of your studies along with your A Levels.

What you will study when you take this qualification

Through a combination of theoretical study and hands-on experience, you will develop the necessary knowledge and skills that can support progression to higher education study in areas that have a relationship with sustainability and environmental conservation.

In the examined unit, you will study key knowledge and understanding relevant to sustainability. In the non examined assessment (NEA) unit, you will demonstrate knowledge and skills you learn by completing an applied practical assignment. More information about the knowledge and skills you will develop is below.

All units in the qualification are mandatory. You must take **both** of these units:

- F227: Fundamentals of sustainability

This unit is assessed by an exam.

In this unit you will learn about the key topics relevant to sustainability including the inter-relationships of the three pillars of sustainability (i.e. environmental sustainability, economic sustainability, and social sustainability). Topics include:

- Topic Area 1 Understanding sustainability
- Topic Area 2 Environmental sustainability
- Topic Area 3 Economic sustainability
- Topic Area 4 Social sustainability
- Topic Area 5 Communicating and reporting sustainable practices

- F228: Sustainability in practice

This unit is assessed by an assignment.

In this unit you will learn about the practices organisations are adopting to become more sustainable, and the technologies which are being used. You will also learn research methodologies and how to analyse data and draw conclusions. You will use this knowledge and understanding to investigate a real organisation's practices and recommended how they can become more sustainable.

Topics include:

- Topic Area 1 Sustainable practices in industry
- Topic Area 2 Plan research
- Topic Area 3 Conduct data collection
- Topic Area 4 Analyse data and draw conclusions
- Topic Area 5 Communicate research conclusions

The subjects that complement this course

These subjects might complement this qualification:

- A level Business Studies
- A level Design Technology
- A level Economics
- A level Geography
- A level Psychology
- A level Sociology

The types of courses you may progress to

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed in this qualification will help you progress to further study in related areas such as:

- Business and Sustainability
- Business Management and Sustainability
- Climate, Sustainability and Environmental Management
- Environment and Sustainability
- Geography and Sustainable Development
- Global Sustainability
- Sustainable Development
- Sustainable Fashion.

Why you should take the OCR Level 3 Cambridge Advanced National in Sustainability (Certificate)

There is one qualification available in Sustainability. This is:

OCR Level 3 Cambridge Advanced National in Sustainability (Certificate) – this is 150 GLH in size

You should take this Certificate qualification if you want a small Level 3 qualification that builds some applied knowledge and skills in sustainability. This qualification is the same size as an AS Level qualification. It is half the size of an A Level. It could be taken alongside A Levels to help enhance your learning as it will complement A Levels, helping you to build broader knowledge and skills that are valued in undergraduate study, and relevant for progression to higher education. You would take this qualification alongside A Levels as part of your programme of study at Key Stage 5.

More information

More information about the OCR Level 3 Cambridge Advanced National in Sustainability (Certificate) is in these documents:

- Sample Assessment Material (SAM) Question Paper:
 - F227: <<insert link>>
- Guide to our SAM Question Paper:
 - F227: <<insert link>>
- SAM Set Assignment:
 - F228: <<insert link>>
- Student Guide to NEA Assignments: <<insert link>>

3 About this qualification

3.1 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) you will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully complete their qualification.

The OCR Level 3 Cambridge Advanced National in Sustainability (Certificate) is 150 GLH and 215 TQT.

3.2 Availability and language

The Level 3 Cambridge Advanced Nationals are available in England only. They are **not** available in Wales or Northern Ireland.

The qualifications and their assessment materials are available in English only. We will only assess answers written in English.

3.3 Prior knowledge and experience

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. It includes knowledge and skills gained in school, college or outside of formal learning situations. These may include:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

In most cases RPL will not be appropriate for directly evidencing the requirements of the NEA assignments for the Cambridge Advanced National qualifications. However, if you feel that your student could use RPL to support their evidence, you must follow the guidance provided in our **RPL Policy**.

4 Units

4.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks and meet assessment criteria.

4.1.1 Externally assessed unit (F227)

The externally assessed unit contains a number of topic areas.

For each topic area, we list the **teaching content** that must be taught and give information on the **breadth and depth** of teaching needed.

Teaching content

Questions can be asked about anything in the teaching content or breadth and depth columns.

Breadth and depth

The breadth and depth column:

- clarifies the breadth and depth of teaching needed
- indicates the range of knowledge and understanding that can be assessed in the exam
- confirms any aspects that you do not need to teach as ‘does not include’ statements.

Teaching must cover **both** the **teaching content** and **breadth and depth** columns.

Knowledge and understanding

This is what we mean by knowledge and understanding:

Knowledge	<ul style="list-style-type: none"> • Be able to identify or recognise an item, for example on a diagram. • Use direct recall to answer a question, for example the definition of a term.
Understanding	<ul style="list-style-type: none"> • To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; advantages and disadvantages of; benefits and limitations of; purpose of; suitability of; recommendations for improvement; appropriateness of something to/in different contexts.

Students will need to **understand** the content, unless the breadth and depth column identifies it as knowledge only.

Any item(s) that should be taught as **knowledge** only will start with the word ‘know’ in the breadth and depth column.

All other content must be taught as understanding.

4.1.2 NEA unit (F228)

The NEA unit contains a number of topic areas.

For each topic area, we list **teaching content** that must be taught and give **exemplification**. The exemplification shows the teaching expected to equip students to successfully complete their assignments.

4.1.3 Command words

Appendix B gives information about the command words that will be used in the external assessments and the NEA assessment criteria.

4.1.4 Performance objectives (POs):

Each Cambridge Advanced National qualification has four Performance Objectives.

PO1	Show knowledge and understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to the subject

PO1 is assessed in the externally assessed unit only.

PO4 is assessed in the NEA unit only.

The weightings of the Performance Objectives across the units in the **Certificate** qualification are:

Performance Objective	Externally Assessed unit (range)	NEA unit	Overall weighting
PO1	12.5-20.8%	n/a	12.5-20.8%
PO2	16.7-25.0%	16.7%	33.4-41.7%
PO3	12.5%	16.7%	29.2%
PO4	n/a	16.7%	16.7%
Overall weighting of assessments	50%	50%	100%

4.2 Externally assessed unit

4.2.1 Unit F227: Fundamentals of sustainability

Unit aim

Sustainability is complex, in 1987 the United Nations Brundtland Commission defined sustainability as ‘meeting the needs of the present without compromising the ability of future generations to meet their own needs’. Many governments and organisations have committed to sustainable goals, including reducing their environmental footprints and conserving resources. To be sustainable, organisations need to make decisions that ensure they’re financially sustainable and help people to make sustainable choices that limit environmental impact.

In this unit you will learn about the three pillars of sustainability: environmental sustainability, economic sustainability, and social sustainability, and the compromises that need to be made to be sustainable. You will explore the impact organisations and individuals have on climate change and approaches that can be used to manage environmental impact. You will learn about the sustainability of different economic models and the economic sustainability dilemma. You will also learn about key principles of social sustainability and how sustainable behaviours can be encouraged. Finally, you will learn how organisations can communicate their sustainable practices and how green credentials can be exaggerated through the practices of ‘greenwashing’.

Unit F227: Fundamentals of sustainability	
Topic Area 1: Understanding sustainability	
Teaching content	Breadth and depth
1.1 Definition of sustainability	
<ul style="list-style-type: none"> □ The principles and concepts of sustainability □ The three pillars of sustainability <ul style="list-style-type: none"> • Social sustainability (people) • Environmental sustainability (planet) • Economic sustainability (profit) 	<p>To include:</p> <ul style="list-style-type: none"> □ Know the definition of sustainability as defined by the Brundtland report □ The components of the three pillars of sustainability □ The inter-relationships between the three pillars of sustainability <ul style="list-style-type: none"> • Socio-environmental • Socio-economic • Environmental-economic □ How green growth vs degrowth affects different perspectives of the inter-relationships between the three pillars of sustainability □ The importance of balancing economic growth with impacts on people and the environment □ How to interpret trends and patterns from charts, graphs, and tables in sustainability contexts <p>Examples of sustainability contexts may include:</p> <ul style="list-style-type: none"> □ Exploring sustainability in different sectors □ Impacts on different stakeholders □ United Nations Sustainable Development Goals (UN SDGs) □ Environmental sustainability

<p>1.2 Global sustainability goals</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Brundtland report <input type="checkbox"/> Millennium Development Goals (MDGs) <input type="checkbox"/> United Nations Sustainable Development Goals (UN SDGs) <input type="checkbox"/> Conference of the Parties (COP) 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know the order in which key global sustainability reports and goals were introduced <input type="checkbox"/> How the Brundtland report introduced the concept of sustainable development <ul style="list-style-type: none"> • Concern about the uneven distribution of overconsumption of natural resources • The uneven distribution of wealth • Conserving use of natural resources now and in the future <input type="checkbox"/> The headline purposes of MDGs <input type="checkbox"/> Know the titles of the 17 UN SDGs <input type="checkbox"/> How the 17 UN SDGs are linked to the three pillars of sustainability <input type="checkbox"/> How governments monitor and review the progress in meeting SDGs <input type="checkbox"/> The headline purpose of COP and how it links to SDGs <input type="checkbox"/> How sustainability is a global issue: countries need to work collectively towards specific targets <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The targets of each UN SDG
<p>1.3 Key stakeholders for sustainability</p>	
<p>1.3.1 Key stakeholders</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Governments <ul style="list-style-type: none"> • Intergovernmental Organisations (IGOs) <ul style="list-style-type: none"> ○ United Nations (UN) <ul style="list-style-type: none"> ▪ Intergovernmental Panel on Climate Change (IPCC) ○ European Union (EU) • National • Local <input type="checkbox"/> Organisations <ul style="list-style-type: none"> • Customers • Employees • Shareholders/owners • Suppliers <input type="checkbox"/> Local communities <input type="checkbox"/> Individuals 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What sustainability means to different stakeholders <input type="checkbox"/> The sustainability aims of different stakeholders <input type="checkbox"/> Why sustainability aims can be compromised and trade-offs <input type="checkbox"/> How the sustainability aims of different stakeholders can conflict <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The position of political parties on sustainability
<p>1.3.2 UK government interventions to encourage sustainable decisions</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Laws and regulations <ul style="list-style-type: none"> • Climate Change Act <input type="checkbox"/> Net zero strategy <input type="checkbox"/> Policies <input type="checkbox"/> Subsidies, grants, loans, and incentives <input type="checkbox"/> Taxation 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How each type of government intervention can be used to encourage sustainable decisions for organisations and individuals <input type="checkbox"/> The advantages and disadvantages of each government intervention type, related to encouraging sustainable decisions <input type="checkbox"/> The effectiveness of each government intervention type, related to encouraging sustainable decisions <input type="checkbox"/> Know the main purpose of the Climate Change Act

	<ul style="list-style-type: none"> <input type="checkbox"/> The actions that must be taken to comply with the Climate Change Act <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowing the detailed content of the Climate Change Act <input type="checkbox"/> The position of political parties
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Topic Area 2: Environmental sustainability	
Teaching content	Breadth and depth
2.1 The impact organisations and individuals have on climate change and the environment	
2.1.1 Climate change <ul style="list-style-type: none"> <input type="checkbox"/> Climate change trends and projection scenarios <input type="checkbox"/> Effects of climate change <ul style="list-style-type: none"> • Changes in temperature • Climate refugees • Economic and political instability • Increased frequency of severe weather events • Poverty and displacement • Reduced biodiversity • Reduced food and water security • Rising sea levels <input type="checkbox"/> Key activities which contribute to climate change <ul style="list-style-type: none"> • Agriculture/growing foods <ul style="list-style-type: none"> ○ Cattle and other livestock farming ○ Deforestation • Buildings and materials <ul style="list-style-type: none"> ○ Carbon emissions ○ Cement • Energy production <ul style="list-style-type: none"> ○ Coal ○ Gas ○ Oil • Transport <ul style="list-style-type: none"> ○ Air ○ Road 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know the climate change trends from 1950 to present day <input type="checkbox"/> The headline outcomes of the key scenarios for climate change produced by Intergovernmental Panel on Climate Change (IPCC) for 2050 <input type="checkbox"/> How the effects of climate change impact the three pillars of sustainability <input type="checkbox"/> How each key activity contributes towards climate change <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of the Dasgupta review <input type="checkbox"/> Details of individual IPCC reports
2.1.2 Measuring and monitoring environmental impacts <ul style="list-style-type: none"> <input type="checkbox"/> Environmental impact calculators <ul style="list-style-type: none"> • Carbon footprint • Ecological footprint • Plastic footprint • Water footprint 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How environmental impact calculators can be used to measure environment impact <input type="checkbox"/> How environmental impact calculators are used to identify where environmental improvements can be made <input type="checkbox"/> The information requirements of each environmental impact calculator <input type="checkbox"/> The advantages and disadvantages of using environmental impact calculators <input type="checkbox"/> How to calculate carbon footprints for given data/statistics using the formulae: Carbon Footprint = \sum (Consumption of energy type) x (Emission Factor)

	<p>Does not include:</p> <ul style="list-style-type: none"> □ How to calculate <ul style="list-style-type: none"> • Ecological footprint • Plastic footprint • Water footprint
<p>2.2 Approaches to manage environmental impact</p>	
<p>2.2.1 Strategies for managing global and national environmental impacts of climate change</p> <ul style="list-style-type: none"> □ Climate change adaptation strategies <ul style="list-style-type: none"> • Climate change education • Flood protection/defences • Housing and landscape design • Land use change • Planting new varieties of crops □ Climate change mitigation strategies <ul style="list-style-type: none"> • Decarbonise heating and transport • Dietary shift • Increase energy efficiency • Increase use of renewable energy • Low carbon farming • Reduce greenhouse gas emissions • Reforestation • Shift to zero carbon energy 	<p>To include:</p> <ul style="list-style-type: none"> □ The purpose of each climate change adaptation strategy □ How climate change adaptation strategies are used by countries, organisations, and individuals □ The challenges of implementing climate change adaptation strategies □ The purpose of each climate change mitigation strategy □ How climate change mitigation strategies are used by countries, organisations, and individuals □ The challenges of implementing climate change mitigation strategies
<p>2.2.2 Approaches for managing environmental impacts for organisations and individuals</p> <ul style="list-style-type: none"> □ Life cycle assessment/analysis (LCA) stages <ul style="list-style-type: none"> • Raw materials/resources • Manufacturing/packaging/processing • Distribution • Use/re-use/maintenance • Recycling/waste management □ The Three Rs (3Rs) <ul style="list-style-type: none"> • Reduce <ul style="list-style-type: none"> ○ Energy use ○ Water use ○ Packaging ○ Transportation ○ Emissions • Reuse <ul style="list-style-type: none"> ○ Materials ○ Energy ○ Repair/replace parts ○ Upcycle • Recycle <ul style="list-style-type: none"> ○ Waste management ○ Packaging materials 	<p>To include:</p> <ul style="list-style-type: none"> □ Know the stages of LCA □ The advantages and disadvantages of LCA □ Why an organisation might use LCA □ How LCA can be used to quantify impacts □ How the results of LCA can affect an organisation’s operations and the supply chain, including the sourcing of resources from certificated sustainable suppliers □ The importance for organisations and individuals to manage resources and reduce waste □ Motivations for organisations and individuals to manage resources and reduce waste □ The purpose of each stage in the 3Rs □ The effectiveness of each stage in the 3Rs to minimise resource waste □ How the approaches in each stage of the 3Rs can reduce the environmental impacts of climate change □ The impact of switching to renewable energy sources □ The different types of waste and how they can be reused/recycled (including e-waste and single use plastics)

Topic Area 3: Economic sustainability	
Teaching content	Breadth and depth
3.1 The role of economics	
3.1.1 The economic problem	To include:
<ul style="list-style-type: none"> <input type="checkbox"/> Scarcity <input type="checkbox"/> Economic goods <input type="checkbox"/> Free goods <input type="checkbox"/> Choice <input type="checkbox"/> Opportunity cost 	<ul style="list-style-type: none"> <input type="checkbox"/> Know the difference between needs and wants <input type="checkbox"/> Know that wants are unlimited so choices must be made to prioritise needs to be sustainable <input type="checkbox"/> How unlimited wants contribute towards the scarcity of resources <input type="checkbox"/> The problem of scarcity of resources and the requirement to make sustainable choices, including the questions of: <ul style="list-style-type: none"> • How resources should be allocated • What resources • For whom • How goods and services should be produced <input type="checkbox"/> How choices made can incur opportunity costs
3.1.2 The determinants of the price	To include:
<ul style="list-style-type: none"> <input type="checkbox"/> Supply <ul style="list-style-type: none"> • Competition • Costs <ul style="list-style-type: none"> ○ Labour ○ Materials <input type="checkbox"/> Demand <ul style="list-style-type: none"> • Consumer perceptions • Income 	<ul style="list-style-type: none"> <input type="checkbox"/> Know that price is determined by supply and demand <input type="checkbox"/> The affect each determinant can have on price <input type="checkbox"/> How price affects profit <input type="checkbox"/> How price affects decisions for organisations to use sustainable suppliers <input type="checkbox"/> How price affects buyer decisions to purchase sustainable suppliers <p>Does not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing supply and demand diagrams
3.2 Sustainability and economic models	
3.2.1 The linear economy	To include:
<ul style="list-style-type: none"> <input type="checkbox"/> Take <input type="checkbox"/> Make <input type="checkbox"/> Distribute <input type="checkbox"/> Use <input type="checkbox"/> Waste 	<ul style="list-style-type: none"> <input type="checkbox"/> Know the characteristics of the stages of linear economies <input type="checkbox"/> Diagrammatic representation of linear economies <input type="checkbox"/> The lifecycle of products and services in linear economies <input type="checkbox"/> The advantages and disadvantages of linear economies for sustainability
3.2.2 The recycling economy	To include:
<ul style="list-style-type: none"> <input type="checkbox"/> Take <input type="checkbox"/> Make <input type="checkbox"/> Use <input type="checkbox"/> Recycle <input type="checkbox"/> Waste 	<ul style="list-style-type: none"> <input type="checkbox"/> Know the characteristics of the stages of recycling economies <input type="checkbox"/> Diagrammatic representation of recycling economies <input type="checkbox"/> The lifecycle of products and services in recycling economies <input type="checkbox"/> The advantages and disadvantages of recycling economies for sustainability

<p>3.2.3 The circular economy</p> <ul style="list-style-type: none"> □ Take □ Make/Re-make □ Distribute □ Use/Re-use/Repair □ Recycle □ Residual waste 	<p>To include:</p> <ul style="list-style-type: none"> □ Know characteristics of the stages of circular economies □ Diagrammatic representation of circular economies, showing the continuous flow of materials □ The lifecycle of products and services in circular economies □ The advantages and disadvantages of circular economies for sustainability □ The opportunities and challenges of circular economies for organisations
<p>3.3 The economic sustainability dilemma</p>	
<ul style="list-style-type: none"> □ Balancing the three pillars of sustainability for organisations and individuals <ul style="list-style-type: none"> • Economic vs environmental • Economic vs social • Environmental vs social □ Short-term costs versus long-term sustainability benefits □ The need for financial viability □ Use of doughnut economics 	<p>To include:</p> <ul style="list-style-type: none"> □ The concept of trade-offs when making decisions about values, costs, and environment □ The link between an organisation’s aims and trade-offs □ The aims of doughnut economies and how they increase sustainability

<p>Topic Area 4: Social sustainability</p>	
<p>Teaching content</p>	<p>Breadth and depth</p>
<p>4.1 Key principles of social sustainability</p>	
<ul style="list-style-type: none"> □ Key principles of social sustainability <ul style="list-style-type: none"> • Equal opportunities • Quality of life <ul style="list-style-type: none"> ○ Education ○ Health • Social inclusion □ Methods of improving social sustainability <ul style="list-style-type: none"> • Employment opportunities • Ethical and responsible use of data and technology to protect the privacy • Partnering with other organisations to pool strengths and make a greater positive impact • Promoting public policies that support social sustainability • Providing goods and services that help meet basic needs • Social investment 	<p>To include:</p> <ul style="list-style-type: none"> □ The aim of social sustainability □ The impact of the key principles of social sustainability on organisations and individuals □ The positive and negative impacts of social sustainability on organisations and individuals □ How organisations can improve the lives of the individuals they affect
<p>4.2 Encouraging sustainable behaviours</p>	
<ul style="list-style-type: none"> □ Drivers for behaviour change <ul style="list-style-type: none"> • Changes in the law • Education • Financial incentives • Government policies • Media coverage/social media influence • Peer pressure/competitive advantage • Personal values surrounding social responsibility 	<p>To include:</p> <ul style="list-style-type: none"> □ How organisations and individuals are encouraged to adopt sustainable behaviours □ Why organisations and individuals adopt more sustainable behaviours □ The advantages and disadvantages of each driver of behaviour change

<ul style="list-style-type: none"> • Promotion and use of ‘green’ brand values □ Barriers that prevent sustainable behaviours <ul style="list-style-type: none"> • Clarity of messaging • Convenience • Inertia • Lack of education/awareness • Lack of trust • Price, quality, performance, and availability of goods/services □ Strategies to reduce the barriers that prevent sustainable behaviours <ul style="list-style-type: none"> • Affordability • Clear messaging/marketing • Education • Incentives 	<ul style="list-style-type: none"> □ How each barrier prevents sustainable behaviours by organisations and individuals □ Purpose and effectiveness of strategies to reduce the barriers that prevent sustainable behaviours □ The advantages and disadvantages of each strategy to reduce the barriers that prevent sustainable behaviours □ The advantages to an organisation of using multiple strategies to reduce the barriers that prevent sustainable behaviours
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Topic Area 5: Communicating and reporting sustainable practices	
Teaching content	Breadth and depth
5.1 Strategies organisations use to demonstrate sustainable practices	
<ul style="list-style-type: none"> □ Accreditation of sustainable practices □ Advertising <ul style="list-style-type: none"> • Digital channels • Non-digital channels □ Corporate messaging <ul style="list-style-type: none"> • Achievements and intentions • Promoting ‘green’ brand values □ Statements of intent and policies <ul style="list-style-type: none"> • Carbon management strategy • Sustainability action plan • Sustainability policy □ Corporate reporting <ul style="list-style-type: none"> • Environmental, Social and Governance (ESG) reports • Progress towards sustainability aims and objectives 	<p>To include:</p> <ul style="list-style-type: none"> □ The reasons for demonstrating sustainable practices □ The suitability of each strategy for different stakeholder groups □ The effectiveness of each strategy □ The benefits and limitations of each strategy □ The importance of the use of data and facts in demonstrating sustainability □ Know the purpose and use of statements of intent and policies □ Know the purpose and use of ESG reports practices <p>Does not include:</p> <ul style="list-style-type: none"> □ Creating documentation used to record sustainable outcomes
5.2 Greenwashing practices	
<p>5.2.1 Greenwashing</p> <ul style="list-style-type: none"> □ Purpose □ Tactics used to greenwash <ul style="list-style-type: none"> • Carbon offset • Exaggeration • False or unsubstantiated claims • Misleading terminology, colour, and images • Statistical bias □ Effects on individuals <ul style="list-style-type: none"> • Cognitive bias • Decision-making • Social influences • Trigger emotions □ Impacts on organisations 	<p>To include:</p> <ul style="list-style-type: none"> □ Know the definition of greenwashing □ The reasons why organisations practice greenwashing and the perceived advantages □ Greenwashing may be intentional or unintentional □ The effectiveness of different greenwashing tactics □ How to recognise greenwashing □ How greenwashing can affect individuals and buyer behaviour □ How greenwashing can impact organisations and their employees

<ul style="list-style-type: none"> □ Techniques used to avoid greenwashing practices <ul style="list-style-type: none"> • Ensure all data is up to date • Keep to facts • Transparency • Use data from independent third-party sources • Verify all data before publishing 	<ul style="list-style-type: none"> □ How each technique can be used by an organisation to avoid greenwashing practices □ The effectiveness of each technique in avoid greenwashing practices □ How an organisation’s competitive position is impacted if greenwashing practices are avoided □ The challenges faced by organisations when using techniques to avoid greenwashing □ The challenges with ensuring accuracy of data/information
<p>5.2.2 Challenging the practices of greenwashing</p> <ul style="list-style-type: none"> □ External influences <ul style="list-style-type: none"> • Advertising Standards Authority (ASA) • Media • Pressure groups □ Negative customer reactions □ Public awareness □ Stakeholder actions <ul style="list-style-type: none"> • Boycott • Contact regulators/ASA/media • Petitions • Protests • Reviews 	<p>To include:</p> <ul style="list-style-type: none"> □ Why challenging greenwashing practices is everyone’s responsibility □ The roles and effectiveness of external influences in reducing greenwashing practices □ The impact negative customer reactions can have on reducing greenwashing practices □ The impact an increased public awareness can have on reducing greenwashing practices □ The role and effectiveness of stakeholder actions in reducing greenwashing practices □ The potential consequences for organisations who persistently greenwash <p>Does not include:</p> <ul style="list-style-type: none"> □ Details of how the ASA regulates
<p>5.2.3 Greenhushing</p> <ul style="list-style-type: none"> □ Purpose □ Impacts 	<p>To include:</p> <ul style="list-style-type: none"> □ Know what greenhushing is □ The relationship between greenhushing and greenwashing □ The reasons why organisations practice greenhushing and the perceived advantages □ The potential impacts of greenhushing on organisations and individuals

Assessment guidance

This unit is assessed by an exam. 1 hour and 15 minutes and has **60** marks in total. All questions in the exam are compulsory.

The exam will **always** have:

A short scenario	<ul style="list-style-type: none"> This will develop through the paper
Questions to assess Performance Objectives 1, 2, and 3	<ul style="list-style-type: none"> PO1: these questions will require students to recall generic knowledge and understanding PO2: these questions will require students to apply knowledge and understanding PO3: these questions will require students to analyse and evaluate knowledge, understanding and performance in relation to the scenario
A range of question types	<ul style="list-style-type: none"> Forced choice/controlled response questions Short answer, closed response questions Short answer questions with calculation/working Extended constructed response questions with points-based marks schemes One six mark and one nine mark extended constructed response question with a levels of response marks scheme
Questions relating to each Topic Area	<ul style="list-style-type: none"> Content will be sampled from all topic areas, with at least one question or part question relating to each topic area

This will be conducted under examination conditions. For more details refer to the **Administration area**.

The Sustainability **Guide to our Sample Assessment Material** gives more information about the layout and expectations of the exam.

The exam for this unit assesses the following Performance Objectives:

- PO1 – Show knowledge and understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA unit draws on and strengthen this learning with students applying their learning in an applied practical way.

The NEA unit has synoptic links with this unit. The synoptic grids at the end of the NEA unit show this synoptic link.

- F228: Sustainability in practice

More information about synoptic assessment in this qualification can be found in **Section 5.2 Synoptic Assessment**.

4.3 NEA Unit

4.3.1 Unit F228: Sustainability in practice

Unit Aim

The growing awareness of sustainability has resulted in organisations looking for new, more sustainable ways of operating and working. Organisations who adopt sustainable working practices and clearly communicate their sustainability credentials are more likely to benefit from increased stakeholder and consumer support.

In this unit you will learn about the practices and technologies organisations are using to become more sustainable. You will develop research skills to discover if the practices of a real organisation are sustainable and learn how to make evidence-based recommendations to improve practices. You will learn how to present and showcase research to defend conclusions and recommendations, and how to evaluate research projects.

Unit F228: Sustainability in practice	
Topic Area 1: Sustainable practices in industry	
Teaching content	Exemplification
1.1 Sectors of the economy and industries	
<ul style="list-style-type: none"> <input type="checkbox"/> Sectors of the economy <ul style="list-style-type: none"> • Primary sector (raw materials) • Secondary sector (manufacturing) • Tertiary sector (services) • Quaternary sector (knowledge) <input type="checkbox"/> Common industries 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The definition of each sector of the economy <input type="checkbox"/> The key processes completed by each sector of the economy <input type="checkbox"/> The characteristics and common sustainability issues of each economic sector <input type="checkbox"/> The characteristics of common industries <p>Examples of common industries may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agriculture <input type="checkbox"/> Construction <input type="checkbox"/> Engineering <input type="checkbox"/> Finance <input type="checkbox"/> Hospitality, tourism, retail, and leisure <input type="checkbox"/> Manufacture <input type="checkbox"/> Public services <input type="checkbox"/> Utilities (electricity gas, water)
1.2 Sustainable practices adopted by industries	
<ul style="list-style-type: none"> <input type="checkbox"/> Assessment of supply chains <input type="checkbox"/> Building design <input type="checkbox"/> Digital sustainability initiatives <input type="checkbox"/> Educating stakeholders <input type="checkbox"/> Energy conservation <input type="checkbox"/> Flexible working <input type="checkbox"/> Improving energy efficiency <input type="checkbox"/> Investment in sustainable projects <input type="checkbox"/> Procurement <input type="checkbox"/> Transportation and commuter schemes <input type="checkbox"/> Water conservation 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The potential impact each sustainable practice could have on social, economic and environmental sustainability <input type="checkbox"/> The advantages and disadvantages of implementing each sustainable working practice <input type="checkbox"/> How to assess the current use of sustainable practices in an organisation <input type="checkbox"/> How to assess which sustainable practices an organisation should use
1.3 Sustainable technologies	
<ul style="list-style-type: none"> <input type="checkbox"/> Batteries <input type="checkbox"/> Construction <input type="checkbox"/> Energy efficient/saving products 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The features and use of each sustainable technology

<ul style="list-style-type: none"> <input type="checkbox"/> Materials <input type="checkbox"/> Recycling <input type="checkbox"/> Renewable energy <input type="checkbox"/> Vehicles <input type="checkbox"/> Vertical farming <input type="checkbox"/> Water conservation 	<ul style="list-style-type: none"> <input type="checkbox"/> The advantages and disadvantages of sustainable technologies <input type="checkbox"/> How each sustainable technology can be used by organisations to improve their sustainable working practices <input type="checkbox"/> The costs to organisations of using sustainable technologies
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Topic Area 2: Plan research	
Teaching content	Exemplification
2.1 Research planning	
<ul style="list-style-type: none"> <input type="checkbox"/> Aims and objectives of research <input type="checkbox"/> Scale, manageability and practicality of research <input type="checkbox"/> Research methodologies/strategies <input type="checkbox"/> Ethical considerations when collecting data <input type="checkbox"/> Sources of error <input type="checkbox"/> Bias <input type="checkbox"/> Factors to consider when collecting data in the local community <input type="checkbox"/> Literature review 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The content and conventions of research plans <input type="checkbox"/> The considerations of scale, manageability and practicality when planning research <input type="checkbox"/> How to plan research ethically <input type="checkbox"/> How to plan research that collects appropriate data <input type="checkbox"/> How to plan research that minimises data collection errors <input type="checkbox"/> How to plan research that minimises biased data collection <input type="checkbox"/> Why there are limits to the amount and type of research that are achievable <input type="checkbox"/> The purpose of conducting a literature review <input type="checkbox"/> How a literature review can be used to inform research aims and objectives <p>Examples of factors to consider may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to primary and secondary data <input type="checkbox"/> Cost <input type="checkbox"/> Location <input type="checkbox"/> Time
2.2 Research methodologies	
<p>2.2.1 Primary research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Primary research methods <input type="checkbox"/> Types of data <ul style="list-style-type: none"> • Qualitative • Quantitative • Continuous <input type="checkbox"/> Sampling methods <ul style="list-style-type: none"> • Cluster • Convenience • Random • Stratified/quota <input type="checkbox"/> Quality of primary research <ul style="list-style-type: none"> • Reliability • Validity • Researcher bias 	<p>To include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How primary research methods can be used to collect data <input type="checkbox"/> The advantages and disadvantages of different primary research methods <input type="checkbox"/> How to design effective questions for use in primary research <input type="checkbox"/> How sampling methods are used to collect data <p>Examples of primary research methods may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Questionnaires <input type="checkbox"/> Focus groups <input type="checkbox"/> Interviews

<p>2.2.2 Secondary research</p> <ul style="list-style-type: none"> □ Sources of secondary data □ Quality of secondary information sources <ul style="list-style-type: none"> • Reliability • Validity <ul style="list-style-type: none"> ○ Currency ○ Researcher bias 	<p>To include:</p> <ul style="list-style-type: none"> □ How secondary research sources can be used to collect data □ The advantages and disadvantages of different secondary research sources □ How to identify relevant secondary information sources □ How to evaluate the reliability and validity of secondary sources using the Currency, Relevance, Authority, Accuracy and Purpose (CRAAP) test □ The importance of exploring multiple secondary sources to ensure the quality of the data collected <p>Examples of secondary research sources may include:</p> <ul style="list-style-type: none"> □ Books □ Government report and statistics □ Market research reports □ Newspapers □ Podcasts □ Social media □ Trade magazines/journals □ Websites
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Topic Area 3: Conduct data collection	
Teaching content	Exemplification
3.1 Collect and record primary data	
<ul style="list-style-type: none"> □ Methods of recording primary data <ul style="list-style-type: none"> • Audio • Diagrams • Images • Results tables • Research diary • Tally charts • Spreadsheets • Video 	<p>To include:</p> <ul style="list-style-type: none"> □ The importance of recording primary data systematically □ The advantages and disadvantages of different methods used to record primary data □ How to select a suitable method to record primary data □ How to record primary data
3.2 Locate and extract secondary data	
<ul style="list-style-type: none"> □ Steps to locate and extract secondary data <ul style="list-style-type: none"> • Identify sources • Collect existing data • Summarise findings □ Techniques to locate secondary data <ul style="list-style-type: none"> • Keyword searches • Exact phrase searches • Proximity, truncation, and wildcard searches □ Copyright rules and requirements □ Referencing using standard methods <ul style="list-style-type: none"> • In-text citation • End-text citation • Bibliography 	<p>To include:</p> <ul style="list-style-type: none"> □ How to locate and extract secondary data □ How to select and use techniques to locate secondary data □ The use of techniques to broaden and narrow searches □ How to comply with copyright rules and requirements □ How to reference secondary data

Topic Area 4: Analyse data and draw conclusions	
Teaching content	Exemplification
4.1 Processing data	
<ul style="list-style-type: none"> □ Quantitative data <ul style="list-style-type: none"> • Descriptive statistics <ul style="list-style-type: none"> ○ Measures of central tendency <ul style="list-style-type: none"> ▪ Mean ▪ Median ▪ Mode ○ Measures of dispersion <ul style="list-style-type: none"> ▪ Variance ▪ Range ▪ Standard deviation ○ Percentages ○ Fractions □ Qualitative data <ul style="list-style-type: none"> • Connect and organise • Coding □ Information presentation methods <ul style="list-style-type: none"> • Bar chart • Line graph • Scatter graph • Pie chart • Histogram • Quotes • Word clouds 	<p>To include:</p> <ul style="list-style-type: none"> □ How to select and use descriptive statistics to process quantitative data □ How to organise qualitative research so it can be processed more efficiently □ How to use coding when processing qualitative data so it can be analysed more efficiently □ How to use software applications to process data □ How to select appropriate methods of processing so research questions can be answered using the data collected □ How to use software applications to draw graphs and charts, including the addition of lines and curves of best fit where appropriate □ How to select graphs or charts appropriate for the data being presented
4.2 Analyse data	
<ul style="list-style-type: none"> □ Trends and patterns in data <ul style="list-style-type: none"> • Positive correlation • Negative correlation • No correlation □ Visualisation indicators from graphs/charts □ Data errors <ul style="list-style-type: none"> • Missing data • Duplicates • Outliers/anomalous 	<p>To include:</p> <ul style="list-style-type: none"> □ How to make estimations from data collected □ How to identify and analyse trends and patterns in data □ How to interpret trends and patterns from graphs/charts □ How to describe relationships shown by patterns in graphs/charts □ How to identify errors in data □ How to explain the reason for errors in data
4.3 Draw conclusions	
<ul style="list-style-type: none"> □ Answering the research aims □ Comparing results □ Making recommendations 	<p>To include:</p> <ul style="list-style-type: none"> □ How to draw conclusions from data analysis that answer research aims □ How to make valid comparisons between primary and secondary data □ How to make recommendations to working practices from research findings

Topic Area 5: Communicate research conclusions	
Teaching content	Exemplification
5.1 Research reports	
<ul style="list-style-type: none"> □ Research report structure <ul style="list-style-type: none"> • Introduction • Methods 	<p>To include:</p> <ul style="list-style-type: none"> □ The content, format, and layout of research reports

<ul style="list-style-type: none"> • Research findings <ul style="list-style-type: none"> ○ Quantitative ○ Qualitative • Analysis • Conclusion and recommendations • Bibliography 	<ul style="list-style-type: none"> □ What is meant by a defence of conclusions and recommendations □ How to defend research conclusions and recommendations to others
<p>5.2 Research findings showcases</p>	
<p>5.2.1 Create research findings showcases</p> <ul style="list-style-type: none"> □ Showcase formats □ Showcase content considerations <ul style="list-style-type: none"> • Type • Depth • Relevance □ Showcase design considerations <ul style="list-style-type: none"> • Colour scheme • Language and vocabulary • Structure/layout • Style 	<p>To include:</p> <ul style="list-style-type: none"> □ The different formats a showcase can take and when each is appropriate □ How to create showcases □ How content considerations are adapted for the intended audience □ How the showcase design considerations are adapted for the intended audience <p>Examples of showcase formats may include:</p> <ul style="list-style-type: none"> □ Live presentation (in person or remote) □ Slideshow with audio overlay □ Video
<p>5.2.2 Techniques to deliver showcases to audiences</p> <ul style="list-style-type: none"> □ Resources required <ul style="list-style-type: none"> • Hardware • Software □ Techniques for communication <ul style="list-style-type: none"> • Clarity • Coherence • Completeness • Conciseness • Correctness • Courteousness 	<p>To include:</p> <ul style="list-style-type: none"> □ How to use resources to deliver showcases to audiences □ How to use techniques for communication when delivering showcases to audiences

<p>Topic Area 6: Evaluate research projects</p>	
<p>Teaching content</p>	<p>Exemplification</p>
<p>6.1 Evaluate and improve research projects</p>	
<ul style="list-style-type: none"> □ Research quality □ Research sources □ Research methods used □ Research aims □ Issues of access to primary/secondary data 	<p>To include:</p> <ul style="list-style-type: none"> □ How to assess strengths and weaknesses of research projects □ How to assess the quality of the primary and secondary data used in research project □ How to determine the reliability of secondary data used in the research project □ How to assess the effectiveness of the methods used to collect primary and secondary data □ How to assess if the planned research aims have been achieved □ How to assess for potential improvements to research projects □ How to decide if the improvements are appropriate and what impact they will have

Assessment criteria

Section 6.4 provides full information on how to assess the NEA unit and apply the assessment criteria.

These are the assessment criteria for the tasks for this unit. The assessment criteria indicate what is required in each task. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see **Section 6.4.1**). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in **Appendix B**.

Pass	Merit	Distinction
<p>P1: Create research project aims appropriate for the sustainability research question within the chosen industry.</p> <p>P2: Use research to identify primary methods and secondary sources of data to be used.</p>	<p>M1: Conduct a literature review to explain how the sustainability research project aims are appropriate.</p>	<p>D1: Discuss how the research methods chosen will achieve the sustainability research project aims including any ethical considerations, and how bias and errors have been minimised.</p>
<p>P3: Collect and record primary data appropriate for the sustainability research project aims.</p> <p>P4: Locate and extract secondary data appropriate for the sustainability research project aims.</p>	<p>M2: Explain the steps taken to ensure the reliability and validity of the research findings.</p>	<p>D2: Assess the effectiveness of the research methods used in P3 and P4.</p>
<p>P5 Identify suitable methods to process data and present information.</p>	<p>M3: Justify the methods used to process data and present information.</p>	<p>D3: Use appropriate methods to process data effectively and present information accurately.</p>
<p>P6: Describe how the primary and secondary data relates to the sustainability research project aims.</p>	<p>M4: Draw concise conclusions that answer the sustainability research project aims.</p>	<p>D4: Discuss the significance of the conclusions and recommendations within the chosen industry.</p>
<p>P7: Analyse trends and patterns in the primary and secondary data.</p>	<p>M5: Explain appropriate recommendations to improve sustainable practices within the chosen industry.</p>	
<p>P8: Create a showcase of research findings with appropriate content and design for the sustainability research project aims.</p> <p>P9: Deliver the showcase created in P8.</p>	<p>M6 Summarise findings and recommendations in the showcase, including information that raises awareness of sustainable practices.</p>	

Pass	Merit	Distinction
P10: Describe the strengths and weaknesses of the sustainability research project.	M7: Evaluate the outcome of the sustainability research project.	D5: Discuss potential improvements to the sustainability research project.
P11: Explain how your recommendations could be applied to at least on other industry.		
P12: Explain how the sustainability research project raised awareness of the importance of sustainability.		

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
P1	<ul style="list-style-type: none"> Students must create research project aims that are relevant for the sustainability research question provided. To be appropriate the sustainability research project aims will be manageable, practical and on a suitable scale. The chosen industry must be suitable for the task, examples of industries which could be used are provided in Topic Area 1.1 however this list is not definitive, and others could be chosen.
P2	<ul style="list-style-type: none"> Students must use research to identify the research methods that will be used for collecting data. The methods identified must be suitable and practical for the research project. Students must provide details of the primary research that will be used including method, sampling methods and sample sizes. Students must provide details of relevant sources of secondary data that will be used. Student must identify enough research methods to collect data so effective analysis can take place later in the sustainability research project and students can evaluate different aspects of their project. This will vary depending on the students' sustainability research project aims. Students could plan to collect qualitative data, quantitative data or both types of data. However, students do not have to collect both types of data in order to access all of the criteria in the assignment.
M1	<ul style="list-style-type: none"> Students must conduct a literature review to gain insight and understand the sustainability issues for the chosen industry relevant to the sustainability research question. The literature review does not need to be extensive, however must provide an explanation of the context of sustainability issues in the chosen industry and how these have informed the research project aims.

D1	<ul style="list-style-type: none"> Students must discuss the choices made for the research methods. These choices must allow students to collect information needed to achieve their aims. Students must also consider the practicalities of collecting primary data in their local community (examples of factors to consider are provided in Topic Area 2.1). Students must discuss how they have taken into account ethical considerations and how they plan to minimise potential bias and errors when collecting data.
P3	<ul style="list-style-type: none"> Students must evidence this criterion by including a sample of each research method used in an appendix at the end of the research project report. The sample of evidence must be clearly labelled with the relevant research method. An example of a sample of evidence could be a completed questionnaire, or interview transcript. There is no need to include all the data collected. If interviews are used as a data collection method, then the Interview Authentication Form must be completed for any interview that takes place. Students could collect data that was not originally identified. As students develop an understanding of the chosen industry, they may discover opportunities to collect data via different methods.
P4	<ul style="list-style-type: none"> Students must provide details of appropriate secondary data that will be used in this research. There is no need to include all the secondary data extracted, but it is important when it is used as part of analysis in Task 3 that it is clearly referenced. Students could extract data that was not originally identified. As students develop an understanding of the chosen industry, they may discover opportunities to extract data from different sources.
M2	<ul style="list-style-type: none"> This criterion could be evidenced in the evaluation section of the sustainability research project report.
D2	<ul style="list-style-type: none"> Students must assess how effective the research methods used in P3 and P4 were for collecting suitable data that can be used in the next stage of the research project. This criterion could be evidenced in evaluation section of the sustainability research project report.
P5	<ul style="list-style-type: none"> Students must identify suitable methods for processing the data collected in Task 2 and present it as information. Students could evidence this criterion through a list of methods to use or by using the methods in their research project.
P6	<ul style="list-style-type: none"> Students must describe how the data they have collected relate to the sustainability research project aims. This could include whether the data collected relates partially or fully to the sustainability research project aims.
P7	<ul style="list-style-type: none"> Students must use the content from Topic Area 4.2 to analyse their data.
M3	<ul style="list-style-type: none"> Students must justify why particular methods were used to process data and display the information. Students must have used methods to process data and present information for this criterion. It is not enough to just list them.
M4	<ul style="list-style-type: none"> Students must use evidence from the data analysis in P7 to draw conclusions. Conclusions must be relevant to the aims of the research project.

M5	<ul style="list-style-type: none"> Students must explain recommendations that are relevant within the chosen industry. These must be informed by evidence from the primary and/or secondary data. Recommendations require a clear description of actions that can be taken to improve sustainability.
D3	<ul style="list-style-type: none"> Students must use appropriate methods to process the data collected in Task 2 and present information. Students must be selective in the methods chosen. Where included, students must process quantitative data correctly. Where included, students must process qualitative data efficiently. Students must present information accurately. Students could use the methods in Topic Area 4.1.
D4	<ul style="list-style-type: none"> The focus of significance could vary depending on the conclusions and recommendations. Significance could range from small scale consideration to larger scale considerations.
P8	<ul style="list-style-type: none"> Before creating their showcase, students will need to decide on an appropriate showcase format. Topic Area 5.2 includes examples of showcase formats. However, this is not an exhaustive list, and students could choose an alternative appropriate format. Students must create a showcase which is appropriately designed, and the content of the showcase must be related to the sustainability research project aims. Topic Area 5.2 includes showcase considerations relating to design. To confirm assessment decisions, the OCR assessor will need to consider the appropriateness of the showcase design. Therefore, students must provide suitable evidence in the form of, for example, a slide deck, screenshots, photographs, screen recordings, presentation notes, a script, supporting visual stimuli.
P9	<ul style="list-style-type: none"> The showcase must be delivered to an audience. The duration of students' showcases should be 8-10 minutes. Students must deliver the showcase content using the techniques for communication in Topic Area 5.2. To confirm assessment decisions, the OCR assessor will need to consider students' use of techniques for communication. Centres must provide a Teacher Observation Record (TOR) Form for each student to evidence they have met this criterion. Students must also read and sign the teacher observation record form. The criterion is achieved if students demonstrate at least three of the techniques for communication.
P10	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P11	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P12	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M6	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
M7	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
D5	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in Unit F227.

This table details these synoptic links.

Unit F228: Sustainability in practice		Unit F227: Fundamentals of sustainability	
Topic Area		Topic Area	
1	Sustainable practices in industry	1	Understanding sustainability
		2	Environmental sustainability
		3	Economic sustainability
		4	Social sustainability
		5	Communicating sustainable practices
2	Plan research	2	Environmental sustainability
		3	Economic sustainability
		4	Social sustainability
3	Conduct data collection	2	Environmental sustainability
		3	Economic sustainability
		4	Social sustainability
4	Analyse data and draw conclusions	1	Understanding sustainability
		2	Environmental sustainability
		3	Economic sustainability
		4	Social sustainability
		5	Communicating sustainable practices
5	Communicate research conclusions	2	Environmental sustainability
		3	Economic sustainability
		4	Social sustainability
		5	Communicating sustainable practices

More information about synoptic assessment in this qualification can be found in **Section 5.2 Synoptic assessment**.

5 Assessment and grading

5.1 Overview of the assessment

Entry code	H082
Qualification title	OCR Level 3 Cambridge Advanced National in Sustainability (Certificate)
GLH	150*
Reference	TBC
Total Units	Has two units: <ul style="list-style-type: none"> • Mandatory units F227 and F228

*the GLH includes assessment time for each unit

<p>Unit F227: Fundamentals of sustainability</p> <p>75 GLH</p> <p>1 hour 15 minute written exam</p> <p>60 marks (60 UMS)</p> <p>OCR-set and marked</p> <p>Calculators may be used in this exam</p> <p>The exam will always have:</p> <ul style="list-style-type: none"> • A short scenario which will develop through the paper • Forced choice/controlled response questions • Short answer, closed response questions • Extended constructed response questions with points-based marks schemes • Extended constructed response questions with levels of response marks scheme • One six mark and one nine mark extended constructed response question with a levels of response marks scheme <p>The exam may have:</p> <ul style="list-style-type: none"> • Short answer questions with calculation/working
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Unit F228: Sustainability in practice

75 GLH

OCR-set assignment

Centre-assessed and OCR-moderated

This set assignment has four practical tasks.

It should take 20 GLH to complete plus 5 hours unsupervised time.

OCR-set assignments for the NEA unit are on our secure website, **Teach Cambridge**. Each NEA assignment is live for two years. The intended cohort is shown on the front cover. It is important you use the correct NEA set assignment for each cohort, as starting a new cohort of Year 12 students on an NEA set assignment that has already been live for one year will mean that these students will only have one year to work on the assignment.

5.2 Synoptic assessment

Synoptic assessment is a built-in feature of this qualification. It means that students need to use an appropriate selection of their knowledge, understanding and skills developed across the qualification in an integrated way and apply them to a key task or tasks.

This helps students to build a holistic understanding of the subject and the connections between different elements of learning, so they can go on to apply what they learn from this qualification to new and different situations and contexts.

The externally assessed unit allows students to gain underpinning knowledge and understanding relevant to Sustainability. The NEA unit draws on and strengthens this learning by assessing it in an applied practical way.

It is important to be aware of the synoptic links between the units so that teaching, learning and assessment can be planned accordingly. Then students can apply their learning in ways which show they are able to make connections across the qualification. **Section 4.3** shows the synoptic links for both units.

5.3 Transferable skills

This qualification gives students the opportunity to gain broad, transferable skills and experiences that they can apply in future study, employment and life.

Higher Education Institutions (HEIs) have told us that developing some of these skills helps students to transition into higher education.

These skills include:

- Communication
- Creativity
- Critical thinking
- Independent learning
- Presentation skills
- Problem solving
- Project and team-based working
- Referencing

- Reflection
- Research skills
- Self-directed study
- Time management.

5.4 Grading and awarding grades

Externally assessed unit

We mark the externally assessed unit.

The external assessment is marked according to a mark scheme, and the mark achieved will determine the unit grade awarded (Pass, Merit or Distinction). We determine grade boundaries for the external assessment in each assessment series.

If a student doesn't achieve the mark required for a Pass grade, we issue an unclassified result for the unit. The marks achieved in the external assessment will contribute towards the student's overall qualification grade, even if a Pass is not achieved in the unit assessment.

NEA unit

The NEA unit is assessed by the teacher and externally moderated by us.

The unit has specified Pass, Merit and Distinction assessment criteria. The assessment criteria for the unit is provided with the unit content in **Section 4.3** of this specification. Teachers must judge whether students have met the criteria or not.

A unit grade can be awarded at Pass, Merit or Distinction. The number of assessment criteria needed to achieve each grade has been built into each assignment. These are referred to as design thresholds. The table below shows the design thresholds for each grade outcome for the NEA assessment in this qualification. The unit grade awarded is based on the **total** number of achieved criteria for the unit. The total number of achieved criteria for the unit can come from achievement of any of the criteria (Pass, Merit or Distinction). This is **not** a 'hurdles-based' approach, so students do **not** have to achieve **all** criteria for a specific grade to achieve that grade (e.g. all Pass criteria to achieve a Pass).

To make sure we can keep outcomes fair and comparable over time, we will review the performance of the qualification through its lifetime. The review process might lead to changes in these design thresholds if any unexpected outcomes or significant changes are identified.

Unit size (GLH)	75
Number of pass criteria	12
Number of merit criteria	7
Number of distinction criteria	5
Total number of criteria needed for a unit pass	10
Total number of criteria needed for a unit merit	15
Total number of criteria needed for a unit distinction	20
Total number of criteria available for the unit	24

If a student doesn't achieve enough criteria to achieve a unit Pass, we will issue an unclassified result for the unit. The number of criteria achieved will be converted into a mark on the Uniform Mark Scale (UMS) and will contribute towards the student's overall qualification grade, even if a Pass is not achieved in the unit assessment. More information about this is in the section below (**Calculating the qualification grades**).

Qualifications

The overall qualification grades are:

Certificate and Extended Certificate

- Distinction* (D*)
- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

Calculating the qualification grades

When we work out students' overall grades, we need to be able to compare performance on the same unit in different assessments over time and between different units. We use a Uniform Mark Scale (UMS) to do this.

A student's uniform mark for the externally assessed unit is calculated from the student's raw mark on that unit. A student's uniform mark for the NEA unit is calculated from the number of criteria the student achieves for that unit. The raw mark or number of criteria achieved are converted to the equivalent mark on the uniform mark scale. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the student's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (for example, 48/60).

The student's uniform marks for each unit will be aggregated to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark.

The tables below show:

- the maximum raw mark or number of criteria, and uniform mark for each unit in the qualification
- the uniform mark boundaries for each of the assessments in the qualification
- the minimum total mark for each overall grade in the qualification.

Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F227	60	60	-	48	36	24
F228	24	60	-	48	36	24
Qualification Totals	84	120	108	96	72	48

You can find a marks calculator on the qualification page of the OCR website to help you convert raw marks/number of achieved criteria into uniform marks.

5.5 Performance descriptors

Performance descriptors indicate likely levels of attainment by representative students performing at the Pass, Merit and Distinction grade boundaries at Level 3.

The descriptors must be interpreted in relation to the content in the units and the qualification as a whole. They are not designed to define that content. The grade achieved will depend on how far the student has met the assessment criteria overall. Shortcomings in some parts of the assessment might be balanced by better performance in others.

Level 3 Pass

At Pass, students show adequate knowledge and understanding of the basic elements of much of the content being assessed. They can develop and apply their knowledge and understanding to some basic and familiar contexts, situations and problems.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are often limited.

Many of the most fundamental skills and processes relevant to the subject are executed effectively but lack refinement, producing functional outcomes. Demonstration and application of more advanced skills and processes might be attempted but not always executed successfully.

Level 3 Merit

At Merit, students show good knowledge and understanding of many elements of the content being assessed. They can sometimes develop and apply their understanding to different contexts, situations and problems, including some which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are likely to be mixed, with some good examples at times and others which are less accomplished.

Skills and processes relevant to the subject, including more advanced ones, are developed in terms of range and quality. They generally lead to outcomes which are of good quality, as well as being functional.

Level 3 Distinction

At Distinction, students show thorough knowledge and understanding of most elements of the content being assessed. They can consistently develop and apply their understanding to different contexts, situations and problems, including those which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are successful in most cases.

Most skills and processes relevant to the subject, including more advanced ones, are well developed and consistently executed, leading to high quality outcomes.

6 Non examined assessment (NEA) unit

This section gives guidance on completing the NEA unit. In the NEA unit, students build a portfolio of evidence to meet the assessment criteria for the unit.

Assessment for this qualification **must** adhere to JCQ's **Instructions for Conducting Coursework**. Do **not** use JCQ's Instructions for Conducting Non-examination Assessments – these are only relevant to GCE and GCSE specifications.

The NEA unit is centre-assessed and externally moderated by us.

You **must** read and understand all the rules and guidance in this section **before** your students start the set assignment.

If you have any questions, please contact us for help and support.

6.1 Preparing for NEA unit delivery and assessment

6.1.1 Centre and teacher/assessor responsibilities

We assume the teacher is the assessor for the NEA unit.

Before you apply to us for approval to offer this qualification you must be confident your centre can fulfil all the responsibilities described below. Once you're approved, you can offer any of our general qualifications, Cambridge Nationals or Cambridge Advanced Nationals **without** having to seek approval for individual qualifications.

Here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre¹ to make sure our requirements are met. The head of centre must ensure that:

- there are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts.
- teaching staff have the relevant level of subject knowledge and skills to deliver and assess this qualification.
- teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities.
- all necessary resources are available for teaching staff and students during teaching and assessment activities. This gives students every opportunity to meet the requirements of the qualification and reach the highest grade possible.
- there is a system of internal standardisation in place so that all assessment decisions for centre-assessed assignments are consistent, fair, valid and reliable (see **Section 6.4.3**).
- there is enough time for effective teaching and learning, assessment and internal standardisation.
- processes are in place to make sure that students' work is individual and confirmed as authentic (see **Section 6.2.1**).
- OCR-set assignments are used for students' summative assessments.

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of OCR exams.

- OCR-set assignments are **not** used for practice. Sample assessment material for the NEA unit is available on the OCR website. This sample assessment material can be used for practice purposes.
- students understand what they need to do to achieve the criteria.
- students understand what it means when we say work must be authentic and individual and they (and you) follow our requirements to make sure their work is their own.
- students know they must not reference another individual's personal details in any evidence produced for summative assessment, in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised.
- outcomes submitted to us are correct and are accurately recorded.
- assessment of set assignments adheres to the JCQ **Instructions for Conducting Coursework** and JCQ **AI Use in Assessments: Protecting the Integrity of Qualifications**.
- a declaration is made at the point you're submitting any work to us for assessment that confirms:
 - all assessment is conducted according to the specified regulations identified in the **Administration** area of our website.
 - students' work is authentic.
 - marks have been transcribed accurately.
- centre records and students' work are kept according to these requirements:
 - students' work **must** be kept until **after** the unit has been awarded and any review of results or appeals processed. We cannot consider any review if the work has not been kept.
 - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification.
- all cases of suspected malpractice involving teachers or students are reported (see **Section 6.3.1**).

6.2 Requirements and guidance for delivering and marking the OCR-set assignments

The assignments are:

- set by us.
- taken under supervised conditions (unless we specify otherwise in the assessment guidance)
- assessed by the teacher.
- moderated by us.

You can find the set assignments on our secure website, **Teach Cambridge**.

The set assignments give an approximate time that it will take to complete all the tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each task or part task. Students can complete the tasks and produce the evidence across several sessions. Students' evidence (either hard copy or digital) must be kept securely by the teacher and access to assessment responses must be controlled. Students aren't permitted to access their work in between the assessment sessions.

We will publish a new set assignment each year and they will be live for two years. Each new set assignment will be released on 1 June. You must check our secure website, **Teach Cambridge**, and use the set assignment that is live for assessment. The live assessment dates will be shown on the front cover alongside the intended cohort. You should use the set assignment released in the same calendar year as the new cohort starts to ensure they have two years for that assignment. Students are allowed one resubmission of work based on the same live assignment.

You must have made a unit entry before submitting NEA work for moderation.

Appendix A of this specification gives guidance for creating electronic evidence for the NEA unit. Read Appendix A in conjunction with the unit content and assessment criteria grids to help you plan the delivery of the unit.

The rest of this section is about how to manage the delivery and marking of the set assignments so that assessment is valid and reliable. Please note that failing to meet these requirements might be considered as malpractice.

Here is a summary of what you need to do.

You **must**:

- have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment **before** you start the summative assessment. This may include students practising applying their learning and receiving feedback from teachers in preparing to take the assessment.
- use an OCR-set assignment for summative assessment of the students.
- give students the **Student Guide** before they start the assessment.
- familiarise yourself with the assessment guidance relating to the tasks. The assessment guidance for the unit is in **Section 4** after the assessment criteria grids and with the student tasks in the assignment.
- make sure students are clear about the tasks they must complete and the assessment criteria they are attempting to meet.
- give students a reasonable amount of time to complete the assignments and be fair and consistent to all students. The estimated time we think each assignment should take is stated in the OCR-set assignments. In that time students can work on the tasks under the specified conditions until the date that you collect the work for centre assessment.
- tell the students the resources they can use in the assignment before they start the assessment tasks.
- only give students OCR-provided templates. If they choose to use a different template from a book, a website or course notes (for example, to create a plan) they **must** make sure the source is referenced.

- monitor students' progress to make sure work is capable of being assessed against the assessment criteria, on track for being completed in good time and is the student's own work:
 - NEA work must be completed in the centre under teacher supervision in normal curriculum time:

- work must be completed with enough supervision to make sure that it can be authenticated as the student's own work. You must be familiar with the requirements of the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** before assessment starts.
- there may be exceptions to the requirement for supervised conditions if there is work to complete to support the assignment tasks (e.g. research). The assignment and assessment guidance will specify if there are exceptions.

Where students are allowed to complete work outside of supervised conditions (e.g. research that may be allowed between supervised sessions) you **must** make sure that they only bring notes relating to the work they are allowed to complete unsupervised into the supervised sessions (e.g. notes relating to the research they have done) and to make sure any work they have done is independent. They must not use unsupervised time as an opportunity to:

- Create drafts of work for their tasks.
 - Gather information to use in other aspects of their tasks.
 - if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students. This is in section **6.2.3 and 6.3**.
 - students must produce their work independently (see sections **6.2.1 and 6.3**).
 - you must make sure students know to keep their work and passwords secure and know that they must not share completed work with other students, use any aspect of another student's work or share their passwords.
- complete the **Teacher Observation Record** that is with the assignments for tasks that state it is needed. You **must** follow the guidance given when completing it.
 - use the assessment criteria to assess students' work.
 - before submitting a final outcome to us, you can allow students to repeat any part of the assignment and rework their original evidence. But any feedback you give to students on the original (assessed) evidence, must:
 - only be generic.
 - be recorded.
 - be available to the OCR assessor.

(See **Section 6.3 on Feedback** and **Section 6.4.4 on resubmitting work**).

You **must not**:

- change any part of the OCR-set assignments (scenarios or tasks).
- accept multiple reattempts of work where small changes have been made in response to feedback.
- allow teachers or students to add, amend or remove any work **after** submission for moderation by OCR. This will constitute malpractice.

- give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the assessment criteria. This includes giving access to student work as an exemplar.
- allow students access to their assignment work between teacher supervised sessions. (There may be exceptions where students are allowed to complete work independently (e.g. research). Any exceptions will be stated in the assignments.)
- practise the live OCR-set assignment tasks with the students.

6.2.1 Ways to authenticate work

You must use enough supervision and complete enough checks to be confident that the work you mark is the student's own and was produced independently.

Where possible, you should discuss work in progress with students. This will make sure that work is being completed in a planned and timely way and will give you opportunities to check the authenticity of the work.

You **must**:

- have read and understood the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications**.
- make sure students and other teachers understand what constitutes plagiarism.
- not accept plagiarised work as evidence.
- use supervision and questioning as appropriate to confirm authenticity.
- make sure students and teachers fill in declaration statements.

6.2.2 Group work

Group work is not allowed for the NEA assignments in this qualification.

6.2.3 Plagiarism

Students must use their own words when they produce final written pieces of work to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their work being identified as plagiarised.

Plagiarism is:

- the submission of someone else's work as your own
- failure to acknowledge a source correctly, including any use of Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- **Plagiarism in Assessments**
- **AI Use in Assessments: Protecting the Integrity of Qualifications**

Due to increasing advancements in AI technology, we strongly recommend that you are familiar with the likely outputs from AI tools. This could include using AI tools to produce responses to some of the assignment tasks, so that you can identify typical formats and wording that these may produce. This may help you identify any cases of potential plagiarism from students using AI tools to generate written responses.

Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by our assessors. You must **not** accept plagiarised work as evidence.

Plagiarism often happens innocently when students do not know that they must reference or acknowledge their sources or aren't sure how to do this. It's important to make sure your students understand:

- the meaning of plagiarism and what penalties may be applied.
- that they can refer to research, quotations or evidence produced by somebody else, but they must list and reference their sources and clearly mark quotations.
- quoting someone else's work, even when it's properly sourced and referenced, doesn't evidence understanding. The student must 'do' something with that information to show they understand it. For example, if a student has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The student must interpret the data and, by relating it to their assignment, say what they think it means. The work must clearly show how the student is using the material they have referenced to inform their thoughts, ideas or conclusions.

We have **The OCR Guide to Referencing** on our website. We have also produced a **poster** about referencing and plagiarism which may be useful to share with your students.

Teach your students how to reference and explain why it's important to do it. At Key Stage 5 they must:

- use quote marks to show the beginning and end of the copied work.
- list the html address for website text and the date they downloaded information from the website.
- for other publications, list:
 - the name of the author.
 - the name of the resource/book/printed article.
 - the year in which it was published.
 - the page number.

Teach your students to:

- always reference material copied from the internet or other sources. This also applies to infographics (graphical information providing data or knowledge).
- always identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student's work are often indicators of plagiarism. For example:

- different tones of voice, sentence structure and formality across pieces of work.
- use of American expressions, spellings and contexts (such as American laws and guidelines).
- dated expressions and references to past events as being current.
- sections of text in a document where the font or format is inconsistent with other sections.

What to do if you think a student has plagiarised

If you identify plagiarised work during assessment or internal standardisation, you must:

- consider the plagiarism when judging the number of assessment criteria achieved.
 - if the work is part of the moderation sample, it must be included with the other work provided to the OCR assessor. You must add a note on the Unit Recording Sheet to state that there is plagiarism in the work and the number of criteria achieved has been adjusted accordingly.
- report the student(s) for plagiarism in line with the JCQ document **Suspected Malpractice Policies and Procedures**
 - fill in the **JCQ form M1**.

In line with JCQ's policies and procedures on suspected malpractice, the penalties applied for plagiarism will usually result in the work not being allowed or the mark being significantly reduced.

6.3 Feedback

Feedback to students on work in progress towards summative assessment

You can discuss work in progress towards summative assessment with students to make sure it's being done in a planned and timely way. It also provides an opportunity to check the authenticity of the work. You must intervene if there's a health and safety risk (and reflect this in your assessment if the student's ability to operate safely and independently is part of the criteria).

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover all key aspects of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence, you can remind them that they had a lesson which covered the topic. The student would then need to review their own notes to find this information and apply it as needed.

If a student needs additional help to get started on an initial task that is critical to accessing the rest of the assessment, you can provide this help if you feel it is necessary, but you must not award the student with any assessment criteria directly associated with the part(s) of the task for which they received help.

With the exception of the specific feedback allowed to help students start a critical task, mentioned above, feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our assessors use a number of measures to assure themselves the work is the student's own.

Once work has been assessed, you must give feedback to students on the work they submitted for assessment.

Feedback **must**:

- be supportive, encouraging and positive.
- tell the student what has been noticed, not what the teacher thinks (for example, if you have observed the student completing a task, you can describe what happened, what was produced and what was demonstrated).

Feedback **can**:

- identify what task and part of the task could be improved, but not say how to improve it. You could remind students that they had a lesson on a specific topic and that they could review their notes, but you must not tell them how they could apply the teaching to improve their work.
- comment on what has been achieved, for example 'the evidence meets the P2 and M2 criteria'.
- identify that the student hasn't met a command word or assessment criteria requirement. For example, 'This is a description, not an evaluation'.
- use text from the specification, assignment or assessment criteria in general guidance to clarify what is needed in the work. For example, 'For P2 The methods identified **must** be suitable and practical for your research project'.

Feedback **must not**:

- point out specific gaps. For example, you must not prompt the student to include specific detail in their work, such as 'For P5 a suitable way to present the information would be a bar chart to illustrate one of your conclusions'.
- be so detailed that it leads students to the answer. For example, you must not give:
 - model answers.
 - step-by-step guidance on what to do to complete or improve work.
 - headings or templates that include examples which give all or part of what students have to write about or produce.
- talk the student through how to achieve or complete the task.
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for them.

Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

Sections 6.4.4 and 6.4.6 give more guidance for students who wish to reattempt or resubmit their work following feedback.

What over-direction might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what might indicate over-direction by the teacher:

- prompts that instruct students to include specific detail in their work, such as, 'You need to include the aims of the activity. Who is it aimed at? What is the purpose of the activity? How will it benefit the specific group/individual?'
- headings or templates that include examples which give all or part of what students have to write about or produce, such as sources of support.

OCR Assessors will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If the OCR assessor is in any doubt, they will report suspected malpractice. The decision to investigate or not is made by us, not the assessor.

6.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the **JCQ website**. The form must be completed as soon as possible and emailed to us at **malpractice@ocr.org.uk**.

When we ask centres to gather evidence to assist in any malpractice investigation, heads of centres must act promptly and report the outcomes to us.

The JCQ document **Suspected Malpractice Policies and Procedures** has more information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed. You can also find out more on our **website**.

6.3.2 Student and centre declarations

Both students and teachers must declare that the work is the student's own:

- **each student** must sign a declaration before submitting their work to their teacher. A **candidate authentication statement** can be used and is available to download from our **website**. You must keep these statements in the centre until all enquiries about results, malpractice and appeal issues have been resolved. You **must** record a mark of zero if a student cannot confirm the authenticity of their work.
- **teachers** must declare the work submitted for centre assessment is the students' own work by completing a **centre authentication form (CCS160)** for each cohort of students for each unit. You must keep centre authentication forms in the centre until all post-results issues have been resolved.

6.3.3 Generating evidence

The set assignments will tell the students what they need to do to meet the assessment criteria for the NEA unit. It is your responsibility to make sure that the methods of generating evidence for the assignments are:

- valid
- safe and manageable
- suitable to the needs of the student.

Valid

The evidence presented must be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates in an organisation. It would be more appropriate for the student to incorporate the policy in a report describing the different approaches to equal opportunities.

Safe and manageable

You must make sure that methods of generating evidence are safe and manageable and do not put unnecessary demands on the student.

Suitable to the needs of the student

We are committed to ensuring that achievement of this qualification is free from unnecessary barriers.

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however the following assessment methods might be suitable for teachers/assessors to use for some aspects of this qualification, where identified:

- **observation** of a student doing something
- **questioning** of the student or witness.

Observation

The teacher/assessor and student should plan observations together, but it is the teacher's/assessor's responsibility to record the observation properly (for example observing a student undertaking a practical task). More information is in the Teacher Observation Records section.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom
- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

If questioning is used as evidence towards achievement of specific topic areas, it is important that teachers/assessors record enough information about what they asked and how the student replied, to allow the assessment decision to be moderated.

6.3.4 Teacher Observation Records

You **must** complete the Teacher Observation Record form in the OCR-set assignment for:

Unit F228 - for each student as evidence of communication while delivering their showcase (P9, Task 4, Topic Area 5). The Teacher Observation Record form must provide evidence that students have clearly demonstrated at least three of the techniques in Topic Area 5.2.2 (clarity, coherence, completeness, conciseness, correctness, courteousness). For criterion P8 in this task students must provide suitable evidence in the form of a slide deck, screenshots, photographs, screen recordings, presentation notes, a script, supporting visual stimuli, for example. There is no requirement to submit audio or visual recordings of students delivering their showcases.

Teacher observation **cannot** be used as evidence of achievement for a whole unit. Most evidence **must** be produced directly by the student. Teacher observation **must only** be used where specified as an evidence requirement.

Teacher Observation Records must be suitably detailed for each student, to help assessors to determine if the assessment criteria have been met. You must follow the guidance provided in the 'guidance notes' section of the form so that the evidence captured and submitted is appropriate. Both you and the student must sign and date the form to show that you both agree its contents.

Where the guidance has not been followed, the reliability of the form as evidence may be called into question. If doubt about the validity of the Teacher Observation Record form exists, it cannot be used as assessment evidence and marks based on it cannot be awarded. OCR assessors will be instructed to adjust centre marks accordingly.

6.3.5 Presentation of the final piece of work

Students must submit their evidence in the format specified in the tasks where specific formats are given. Written work can be digital (e.g. word processed) or hand-written and tables and graphs (if relevant) can be produced using appropriate ICT.

Any sourced material must be suitably acknowledged. Quotations must be clearly marked and a reference provided.

A completed Unit Recording Sheet (URS) must be attached to work submitted for moderation.

The URS can be downloaded from the qualification webpage. Centres **must** show on the URS where specific evidence can be found. The URS tells you how to do this.

Work submitted digitally for moderation should be on electronic media (for example, on our portal or USB Drive). Work **must** be in a suitable file format and structure. **Appendix A** gives more guidance about submitting work in digital format.

6.4 Assessing the NEA unit

The NEA unit is assessed by teachers and externally moderated by OCR assessors. Assessment of the set assignments must adhere to JCQ's **Instructions for Conducting Coursework**.

The centre is responsible for appointing someone to act as the internal assessor. This would usually be the teacher who has delivered the programme but could be another person from the centre. The assessment criteria must be used to assess the student's work. These specify the levels of skills, knowledge and understanding that the student needs to demonstrate.

6.4.1 Applying the assessment criteria

When students have completed the assignment, they must submit their work to you to be assessed.

You must assess the tasks using the assessment criteria and any additional assessment guidance provided. Each criterion states what the student needs to do to achieve that criterion (e.g. Collect and record primary data appropriate for the sustainability context). The command word and assessment guidance provide additional detail about breadth and depth where it is needed.

You must judge whether each assessment criterion has been **successfully achieved** based on the evidence that a student has produced. For the criterion to be achieved, the evidence must show that all aspects have been met in sufficient detail.

When making a judgement about whether a criterion has been **successfully achieved**, you must consider:

- the requirements of the NEA task
- the criterion wording, including the command word used and its definition
- any assessment guidance for the criterion
- the unit content that is being assessed.

You must annotate the work to show where evidence meets each criterion (see **Section 6.4.2**). You can then award the criterion on the Unit Recording Sheet (URS). Assessment should be positive, rewarding achievement rather than penalising failure or omissions.

The number of criteria needed for each unit grade (Pass, Merit or Distinction) is provided in **Section 5**.

You must complete a Unit Recording Sheet (URS) for each unit a student completes. On the URS you must identify:

- whether the student has met each criterion or not (by adding a tick (✓) or X in the column titled **Assessment criteria achieved**)
 - you should also indicate where the evidence can be found if a '✓' is identified.
 - a X indicates that there is insufficient evidence to fully meet the criterion or it was not attempted.
- the total number of criteria achieved by the student for the unit.

You must be convinced, from the evidence presented, that students have worked independently to the required standard.

Your centre must internally standardise the assessment decisions for the cohort **before** you give feedback to students (see **Section 6.4.3**). When you are confident the internal assessment and standardisation process is complete, you can submit work for moderation at the relevant time. You **must not** add, amend or remove any work after it has been submitted to us for final moderation.

6.4.2 Annotating students' work

Each piece of NEA work must show how you are satisfied the assessment criteria have been met.

Comments on students' work and the Unit Recording Sheet (URS) provide a means of communication between teachers during internal standardisation, and with the OCR assessor if the work is part of the moderation sample.

6.4.3 Internal standardisation

It is important that all teachers are assessing work to common standards. For the NEA unit, centres must make sure that internal standardisation of outcomes across teachers 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 your centre's own standardisation. In following years, this, and/or your own centre's archive material, can be used. We advise you to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After you have completed most of the assessment, a further meeting at which work is exchanged and discussed will help you make final adjustments.

If you are the only teacher in your centre assessing these qualifications, we still advise you to make sure your assessment decisions are internally standardised by someone else in your centre. Ideally this person will have experience of these types of qualifications, for example someone who:

- is delivering a similar qualification in another subject.
- has relevant subject knowledge.

You must keep evidence of internal standardisation in the centre for the OCR assessor to see.

We have a **guide** to how internal standardisation can be approached on our website.

6.4.4 Reattempting work to improve the grade before submitting marks to OCR

As described in **section 6.2**, **before** submitting a final outcome to us for external moderation, you can allow students to repeat any element of the assignment and rework their original evidence. We refer to this as a reattempt. A reattempt allows the student to reflect on **internal** feedback, and to improve their work. A reattempt is **not** an iterative process where students make small modifications through ongoing feedback to eventually achieve the desired outcome.

Any feedback **must** be noted by the teacher and a record of this kept in centre. We have provided a feedback form for this purpose, which can be found in the OCR website.

A reattempt must be done before submission for external moderation. When a student submits the work to you as final for external moderation, they cannot complete any further work on any aspect of it.

6.4.5 Submitting outcomes

When you have assessed the work and it has been internally standardised, outcomes can be submitted to us. For the purpose of submission, outcomes will be considered as 'marks'. You will submit the total number of criteria achieved for the unit as marks. You must have made entries before you can submit marks. You can find the key dates and timetables on our **website**.

There should be clear evidence that work has been attempted and some work produced. If a student does not submit any work for the NEA unit, the student should be identified as being absent from that unit.

If a student completes any work at all for the NEA unit, you must assess the work using the assessment criteria and award the appropriate number of criteria. This might be zero.

6.4.6 Resubmitting moderated work to OCR to improve the grade

We use the term 'resubmission' when referring to student work that has previously been submitted to OCR for moderation. Following OCR moderation, if you and the student feel they have not performed at their best during the assessment, the student can, with your agreement, improve their work and resubmit it to you again for assessment. You must be sure it is in the student's best interests to resubmit the work for assessment. There is one resubmission opportunity per NEA assignment.

Students can only resubmit work using the **same** assignment if the assignment is still live. The live assessment dates and intended cohort will be shown on the front cover of the assignment. We will not accept work based on an assignment that is no longer live.

If students wish to resubmit a unit after the live assessment date has passed, they must submit work using the new live assignment.

6.5 Moderating NEA units

The purpose of external moderation is to make sure that the standard of assessment is the same for all centres and that internal standardisation has taken place.

The administration pages of our **website** give full details about how to submit work for moderation.

This includes the deadline dates for entries and submission of marks. For moderation to happen, you must submit your marks by the deadline.

6.5.1 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation process. Samples will include work from across the range of students' attainment. Copies of students' work must be kept until after their qualifications have been awarded and any review of results or appeals processed.

Centres will receive the final outcomes of moderation when the provisional results are issued. Results reports will be available for you to access. More information about the reports that are available is on our administration pages.

We need sample work to help us monitor standards. We might ask some centres to release work for this purpose. We will let you know as early as possible if we need this from you. We always appreciate your co-operation.

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7 Administration

This section gives an overview of the processes involved in administering this qualification. Some of the processes require you to submit something to OCR by a specific deadline. More information about the processes and deadlines involved at each stage is on our **administration pages**.

7.1 Assessment availability

There are two assessment opportunities available each year for the externally assessed unit: one in January and one in June. Students can be entered for different units in different assessment series.

All students must take the exam at a set time on the same day in a series.

NEA assignments can be taken by students at any time during the live period shown on the front cover. It is important you use the set assignment that is released in the same calendar year as the new cohort starts to ensure that students have two years to use the assignment.

There are two windows each year to submit NEA outcomes. Submission of student outcomes will initiate the moderation visit by the OCR Assessor.

You must make unit entries for students before you can submit outcomes to request a visit. All dates relating to NEA moderation are on our administration pages.

Qualification certification is available at each results release date.

7.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our [website](#).

7.3 Equality Act information relating to Cambridge Advanced Nationals

The Cambridge Advanced Nationals require assessment of a broad range of skills and, as such, prepare students for further study and higher-level courses.

The Cambridge Advanced National qualifications have been reviewed to check if any of the competences required present a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

7.4 Accessibility

There can be adjustments to standard assessment arrangements based on the individual needs of students. It is important that you identify as early as possible if students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and that you choose a qualification or adjustment that allows them to demonstrate attainment.

If a student requires access arrangements that need approval from us, you must use **Access arrangements (online)** to gain approval. You must select the appropriate qualification type(s) when you apply. Approval for GCSE or GCE applications alone does not extend to other qualification types. You can select more than one qualification type when you make an application. For guidance or support please contact the **OCR Special Requirements Team**.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ document **Access Arrangements and Reasonable Adjustments**.

If you have students who need a post-exam adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document **A guide to the special consideration process**.

If you think any aspect of this qualification unfairly restricts access and progression, please email **Support@ocr.org.uk** or call our Customer Support Centre on **01223 553998**.

The following access arrangements are allowed for this specification:

Access arrangement	Type of assessment
Reader/Computer reader	All assessments
Scribes/Speech recognition technology	All assessments
Practical assistants	All assessments
Word processors	All assessments
Communication professional	All assessments
Language modifier	All assessments
Modified question paper	Timetabled exams
Extra time	All assessments with time limits

7.5 Requirements for making an entry

We provide information on key dates, timetables and how to submit marks on our **website**.

Your centre must be registered with us to make entries. We recommend that you apply to become a registered centre with us well in advance of making your first entries. Details on how to register with us are on our **website**.

It is essential that unit entry codes are stated in all correspondence with us.

7.5.1 Making estimated unit entries

Estimated entries are not needed for Cambridge Advanced National qualifications.

7.5.2 Making final unit entries

When you make an entry, you must state the unit entry codes and the component codes. Students submitting work must be entered for the appropriate unit entry code from the table below.

The short title for this Cambridge Advanced National is CAN AAQ. This is the title that will be displayed on our secure website, <https://www.ocr.org.uk/administration/support-and-tools/interchange/Teach Cambridge>, and some of our administrative documents.

You do **not** need to register your students first. **Individual unit entries should be made for each series in which you intend to submit or resubmit an NEA unit or sit an externally assessed examination.**

Make a certification entry using the overall qualification code (see **Section 7.5**) in the final series only.

Unit entry code	Component code	Assessment method	Unit titles
F227	01	Written paper	Fundamentals of sustainability
F228	01	Visiting	Sustainability in practice
F228	02	Remote	Sustainability in practice

7.6 Certification rules

You must enter students for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded. This is the qualification that students should be entered for:

- OCR Level 3 Cambridge Advanced National in Sustainability (Certificate) - certification code H082.

7.7 Unit and qualification resits

Students can resit each unit and the best result will be used to calculate the certification result.

Resit opportunities must be fair to all students and **not** give some students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting an NEA unit, students must submit new, amended or enhanced work, as detailed in the JCQ **Instructions for Conducting Coursework**.

When you arrange resit opportunities, you must make sure that you do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if the student has taken full advantage of the first assessment opportunity and any formative assessment process.

7.8 Post-results services

A number of post-results services are available:

- Reviews of results - if you think there might be something wrong with a student's results, you may submit a review of marking or moderation.
- Missing and incomplete results - if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied you should use this service.
- Access to scripts - you can ask for access to marked scripts.
- Late certification - following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification**. This is a free service.

Please refer to the JCQ **Post-Results Services booklet** and the **OCR Administration page** for more guidance about action on the release of results.

For NEA units the enquiries on results process cannot be carried out for one individual student; the outcome of a review of moderation must apply to a centre's entire cohort.

Appendix A: Guidance for the production of electronic evidence

Structure for evidence

The NEA unit in this qualification is unit F228. For each student, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An NEA portfolio is a collection of folders and files containing the student's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or OCR assessor. 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 use of an index called 'Home Page'.

There should be a top-level folder detailing the student's centre number, OCR candidate number, surname and forename, together with the unit code (F228), so that the portfolio is clearly identified as the work of one student.

Each student's portfolio should be stored in a secure area on the centre's network. Before submitting the portfolio to OCR, the centre should add a folder to the folder tree containing the internal assessment and summary forms.

Data formats for evidence

It is necessary to save students' work using an appropriate file format to minimise software and hardware capability issues.

Students must use formats appropriate:

- to their evidence
- for viewing for assessment and moderation.

Formats must be open file formats or proprietary formats for which a downloadable reader or player is available. If a downloadable reader or player is not, the file format is **not** acceptable.

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

All files submitted electronically must be in the formats listed on the following page. Where new formats become available that might be acceptable, we will give more guidance. It is the centre's responsibility to make sure that the electronic portfolios submitted for moderation are accessible to the OCR assessor and fully represent the evidence available for each student.

Standard file formats acceptable as evidence for the Cambridge Advanced Nationals are listed here.

File type	File format	Max file size*
Audio	.3g2 .3ga .aac .aiff .amr .m4a .m4b .m4p .mp3 .wav	25GB
Compression	.zip .zipx .rar .tar .tar .gz .tgz .7z .zipx .zz	25GB
Data	.xls .xlsx .mdb .accdb .xlsb	25GB
Document	.odt .pdf .rtf .txt .doc .docx .dotx .	25GB
Image	.jpg .png .jpeg .tif .jfif .gif .heic .psd .dox .pcx .bmp .wmf	25GB
Presentation	.ppt .pptx .pdf .gslides .pptm .odp .ink .potx .pub	25GB
Video	.3g2 .3gp .avi .flv .m4v .mkv .mov .mp4 .mp4v .wmp .wmv	25GB
Web	.wtmp .mts .mov-1 .mp4-1 .xspf .mod .mpg	25GB

If you are using **.pages** as a file type, please convert this to a **.pdf** prior to submission.

*max file size is only applicable if using our Submit for Assessment service.

Submit for Assessment is our secure web-based submission service. You can access Submit for Assessment on any laptop or desktop computer running Windows or macOS and a compatible browser. It supports the upload of files in the formats listed in the table above as long as they do not exceed the maximum file size. Other file formats and folder structures can be uploaded within a compressed file format.

When you view some types of files in our Submit for Assessment service, they will be streamed in your browser. It would help your OCR assessor or examiner if you could upload files in the format shown in the table below:

File type	File format	Chrome	Firefox
Audio	.mp3	Yes	Yes
Audio	.m4a	Yes	Yes
Audio	.aac	No	Yes
Document	.txt	Yes	Yes
Image	.png	Yes	Yes
Image	.jpg	Yes	Yes
Image	.jpeg	Yes	Yes
Image	.gif	Yes	Yes
Presentation	.pdf	Yes	Yes
Video	.mp4	Yes	Yes
Video	.mov	No	Yes
Video	.3gp	Yes	No
Video	.m4v	Yes	Yes
Web	.html	Yes	Yes
Web	.htm	Yes	Yes

Appendix B: Command Words

External assessment

The table below shows the command words that will be used in exam questions. This shows what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Command Word	Meaning
Analyse	<ul style="list-style-type: none"> Separate or break down information into parts and identify their characteristics or elements Explain the different elements of a topic or argument and make reasoned comments Explain the impacts of actions using a logical chain of reasoning
Annotate	<ul style="list-style-type: none"> Add information, for example, to a table, diagram or graph
Calculate	<ul style="list-style-type: none"> Work out the numerical value. Show your working unless otherwise stated
Choose	<ul style="list-style-type: none"> Select an answer from options given
Compare	<ul style="list-style-type: none"> Give an account of the similarities and differences between two or more items or situations
Complete	<ul style="list-style-type: none"> Add information, for example, to a table, diagram or graph to finish it
Describe	<ul style="list-style-type: none"> Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	<ul style="list-style-type: none"> Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Draw	<ul style="list-style-type: none"> Produce a picture or diagram
Explain	<ul style="list-style-type: none"> Give reasons for and/or causes of something Make something clear by describing and/or giving information
Give examples	<ul style="list-style-type: none"> Give relevant examples in the context of the question
Identify	<ul style="list-style-type: none"> Name or provide factors or features from stimulus
Label	<ul style="list-style-type: none"> Add information, for example, to a table, diagram or graph until it is final
Outline	<ul style="list-style-type: none"> Give a short account or summary
State	<ul style="list-style-type: none"> Give factors or features Give short, factual answers

Non examined assessment (NEA)

The table shows the command words that will be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	<ul style="list-style-type: none"> Change to make suitable for a new use or purpose
Analyse	<ul style="list-style-type: none"> Separate or break down information into parts and identify their characteristics or elements Explain the different elements of a topic or argument and make reasoned comments Explain the impacts of actions using a logical chain of reasoning
Assess	<ul style="list-style-type: none"> Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	<ul style="list-style-type: none"> Work out the numerical value. Show your working unless otherwise stated
Classify	<ul style="list-style-type: none"> Arrange in categories according to shared qualities or characteristics
Compare	<ul style="list-style-type: none"> Give an account of the similarities and differences between two or more items, situations or actions
Conclude	<ul style="list-style-type: none"> Judge or decide something
Describe	<ul style="list-style-type: none"> Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	<ul style="list-style-type: none"> Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	<ul style="list-style-type: none"> Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	<ul style="list-style-type: none"> To look at, inspect, or scrutinise carefully, or in detail
Explain	<ul style="list-style-type: none"> Give reasons for and/or causes of something Make something clear by describing and/or giving information
Interpret	<ul style="list-style-type: none"> Translate information into recognisable form Convey one's understanding to others, e.g. in a performance
Investigate	<ul style="list-style-type: none"> Inquire into (a situation or problem)
Justify	<ul style="list-style-type: none"> Give valid reasons for offering an opinion or reaching a conclusion
Research	<ul style="list-style-type: none"> Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	<ul style="list-style-type: none"> Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used (e.g. create, improve, plan)
- subject specific words drawn from the unit content.