OCR

Final assessment EPQ (H856) January 2018

First assessment new EPQ (H857) June 2018

Specification

Level 3 – Extended Project (H856)

September 2013

Our Extended Project aims to inspire, enthuse and motivate students by giving them the freedom to complete a project on a subject they're studying or in an area of personal interest.

It's a stand-alone qualification that is worth up to 70 UCAS points – equivalent to an AS Level. It can also be taken as a component of an academic or a vocational programme. As students have the freedom to select their subject, it can support their practical, work-related approach to learning or be an extension of their A Level studies.

The Extended Project offers a range of exciting opportunities for your students:

• It provides them with the skills that higher education is looking for, by encouraging independent study, critical thinking and teamwork.

• It may also be useful when they're applying for university to help them 'stand out from the crowd'.

• It gives students flexibility and choice in the selection of their project topic, how they tailor it to fit their individual needs and how they present the final outcome.

• Undertaking the Extended Project qualification encourages your students to apply appropriate technologies in their studies and it is ideal for improving transferable skills such as planning, research, analysis and evaluation.

What universities say …

University of Cambridge

"We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/college to higher education."

University of Glasgow

"The University very much values the Extended Project and its role in preparing students for a successful higher education experience. We are supportive of the requirement for Diploma students to undertake an Extended Project as part of their Diploma programme, and in highly selective areas preference may be given to students with A Levels, who also offer the Extended Project for entry."

University of Leeds

"We recognise the value, effort and enthusiasm applicants make in the Extended Project. Individual academic schools will decide whether they will be using the Extended Project in their offer making and we encourage you to provide further information on your project in your personal statement … In some cases admissions tutors may wish to make an alternative offer to applicants, one of which involves successful completion of the Extended Project."

The Extended Project at a glance

The Extended Project attracts UCAS points – equivalent to an AS Level – but it is delivered in fewer guided learning hours: achievement of an A* attracts 70 UCAS points. It also attracts points in the Key Stage 5 Performance Tables: an A* attracts 90 points.[†]

Here are just some examples of possible outcomes from the skills-based individual piece of work:

- Design – a toy/vehicle/website/stage set/ blueprint of an invention

- Performance – a concert/play/debate/sport

- Report with findings from an investigation – working with disadvantaged people/scientific study/geography fieldwork/business venture

- Artefact – artwork/costumes for a film or play/ working model/video game/educational game

- Dissertation – critical analysis of the work of an author or film director.

It's designed with you in mind

- The Extended Project is simple to understand and easy to administer.

- It can be co-taught alongside a student's core programme.

- There's a whole range of resources to support you as you implement and deliver the course.

How does it fit in with your timetable?

The Extended Project can be brought into both an academic and a vocational curriculum in a variety of ways, depending on whether students choose a topic that complements an existing subject choice or enjoy the chance to explore an area of interest distinct from their other qualifications to broaden their learning programme.

What about the taught element?

The taught element should cover how to choose a topic, project management skills, research and presentation techniques, and methods of evaluation and analysis. Teachers also supervise and support students as they carry out their projects.

Guided learning hours (total) 120	
Teaching, guidance and instruction by the teacher/tutor 40% (50 hours)	Assessment (eg individual work when teacher/ tutor is supervising, mentoring and record-keeping) 60% (70 hours)

"We had a Level 3 learner last year who [did] … a national report on services for autistic children. A fantastic piece of work … She's gone on to university now and in terms of opening doors into what she wanted to do and in terms of background for the sort of area that she was going on to work in … quite excellent."

Dr Charles Dalleywater, Specialist College Manager, Abbey College, Ramsey, Cambridgeshire

How is it assessed?

Students are assessed on how they progress through the project, focusing on their ability to plan, manage and evaluate their work rather than on the final outcome of the project itself.

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

Whatever form the project takes, it must include a written component. Other assessment evidence can also be included, eg evidence related to a diary or IT logging system, a presentation or an experiment. As a guide, the dissertation should be approximately 5,000 words. For all other outcomes, the written component should be approximately 1,500 to 2,500 words.

Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

The topic of the project should be chosen by the learner and negotiated and agreed formally with the teacher/mentor/supervisor.

The project must have the potential to provide the learner with the opportunity to meet the criteria shown in the following table.

Meet all the Assessment Objectives	Apply and develop Personal Learning and Thinking Skills (PTLS) and Functional Skills in Maths, English and ICT, creating an appropriate record of their progress	Develop and generate evidence for assessing Key Skills
AO1: Manage	PTLS 1: Independent enquiring	Communication
AO2: Use resources	PTLS 2: Creative thinking	Application of Number
AO3: Develop and realise	PTLS 3: Reflective learning	ICT
AO4: Review	PTLS 4: Team working	Improving Own Learning and Performance
	PTLS 5: Self-managing	Working with Others
	PTLS 6: Effective participating	Problem Solving

Supporting you

Learning resources are an important part of any qualification and the Extended Project is no exception. To make sure that you and your students feel confident, we've developed a suite of support and learning resources. They're designed to save you time while you're preparing to teach the Extended Project, and to support you while you're teaching it.

We're working in partnership with teachers and education specialists to develop ideas and make sure that there's a range of tasks that suit differing levels and abilities of students.

You'll find resources, including INSET materials, lesson plans, a Teacher's Guide, sample portfolios and much more, on our website at **ocr.org.uk/extendedproject**.

We also have a video presentation entitled 'The Extended Project – Getting to know the specification', which provides an introduction to and lots of useful information on the Extended Project, available to watch at **ocronlinetraining.org.uk**.

Your checklist

Our aim is to provide you with all the information and support you need to deliver our specifications.

✔ Bookmark **ocr.org.uk/extendedproject.**

✔ Be among the first to hear about support materials and resources as they become available, by registering for email updates at **ocr.org.uk/updates.**

✔ Join our social network community for teachers at **social.ocr.org.uk.**

Contents

1 Introduction to Level 3 Extended Project

1.1 Background to the Level 3 Extended Project

This specification provides information for centres involved in the planning, delivery, assessment and moderation of the Level 3 Extended Project which has been accredited onto the National Qualifications Framework (NQF). It is a 'stand-alone' qualification, worth up to 70 UCAS points and equivalent to an AS level.

The OCR approach has always been to provide a range of opportunities that allows for candidates to achieve their best. The Extended Project succeeds in this with its flexible approach allowing each candidate to develop a variety of skills through a project based on individual choice of topic. It allows candidates to choose to pursue a particular interest, to extend their study of a particular subject or to be involved in something completely new. They take responsibility for managing all the stages in order to deliver their project in a given time.

Studies and research indicate that Further and Higher Education institutions as well as employers value the focus of this particular specification on highly relevant skills including project and time management, independent study, teamwork and communication.

Some schools and colleges may want to make the Extended Project part of a programme of study alongside GCE or equivalent qualifications while others may decide to offer it as a separate 'stand-alone' course. The Extended Project provides potential for breadth of study and enrichment. It encourages research, problem solving, initiative, enterprise and critical thinking all of which are required skills whether a candidate is planning to move on to employment or to academic or vocational studies.

The Extended Project qualification requires a written component which helps students to improve their writing skills and they are expected to use technologies appropriate to their choice of project during its development.

Assessment is based on the process (not the outcome) from decision making about choice and design of the project through planning and development, presentation to an audience, reflection and critical evaluation of its success.

1.2 Why choose OCR Level 3 Extended Project?

The four objectives, common to all Extended Projects, are for students to:

1 **Manage:** Identify, design, plan and complete an individual Extended Project (or task within a group Extended Project), applying organisational skills and strategies to meet stated objectives.

2 **Research:** Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic.

3 **Develop and realise:** Select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically and flexibly, and to achieve planned outcomes.

4 **Review:** Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.

The OCR Extended Project is designed to allow individual students to succeed. It is also straightforward to understand, easy to administer and it can be taught alongside a candidate's core programme.

There is a straightforward taught component which centres can deliver as appropriate to their situation. The flexibility that OCR has built in to this qualification including freedom of choice for candidates means that they will be inspired and motivated. In addition, it is accessible to all as it transcends the boundaries between academic and vocational courses. Its relevance is based on the underpinning requirement to test application of skills rather than retention of knowledge.

The Extended Project has intrinsic value and it also has great merit in preparing students to develop many of the qualities and skills needed for further study, for adult life and work. It therefore acts as a way to ease the transition from school to the workplace, to further education or to university. Students with the qualification stand out from the crowd at interviews as they demonstrate their enthusiasm for (and knowledge of) their chosen topic, intellectual flexibility and project management skills. The Extended Project encourages a 'can do' attitude and allows students the opportunity to perform well in something that really interests them.

2 Structure of the qualification

2.1 Key features of the Extended Project

The Extended Project consists of one unit which is internally assessed by the centre and externally moderated by OCR (see Section 3 of this specification).

OCR Level 3 Extended Project is flexible and will allow centres to manage a diversity of different projects in an efficient simple way. This qualification offers learners an opportunity to study project management (which will be assessed). This is a vital component of 'post school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each learner is able to tailor their project to fit their individual interests, needs, choices and aspirations. OCR offers a rigorous assessment structure that ensures the integrity of the project.

Learners will be assessed on four areas:

- Managing a project

- Using resources

- Developing and realising a project

- Reviewing the project.

The outcome of the project can be a design, performance, report, dissertation or artefact. Whatever form this takes, the project must include a written component. As a guide the dissertation should be approximately 5,000 words. For all other outcomes the written component should be approximately 1,500 to 2,500 words. Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

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

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

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

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

This form is available from the OCR website. It requires input from both the learner and teacher to ensure that it enables the learner to achieve the intended level.

2.3 The Project Progression Record

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

2.4 Structure and size of the Extended Project

OCR Level 3 Extended Project is a single unit, linear qualification and comprises about 120 guided learning hours (glh).

2.5 Guided learning hours

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

	Level Three
Guided learning hours	120
Hours linked to teaching (Guidance and instruction by the teacher/tutor/presenter)	40% (50 Hours)
Hours linked to assessment (e.g. individual work when, teacher/tutor is supervising, mentoring and record keeping)	60% (70 Hours)

2.6 Unit format

To complete the unit a learner must:

• complete the learning outcomes specified in the unit

• complete the Verification of Topic/Title form

• produce evidence to prove the assessment criteria listed in the unit and will collect evidence whilst completing tasks, assignments or projects.

• complete the Project Progression Record form.

See Section 3 of this specification.

The unit contains eight distinct sections. Some cover mandatory requirements, others provide advice and guidance. The eight sections are described below:

1. Unit level

This section indicates at what level the unit is on the National Qualifications Framework.

2. Unit size

This section indicates the size of the unit in terms of the guided learning hours needed for its completion (see Section 2.4). At level 3 the unit is 120glh.

3. Unit overview

This section describes the aims and purpose of the unit.

4. Learning outcomes

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

5. Assessment criteria

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

6. Exemplification

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

7. Form of assessment

This section specifies the mandatory requirements in relation to the assessment of the unit. The Extended Project is internally assessed and externally moderated. Evidence can be submitted electronically via the OCR Repository.

8. Marking criteria

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

3

3.1   Linear qualification information

OCR Entry Code	Linear qualification title	glh	Form of assessment	QCA accreditation code
H856	OCR Level 3 Extended Project	120	Internally assessed	500/2406/1

3.2   Level 3 Extended Project

Qualification level	Qualification size
Level 3	120 Guided Learning Hours

Qualification overview

This qualification provides an opportunity to learn how to undertake and manage an assessed, skills-based project.

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

It comprises **two main parts** that are closely intertwined:

A taught element including project management skills:

- how to choose a topic that is relevant and allows optimum benefit both in terms of assessed project result and also personal development

- a comprehensive coverage of project management, including tools such as timelines, critical path analysis, etc

- research techniques including selection, collation and evaluation

- how to identify what skills are needed to complete the project, including opportunities to develop personal, learning and thinking skills

- how to apply reflective learning

- presentation techniques, methods of evaluation and analysis.

This will support the learner through the course of the unit to:

- choose a topic for their project

- identify a question, task or brief that specifies an intended outcome for their project

- produce a plan on how to deliver the intended outcome of their project

- research and analyse information that is relevant to their project

- make appropriate connections and linkages and understand the complexities of their project

- choose tools and techniques to develop and realise their project

- analyse project outcomes and draw conclusions on their project

- present evidenced outcome and evaluate the process of their chosen project.

A skills-based individual piece of work. Through the development of their project, the learner will also be empowered to:

- develop independent learning

- develop skills in decision-making and problem-solving

- demonstrate creativity and initiative

- apply learning in order to identify potential career pathways

- be inspired by new areas of study

- learn by experience

- acquire skills related to developing, researching and presenting a project

- apply appropriate technologies.

3.3   Assessment objectives (AO)

At Level 3, it is expected that a minimum of 40% of Guided Learning Hours (glh) will be linked to teaching and 60% will be linked to assessment (see Section 2.5).

- **The outcome of the project** can be a design, performance, report, dissertation or artefact. Whatever form this takes, the project must include a written component and the completed Project Progression Record (PPR) (see Section 2.3 in this specification for further information). Other assessment evidence can also be included, e.g. evidence related to a diary or IT logging system, a presentation, an experiment. As a guide the dissertation should be approximately 5,000 words. For all other outcomes the written component should be approximately 1,500 to 2,500 words. Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

The topic of the project should be chosen by the learner and negotiated and agreed formally with the assessor, See *Level 3 Extended Project Teacher's Guide* for more details on this process, including formal verification procedures.

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

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

See Section 6 of this specification for mapping and signposting of PLTS, functional skills and key skills.

The Extended Project will be internally assessed and externally moderated by OCR.

Learning outcomes	Assessment criteria	Exemplification of what the learner will do
With advice from the teacher where needed, the learner will: 1 Understand and take an active role in how a project is organised [AO1]	The learner can: 1.1 Negotiate with their mentor/ supervisor a suitable topic and its scope 1.2 Identify the overall aims of the Extended Project 1.3 Identify and draft detailed objectives for the Extended Project in terms of a question, hypothesis, problem, challenge or a client commission	• Negotiate working title, which provides clear opportunities for developing skills, knowledge and understanding appropriate to the level • Define aims that specify the intended outcome and the context of the project in terms of an intended audience
2 Be able to plan and carry out independent research either individually or as part of a collaborative group [AO2]	2.1 Use a wide and appropriate range of sources of information 2.2 Select methods of collecting information that are relevant to the task 2.3 Collate information from a range of sources 2.4 Evaluate research material collected for suitability of purpose and quality	• Produce a statement of intermediate and final objectives relevant to the stated aims • Identify what kind of research material will be relevant to the brief and methods of collecting data that are fit for purpose • Research relevant information and evaluate worth in relation to the needs of the project. Selects what material will be used for the project

Learning outcomes	Assessment criteria	Exemplification of what the learner will do
With advice from the teacher where needed, the learner will: 3 Be able to plan, organise, research and develop a project to progress it to a conclusion and evaluate the outcome, providing evidence of each aspect	The learner can: 3.1 Take ownership of all aspects of the project including its planning, organisation, methodology and outcome either as an individual or part of a collaborative group	• Define all aspects of the project including the type of evidence that will be produced for each aspect (planning, research, organisational issues and eventual outcome) *Note, for assessment it may be necessary to use visual/sound record or other appropriate digital technologies (PDAs or third generation mobile phones may be used to record evidence in real time) to record some aspects of the project, if ephemeral. This may include discussions if working within a group*
	3.2 Demonstrate the skills necessary to deliver the intended outcome	• Produce detailed project management information in a recognised form to cover all aspects of the project
	3.3 Complete the Extended Project on time and in accordance with the original brief	• Apply project management techniques to take the project to completion within an agreed timescale
[AO3]		

Learning outcomes	Assessment criteria	Exemplification of what the learner will do

With advice from the teacher where needed, the learner will:
 	
4   Be able to
 	
•   select and use relevant techniques, tools, equipment and technologies
 	
•   work with others including their mentor/supervisor
 	
•   use problem-solving and project management techniques
 	
       [AO3]
	The learner can:
	
	4.1 Choose a range of tools, equipment, techniques and/or technologies suitable to develop and realise the project
	
	4.2 Use relevant tools, equipment, techniques and/or technologies to develop and realise the project
	
	4.3 Work with a group (one other person or more) to provide feedback and relevant input to their project
	
	4.4 Use recognised techniques to manage the project and solve problems that arise, demonstrating how and why those techniques were used in particular circumstances and evaluating their effectiveness
		• Have opportunities:
		  - to apply and develop PLTS and functional skills
		  - to use specialist techniques that are relevant to a chosen topic
		
		• Keep effective, comprehensive records to allow cross referencing and transfer to other areas of study/interest. Records will also be required to provide relevant evidence of collaborative working (e.g. recording a discussion) and to demonstrate project management and problem-solving skills
		
		• Provide a written evaluation of all management and problem-solving techniques used, related to context

Learning outcomes	Assessment criteria	Exemplification of what the learner will do
With advice from the teacher where needed, the learner will: 5 Know how to, understand the reasons for and demonstrate the ability to • draw relevant conclusions • analyse project outcomes • evaluate the project • present the outcome effectively to a previously defined audience [AO4]	The learner can: 5.1 Identify the main conclusions and explain their relevance to the stated aims of the project 5.2 Analyse and evaluate the results of the project 5.3 Assess the relevance and effectiveness of the project in meeting its aims and objectives 5.4 Present the project in a way that meets the needs of its audience	• State what conclusions can be drawn with a detailed written analysis of their relationship to the project aims • Evaluate the success of the project in relation to achieving each of its intended outcomes and its overall effectiveness in meeting its original aims and objectives • Present the project to the intended audience in an accessible and relevant form using appropriate media. Feedback from the audience is required to establish fitness for purpose. Communication and presentation skills are to be assessed

Form of assessment

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

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

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

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

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

- The learner will edit/modify their own work using generic information relevant to an extended piece of work. (Guidance is given throughout this document). The teacher, mentor or supervisor will not provide redrafting advice in the final stages of the Extended Project.

- The teacher, mentor or supervisor may give verbal (not written) feedback for each of the activities and opportunities on the Project Progression Record.

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

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

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

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

More detailed information on how to deliver the Extended Project Level 3 can be found in the *Level 3 Extended Project Teacher's Guide.*

Marking criteria

The total number of marks for this unit is 60.

Assessment objectives	Learning outcomes		Weightings	Maximum mark
AO1: Manage Identify, design, plan and complete an individual Extended Project (or task within a group Extended Project), applying organisational skills and strategies to meet stated objectives.	1	Understand and take an active role in how a project is organised	20%	12
AO2: Use resources Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic.	2	Be able to plan and carry out independent research either individually or as part of a collaborative group	20%	12
AO3: Develop and realise Select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically and flexibly, and to achieve planned outcomes.	3 4 • • •	Be able to plan, organise, research and develop a project to progress it to a conclusion and evaluate the outcome, providing evidence of each aspect Be able to select and use relevant techniques, tools, equipment and technologies work with others including their mentor/supervisor use problem-solving and project management techniques	40%	24
AO4: Review Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.	5 • • • •	Know how to, understand the reasons for, and demonstrate the ability to draw relevant conclusions analyse project outcomes evaluate the project present the outcome effectively to a previously defined audience	20%	12
		Total	100%	60

3

It is important that the criteria are applied consistently, within the context of standards applicable to Level 3, from project to project regardless of the fact that different types of outcome may be involved (e.g. an artefact or a performance). The focus of the assessment is on the process the learner has gone through to achieve and evaluate their final outcome rather than the outcome itself. This involves deciding the correct band and mark for each Assessment Objective, by determining 'best fit'.

AO1 Manage

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

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

AO1	Band 1: *In this band, the learner will provide evidence that they have, with guidance and direction:*	Band 2: *In this band, the learner will provide evidence that they have, with some guidance:*	Band 3: *In this band, the learner will provide evidence that they have, with minimal or no guidance:*	Mark Awarded
	• Selected a suitable topic and produced a piece of work that reflects a design formulated with the assistance of their teacher/mentor	• Proposed a suitable topic and produced a piece of work that reflects a design negotiated with their teacher/mentor	• Proposed a suitable topic and produced a piece of work that reflects a design proposed to their teacher/mentor and with limited negotiation/support of their teacher/mentor	
	• Taken an adequate degree of responsibility for their project, planning and managing the work through measures addressing its sequencing, its breakdown into intermediate tasks and monitoring its progress. In a group setting, responsibility will have been taken for closely defined tasks assigned by the group	• Taken substantial responsibility for their project, effectively planning and managing the work including sequencing, its breakdown into intermediate tasks and monitoring its progress. In a group setting, responsibility will have been taken for aspects of group work with active participation in group decision-making	• Taken full responsibility for their project, skilfully planning and managing every aspect of the work. In a group setting, responsibility will have been taken for directing and monitoring aspects of group work with some leadership of group decision-making	

AO1	Band 1: *In this band, the learner will provide evidence that they have, with guidance and direction:*	Band 2: *In this band, the learner will provide evidence that they have, with some guidance:*	Band 3: *In this band, the learner will provide evidence that they have, with minimal or no guidance:*	Mark Awarded
	• Developed adequate organisational, IT, decision-making and problem-solving skills necessary to realise the project, responding to changing circumstances • Completed the project within the agreed time schedule	• Developed proficient organisational, IT, decision-making and problem-solving skills and used them effectively to realise the project, recognising and responding to changing circumstances • Completed the project within the agreed time schedule, meeting most intermediate goals	• Developed proficient IT and sophisticated organisational, decision-making and problem-solving skills and used them creatively to realise the project, effectively managing changing circumstances • Completed the project within the agreed time schedule, meeting all, or virtually all, intermediate goals	
	[0 1 2 3 4]	[5 6 7 8]	[9 10 11 12]	/12

AO2 Use resources

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

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

AO2	Band 1: *In this band, the learner will provide evidence that:*	Band 2: *In this band, the learner will provide evidence that:*	Band 3: *In this band, the learner will provide evidence that:*	Mark Awarded
	• A limited range of sources has been used to obtain, select, collate and analyse information and data relevant to the project. Guidance on the choice and interpretation of sources has been given by the teacher/mentor • Some understanding of connections and linkages between different types of resource and the complexities inherent in their project has been developed • A limited range of appropriate technology and related technical skills have been used to aid the collection of information and data. E-learning has been used, where appropriate	• An appropriate range of sources has been used to obtain, select, collate and analyse information and data relevant to the project. Some guidance on the choice and interpretation of sources has been given by the teacher/mentor • An effective understanding of connections and linkages between different types of resource and the complexities inherent in their project has been developed • A range of appropriate technology and related technical skills have been used to aid the collection of information and data. E-learning has been used effectively to further the aims of the project, where appropriate	• A wide range of sources has been used to obtain, select, collate and analyse information and data relevant to the project. Little or no guidance on the choice and interpretation of sources has been given by the teacher/mentor • A sophisticated and perceptive understanding of connections and linkages between different types of resource and the complexities inherent in their project has been developed • A wide range of appropriate technology and related technical skills have been used to aid the collection of information and data. E-learning has been used skilfully and critically to further the aims of the project, where appropriate	

AO2	Band 1: *In this band, the learner will provide evidence that:*	Band 2: *In this band, the learner will provide evidence that:*	Band 3: *In this band, the learner will provide evidence that:*	Mark Awarded
	• Where relevant, some information and/or data has been obtained through working with others in the context of engagement in a business, social-community venture/enterprise or through involvement in a local, regional or international team Extended Project. The learner has participated in a limited way within the context	• Where relevant, a range of appropriate information and/or data has been obtained through working with others in the context of engagement in a business, social-community venture/enterprise or through involvement in a local, regional or international team Extended Project. The learner has been an active participant within the context	• Where relevant, a wide range of appropriate information and/or data has been obtained working with others in the context of engagement in a business, social-community venture/enterprise or through involvement in a local, regional or international team Extended Project. The learner has offered leadership or direction within the context	
	[0 1 2 3 4]	[5 6 7 8]	[9 10 11 12]	/12

AO3 Develop and realise

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

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

AO3	Band 1: *In this band, the learner will provide evidence that:*	Band 2: *In this band, the learner will provide evidence that:*	Band 3: *In this band, the learner will provide evidence that:*	Mark Awarded
	• Some appropriate skills have been selected and used in relation to the context of the project in order to solve problems, take decisions and achieve the planned outcome. These skills may include problem-solving techniques, analytical techniques, PLTS, functional skills, presentational skills and technical skills of various kinds. There is some evidence of the critical, creative and flexible use of skills in the furtherance of the project's development and realisation	• A range of appropriate skills have been selected and used effectively in relation to the context of the project in order to solve problems, take decisions and achieve the planned outcome. These skills may include problem-solving techniques, analytical techniques, PLTS, functional skills, presentational skills and technical skills of various kinds. There is evidence of the critical, creative and flexible use of skills in the furtherance of the project's development and realisation	• A wide range of appropriate skills have been selected and used in a sophisticated manner in relation to the context of the project in order to solve problems, take decisions and achieve the planned outcome. These skills may include problem-solving techniques, analytical techniques, PLTS, functional skills, presentational skills and technical skills of various kinds. There is clear evidence throughout of the critical, creative and flexible use of skills in the furtherance of the project's development and realisation	

AO3	Band 1: *In this band, the learner will provide evidence that:*	Band 2: *In this band, the learner will provide evidence that:*	Band 3: *In this band, the learner will provide evidence that:*	Mark Awarded
	• Some appropriate technologies, including relevant new technologies, have been used to assist the process of problem-solving, decision-making and achieving the planned outcome. There is some evidence of the critical, creative and flexible use of technology in the furtherance of the project's development and realisation	• A range of appropriate technologies, including relevant new technologies, have been used effectively to assist the process of problem-solving, decision-making and achieving the planned outcome. There is evidence of the critical, creative and flexible use of technology in the furtherance of the project's development and realisation	• A range of appropriate technologies, including relevant new technologies, have been used in a sophisticated manner to assist the process of problem-solving, decision-making and achieving the planned outcome. There is clear evidence throughout of the critical, creative and flexible use of technology in the furtherance of the project's development and realisation	
	[0 1 2 3 4 5 6 7 8]	[9 10 11 12 13 14 15 16]	[17 18 19 20 21 22 23 24]	/24

AO4 Review

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

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

AO4	Band 1: *In this band, the learner will provide evidence that:*	Band 2: *In this band, the learner will provide evidence that:*	Band 3: *In this band, the learner will provide evidence that:*	Mark Awarded
	• Although limited in scope, a critical, reflective and independent approach to learning has been developed. A limited attempt has been made to present an accurate review of their work covering both development aspects and the eventual outcome of the project. This may relate to the learner's participation and contribution to a group project in a social-community venture/enterprise and/or local, regional or international team project • A limited use of communication skills and media to present a broadly effective review of the development and outcome of the project	• A critical, reflective and independent approach to learning has been developed. They present a thorough and accurate review of their work covering both development aspects and the eventual outcome of the project. This may relate to the learner's participation and contribution to a group project in a social-community venture/enterprise and/or local, regional or international team project • A broad usage of communication skills and media to present an effective and comprehensive review of the development and outcome of the project	• An incisive critical, reflective and independent approach to learning has been developed. They present a perceptive, thorough and accurate review of their work covering both development aspects and the eventual outcome of the project. This may relate to the learner's participation and contribution to a group project in a social-community venture/enterprise and/or local, regional or international team project • A sophisticated usage of communication skills and media to present a perceptive, effective and comprehensive review of the development and outcome of the project	

AO4	Band 1: *In this band, the learner will provide evidence that:*	Band 2: *In this band, the learner will provide evidence that:*	Band 3: *In this band, the learner will provide evidence that:*	Mark Awarded
		• The presentation has broadly met the needs of its intended specialist and/or non-specialist audience* • They have appropriately addressed the issue of personal, academic and career development beyond the confines, but informed by, their participation in the project, including their development of transferable skills	• The presentation has met all the needs of its intended specialist and/or non-specialist audience. The audience was engaged and entertained* • They have addressed clearly and realistically the issue of personal, academic and career development beyond the confines, but informed by, their participation in the project, including their development of transferable skills. They clearly understand what has been achieved and where it can lead them	
	[0 1 2 3 4]	[5 6 7 8]	[9 10 11 12]	/12
			Total mark AO1 + AO2 + AO3 + AO4	/60

4.1 Profile of the Extended Project

Title	OCR Level 3 Extended Project			
OCR entry code	H856			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 3			
QAN	500/2406/1 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	• Learners studying in preparation for employment • Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE)			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	Please refer to Section 2.4. This is a single unit, linear qualification. To achieve this qualification, learners must complete the unit.			
Internal assessment	The unit is centre (internally) assessed and externally moderated by OCR. Learners may complete the unit at a time that suits the centre. Evidence can be submitted electronically via the OCR Repository			
Grading	The qualification is graded as A* – E			
Funding	For information on funding please contact your local authority			
Performance figures	Information not yet available			
PLTS	Mapping to personal, learning and thinking skills is provided within this specification. See section 6.1			
Functional Skills	Signposting to functional skills is provided within this specification. See Section 6.2			
Key Skills	Signposting to key skills is provided within this specification. See Section 6.3			

4.2 Target audience

This qualification is typically (although not exclusively) aimed at young people aged 14-19 in full-time education who wish to develop and apply their knowledge, understanding and skills in undertaking and managing a project at Level 3 of the National Qualifications Framework (NQF).

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

4.3 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby supporting equality and diversity.

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

Progression into employment

The Extended Project is designed to enable learners to improve their communication, team working, self management and organisation skills which will help them enter employment in a wide range of work environments.

Progression to further qualifications

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

For example, a learner achieving an OCR Level 3 Extended Project may:

- undertake additional Level 3 qualifications part-time or full-time in further education, e.g. AS/A Level GCEs, NVQs or VRQs

- progress to Higher Education.

4.5   Supporting learners

Assessors/teachers (or other centre staff) should provide guidance to learners on the assessment process and help learners prepare for assessment. Full details on how this qualification is assessed are in Sections 3 and 5 of this specification.

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

4.6   Wider issues

The Extended Project provides potential for centres to develop learners' understanding of spiritual, moral, ethical, legislative, economic, social and cultural issues and heighten their awareness of sustainable development, health and safety considerations and European developments consistent with international agreements. The balance, however, depends on the topic selected by the learner.

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

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

Sustainable development, health and safety considerations and European developments

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

4.7   Language

The specification and associated materials are in English only.

4.8 Mode of delivery

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

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

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

4.9 Resources

OCR has developed a *Level 3 Extended Project Teacher's Guide* which will assist in the teaching of the Project. This is available to download from the OCR website.

OCR has not endorsed any resources for the Extended Project.

4.10 Funding

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

4.11 Enquiries about results

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

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

4.12 Centre malpractice guidance

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

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

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

4.13 Equalities Act Information Relating to Level 3 Extended Project

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

For learners who require access arrangements or reasonable adjustments centres should consult the JCQ publication *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, General and Vocational qualifications*. Centres do not need to apply to OCR, however, arrangements must be made that are in line with equality legislation but do not affect the reliability or validity of assessment outcomes.

Coursework administration/regulations

A separate publication, the OCR Admin Guide (14-19 Qualifications) provides full details of the administration arrangements for this qualification. These are also published on the OCR website.

5.1 The internally assessed unit

The Extended Project qualification has been designed to be internally assessed, applying the principles of controlled assessment as set out in the QCA document QCA.07/3208. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the learners' work. These controls take a variety of forms in each of the stages of the assessment process: task setting*, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach for the Extended Project at level 3.

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

5.2 Task setting

5.2.1 The OCR approach

For the Extended Project at level 3, OCR will assume a medium level of control in relation to the setting of tasks. The project topic and title is chosen by the learner and negotiated and agreed formally with the teacher, mentor or supervisor. Responsibility lies with the centre to verify the choice of project topic and title.

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

5.3 Task taking

5.3.1 The OCR approach

For the Extended Project at level 3 OCR will assume a variety of controls for supervision of task taking.

5.3.2 Definitions of the controls

(a) **Authenticity control**: For the Extended Project level 3 it is expected that many aspects of the work for assessment will be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

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

Within the Extended Project level 3 OCR expects teachers to oversee learners who are undertaking work which is internally assessed. The degree of teacher guidance in learners' work will vary according to the kinds of work being undertaken. It should be remembered, however, that learners are required to work independently showing initiative and reaching their own judgements and conclusions. The teacher may give verbal (not written) feedback for each of the activities and opportunities on the Project Progression Record.

Teachers are expected to:

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

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

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

Internally assessed work should be completed within the guided learning hours for the unit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work, testing, etc. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own work and be able to authenticate it using the specified procedure.

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

5.3.3   Quality assuring the controls

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

5.3.4   Completing the task

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

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

Centre staff may give support and guidance to learners.

Extent of supervision in the carrying out of tasks

	Level 3
Planning the task	Once topic/title agreed, individual work monitored by teacher, mentor or supervisor
Collecting information/research	Independent work with guidance when sought
Project management	Monitored regularly e.g. via meetings to be agreed between learner and teacher, mentor or supervisor
Presentation	Independently planned and delivered
Review/reflective learning	1:1 discussion(s) following preparatory work by learner
Draft 1	Independent work with verbal teacher, mentor or supervisor feedback e.g. via meetings to be agreed between learner and teacher
Final submission	Independent work with a final check by the teacher, mentor or supervisor e.g. via meetings to be agreed between learner and teacher, mentor or supervisor

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

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

5.3.5 Presentation of work

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

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

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

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

5.4 Task marking

5.4.1 The OCR approach

For the Extended Project at level 3 OCR will assume a medium to high level of control in relation to the marking of tasks. The unit will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator. Evidence can be submitted for postal moderation or uploaded to the OCR Repository.

5.4.2 Applying the assessment criteria

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

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

5.4.3 Use of 'best fit' approach to marking criteria

The assessment task(s) should be marked by the teacher according to the given marking criteria using a 'best fit' approach. For each of the assessment objectives, the descriptors that most closely describe the quality of the work being marked should be chosen.

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

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

To select the most appropriate mark for each assessment objective, teachers, mentors or supervisors should use the following guidance:

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

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

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

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

Only one mark per assessment objective will be entered. The final mark for the learner for the Extended Project unit is out of a total of 60 and is found by totalling the marks for each of the marking objective strands.

5.4.4   Authentication

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

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

Learners must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources. Section 3 of this specification provides some guidance on referencing and reminds learners that the work they submit must be their own and that they may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure learners understand what is expected of them.

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

5.4.5   Internal standardisation

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

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

5.4.6   External moderation

Moderation for the Level 3 Extended Project will be by postal moderation or alternatively, by using OCR's electronic repository. (Please see Appendix A for more information about the repository). A sample of learners' work will be requested from each centre by an OCR appointed moderator. The following notes are for general guidance; detailed instructions will be issued by OCR at the start of the programme.

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

Full details of the moderation dates are found in the *OCR Admin Guide (14-19 Qualifications)*, available from our website www.ocr.org.uk.

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

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

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

The sampling strategy for the internally assessed unit will be similar to those used for general qualifications but the details will be more fully documented in separate guidance based on Ofqual agreed moderation sampling rules.

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

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

- to complete the moderation
- as an example of work for the Awarding Committee
- because there is an issue the Chief Moderator needs to consider
- for exemplification or exhibition purposes

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

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

6 Mapping and signposting

6.1 Mapping to personal, learning and thinking skills

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

PERSONAL, LEARNING AND THINKING SKILLS (PLTS)

Level 3 Extended Project -		LO1	LO2	LO3	LO4	LO5
Independent enquirers	**Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.**					
	identify questions to answer and problems to resolve	✓				
	plan and carry out research, appreciating the consequences of decisions		✓	✓		
	explore issues, events or problems from different perspectives			✓		
	analyse and evaluate information, judging its relevance and value		✓			
	consider the influence of circumstances, beliefs and feelings on decisions and events				✓	
	support conclusions, using reasoned arguments and evidence					✓
Creative thinkers	**Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value**					
	generate ideas and explore possibilities	✓	✓			
	ask questions to extend their thinking				✓	✓
	connect their own and others' ideas and experiences in inventive ways		✓	✓		
	question their own and others' assumptions				✓	✓
	try out alternatives or new solutions and follow ideas through			✓	✓	
	adapt ideas as circumstances change				✓	
Reflective learners	**Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning**					
	assess themselves and others, identifying opportunities and achievements					✓

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Level 3 Extended Project -		LO1	LO2	LO3	LO4	LO5
	set goals with success criteria for their development and work	✓		✓		
	review progress, acting on the outcomes				✓	✓
	invite feedback and deal positively with praise, setbacks and criticism				✓	
	evaluate experiences and learning to inform future progress				✓	✓
	communicate their learning in relevant ways for different audiences					✓
Team workers	**Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes**					
	collaborate with others to work towards common goals			✓	✓	
	reach agreements, managing discussions to achieve results				✓	
	adapt behaviour to suit different roles and situations				✓	
	show fairness and consideration to others				✓	
	take responsibility, showing confidence in themselves and their contribution			✓		
	provide constructive support and feedback to others				✓	
Self-managers	**Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities**					
	seek out challenges or new responsibilities and show flexibility when priorities change				✓	
	work towards goals, showing initiative, commitment and perseverance	✓		✓		
	organise time and resources, prioritising actions	✓		✓		
	anticipate, take and manage risks			✓	✓	
	deal with competing pressures, including personal and work-related demands			✓	✓	
	respond positively to change, seeking advice and support when needed				✓	

Level 3 Extended Project -		LO1	LO2	LO3	LO4	LO5
Effective participators	Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves					
	discuss issues of concern, seeking resolution where needed				✓	
	present a persuasive case for action			✓	✓	
	propose practical ways forward, breaking these down into manageable steps	✓		✓		
	Identify improvements that would benefit others as well as themselves				✓	✓
	try to influence others, negotiating and balancing diverse views to reach workable solutions				✓	
	act as an advocate for views and beliefs that may differ from their own				✓	

6.2 Signposting to functional skills

Level 3 Extended Project – signposting functional skills to learning outcomes

		LO1	LO2	LO3	LO4	LO5
English	Each individual:					
	is confident and capable when using the skill of speaking, listening, reading and writing				✓	✓
	is able to communicate effectively, adapting to a range of audiences and contexts.					✓
	is able to explain information clearly and succinctly in speech and writing					✓
	is able to express a point of view reasonably and persuasively				✓	
	is able to use ICT to communicate effectively				✓	✓
	will be able to read and understand information and instructions		✓			
	will be able to use this understanding to act appropriately		✓			
	will be able to analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem				✓	✓
	will be able to make an oral presentation or report					✓
	will be able to contribute to discussions				✓	
	will be able to use speech to work collaboratively to agree actions and conclusions.			✓	✓	

		LO1	LO2	LO3	LO4	LO5
Mathematics	**Each individual:**					
	has sufficient understanding of a range of mathematical concepts		✓			
	knows how and when to use a range of mathematical concepts			✓	✓	✓
	will have the confidence and capability to use mathematics to solve problems embedded in increasingly complex settings		✓	✓		
	will have the confidence and capability to use a range of tools, including ICT as appropriate			✓	✓	✓
	will develop the analytical and reasoning skills to draw conclusions, justify how they are reached and identify errors or inconsistencies				✓	✓
	will also validate and interpret results, judge the limits of their validity and use them effectively and efficiently					✓
ICT	**Each individual:**					
	is confident and capable when using ICT systems and tools to meet a variety of needs in a range of contexts.			✓	✓	✓
	will use ICT to find, select and bring together relevant information		✓		✓	✓
	will use ICT to develop, interpret and exchange information, for a purpose			✓	✓	✓
	will be able to apply ICT safely to enhance their learning and the quality of their work				✓	✓

6.3   Signposting to key skills

Level 3 Extended Project – signposting key skills to learning outcomes

		LO1	LO2	LO3	LO4	LO5
Communication						
	Make a presentation					✓
	Read and synthesise information		✓			
	Discuss				✓	
	Write			✓		✓
	Develop a strategy	✓		✓		
	Monitor progress			✓	✓	
	Evaluate the strategy and present outcomes				✓	✓
Application of number						
	Plan and activity and interpret information	✓	✓			
	Carry out calculations					
	Interpret results and present findings				✓	✓
	Develop a strategy			✓		

		LO1	LO2	LO3	LO4	LO5
	Monitor progress			✓	✓	
	Evaluate the strategy and present outcomes				✓	✓
ICT						
	Find and select information		✓			
	Develop information			✓	✓	
	Present information					✓
	Develop a strategy			✓		
	Monitor progress				✓	
	Evaluate the strategy and present outcomes					✓
Improving own learning and Performance						
	Set targets and plan how these will be met	✓		✓		
	Take responsibility for own learning	✓	✓	✓		
	Review progress and establish evidence of achievements				✓	✓
	Develop a strategy			✓		
	Monitor progress and adapt strategy to improve performance				✓	✓
	Evaluate the strategy and present outcomes				✓	✓
Problem solving						
	Explore a problem and identify ways of tackling it				✓	
	Plan and implement a way of solving the problem	✓		✓	✓	
	Check if problem has been resolved and review approach to problem solving				✓	✓
	Develop a strategy	✓		✓	✓	
	Monitor progress and adapt strategy for solving the problem			✓		
	Evaluate the strategy and present outcomes				✓	✓
Working with others						
	Plan work with others			✓	✓	
	Seek to develop co-operation and check progress towards objectives				✓	
	Review work with others and agree ways of improving collaborative work				✓	
	Develop a strategy	✓		✓	✓	
	Monitor progress and adapt strategy to achieve agreed objectives			✓	✓	
	Evaluate the strategy and present outcomes					✓

7.1 Availability of assessment

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

Moderation will be offered twice yearly. Full details of the moderation dates are found in the *OCR Admin Guide (14-19 Qualifications)*, available from our website www.ocr.org.uk.

7.2 Making qualification entries

The Level 3 Extended Project is a linear qualification where a single entry for the qualification is made and learners complete their work by the end of the course.

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

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

Qualification code	Submission method	Unit titles
H856/A	OCR Repository	Level 3 Extended Project
H856/B	Postal moderation	Level 3 Extended Project

Entries can be made online via Interchange or using EDI.

7.3 Resits

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

7.4 Grading

Grading of the Level 3 Extended Project

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

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

7.5 Shelf-life of units

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

8 Supporting Documentation

8.1 Tracking and recording information

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

- Verification of topic/title form (VTT) (see Section 2.2 of this specification)
- The Project progression record (PPR) (see Section 2.3 of this specification)

The Centre Authentication Form (CCS160) is sent to the centre once entries have been made for a particular series. It should be completed and submitted along with the projects to the designated moderator. One copy is to be signed by the teacher/examinations officer for the unit. This form is a written declaration to confirm that the learners' work was conducted under the required conditions as laid down by the specification.

A copy of the Unit Recording Sheet (URS) is required for each individual project. It is to be used by the teacher to show the mark breakdown per Assessment Objective. This form is available to download from our website.

8.2 Additional supporting documentation

OCR has developed a *Level 3 Extended Project Teacher's guide* which is available to download from our website www.ocr.org.uk.

A range of exemplar material is also available.

9.1 General enquiries

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

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

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

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

9.2 Customer feedback

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

The Qualifications Manager
Level 3 Extended Project
Progress House
Westwood Way
Coventry
CV4 8JQ

9.3 OCR Training Events

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

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

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

10 Glossary

Terms used in the Project assessment/marking grids

This glossary is to be used in relation to the assessment/marking grids and the generic guidance included in the Level 3 Project Teacher's Guide. These are generic descriptions for the most commonly included words as used in the particular context of the assessment/marking grids and are intended to make the terms explicit within that context.

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

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

Address
Take account of all relevant issues and/or requirements

Analyse
Separate information into components and identify their characteristics - should be thorough/complete

Apply
Put into effect in an organised/practical way

Assess
Offer a reasoned judgement informed by relevant facts

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

Comment
Present an informed opinion

Competent
Can do, to the necessary standard for the task

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

Critical
Balanced, incisive - exposing/recognising flaws

Direction
Specific instruction/indication where teacher, mentor or supervisor states/sets out what learners should do

Discuss
Present, explain and evaluate salient points e.g. for/against an argument

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

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

Guidance
Information and instructions provided by teacher, mentor or supervisor for use by learners (often generic)

Illustrate
Present examples which help to clarify a particular point/issue

In depth
Detailed and thorough - well beyond the basics

Interpret
Explain information in an understandable form

Limited
Restricted in scope/inadequate/incomplete

Little
Insignificant - almost no evidence exists

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

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

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

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

Reasonable
Satisfactory - enough to complete a task but not flawless

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

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

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

Some
A small amount/number - not complete/exhaustive

Sophisticated
Uses refined and complex applications efficiently and effectively

Substantial
Significant, recognisable and clearly sufficient for the task involved

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

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

The Level 3 Extended Project is a single unit, linear qualification. The outcome of the project can be a design, performance, report, dissertation or artefact.

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

The following evidence **must** be submitted:

- written component

- outcome of the project e.g. performance, artefact, design, dissertation, report

- presentation

- completed Project Progression Record (PPR)

- Unit Recording Sheet

- Centre Authentication Form.

Optional evidence may be included, for example:

- a diary or IT logging system

- an experiment

- images stored on various media.

Structure for evidence

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

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

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

- Centre Authentication Form

- Unit Recording Sheet

Data formats for evidence

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

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

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

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become

available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic evidence submitted for moderation is accessible to the moderator and fully represents the evidence available for each candidate.

Accepted File Formats

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

Please consult OCR *Guidance on Digital Controlled Assessment Submissions* for advice on compatibility of versions of these file formats

Appendix B: Performance Descriptions at Key Grade Boundaries

Grade A*/A Boundary

Characteristics of performance at the grade A*/A boundary at level 3 are as follows:

AO1

• Candidate personally develops the project title and phrases it as a clearly focused question, hypothesis or brief and provides a clear rationale for the project

• Candidate personally identifies appropriate strategies, tasks and objectives, justifies his/her choices and engages with them

• The work is well-planned, well-organised, coherent and includes appropriate autonomous review and modification

AO2

• A rich and varied range of sources of information is used critically and effectively, and resources are used appropriately

• Research skills, technical language and/or specialist vocabulary are evident and well-developed

• There is evidence of clear understanding of the complexities of the topic

• There is evidence of synthesis through the making of relevant links to related areas

AO3

• There is considered response to guidance and evidence of critical reflection, plus appropriate action on advice given

• There is reference to problems encountered and justification of action taken to address these

• There is evidence of the development of skills, including underpinning ideas and concepts where appropriate, and of clear understanding of the topic area

• Candidate achieves a high quality and appropriate outcome that realises most of the intentions of the project

AO4

• The candidate carries out an in-depth evaluation in relation to stated objectives and to own learning and performance. Reasons for any non-realisation of objectives are identified as are any flaws in the original objectives.

• The outcomes of the project are clearly presented, including explicit commentary on findings and conclusions that are clearly related to the original objectives

• The candidate makes use of a range of appropriate presentation skills

• The candidate responds well to questions and displays a clear and in-depth knowledge and understanding of the topic area

Grade E/U Boundary

Candidates at the E/U boundary tend to produce an uneven performance with good performance on some aspects being balanced by poor performance on others. Characteristics of an 'even' performance at the grade E/U boundary at level 3 are as follows:

AO1

- There is limited evidence of personal choice and research into the project title (likely to be rather broad, lacking focus). A basic rationale is given with little real engagement from the candidate

- Candidate produces a workable plan, although the objectives lack clarity

AO2

- Project lacks coherent research

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

- There is some evidence of making links and connections to related areas

AO3

- There is some evidence of skills development and limited evidence of response to feedback or advice

- There is a generally logical structure, but some errors in the use of language are likely

- Candidate partially realises the planned outcomes

- There is a broad set of conclusions, but very little in the way of analysis

AO4

- There is some review of the way the final outcomes have emerged from the objectives and to own learning and performance

- The presentation is generally effective but may lack coherence and/or complete accuracy

- Responses to questions reveal some knowledge and understanding of the topic area

Appendix C: Ethical Guidelines for the Extended Project

There is an increased emphasis on ethical considerations in the workplace and research communities as a result of public concern and issues of accountability.

Ethical issues should be considered at the planning stage of the project and teachers should advise appropriately using a "common sense" approach. It is good practice for students to consider ethical implications and discussion of these and potential impact on individuals, environment and/or society could form part of the evaluative process e.g. when comparing government policies or considering new scientific development.

Centres should consider issuing their students with appropriate guidance during the planning stage of the project. Some of the considerations below may apply more specifically to certain types of research e.g. social/scientific studies

Students should:

- be encouraged to consider ethical implications if work is investigative, involves observation or touches on socially sensitive issues.

- Students should consider the ethics of conducting objective research and any issues that may result from making personal judgements or approaching research from a personal bias.

- be encouraged to observe the considerations and limitations that would cover potential research at higher levels of learning. Perhaps by referring to ethical guidelines pertinent to their chosen subject e.g. British Psychological Society, Social Research Association, food associations, scientific organisations, religious groups.

- be advised to conduct investigations only within their range of experience and expertise. For example, a student should not do a project comparing the success of nicotine patches vs nicotine gum in smokers even if adults have volunteered for the task.

- not subject their participants to any harm either physical or emotional.

- avoid deceiving or embarrassing their participants and allow them to withdraw themselves or their data from the project if they wish to do so at any stage.

- maintain confidentiality of their participants.

- where possible and appropriate, gain consent of any participants in their research although it is acceptable to observe human behaviour in public areas without having to gain consent. If using film/recording obtain consent of the people involved.

- Be aware of copyright issues if considering using music/ film made by others in a commercial capacity but this does not always apply if you are analysing publicly available material e.g. tv advertisements.

- not place themselves or their participants in a position of undue or greater risk than they would be a part of in their everyday lives. (For example. it is possible to study mountaineers, skaters or scuba divers if that is their hobby or occupation - *adapted from the guidelines issued by the British Psychological Society*). Students should be advised against collecting primary data if it involves being in potentially dangerous situations. E.g. studying gang-culture, homelessness.

- Students using potentially dangerous equipment could consider outlining safety procedures/guidance for use/risk assessments especially where they are unfamiliar with usage.

- adhere to advice concerning the protection of under 16s

  - do not use minors unless written parental consent is given. If in a school environment – headteacher consent should also be obtained.

  - do not use photographs unless written parental consent is given

  - observe confidentiality; do not use full names or change to preserve anonymity.

  - avoid asking questions either via questionnaire or interview that ask for private information regarding illegal or underage activities e.g. alcohol intake, sexual activity , recreational drug use. Students should be advised to use secondary sources for data of this kind.

If you want to find out more about the OCR Extended Project, here's how to contact us for specialist advice:
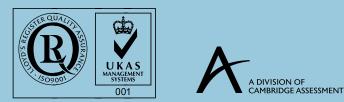
ocr.org.uk/extendedproject

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

Post Customer Contact Centre, OCR,
Progress House, Westwood Business Park,
Coventry CV4 8JQ

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