Level 2 Higher Project (2935-02)

Version 4.0 (March 2018)

Qualification Handbook

Qualification at a glance

Industry area	Higher Project
City & Guilds number	2935-02
Age group	14-16; 16-18; 19+
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	Mandatory evidence requirements for assessment; • Production Log, which includes working, assessment & review records • Project product, including a written report • presentation Evidence can be provided in any form appropriate to the type of project chosen, and may include: • an artefact, model or construction • a CD/video/DVD of performances or activities • an audio recording/multimedia presentation • a journal of activities or events • a slide or PowerPoint presentation • a photographic record of the project. Evidence must substantiate both the project process and outcome.
Grading	This qualification is graded as A*- C For more information on grading, please see Grading section.
Approval	Fast track approval is available for centres currently offering City & Guilds KS4 and KS5 Technicals. Otherwise, these qualifications require full centre and qualification approval.
Support materials	Production logbook – includes candidate record form and assessment record
Registration	Registration of this qualification is through the Walled Garden, and is subject to end dates.
Functional Skills	Signposting to Functional Skills is indicated in Appendix 1 of this handbook.
External quality assurance	The project is externally quality assured by City & Guilds, and is subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds number	Accreditation number
Level 2 Higher Project	60	60	2935-02	601/3764/2

Version and date	Change detail	Section
1.0	First version	Units
1.1 June 2014	New resource requirements	Centre requirements
2.0 February 2016	Full document review. Updated to new document format	All
2.1 April 2016	Moderation process clarified	Moderation and standardisation of the assignment
2.2 June 2016	Addition of TQT	Delivering technical qualifications
2.3 November 2016	Full document review. Updated to improve clarity of assessment requirements.	Qualification at a glance; What does the qualification cover? What might be involved in a Higher Project? Qualification delivery guidance; Assessment Evidence;
3.0 November 2017	Informing candidates of pre-moderated marks Internal appeals procedures	Enquiries about results

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1 Introduction

Who is the Higher Project for?

The Higher Project is a free-standing qualification that can be taken alongside other Level 2 studies.

It allows learners to create an extended piece of work that can complement their studies in, for examples GCSEs, City & Guilds Technicals, NVQs or other academic or vocational qualifications including apprenticeships.

The Level 2 Higher Project will develop and extend from one or more of the learner's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the learner(s) and agreed as appropriate by the centre.

If taken as part of a City & Guilds TechBac®, the project **must** be related to the subject being studied eg if a learner is on a City & Guilds Engineering TechBac, they would need to ensure their project related to Engineering. Ideally, if the work experience allows, the project should also link to a real life work problem that the learner experienced during placement.

What does the qualification cover?

Delivery of the Level 2 Higher Project Qualification in centres will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It will involve extended autonomous work by the learner. It will require in total 60 guided learning hours.

Learners will be required to

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- communicate project outcomes, presenting evidence in an appropriate format
- deliver a presentation to a specified audience that reviews own learning & performance, analyses project outcomes and draws conclusions
- provide evidence of all stages of project development and production for assessment.

What are the learning outcomes of the Higher Project?

The learner will

- identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain critically and use select information from a range of sources. Analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, including new technologies where appropriate, solve problems, take decisions critically, creatively and flexibly and to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance
- select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

What might be involved in a Higher Project?

The centre appoints a Centre Coordinator who will be responsible to City & Guilds for the quality control and management of the supervision and assessment process. Each learner has an appropriate member of staff appointed as their supervisor. The supervisor will oversee, guide and facilitate the learner throughout and assess the learner's achievement based upon thorough knowledge of the learner's autonomous work.

Learners develop an initial idea for a project they may wish to carry out and discuss their ideas with their supervisor. Learners initially carry out some research to enable them to develop their ideas sufficiently to make a formal project proposal that includes their project aims, initial plans and likely format in which to present their project. They complete a project proposal form.

The supervisor assesses the potential project against the aims of the Level 2 Higher Project, see the following checklist. If the proposed project meets the aims, the project should be endorsed;

1. Is the topic to be researched, or the activity or task to be carried out, suitable for the Higher Project?
2. Does the title of the project and proposed action allow the learner to investigate and to access the higher-level concepts and skills in the learning outcomes and assessment objectives, ie plan, research, analyse, evaluate and explain, rather than simply describe and narrate?
3. Are the title and proposed action clear and focused on an issue which can be managed within the timescale, available resources and word total?
4. Do the title and proposed action indicate that the learner will be capable of investigating and researching the topic or carrying out the activity or task independently?
5. Is there a danger that the learner will be unable to approach the project impartially and in a balanced way?
6. Is the learner likely to face difficulties understanding the themes and issues associated with the project topic?
7. Does the project topic either complement and/or develop the main learning programme and/or support the learner's progression and development?

The Centre Coordinator comments on the project proposal and

- approves the project without recommendations, or
- makes required recommendations, or
- requests a resubmission of the project proposal form.

This form is then included in a Production Log and Assessment Record.

Learners complete the Production Log as they carry out their projects. It records the following key information:

- planning review meeting between the learner and the supervisor following project approval
- mid-project review with the supervisor
- end-of-project review with the supervisor
- summary and evaluation of the project
- a record of the presentation
- reflection on the complete project process

On completion of the project learners must give a presentation which, should be for a non-specialist audience using media appropriate to the type of project. The presentation could take a number of forms including slides for a large audience, contributing to a poster session or exhibition, or a witnessed one-to-one 'viva' presentation to the supervisor. The presentation must include a live question and answer session overseen by the supervisor.

The purpose of the presentation is to evaluate the process and performance of the project. The presentation is an opportunity for learners to demonstrate the learning which has occurred throughout the project. Whilst it is recognised that in doing this the presentation will include information that relates to the findings and conclusions of the project, it must be noted this is not the main purpose of the presentation.

The presentation may take the form of a group presentation in the case of a group project. If a group presentation is given, individual contributions by each learner **must** be defined, agreed by the supervisor and evidenced separately in the Production Log.

The completed Production Log, Project product, written element, any other supplementary evidence and the presentation are assessed together by the supervisor at the end of the process.

Supervisors' assessments are standardised and moderated internally by the Centre Coordinator before submission for external moderation by City and Guilds.

2 Centre requirements

Approval

New centres will need to gain centre approval and **full** qualification approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

If your centre is approved to offer at least one City & Guilds Technical qualifications for Key Stage 4 or Key Stage 5 learners, you can apply for either or both Level 2 (Higher) and Level 3 (Extended) Project qualifications using the **fast track approval form**, available from the City & Guilds website.

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme, as detailed under the following headings.

Centre staffing

Each centre is required to appoint an appropriately qualified Centre Coordinator who will be responsible to City & Guilds for all Level 2 Higher Project submissions from the centre. City & Guilds provides required training and guidance.
This role includes:

- developing staff understanding of the requirements of the Higher Project and the Centre's relevant assessment policies and procedures
- quality assuring the assessment activities undertaken
- quality assuring standards of internal assessments
- meeting administrative requirements (both internal and external)
- reviewing and evaluating assessment practice, including feedback from City & Guilds.

Centres must also ensure the role of Centre Supervisor is fulfilled. The Centre Supervisor is professionally responsible for the whole supervision and assessment of the candidate. They must have immediate oversight of the candidate throughout the project process.

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

For further details of these roles see **Supervising the Higher and Extended Project Qualification**.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver these qualifications and their assessments.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training.

Age restrictions

This qualification is only approved for learners aged 14 and over.

3 Delivering technical qualifications

The Level 2 Higher Project will require the teaching of relevant planning, organisational, project management, study and presentation skills and a piece of independent work undertaken by the learner. This work will be guided and monitored by the learner's supervisor, monitored by the Centre coordinator and internally assessed by the centre.

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Qualification delivery guidance

Aims

The Level 2 Higher Project offers opportunities for learners to:

- develop and improve their own learning and performance as inquisitive and independent learners
- be inspired by new areas and/or methods of study
- support the experiential learning process and provide further opportunities for learners to plan and review their learning
- use their learning experiences to support their personal aspirations for further study and career development
- develop, where appropriate, as e-confident learners and apply appropriate technologies in their studies.

Teaching the Higher Project

The Higher Project Qualification will require teaching of the necessary skills. It is expected that up to a half of the total available resource, ie 30 guided learning hours, will be spent on this taught element. The remaining 30 GLH are allocated for the learner's independent work and the individual supervision and guidance received. Teaching of the skills for the Higher Project should be agreed by the supervisor as appropriate to the needs of the learner and their chosen project.

The taught element is likely to include:

- any skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study eg safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology
- ICT skills that will enhance the production of the report and/or the development of the project covering research, analysis and execution
- research skills including the ability to search for and identify suitable sources of information and prior research or relevant work already undertaken
- project management skills including time, resource and task management

- in the case of a performance, production or artefact, the format and content of rehearsal notes, initial sketches or other working documents in the stages of production
- the format and structure of accepted academic forms of research report to include abstract, introduction, background research, further research content with all sources cited, discussion, conclusion, references, including the evaluation of sources
- Functional Skills (see Appendix 1).

Work completed by the learner as directed within this taught element will not form part of the evidence for assessment. Individual exercises carried out by the learner as part of this taught element cannot contribute directly to the assessment for the Higher Project Qualification although they may inform the supervisors' assessment of the learner's decision making in choice and use of newly developed skills.

Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Higher Project	60	60

Supervising the Learners

The centre will allocate a supervisor to each learner. The number of learners allocated to each supervisor should take into account the supervisor's other commitments. The supervisor will undertake the following:

- agree the project title and proposal and complete the supervisor's sections in the Production Log and Assessment Record for each learner, see p8, 'What might be involved in the Higher Project', for further guidance
- meet with each learner for regular reviews including at least:
    - an initial planning review to discuss the learner's idea and how they intend to develop the project
    - a mid-term review with each learner
    - an end-of-project review with each learner
- confirm that a presentation by each learner took place and provide a record of the questioning
- endorse each learner's Production Log and Assessment Record by signing the appropriate sections including a declaration that the evidence submitted for assessment is the unaided work of the learner.
- make the assessment of the work of the candidate following any standardising and internal moderation procedures required by the Centre Coordinator.

4 Assessment

Assessment Evidence

The evidence for assessment will comprise the following:

- the completed Production Log (Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form)
- the project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.

Individual projects may contribute to a Group Product.

If a learner's project contributes to, or is part of, a group end product then the defined individual contribution must be pre-approved by the centre supervisor. Learners working as a group must submit individual written reports which detail their own contribution to the group project. Individual contributions by each learner **must** be evidenced separately in the Production Log.

Evidence presented for assessment must show how individual learners have met the assessment objectives and assessment criteria.

Completed Production Log (Assessment Record)

The Production Log will document the planning and progress of the project, including decision-making and the learner's reflections on the process.

The Production Log will contain a record of the following:

- initial idea and outline plan for the project (completed by learner)
- record of research carried out and resources used (completed by learner with supervisor confirmation)
- record of advice and support offered (completed by supervisor) and action taken as a result (completed by learner)
- relationship of project to main areas of study (completed by learner with supervisor confirmation)
- note of any changes made to plan and reasons for the change (completed by learner)
- a record of the presentation completed by the learner with supervisor confirmation
- reflection on the process of producing the project (completed by learner).

All substantive advice given to the learners **must** be recorded in the Production Log.

Appropriate Evidence

Depending on the subject area or topic chosen, a variety of evidence may be submitted for assessment.

Evidence can be provided in any form appropriate to the type of project chosen, and may include:

- an artefact, model or construction
- a CD/video/DVD of performances or activities
- an audio recording/multimedia presentation
- a journal of activities or events
- a slide or PowerPoint presentation
- a photographic record of the project.

Written Report

All learners must submit a written report for assessment of between 500 and 2000 words. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided.

A project which consists solely of written work should be approximately 2000 words, for example an investigation, exploration of a hypothesis or extended essay or academic report. Projects where the majority of the evidence is provided in other formats should include a report or record of work undertaken which is at least 500 words.

The written report or record is likely to contain the following:

- references to sources of and range of information accessed
- historical literature, or other background research
- details of the design, knowledge, understanding and skills used
- a conclusion to include an evaluation of the conclusions or outcomes.

Any written record of the task or activities should be of sufficient length to explore the issues, use an appropriate terminology, style and form of writing.

Presentation

The presentation should be for a non-specialist audience and use media appropriate to the type of project. The presentation could take the form of a verbal or written presentation or may involve the use of flipcharts, posters, PowerPoint or short excerpts of video material. This could take the form of a group presentation, in the case of a group project, or a one-to-one presentation to the supervisor. The presentation should be supported by answers to any questions from supervisors. Any materials used in the presentation should be kept alongside the production log for moderation purposes.

Please note the purpose of the presentation is to:

- review the learners performance against the original aims and objectives of the project plan
- discuss and evaluate learning that has taken place during the project
- review findings and conclusions.

Work submitted for the project cannot be submitted for use with any other qualification.

Assessment objectives

All candidates are required to meet the following Assessment Objectives. The Assessment Objectives are weighted as indicated below.

	Assessment objective	Weighting
AO1	**Manage** With appropriate guidance, select, plan and carry out an individual project or task or individual project or task within a group project, applying organisational skills and using a range of methods and resources, to achieve agreed objectives.	20%
AO2	**Use Resources** Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives.	20%
AO3	**Develop and Realise** Select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve agreed objectives.	40%
AO4	**Review** Analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format.	20%

Marking criteria

Assessment criteria statements are provided in three mark bands for each objective and should be regarded as hierarchical (ie each criterion assumes that any lower criteria are also met and that aspects of any higher criteria may be met in part).

When assessments are made, the criteria should be used to judge which mark best fits the candidate's work on their Higher Project.

The mark should be awarded on the basis of the general level of the candidate's work in relation to the criteria statements for each level (ie an isolated example of performance at a different level should not be used to raise or lower the overall assessment).

The work will clearly meet most of the criteria given in the appropriate level descriptor for the lowest available mark at that level. Higher marks at each level should be used where work is judged to meet the criteria readily, consistently and across different elements of the project.

The zero mark band should be awarded in the event of a candidate failing to demonstrate any achievement in the objective at Level 2.

The maximum mark that can be awarded for the Higher Project is **50**.

Assessment Objectives	Band 1	Band 2	Band 3
	The learner has:		
AO1 Manage	**1-3 marks**	**4-6 marks**	**7-10 marks**
	Limited identification of the topic to be researched and limited evidence of appropriate aims and objectives for the proposed project title.	Some identification of the topic to be researched and some evidence of appropriate aims and objectives for the proposed project title.	Clear identification of the topic to be researched and clear evidence of appropriate aims and objectives for the proposed project title.
	Brief project plan, with little evidence of monitoring progress of project work against the agreed project plan.	Project plan, with some evidence of monitoring progress of project work against the agreed project plan.	Detailed project plan, with clear evidence of monitoring progress of project work against the agreed project plan.
	Evidence of project being carried out using limited range of organisational skills, methods and resources.	Evidence of project being carried out using a varied range of organisational skills, methods and resources.	Evidence of project being carried out using a wide range of organisational skills, methods and resources.

AO2 Use resources	**1-3 marks**	**4-6 marks**	**7-10 marks**
	Evidence of limited research involving limited selection of sources.	Evidence of some research involving the selection of a range of relevant sources.	Evidence of detailed research involving the selection of a wide range of relevant sources.
	Little or no collation and application of research skills, with few appropriate connections and complexities with some effort made to link to project topic.	Some collation and application of research skills, with appropriate connections and complexities clearly linked to project topic.	Relevant collation and application of research skills, with clear appropriate connections and complexities linked in detail to the project topic.
AO3 Develop and realise	**1-6 marks**	**7-13 marks**	**14-20 marks**
	Candidates demonstrate minimal application of problem solving skills and working with others to meet the project outcome.	Candidates demonstrate some application of problem solving skills and working with others to meet the project outcome.	Candidates demonstrate thorough application of problem solving skills and working with others to meet the project outcome.
	Evidence of limited range of research skills, sources and appropriate technologies used to develop the project.	Evidence of an appropriate range of research skills, sources and appropriate technologies used to develop the project.	Evidence of a wide range of appropriate research skills, sources and appropriate technologies used to develop the project
	There is little or no evidence of changes to the initial project plan or title or aims and objectives, with only limited reasons for any changes.	There is some evidence of changes to the initial project plan or title or aims and objectives, with reasons for any changes.	There is clear evidence of changes to the initial project plan or title or aims and objectives, where applicable, with clear and appropriate reasons for any changes.

AO4 Review	1-3 marks	4-6 marks	7-10 marks
	Limited evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project.	Some evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project.	Detailed and careful evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project.
	Material is not always relevant, well-structured or appropriately presented. Candidates communicate some of their findings and conclusions which are based on little or no evidence and judgement.	Material is sometimes relevant, well-structured and appropriately presented. Candidates communicate their findings and conclusions which are based on some evidence and judgement.	Material is consistently relevant, well-structured and appropriately presented. Candidates clearly communicate their findings and conclusions which are based on sound evidence and judgement

5 Moderation and standardisation of the assignment

The assignment is subject to an external quality assurance process known as external moderation. This section gives the details of this process.

Internal standardisation of marking

For internally marked work the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. If two or more tutors are involved in marking assessments, one must be designated as the lead marker responsible for internal standardisation. The lead marker takes responsibility during standardisation for ensuring a single approach and standard is achieved. If there is a disagreement the lead marker will have the final say.

For standardisation purposes, before final marking takes place, common pieces of work must be selected and marked by all markers, and any differences between interpretation and marks awarded must be discussed and reconciled at an internal standardisation session in which all markers must participate.

The Internal Quality Assurer (IQA) must ensure that the training includes the use of reference and archive materials such as work from previous years as appropriate.

The IQA must sign the *Centre Declaration Sheet* (CDS) to confirm that internal standardisation has taken place. If only one tutor has undertaken the marking, that person must sign this form.

The completed record form must be attached to each candidate's work and the CDS must be submitted to City & Guilds during the moderation. The record form and CDS must be signed in order for the candidate's results to be processed.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.
City & Guilds requires that all work submitted is the candidate's own work.

- Each candidate must sign the *Declaration of authenticity* form to confirm this.
- The tutor must confirm on the record form that the work assessed is solely that of the candidate concerned and that he work was conducted under the conditions laid down in the assessment documentation

The tutor must be sufficiently familiar with the candidate's standard and level of work to make a judgement whether the work submitted is within the expected ability and style of the candidate or whether a further investigation into the authenticity of the work is required.

If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be submitted or accepted for assessment.

Moderation

Moderation is the process where external examiners are standardised to a national standard in order to review centre marking of internally marked assessments. These examiners are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with the national standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds. This may involve digital or postal submission. The deadline for submission of evidence will be available on Walled Garden.

Candidate work will be submitted directly to the moderator for moderation, either postally or electronically. This includes written work, photographic and pictorial evidence, or video and audio evidence.

Post-moderation procedures

Once the moderation process has been completed, City & Guilds will provide centres with confirmed marks. We will also provide moderators' feedback on the standard of the centre's marking, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then select a sample of work to be used for awarding, the process by which grade boundaries are set.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples of candidate work should be retained by the centre as examples to support future standardisation of marking.

Use of technology and innovation

City & Guilds will set evidence requirements for moderated assignments based on their fitness for purpose in terms of validity, reliability and manageability. This will include use of digital evidence and new technologies to support the moderation process wherever current available technology allows.

6 Grading

Awarding grades and reporting results

The Level 2 Higher Project will be reported on a four-grade scale: A*, A, B and C. Learners who fail to reach the minimum standard for grade C will be recorded as U (Unclassified) and will not receive a qualification certificate.

Grade descriptions

The following descriptions indicate the level of attainment characteristic of the given grade at Level 2. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The award will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the project may be balanced by a better performance in other aspects.

Grade A*

Candidates identify their project and produce well structured and well organised plans. There is clear evidence that they have responded effectively to guidance given. Candidates research, select, organise and use relevant information and use a range of suitable resources to good effect. Problems and issues are identified and conclusions drawn. Candidates select and use a range of skills, including, where appropriate, new technologies, to achieve good quality outcomes that realise the intentions of the project. They use communication skills to clearly present project outcomes and conclusions in an appropriate format with supporting evidence. In their analyses, candidates evaluate the project outcomes and their strengths and weaknesses in carrying out their project. They demonstrate through their responses to questions good knowledge of the topic area studied at this level.

Grade C

Candidates identify their project and produce plans that enable them to achieve most of their overall objectives. There is some evidence that candidates have responded to guidance given. Candidates research, select, organise and use information and partially exploit a range of resources. Some problems and issues are identified, some conclusions drawn, and the intended outcomes are partially realised. Elements of the project are generally well presented through the use of communication skills. In their analyses, candidates reflect on their project and on their strengths and weaknesses in carrying out the project. They demonstrate through their responses to questions basic knowledge of the topic area studied at this level.

7 Administration

Quality assurance

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Informing candidate of pre-moderated marks

To meet the new Ofqual Project Qualification Level Conditions and Requirements, Centres are required to inform candidates of their marks **before** external moderation. It is important that candidates are informed of their pre-moderated marks in sufficient time to allow them to appeal if felt necessary while still allowing their agreed centre marked work to be available for external moderation on time.

Centres must also provide candidates with a copy of their marked work and the centre's internal appeals procedures on request.

Internal appeals procedure

All centres must have an internal appeals procedure for candidates, which gives them the opportunity to appeal the centre mark for their work, before moderation takes place. The procedure must ensure:

- the person completing the appeal is competent and did not mark the work originally
- that any marking errors are identified and corrected
- the candidate is informed of the outcome, reason and any change in mark.

The City & Guilds appeals process also covers access arrangements, special consideration and malpractice. Applications are not accepted directly from candidates, but the centre can apply on a candidate's behalf. Where relevant, centres must tell candidates how to request this. The centre can refuse to make the application to City & Guilds, but the candidate must be given the opportunity to appeal this decision. This information must be included in the centre's internal appeals procedure.

Centres must provide candidates and City & Guilds with a copy of their internal appeals procedure, on request.

Enquiries about results

The services available for enquiries about results include a review of marking for assignment and test results. Requests must be submitted within the specified period after the publication of results for individual assessments.

For further details of enquiries about results services, please visit the City & Guilds website at **www.cityandguilds.com.**

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*. Alternatively please complete the form, JCQ/M1. Copies of this form can be found on the JCQ website: http://www.jcq.org.uk

Access arrangements and special consideration

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We can make arrangements so that candidates with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*.

Unit 201 Higher Project Unit

UAN:	A/506/4038
Level:	2
GLH:	60

AO1 Manage

The learner will:

1. Be able to plan and carry out a project using organisational skills, range of methods and resources to achieve agreed objectives.

Assessment criteria

The learner can:

1.1 identify project topic, aims and objectives
1.2 produce project plan
1.3 carry out projects using a range of organisational skills, methods and resources.

AO2 Use resources

The learner will:

2. Be able to carry out independent research using relevant resources to achieve agreed objectives.

Assessment criteria

The learner can:

2.1 research and select relevant information from a range of resources
2.2 collate information based on relevance to research and agreed objectives.

AO3 Develop and realise

The learner will:

3. Be able to select and use a range of skills to complete tasks and meet agreed objectives.

Assessment criteria

The learner can:

3.1 demonstrate the ability to problem solve and work with others as necessary
3.2 use a range of research skills, sources and appropriate technologies to complete tasks
3.3 justify necessary changes made to project plan, title, aims or objectives.

AO4 Review
The learner will: **4.** Be able to analyse project outcomes to determine own conclusions and communicate findings.
Assessment criteria
The learner can: 4.1 analyse project outcomes including peer evaluation 4.2 evaluate own learning skills, performance and the results of the project 4.3 communicate and present project-outcomes and conclusions in an appropriate format.

Appendix 1 Functional Skills

Depending on the project chosen by the learner, there may be opportunities for developing Functional Skills at Level 2.

Mathematics

- Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations.
- Identify the situation or problem and the mathematical methods needed to tackle it.
- Select and apply a range of mathematics to find solutions.
- Use appropriate checking procedures and evaluate their effectiveness at each stage.
- Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations.
- Draw conclusions and provide mathematical justifications.

English

Speaking and listening

- Make a range of contributions to discussions and make effective presentations in a wide range of contexts.

Reading

- Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.

Writing

- Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.

ICT

Use ICT systems

- Select, interact with and use ICT systems independently for a complex task to meet a variety of needs.
- Use ICT to effectively plan work and evaluate the effectiveness of the ICT system used.
- Manage information storage to enable efficient retrieval.
- Follow and understand the need for safety and security practices.
- Troubleshoot.

Find and select information

- Select and use a variety of sources of information independently for a complex task.
- Access, search for, select and use ICT-based information and evaluate its fitness for purpose.

Develop, present and communicate information

- Enter, develop and format information independently to suit its meaning and purpose, including:
  - text and tables
  - images
  - numbers
  - graphs
  - records.
- Bring together information to suit content and purpose.
- Present information in ways that are fit for purpose and audience.
- Evaluate the selection and use of ICT tools and facilities used to present information.
- Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contacts lists.

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to all UK centres working with City & Guilds:

- Ofqual's General Conditions of Recognition

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 **E: business@cityandguilds.com**

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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