

Diploma Qualifications Monitoring:

Findings from the scrutiny of level 2 and level 3

Diploma constituent qualifications in 2010



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Executive summary

In 2010, the Office of Qualifications and Examinations Regulation (Ofqual) monitored three new specifications in principal learning: Edexcel level 3 in Construction and the Built Environment; OCR level 3 in Information Technology; and VTCT level 2 in Hair and Beauty Studies. We also completed scrutinies of AQA-City & Guilds level 2 in Engineering; Edexcel level 2 in Society, Health and Development; and OCR level 2 in Creative and Media that were begun in 2009; and we conducted a scrutiny of AQA-City & Guilds level 3 extended project qualification. The findings from our monitoring of these qualifications are detailed in this report.

In 2010, the number of candidates who entered the principal learning qualifications remained relatively small, and there was little evidence of candidate performance available at the higher grades. Centres and candidates are still adapting to the demands of these new qualifications, and awarding organisations are still establishing the standards.

In general, we found that the scrutinised qualifications addressed the specification content and learning outcomes appropriately, and assessments were varied and challenging for the full range of candidates. However, there were a number of findings that related to each specification individually. These findings included opportunities to improve: the design of question papers and mark schemes; the guidance to centres and consortia; and awarding organisation procedures for the training of examiners and moderators, and for setting grades.

We have required awarding organisations to agree appropriate action plans to address the issues raised by our monitoring. We will monitor the implementation of these action plans in future series.

Introduction

We are the independent regulator of qualifications, examinations and tests in England, and of vocational qualifications in Northern Ireland. Our work will ensure that children, young people and adult learners get the results their work merits, that standards are maintained and that the qualifications learners receive count now and in the future.

The awarding organisations that offer Diploma constituent qualifications operate within a regulatory framework, which is set out in the following documents:

- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* (2004) (QCA/04/1293)
([www.ofqual.gov.uk/files/6944_regulatory_criteria_04\(1\).pdf](http://www.ofqual.gov.uk/files/6944_regulatory_criteria_04(1).pdf))
- *GCSE, GCE, principal learning and project code of practice* (April 2010) (Ofqual/10/4718).

We carry out a programme of monitoring activities each year to assess the performance of awarding organisations against these regulatory criteria. One of these activities is the scrutiny programme: an in-depth study of the assessment process across a range of specifications offered by the different awarding organisations each year. Each scrutiny involves a team of subject experts who observe awarding organisation meetings; analyse question papers, mark schemes and internal assessments; and review a sample of candidates' work. Each scrutiny results in feedback to the awarding organisation, indicating, if necessary, how it should improve its provision.

The scrutiny of a qualification aims to:

- determine whether the required qualification criteria, associated code of practice and any regulatory requirements have been met
- determine whether the assessments were fair and effective in measuring achievement by candidates in respect of the stated assessment objectives/learning outcomes
- determine whether the procedures designed to ensure consistency of practice and comparability of standards were implemented effectively
- identify any aspects of the specification(s) that appear to have constrained fair, effective and reliable assessment

- identify any good practice that is worthy of encouragement and dissemination, to promote continuing improvement in the quality of examinations.

Background

Principal learning is sector based and subject related, and forms an integral part of the Diploma, but is also a stand-alone qualification. Principal learning includes a minimum of 50 per cent applied learning, and consists of knowledge, understanding, skills and attitudes that support progression through each line of learning¹ into the sectors and subjects concerned.

The extended project qualification (EPQ) offers opportunities for learners to develop and improve their learning and performance as critical, reflective and independent learners. They use transferable skills in areas such as research, planning and analysis to support progression into higher education and the world of work. The EPQ can be taken alongside A levels and other programmes, as well as being a compulsory element in level 3 Diplomas.

In 2010, we scrutinised:

- AQA-City & Guilds level 3 extended project qualification
- Edexcel level 3 in Construction and the Built Environment
- OCR level 3 in Information Technology
- VTCT level 2 in Hair and Beauty Studies.

We also completed two-year scrutinies of three level 2 principal learning specifications available for first teaching from September 2008:

- AQA-City & Guilds level 2 in Engineering
- Edexcel level 2 in Society, Health and Development
- OCR level 2 in Creative and Media.

Interim findings from the scrutinies of these specifications were published in March 2010 and can be found on our website www.ofqual.gov.uk/files/Ofqual-10-4716-new-principal-learning-qualifications-report-03-2010.pdf.

Details of all the schemes of assessment can be found in appendix A, and full specifications are available from the respective awarding organisation's website.

¹ The broad subject area that each Diploma covers, for example Engineering or Hair and Beauty.

Methodology

We observed a sample of meetings held by each awarding organisation during the scrutiny process. These were observed to check compliance with the regulatory criteria and to ensure that each awarding organisation had appropriate measures in place to: meet its responsibilities to set fair, effective and reliable assessments; train and/or standardise examiners, moderators and centres; and award grades and ensure that standards were set appropriately.

The following types of meeting were observed²:

- question paper evaluation committees (QPECs) – meetings to finalise draft question papers and mark schemes
- training – meetings to provide centres with information on new qualifications, setting tasks, establishing standards and/or marking candidates' work
- standardisation of examiners – meetings to discuss the application of the mark scheme and to produce a final version of the scheme that enables all examiners to mark consistently and to the same standard
- standardisation of moderators – meetings to discuss the application of marking criteria and to ensure that moderators have a clear and common understanding of how to moderate candidates' work accurately and consistently
- moderation visits to centres – visits to centres by awarding organisations to review the marking of internally assessed work
- awarding meetings - meetings to determine grade boundaries for units, and grade outcomes for the specification as a whole, by considering candidates' work and supporting statistical evidence. Key boundaries are those awarded using the collective professional judgement of the awarding committee, and are the lowest marks required to obtain grades C and A* at level 2, and grades E and A* at level 3.

The other key aspect of the scrutiny process is the detailed consideration of the specification(s), assessment instruments, associated mark schemes and a sample of candidates' work. This consideration takes place through an exercise referred to as the question paper and script review. The focus of the question paper and script review is the scrutiny specification, but one or more equivalent specifications from

² A full list of observed awarding organisation meetings is contained in appendix B.

other awarding organisations are also considered so that reviewers' judgements are not made in isolation. The question paper and script review has two main stages:

- analysis of assessment instruments (including specifications, question papers, internally assessed tasks, centre support materials, and any related mark schemes or marking criteria)
- review of a sample of candidates' work (including examination scripts for external assessments, and portfolios (or equivalent) for internal assessments).

Owing to the relatively small number of candidates who entered the principal learning qualifications there were relatively few samples of candidates' work, and there was little evidence available at the higher grades.

Findings

In general, we found that the scrutinised qualifications addressed the specification content and learning outcomes appropriately, and assessments were varied and challenging for the full range of candidates. There were a number of findings that related to each specification individually.

AQA-City & Guilds

Level 2 in Engineering

The second year of scrutiny was carried out so we could monitor awarding organisation processes and procedures that we had been unable to monitor in 2009. In 2010, we observed the QPEC for the 2011 examination series question papers; the standardisation of moderators for the summer 2010 examination series; a first-stage moderation visit to a centre; two second-stage moderation visits to centres; and the awarding meeting for the summer 2010 examination series.

These meetings adhered to the requirements of the code of practice, and there were no areas of concern. The meetings were all managed efficiently, and participants carried out their roles with a high degree of professionalism. In particular, we found that the moderation visits to centres were beneficial, as they addressed a number of important issues such as the standardisation of assessment between different centres in a consortium.

Level 3 extended project qualification

Overall, we were satisfied that assessment was suitably valid and reliable, and that standards were set appropriately. Assessment materials were judged to be generally clear and appropriate, providing opportunities for the full range of candidates to show what they knew, understood and could do. The awarding organisation meetings we observed were conducted in accordance with regulatory requirements, and we found AQA-City & Guilds to have effective processes for training centres, moderating internally assessed work and awarding grades.

However, we found that the marking criteria used subjective terms such as 'some' and 'limited', which did not promote consistency of assessment by centres. We also found that the specification itself did not provide specific guidance to centres on the delivery and internal assessment of projects that were not dissertation based, such as artefacts or performances.

Next steps

As part of an ongoing evaluation of the extended project specification and its development, AQA-City & Guilds held a review meeting during January 2011. One of the areas discussed was the appropriate development of guidance on the production of artefacts, performances and presentations. Early work on this has led to the development of a quick guide to providing evidence of the project product. This document indicates to centres the requirements for evidence.

AQA-City & Guilds agreed that the use of subjective words such as 'some' and 'limited' needed clarification. Therefore, the review meeting referred to above also focused on clarifying the marking criteria in order to minimise ambiguities in the future.

Edexcel

Level 2 in Society, Health and Development

The second year of scrutiny was initiated to review the findings of our scrutiny in 2009, with the benefit of a greater amount of evidence. However, entries for the Diploma had not increased sufficiently for Edexcel to be able to provide significantly more evidence than was available in 2009. Scrutiny findings in 2010 were consistent with the previous findings, which were that the question paper was less demanding than the sample assessment materials and was insufficiently demanding for higher ability candidates, and that candidates' performance in both the externally assessed and internally assessed units did not meet the performance descriptions appropriately.

The question paper for level 2 in Society, Health and Development was generally clear and well presented, and sampled the learning outcomes and specification content appropriately. However, as Edexcel had not had sufficient time following the 2009 scrutiny to implement any changes, the question paper was of a similar level of demand to the question paper used in June 2009, and was insufficiently demanding for higher ability candidates, with little opportunity for candidates to use examples from their own applied learning. As a result of this, candidates' performance on the question paper in the summer 2010 examination series was not in line with the relevant performance descriptions or with reviewers' expectations.

In the internally assessed units, candidates' performance had improved from the summer 2009 examination series, and greater evidence of application was provided, particularly at the A* boundary. However, the sample of candidates' work we reviewed at both the C and A* grade boundaries did not meet the majority of the performance descriptors appropriately.

The awarding organisation meetings we observed were generally conducted according to the requirements of the code of practice, and were organised appropriately by awarding organisation personnel and senior examiners. The exception was the awarding meeting for the internally assessed units, which was conducted according to a revised procedure for the summer 2010 examination series. The procedure was new to members of the awarding committee and had not been communicated clearly to them. Awarders' confusion about the new procedure was compounded by some administrative difficulties, and it was, therefore, not clear that the decisions reached had taken account of the professional judgement of the awarding committee, informed by the relevant technical and statistical information, or that each awarder had reviewed work on the recommended boundary marks.

Next steps

As already agreed, Edexcel will bring the question papers more into line with the sample assessment materials in time for the 2011 examination series.

Edexcel returned to using its standard procedures for awards with low entries in time for the winter 2011 examination series.

Edexcel will continue to monitor the standards set for this relatively new qualification at future awards.

Level 3 in Construction and the Built Environment

The awarding organisation meetings we observed were generally conducted according to the requirements of the code of practice, and were organised appropriately by awarding organisation personnel and senior examiners.

However, we identified some areas for improvement relating to the design of the assessments and marking criteria. In particular, the use of sources and stimuli in the question papers was not always helpful to candidates, for example the photograph used in section C of paper 304/01 and the data table used in section C of paper 307/1. There was not enough space for candidates to answer questions that required analysis and evaluation. The mark schemes for the question papers were sometimes unclear and, therefore, were not conducive to consistent application by examiners. Additionally, we had a concern about the appropriateness of using a brewery as the context for one of the example internal-assessment briefs.

The candidates' work we reviewed was generally considered to be indicative of the standards expected at level 3. However, we identified some issues with Edexcel's procedures for the retention of candidates' work for use at awarding, which led Edexcel to retain some work where the centre marks had been adjusted and to retain other work that contained plagiarism.

Next steps

Edexcel will review the mark schemes for the question papers and incorporate any changes in time for the summer 2011 examination series.

Edexcel will review the quality of graphics used in the question papers in time for the winter 2012 examination series.

Edexcel will review the amount of space available for learner responses on the question papers in time for the summer 2012 examination series.

Edexcel will revisit the example briefs in time for the start of the 2011/12 academic year to ensure that they are suitable and in line with the specification requirements. Edexcel has also re-issued the *Fair access by design*³ document to the relevant staff.

Edexcel amended its procedures in time for the January 2011 examination series to ensure that all work collected for awarding purposes was seen by the principal moderators before the awarding meeting. Edexcel will also review its procedures relating to work that is suspected of containing plagiarism.

OCR

Level 2 in Creative and Media

The second year of this scrutiny was initiated to monitor the findings of our scrutiny in 2009, with the benefit of a greater amount of evidence. In practice, however, entries for the Diploma had not increased sufficiently for OCR to be able to provide significantly more evidence than was available in 2009. Scrutiny findings in 2010 were consistent with the previous findings, which were that the marking criteria were complex and that candidates' performance in the sample of work reviewed was lower than expected at the C boundary.

The awarding-organisation-set brief and the model assignments for the internally assessed Creative and Media units referenced the assessment criteria clearly and provided opportunities for the full range of candidates to show what they knew,

³ www.ofqual.gov.uk/files/pdf-05-1941-fair-access-design-final-v2.pdf

understood and could do. However, the marking criteria for these assessments were complex, and the language used did not allow for sufficient discrimination between candidates or support the consistent application of the marking criteria by examiners and assessors.

Furthermore, although the candidates' work we reviewed at the A* boundary was worthy of the grade, the work reviewed at the C boundary did not reflect the performance descriptions appropriately, and was of a lower standard than a sample of comparable C-grade work provided by another awarding organisation.

The awarding organisation meetings we observed were generally compliant with the code of practice, and the preparation of the candidates' work at the creative and media awarding meeting was an example of good practice. However, at the standardisation meeting we observed, examiners' and moderators' understanding of the marking criteria was not checked sufficiently.

Next steps

OCR will improve the clarity of marking criteria for internally assessed units, when these units are reviewed.

In the meantime, OCR will continue to provide clarification on the terminology used in the marking criteria for moderators and centres at training events, in guidance booklets and in centre feedback. OCR will also continue to use exemplar work to demonstrate to centres how to apply the marking criteria.

OCR's senior examining team for creative and media will continue to monitor grading standards at future awarding meetings, providing feedback to centres via reports and training events.

OCR will introduce more structured feedback from examiners and moderators as part of the standardisation process ahead of the summer 2011 examination series.

Level 3 in Information Technology

The rubrics for the level 3 in Information Technology question papers were generally clear, as were the instructions for the internally assessed tasks. The specification provided good opportunities for candidates to show a range of personal, learning and thinking skills, and these were well referenced.

Question papers and mark schemes were generally clear, but we identified some areas for improvement. We found that greater space could be provided for candidates to write their answers to longer questions and that the mark schemes for these questions were unclear, as there was little or no guidance on how to award a

mark within a band. One mathematics question did not have a clear purpose and was not linked to business dynamics or problems, as required by the specification. For some questions, candidates who did not respond exactly as required but did show relevant knowledge and understanding were not always rewarded appropriately.

Some of the marking criteria for the internally assessed units were unclear. OCR's approach to ensuring holistic assessment, as required by principal learning criteria, led to the inclusion of disparate activities such as describing business functions or planning activities within a single band of the marking criteria. This made it difficult for assessors to apply the marking criteria when the level of candidates' performance varied between the different activities.

We also identified a need to improve the guidance to centres on providing evidence to support marks awarded for practical work and team working. One unit required candidates to work as a team, but the specification lacked guidance on what forms of evidence of group activity were considered sufficient, with no guidance on the level of detail required from witness statements.

The sample of candidates' work we reviewed was limited. There was no work available to review at the A* boundary for the externally assessed units, but the limited amount available for the internally assessed units met the performance descriptions appropriately. At the E boundary, however, the sample of candidates' work for both the internally and externally assessed units did not meet the performance descriptions appropriately, and was of a lower standard than the sample of comparable E-grade work provided by another awarding organisation.

Next steps

OCR will ensure that mark schemes from 2011 onwards are clear and allow for valid answers to gain appropriate marks. OCR will ensure that more guidance is provided to examiners and discussed at standardisation meetings.

OCR will ensure that question papers from 2012 onwards include mathematics questions that have a clear purpose and are linked to business dynamics or problems, and that the wording used is clear and in line with the specification. OCR will review the amount of space available for candidates to respond, and ensure that question papers from 2012 onwards include sufficient space.

When the units for this specification are reviewed, OCR will ensure that the holistic nature of principal learning in information technology is maintained, but that activities can be assessed individually, if appropriate.

OCR has developed new model assignments, and these assignments also include an evidence summary section that gives clear guidance on the forms of evidence that may be submitted for each task.

OCR's senior examining team for creative and media will continue to monitor grading standards at future awarding meetings, providing feedback to centres via reports and training events.

VTCT

Level 2 in Hair and Beauty Studies

Generally, the assessments for this specification were set at the correct level and covered the specification content and learning outcomes appropriately. However, we have identified some areas for improvement. First, the marking of candidates' work and the moderation of centre decisions were found to be inconsistent, and the checking of senior examiners' marking was inadequate. Second, there were some questions in the written paper that used language which was not clear to candidates, such as the use of the phrase 'service delivery considerations' in question 11. Third, guidance for centres was not always effective. Information about the evidence required for marks awarded for practical work was lacking, and there was also an opportunity to improve the information provided to centres about marking and moderation at VTCT training events, as well as the level of detail provided in moderators' feedback reports.

Awarding organisation meetings we observed were largely compliant with the code of practice, but there was one instance of non-compliance. At the awarding meeting we observed, the C boundary for one unit was set lower than the lowest mark that the awarding committee had determined as worthy of a grade C, based on their inspection of scripts. This was due to the views of a senior examiner who did not want to deviate from information that VTCT had previously provided to centres, which indicated that candidates would only need to gain credit at the top of the lowest mark band in each criterion to achieve a grade C.

Next steps

VTCT will increase the level of sampling of moderators and examiners to improve consistency of marking and moderation.

VTCT has appointed a permanent assessment manager with a background in hair and beauty to ensure an appropriate focus on standards from January 2011 onwards.

The VTCT Principal Moderator for Hair and Beauty Studies will now deliver all bespoke and regional training for centres, and will accompany moderators on one centre support visit annually to ensure quality assurance. VTCT has encouraged centres to take up the opportunity for an additional centre support visit, following the Principal Moderator's feedback, and has reinforced the need for centres to provide witness testimonies and evidence to support marks for practical work at these training events, centre support visits and through principal moderator feedback. VTCT will amend the exemplar feedback sheets on its website to reiterate this point.

VTCT has carried out training of moderators and examiners to provide a full and evidenced explanation of feedback, which will be monitored by the Chief Examiner. VTCT is also carrying out training in effective report writing for team leaders, principal examiners and principal moderators in March 2011. VTCT has revised its recording forms to improve the collection of evidence of moderation activity.

VTCT undertook further training, involving the code of practice and its application, and revised the roles and functions of its awarding committee members in time for the winter 2011 awarding meeting.

Conclusions

Centres and candidates are still adapting to the demands of these new qualifications, and awarding organisations are still establishing the standards. We will, therefore, continue to work with awarding organisations to ensure that appropriate standards in these qualifications are set and then maintained over time, and between awarding organisations.

We have required awarding organisations to agree appropriate action plans to address the issues raised by our monitoring, as outlined in the next steps sections. We will monitor the implementation of these action plans in future examination series to ensure that the improvements to the design of the question papers and assessments, marking criteria, and awarding organisation processes and procedures are delivered.

We do not intend to conduct further scrutinies of principal learning qualifications unless candidate numbers increase sufficiently to improve the availability of candidates' work at key grade boundaries. However, we are currently conducting a comparability review of all accredited Functional Skills mathematics qualifications, and we aim to publish our findings in autumn 2011. It is also our intention to initiate further work on the standard of the EPQ by the end of this year.

Appendix A: Schemes of assessment

AQA-City & Guilds level 2 principal learning in Engineering

	Unit code and title	Guided learning hours	Assessment type
1	ENG2U1 The Engineered World	60	Externally assessed question paper
2	ENG2U2 Engineering Design	60	Internally assessed, externally moderated controlled assessment
3	ENG2U3 Engineering Applications of Computers	60	Internally assessed, externally moderated controlled assessment
4	ENG2U4 Producing Engineering Solutions	60	Internally assessed, externally moderated controlled assessment
5	ENG2U5 Construct Electronic and Electrical Systems	30	Internally assessed, externally moderated controlled assessment
6	ENG2U6 Manufacturing Engineering	60	Internally assessed, externally moderated controlled assessment
7	ENG2U7 Maintenance	30	Internally assessed, externally moderated controlled assessment
8	ENG2U8 Innovation, Enterprise and Technological Advance	60	Internally assessed, externally moderated controlled assessment
	Total	420	

AQA-City & Guilds level 3 extended project qualification

	Unit code and title	Guided learning hours	Assessment type
1	Extended project qualification	120	Internally assessed, externally moderated
	Total	120	

Edexcel level 2 principal learning in Society, Health and Development

	Unit code and title	Guided learning hours	Assessment type
1	SH201 Principles, Values and Personal Development	60	Internally assessed, externally moderated controlled assessment
2	SH202 Working Together and Communicating	60	Internally assessed, externally moderated controlled assessment
3	SH203 Safeguarding and Protecting Individuals	60	Internally assessed, externally moderated controlled assessment
4	SH204 Growth, Development and Healthy Living	60	Externally assessed question paper
5	SH205 Needs and Preferences	60	Internally assessed, externally moderated controlled assessment
6	SH206 Antisocial and Offending Behaviour	30	Internally assessed, externally moderated controlled assessment
7	SH207 Supporting Children and Young People	30	Internally assessed, externally moderated controlled assessment
8	SH208 Patient Centred Health	30	Internally assessed, externally moderated controlled assessment
9	SH209 The Social Model of Disability	30	Internally assessed, externally moderated controlled assessment
	Total	420	

Edexcel level 3 principal learning in Construction and the Built Environment

	Unit code and title	Guided learning hours	Assessment type
1	CB301 Design the Built Environment: The Design Factors	60	Externally assessed question paper
2	CB302 Design the Built Environment: Stages in the Design and Planning Processes	90	Internally assessed, externally moderated controlled assessment
3	CB303 Design the Built Environment: Physical and Environmental Influences	90	Internally assessed, externally moderated controlled assessment
4	CB304 Create the Built Environment: Health, Safety and Environmental Influences	60	Externally assessed question paper
5	CB305 Create the Built Environment: Management Processes	90	Internally assessed, externally moderated controlled assessment
6	CB306 Value and Use of the Built Environment: Adding Value to the Wider Community	90	Internally assessed, externally moderated controlled assessment
7	CB307 Value and Use of the Built Environment: Protecting and Maintaining	60	Externally assessed question paper
	Total	540	

OCR level 2 principal learning in Creative and Media

	Unit code and title	Guided learning hours	Assessment type
1	F476 Exploring the Creative and Media World	60	Internally assessed, externally moderated controlled assessment
2	F477 Promoting Products, Performances and Ideas	60	Internally assessed, externally moderated controlled assessment
3	F478 Individual Realisation – Who I Am and Who Am I?	60	Internally assessed, externally moderated controlled assessment
4	F479 Responding to a Brief	60	Externally assessed controlled assessment
5	F480 Exploring Group Performance Skills	60	Internally assessed, externally moderated controlled assessment
6	F481 Exploring Digital Technologies	60	Internally assessed, externally moderated controlled assessment
7	F482 Using Creative and Media Skills in the Context of the Wider Community	60	Internally assessed, externally moderated controlled assessment
	Total	420	

OCR level 3 principal learning in Information Technology

	Unit code and title	Guided learning hours	Assessment type
1	G093 The Potential of Technology	60	Internally assessed, externally moderated controlled assessment
2	G094 Understanding Organisations	60	Internally assessed, externally moderated controlled assessment
3	G095 Professional Development	90	Two externally assessed question papers
4	G096 Creating Technology Solutions	90	Externally assessed question paper and externally assessed controlled assessment
5	G097 Multimedia and Digital Projects	90	Internally assessed, externally moderated controlled assessment
6	G098 Making Projects Successful	90	Internally assessed, externally moderated controlled assessment
7	G099 Managing Technology Systems	60	Internally assessed, externally moderated controlled assessment
	Total	540	

VTCT level 2 principal learning in Hair and Beauty Studies

	Unit code and title	Guided learning hours	Assessment type
1	HB201 Safe and Healthy Working Practices in the Hair and Beauty Sector and Related Industries	30	Internally assessed, externally moderated controlled assessment
2	HB202 The World of Hair and Beauty	60	Externally assessed question paper
3	HB203 The Science of Hair and Beauty	60	Internally assessed, externally moderated controlled assessment
4	HB204 Communication and Client Care in the Hair and Beauty Sector	60	Internally assessed, externally moderated controlled assessment
5	HB205 History of Hair and Beauty in Society	30	Internally assessed, externally moderated controlled assessment
6	HB206 Promoting and Selling Products and Services by Professional Recommendation in the Hair and Beauty Sector	30	Internally assessed, externally moderated controlled assessment
7	HB207 Salon Business Systems and Processes	60	Internally assessed, externally moderated controlled assessment
8	HB208 Exploring Skin Care and Make-up	30	Internally assessed, externally moderated controlled assessment
9	HB209 Exploring Hair Care and Styling	30	Internally assessed, externally moderated controlled assessment
10	HB210 Exploring Hand Care and Nail Art	30	Internally assessed, externally moderated controlled assessment
	Total	420	

Appendix B: List of observed awarding organisation meetings

Awarding organisation	Meeting	Date
AQA-City & Guilds	EPQ New Moderator Training (am)	27/03/2010
AQA-City & Guilds	EPQ Advisor Training (pm)	27/03/2010
AQA-City & Guilds	EPQ Pre-standardising Marking and Moderation: Internal Assessment	05/05/2010
AQA-City & Guilds	EPQ Standardising Marking and Moderation: Internal Assessment (Moderator Standardisation)	06/05/2010
AQA-City & Guilds	EPQ Coordinator Training Session	17/05/2010
AQA-City & Guilds	EPQ Supervisor Training Session	18/05/2010
AQA-City & Guilds	EPQ Teacher Support Event	09/06/2010
AQA-City & Guilds	EPQ Summer 2010 Awarding	13/07/2010
Edexcel	Society, Health and Development QPEC	08/05/2010
Edexcel	Society, Health and Development Moderator Standardisation	29/05/2010
Edexcel	Society, Health and Development Examiner Standardisation	27/06/2010
Edexcel	Society, Health and Development Awarding	15 – 17/07/2010
Edexcel	Construction and the Built Environment: Feedback on the January 2010 Assessment Series and Forward Planning	21/04/2010
Edexcel	Construction and the Built Environment New Moderator Training	24/04/2010
Edexcel	Construction and the Built Environment Standardising Marking and Moderation: Internal Assessment	22/05/2010
Edexcel	Construction and the Built Environment Standardising Marking: External Assessment, Unit 1	29/05/2010
Edexcel	Construction and the Built Environment Standardising Marking: External Assessment, Unit 4	13/06/2010

*Diploma Qualifications Monitoring
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Awarding organisation	Meeting	Date
Edexcel	Construction and the Built Environment Standardising Marking: External Assessment, Unit 7	17/06/2010
Edexcel	Construction and the Built Environment Awarding, Units 2,3,5,6	14 - 20/07/2010
Edexcel	Construction and the Built Environment Awarding, Units 1,4 and 7	19/07/2010
OCR	Creative and Media Examiner and Moderator Standardisation	24/04/2010
OCR	Creative and Media Moderation Visit to Centre	03/07/2010
OCR	Creative and Media Awarding	20/07/2010
OCR	Information Technology: Preparing for Successful Delivery	25/05/2010
OCR	Information Technology Examiner Standardisation – G096/1	26/05/2010
OCR	Information Technology Moderator Standardisation – G093, G094, G097 and G099	09/06/2010
OCR	Information Technology Examiner Standardisation – G095/1 and G095/2	15/06/2010
OCR	Information Technology Examiner Standardisation – G096/2	17/06/2010
OCR	Information Technology Awarding – G095/1, G095/2 and G096/2	15/07/2010
OCR	Information Technology Awarding – G093, G094, G096/1, G097, G098 and G099	16 - 17/07/2010
VTCT	Hair and Beauty Studies: Establishing the Standards – Domain Assessor Training	08/12/2009
VTCT	Hair and Beauty Studies QPEC	08/04/2010
VTCT	Hair and Beauty Studies QPEC	19/04/2010
VTCT	Hair and Beauty Studies Standardisation of Moderators	28 - 30/05/2010
VTCT	Hair and Beauty Studies Standardisation of Examiners	05 -06/06/2010
VTCT	Hair and Beauty Studies Awarding	20/07/2010
VTCT	Hair and Beauty Studies Awarding	27/07/2010

Appendix C: Performance descriptions

Level 2 in Engineering performance descriptions

Grade C

Candidates characteristically:

- select and use knowledge from some areas of the specification
- demonstrate understanding of some key engineering principles, through practical investigation and application of knowledge, in routine engineering situations
- demonstrate skills in a limited range with some accuracy and consistency in familiar engineering contexts
- use a range of conventional tools and equipment appropriately to carry out routine and non-routine tasks to a basic standard
- recognise some of the strengths and limitations of engineering solutions
- work in a safe and appropriate manner with some close supervision
- gather, record and analyse straightforward information from a limited range of sources
- produce and use different means of engineering communication (for example, drawings and diagrams)
- show independence in carrying out familiar tasks and procedures but need support and guidance in less familiar activities.

Grade A*

Candidates characteristically:

- select and use detailed knowledge accurately from most areas of the specification
- demonstrate understanding of engineering principles, through practical investigation and application of knowledge, to engineering problems in routine and non-routine engineering situations

- demonstrate skills and techniques (including computer-based technologies) with accuracy, precision and consistency in a variety of familiar and unfamiliar engineering contexts
- use a range of tools and equipment to carry out routine and non-routine tasks in a planned, accurate and organised manner to correct standards
- select, produce and use a range of means of engineering communication (for example, drawings and diagrams)
- demonstrate how engineering solutions can be reviewed and adapted to changing circumstances
- work in a safe and appropriate manner that considers the needs of others
- gather, record, organise and analyse relevant information, some of which is complex, from a wide range of appropriate sources
- show independence in carrying out a range of tasks and procedures, and seek support and guidance where needed.

Level 3 extended project qualification grade descriptions

Grade E

Candidates identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Candidates use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project. Candidates use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged, and to their own strengths and weaknesses in carrying out their project. Communication skills are used to present outcomes and conclusions, with some supporting evidence. Candidates demonstrate some knowledge of the project area through their responses to questions.

Grade C

Candidates identify and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Candidates use a range of resources, analyse data and apply

findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed, a range of skills are employed and the intended outcomes are generally achieved to a competent standard. In their evaluations, candidates reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their project. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format, with sound supporting evidence. Candidates show a good knowledge of the project area of study through their responses to questions.

Grade A*

Candidates identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project, and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Candidates select and use a range of skills, including, where appropriate, new technologies, to achieve high-quality outcomes that fully realise the intentions of the project and to draw conclusions. Candidates carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence. Candidates show a deep and extensive knowledge of the project area of study through their responses to questions.

Level 2 in Society, Health and Development performance descriptions

Grade C

Candidates characteristically:

- use and reflect on knowledge from some areas of the specification
- demonstrate understanding of some key principles that underpin all the society, health and development sectors through practical application in routine contexts and tasks
- demonstrate understanding of the values of aspects of the sectors within society, health and development
- identify straightforward links between services, structures, processes and issues
- demonstrate basic reflection on their own behaviour, attitudes and values
- use basic research skills to collect, collate and present straightforward information, relevantly and with some accuracy, and to investigate, logically, routine topics, leading to some limited comparisons and conclusions
- demonstrate inter-personal skills and work appropriately with others, in a range of routine contexts
- select and use, effectively, straightforward types of communication, showing awareness of the different methods of communicating across the sectors, communicating both clearly and effectively
- show independence in carrying out familiar tasks and procedures but need support and guidance in less familiar activities.

Grade A*

Candidates characteristically:

- select and use detailed knowledge accurately, from most areas of the specification

- demonstrate clear understanding of the principles that underpin each of the society, health and development sectors through practical application in routine and non-routine contexts and tasks
- demonstrate, by relevant application, knowledge and understanding of the values that underpin all society, health and development sectors
- recognise the links between services, structures, processes and issues
- reflect on their own behaviour, attitudes and values
- use a range of research skills to apply some theory, draw conclusions using appropriate exemplification, and interpret and evaluate information. Evidence is presented clearly, with good referencing
- work confidently and effectively in a team in order to address tasks successfully
- use different methods to develop effective communication for different purposes and situations
- show independence in carrying out a range of tasks and procedures, and seek support and guidance where needed.

Level 3 in Construction and the Built Environment performance descriptions

Grade E

Candidates characteristically:

- apply detailed knowledge with some accuracy for most areas of the specification
- apply some theoretical understanding and make reasoned judgements in practical investigations of problems and tasks in a variety of construction and built-environment scenarios
- demonstrate an understanding of some of the major stages in the design and planning process, and apply that understanding to a complex project
- demonstrate an understanding of some of the major design and planning factors for a complex project, and provide a brief description of their impact on the design process

- demonstrate an understanding of the physical and environmental influences on a construction project
- demonstrate an understanding of some of the major factors that impact on individuals and communities, and provide brief descriptions of their impact to a complex scenario
- demonstrate an understanding of some of the major processes involved in protecting and maintaining the built environment
- demonstrate an understanding of management processes and apply them to a complex project to an acceptable standard with limited autonomy
- demonstrate an understanding of health and safety legislation, and evaluate its application to a complex scenario
- are able to take a proactive approach to seeking guidance, requiring little or no supervision to carry out and complete straightforward tasks and problems.

Grade A*

Candidates characteristically:

- apply detailed knowledge relevantly and accurately for most areas of the specification
- apply theoretical understanding and make reasoned judgements in a variety of complex construction and built-environment scenarios
- demonstrate a thorough understanding of, and apply, the major stages in the design process
- demonstrate a thorough understanding of the major factors involved in planning a complex project, and their interaction and impact on the design process
- demonstrate a thorough understanding of management processes, using them to complete a complex task to a high standard
- demonstrate a thorough understanding of the factors relating to the built environment that impact individuals and communities
- demonstrate a thorough understanding of the major processes involved in protecting and maintaining the built environment

- demonstrate a thorough understanding of health and safety legislation, and fully evaluate its application in a complex scenario
- independently complete complex tasks and problems to a high standard, taking, when needed, a proactive approach to seeking support and guidance.

Level 2 in Creative and Media performance descriptions

Grade C

Candidates characteristically:

- select and use knowledge from some areas of the specification
- demonstrate understanding of some creative principles through practical application in routine contexts and tasks
- demonstrate awareness of contexts in which creativity takes place
- demonstrate an awareness of some principles and practices that underpin the production process
- demonstrate practical skills appropriately, using a range of techniques, materials and equipment to create a product for a specific purpose
- demonstrate an awareness of the realities of working in the creative and media sectors
- use research skills and work appropriately to generate, think about and communicate ideas
- show some independence in carrying out straightforward tasks and procedures.

Grade A*

Candidates characteristically:

- select and use detailed knowledge accurately from most areas of the specification
- demonstrate perceptive understanding of creative principles through practical application in routine and non-routine contexts and tasks
- demonstrate understanding and appreciation of the variety of contexts in which creativity takes place, making perceptive and informed connections

- apply consistently the principles and practices that underpin the production process
- use a broad range of techniques, materials and equipment proficiently and confidently to create a product for a specific purpose, demonstrating imaginative use of resources
- demonstrate appreciation of the realities of working in the creative and media sectors
- consistently show imagination in the research, development, review, adaptation and communication of ideas
- show independence in carrying out a range of tasks and procedures, and seek support and guidance where needed.

Level 3 in Information Technology performance descriptions

Grade E

Candidates characteristically:

- apply detailed knowledge relevantly and with some accuracy for most areas of the specification
- apply some theoretical understanding through practical investigations and application of knowledge to a variety of routine and non-routine technology-related situations
- investigate and critically assess the contribution of technology to the current global business environment
- identify and describe differences in companies' organisational structures and styles, with reference to the impact of technology
- develop and assess quality project plans, relevant to realistic work environments
- demonstrate a sound grasp of technology fundamentals in designing, developing, testing and implementing technology-enabled solutions that deliver identified business benefits
- develop creative and appropriate multimedia solutions, demonstrating an understanding of business requirements, technical competence and awareness of audience needs
- demonstrate the ability to manage small-scale live technology system operations to meet a customer's business requirements, including systems availability, technical problem solving and change management
- demonstrate appropriate inter-personal skills, including some elements of team working, critical analysis, problem solving, self-management, creative thinking and reflective learning
- communicate and operate effectively and appropriately in a variety of different business contexts, using English and mathematics to the level required in the professional workplace
- are able to take a proactive approach to seeking guidance, requiring little or no supervision to carry out and complete straightforward tasks and problems.

Grade A*

Candidates characteristically:

- apply detailed knowledge relevantly and accurately for most areas of the specification
- apply theoretical understanding to investigate and solve a variety of problems in a broad range of technology-related situations, including complex ones
- carry out a thorough and systematic assessment of the contribution of technology in the current global business environment
- evaluate differences in the impact of technology on the organisational structure and management styles of companies
- develop detailed project plans, relevant to realistic work environments, identifying and assessing key factors in the success or failure of projects
- demonstrate a comprehensive grasp of technology fundamentals in designing, developing, testing and implementing complex technology-enabled solutions that deliver identified business benefits
- develop effective creative multimedia solutions, demonstrating a comprehensive understanding of business requirements, technical competence and sensitivity to audience needs
- demonstrate a high-level ability to manage small-scale live technology system operations to meet a customer's business requirements, including systems availability, technical problem solving and change management
- demonstrate appropriate and effective inter-personal skills in a range of situations, including team working, critical analysis, problem solving, self-management, creative thinking and reflective learning
- communicate and operate effectively and appropriately in complex business contexts, interpreting and evaluating ideas and relevant information using English and mathematics to the level required in the professional workplace
- complete complex tasks and problems independently and to a high standard, taking, when needed, a proactive approach to seeking support and guidance.

Level 2 in Hair and Beauty Studies performance descriptions

Grade C

Candidates characteristically:

- operate within and show an awareness of key legal requirements, and comply with them
- demonstrate an awareness of the global environment and begin to understand how it affects the world of hair and beauty
- use sources of information to draw straightforward conclusions on careers in, and related to, hair and beauty
- show a basic knowledge and begin to understand key principles of science in hair and beauty, and apply this knowledge in a limited range of contexts
- know how good communication skills underpin business systems, and use communication skills in a limited range of business contexts
- use hair and beauty terminology in a limited range of situations
- know a limited range of hair, nail and beauty products and techniques, and demonstrate, with some guidance, their appropriate use.
- **Grade A***

Candidates characteristically:

- demonstrate an understanding of key legal requirements, and comply with them
- understand the global environment and recognise how it affects the world of hair and beauty
- critically evaluate a range of sources to draw conclusions about careers in, and related to, hair and beauty
- show knowledge and understanding of the key principles of science in hair and beauty, and apply this knowledge in a variety of contexts
- know how good communication skills underpin business systems, and consistently and effectively use communication skills in a variety of business contexts
- use hair and beauty terminology appropriately in a wide range of situations

- know a range of hair, nail and beauty products and techniques, and demonstrate effective selection and appropriate use.

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