Level 3 Extended Project H856

Teacher's Guide

This Teacher's guide is designed to accompany the OCR Level 3 Extended Project centre handbook/specification.

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The Level 3 Extended Project Teacher's Guide

Contents

Level 3 Extended Project 3

1 **Introduction** 3

2 **What are the key differences / similarities between the levels?** 4

3 **Extent of supervision in the carrying out of tasks** 5

4 **Learner and Teacher Guidance Sheet** 6

5 **Teacher Guidance for AO1** 7

Choosing a Project Focus and Title 9

6 **Teacher Guidance for AO2** 10

Identifying the skills needed to complete the project 10

7 **Teacher Guidance for AO3** 11

Examples of evidence formats 11

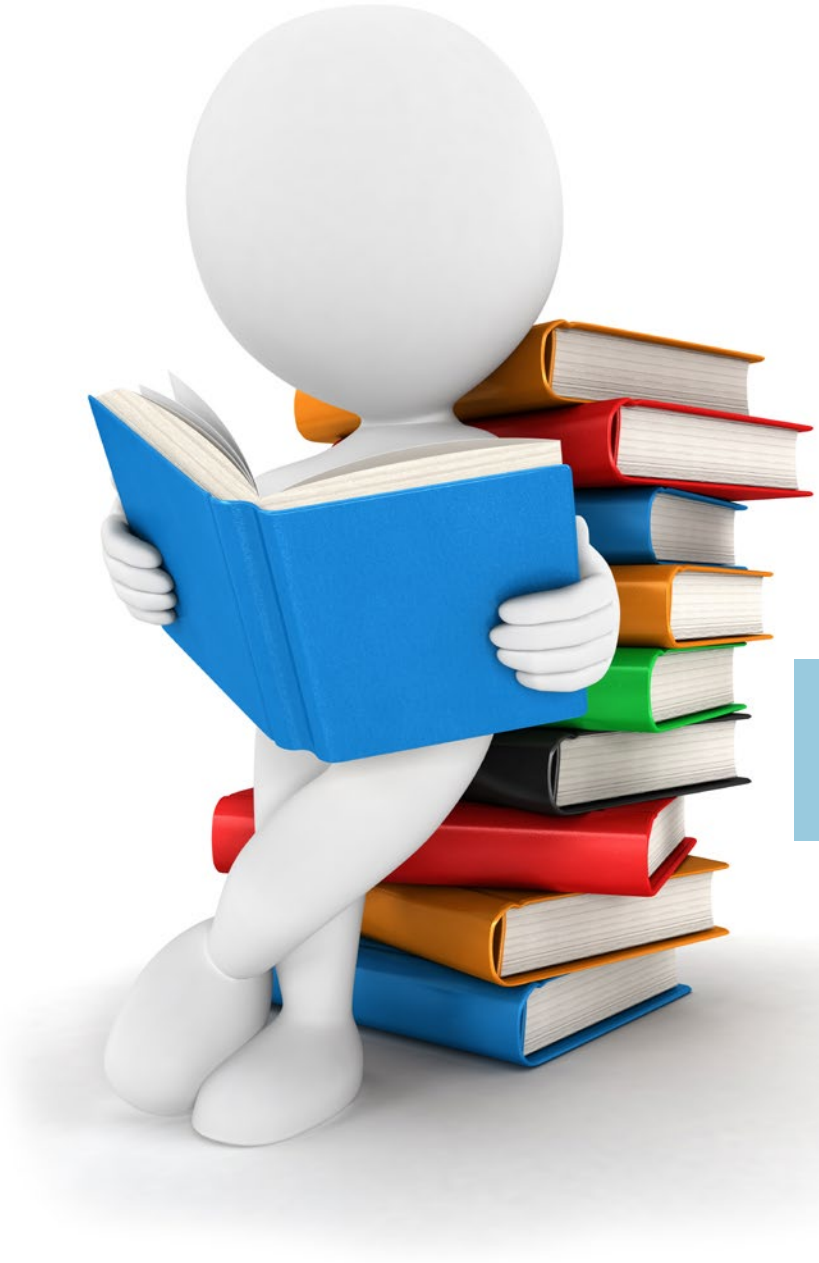
How to keep clear accessible records 11

8 **Teacher Guidance for AO4** 12

9 **Useful Tips for organising the assessment of projects** 13

10 **Breadth and depth of teaching** 14

The Extended Project Teacher's Guide



1 Introduction

This guide complements the handbook/ specification for Level 3 Extended Project, but should not be used in place of the handbook. It is designed to help the teacher/mentor/ supervisor (abbreviated to Teacher) to oversee a learner's project. Please refer to the relevant centre handbook for details to ensure that the learner covers all the required aspects of the project.

The Project is the process learners go through to produce an outcome. The outcome of the project can be a design, performance, report, dissertation or artefact but it is the process that will be assessed rather than the outcome itself, although the learner must produce an outcome.

The learner will need to be taught a range of skills including project management skills and research techniques. The learner does not have to be taught to use project management software/tools eg Microsoft Project, Gantt, Prince2.

The project is available at all three levels. There are different demands made on the learner at each level and these are reflected in different types of support and guidance provided by the teacher.

There are two Teacher's guides, one for Level 1 Foundation Project and Level 2 Higher Project , and one for level 3 Extended Project. Please use the correct guide.

2 What are the key differences / similarities between the levels?

At all levels, the learners are assessed on 4 areas. Assessment Objectives (AOs)1- 4:

AO1 – Manage the project

AO2 – Use resources

AO3 – Develop and realise the project

AO4 – Review the project.

The AOs for each level are described in the specification document.

The demands of each of these four Assessment Objectives change with the level, as does the nature and timing of the teacher's support and guidance.

	Level 1	Level 2	Level 3
Guided learning hours	60	60	120
Taught learning hours (Guidance and instruction by the teacher)	60% (35 hours)	50% (30 hours)	40% (50 hours)
Individual learning hours (individual work in class, teacher supervising and mentoring, record keeping)	40% (25 hours)	50% (30 hours)	60% (70 hours)
Total marks available	60	60	60

The outcome of the Extended Project should be one of the following:

- a design
- a performance
- a report
- an artefact
- a dissertation.

3 Extent of supervision in the carrying out of tasks

Centre staff may give support and guidance to learners.

	Level 3
Planning the task	Once topic/title agreed, individual work monitored by teacher
Collecting information/research	Independent work with guidance when sought
Project management	Monitored regularly via meetings set up by the learner and teacher
Presentation	Independently planned and delivered
Review/reflective learning	1:1 discussion(s) following preparatory work by learner
Draft 1	Independent work with verbal teacher feedback at a meeting set up by the learner and teacher
Final submission	Independent work with a final check by the teacher, at a time arranged between them and the learner

Each learner must produce individual and authentic evidence for their project. It is particularly important that learners working in groups should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome. Where group work is undertaken it is vital to be able to identify the individual contribution, perhaps by using personal log, peer assessment, teacher witness statements etc.

Please see section 5 of the centre handbook for further details.

4 Learner and Teacher Guidance Sheet

The Learner and Teacher Guidance Sheet below will take you through the Project, matching each stage with the four Assessment Objectives.

1. Decide on topic for project

2. Decide on title – this could be in the form of a question or task

3. Start to plan how to complete the project and also start to fill in your individual Project progression record

4. Collect together useful information about the topic

5. Select resources which are useful and refer to them in your project

6. Choose the different techniques and skills which you will use

7. Construct your chosen project

8. Critically review your own learning and performance

AO1 – managing a project

For your topic and title

- Can you meet the assessment objectives?
- Is this something you are interested in / already involved in?
- Is there a teacher willing to support you in this area of study?
- Could you use ideas including those from group discussions?
- Are the possible outcomes of project realistic? (see section 3 of the centre handbook).

Once you have agreed the topic and title, complete the form - Verification of topic/title by centre for each individual learner (VTT) (see section 8 of the centre handbook).

AO2 – using resources

- Start work on a project plan including a timeline with milestones and targets.
- You will need your own Project progression record (PPR)
- Is there somewhere safe to keep it?
- The PPR needs to be completed regularly – schedule completion dates onto the project timeline or project plan
- The PPR is owned by the learner and the teacher works with the learner to ensure that it is completed correctly. (see section 8 of the centre handbook).

- A range of resources should be used – including e-learning.

Resources should be selected with the aim of meeting objectives. This may provide the first opportunity for reflective learning if resources available do not allow objectives to be met. Amendments to the project plan and even the title may be necessary.

AO3 – Develop and realise

Organise your time so you make good progress with your project, completing each stage on or before the deadline so it is finished in time for review ie manage your project.

AO4 - Review

Review your project.
Did your project achieve the intended outcome?
How could it have been improved?
Was it on time?
What are the key lessons learned and can they be used for work or further study?

5 Teacher Guidance for AO1

Learning outcome 1:

Understand and take an active role in how a project is organised

This is a very important part of the process because the overall success of the project (including the potential for a fair assessment and optimum outcome) depends on it.

The topic of a project should be chosen by the learner(s) and negotiated and agreed with the teacher; it should have the potential to provide a learner with opportunities to meet all the assessment objectives. The assessment is focused on how the learner progresses through the project and what they learn, as well as the outcome and review of the actual project.

The project should include tasks and/or activities which will enable the learner to demonstrate project skills suitable for the topic selected. The project should develop and extend from the learner's study area and/or from a personal area of interest; be supported by a taught element; provide learners with access to e-learning materials.

Introducing the Project to learners

The project should be introduced to learners so that each understands fully what is to be undertaken. The following issues should be covered and explained:

- The outcome of the project can be a design, performance, report, artefact or dissertation. Whatever form this takes, the project must include a written component and a completed Project progression record. Other assessment evidence can also be included eg evidence related to a diary or IT logging system, a presentation, an experiment.
- The Project is essentially the process learners go through to reach completion and that is being assessed rather than the outcome itself (although they must achieve the outcome in order to be assessed).
- Assessment is based on the four Assessment Objectives:

AO1: Manage – select, plan and carry out project or task applying organisational skills

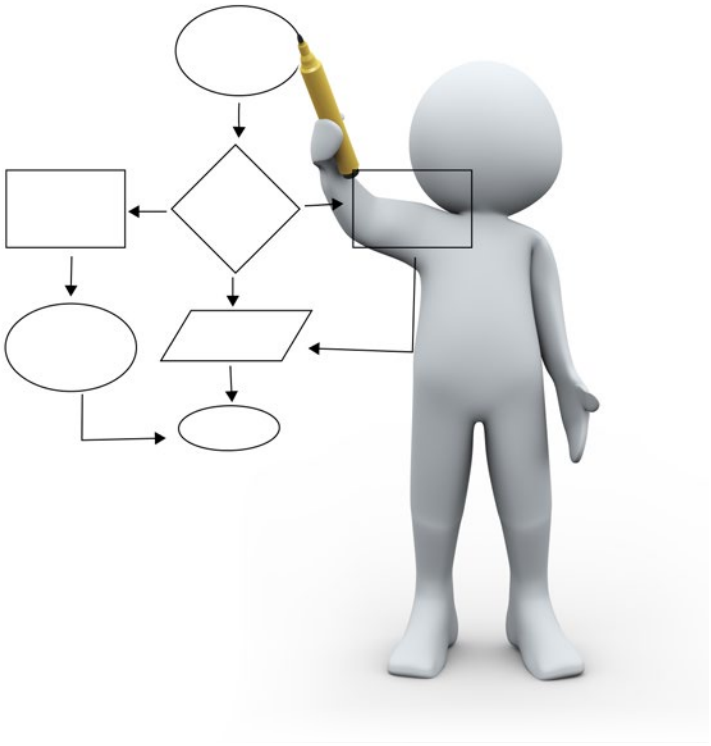
AO2: Use resources – select, obtain and use information from a range of sources

AO3: Develop and realise – select and use a range of skills, including appropriate technologies and working with others

AO4: Review - communicate project outcomes, presenting evidence in an appropriate format

- The need, within the context of the project, to apply and develop personal, learning and thinking skills (PLTS), functional skills in Maths, English and ICT and key skills (at level 3) creating an appropriate record of their progress.

Please refer to the skills mapping for details (see section 6 of the centre handbook).



What learners need to consider

When learners have a clear idea of what is expected of them, each one should be encouraged to think about the type of project they want to complete. They should think about undertaking a project which is of interest to them, since this choice is likely to affect their degree of success.

The project topic as a stand-alone qualification may relate to:

- an existing area of study
- support learner progression eg further study, higher education, employment
- a leisure interest (eg sporting, musical, art and crafts, technical/constructional work)
- voluntary/community work.

Learners should also consider whether their proposed project will enable them to cover the assessment objectives and PLTS/functional skills/key skills requirements.

Negotiating the topic/title

Each learner should arrange a meeting with their teacher for an individual interview to establish what type of topic would suit them and to agree the topic that they want to pursue.

The teacher should ensure that topic areas will enable learners to access the highest bands of assessment in terms of meeting the AOs, and PLTS/functional skills/key skills requirements.

At this stage it may be clear what the final format will be but some learners may need to reflect on information obtained before deciding the best format (eg what was initially planned as a 'design' may be better presented in the format of a 'report with findings from an investigation').

Examples of project outcomes:

- **Report with findings from an investigation** – working with disadvantaged people; Higher Education research leading to a decision for the future (level 3); geographical fieldwork; business venture
- **Artefact** – artwork; costumes for a film or play; working model; video game; educational game
- **Performance** – concert/play/debate/sport
- **Design** – a toy/vehicle/website/stage set/blueprint of an invention
- **Dissertation** – historical figure; critical analysis of the work of an author or film director.

Choosing a Project Focus and Title

Once each learner's topic has been chosen they should determine a project focus and title in conjunction with their teacher. This part of the process involves specifying the nature of the project within the topic area. Learners should think about what they wish to produce in terms of the eventual outcome of their project together with the steps they will need to go through. This might, for example, involve them in determining a hypothesis, identifying a technical or business problem to be solved, selecting an artefact to be designed and realised, or deciding upon a performance to be staged. If working as part of a group, they will need to think about what individual role they will play in achieving an overall outcome.

The title chosen should mirror the nature of the project focus and should seek to encompass its aims.

The degree of guidance offered by the teacher in the choice of the project focus and its title should be commensurate with the project level and the individual needs of the learner.

If group work is involved each member of the group will need to have an opportunity to reach the highest bands and to satisfy other aspects of the assessment to the best of their ability. The teacher should at this point address the issue of whether and how each project can be accurately assessed in relation to the specified criteria.

It is the centre's responsibility to verify the topic/ title of each learner's project. Please ensure that you do this carefully using the Verification of topic/title form. This form does not require submission with the learner's work. For further information on this form please see section 2.2 of the centre handbook.

Once the topic has been chosen and agreed the learner will need to be taught the following:

- research techniques including selection, collation and evaluation
- comprehensive coverage of project management skills, including any relevant tools such as timelines, critical path analysis, etc
- how to apply reflective learning
- presentation techniques, methods of evaluation and analysis
- the need to reference or acknowledge their sources.

6 Teacher Guidance for AO2

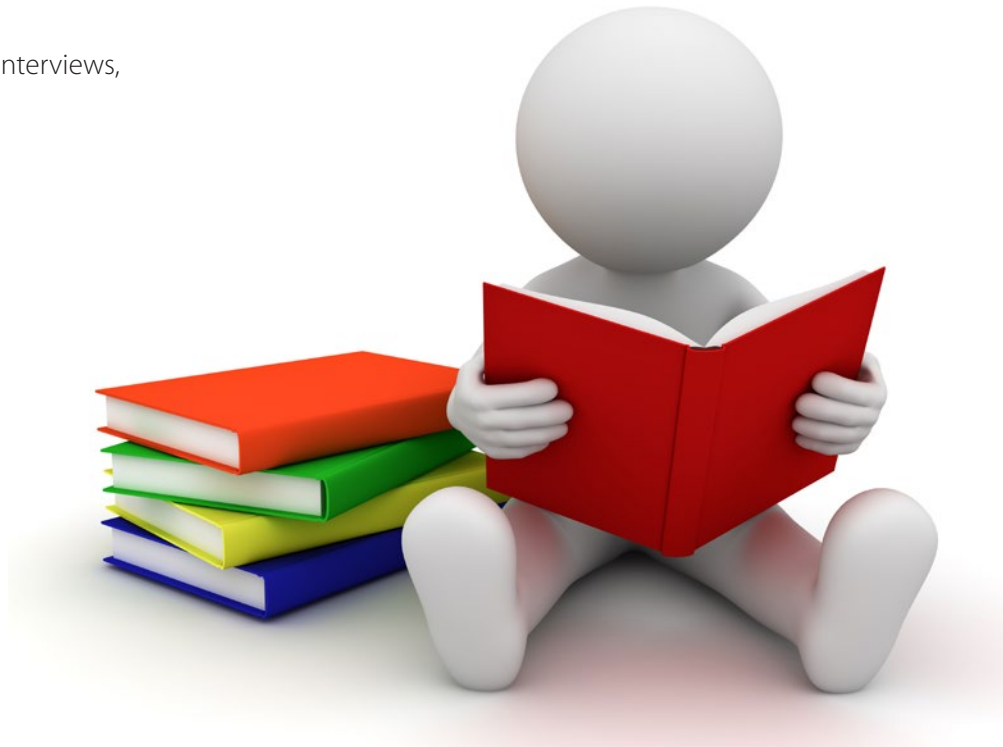
Learning outcome 2:
Be able to plan and carry out independent research either individually or as part of a collaborative group

Identifying the skills needed to complete the project

The learner needs to select a range of skills and sources of information which will be used in the project.

Learners will need to be taught:

- how to identify:
  - what skills are needed to complete the project
  - how PLTS, functional skills and key skills can be developed through the project
  - the technical skills and new skills needed and how to develop them.
- information gathering techniques, for example:
  - developing questionnaires
  - designing prototypes
  - carrying out pilot surveys
  - recording (visual and sound) interviews, performances or debates
  - making mock-ups
  - using the internet effectively.



7 Teacher Guidance for AO3

Learning outcome 3:

Be able to plan, organise, research and develop a project to progress it to a conclusion and evaluate the outcome, providing evidence of each aspect.

Learning outcome 4:

Be able to

- **select and use relevant techniques, tools, equipment and technologies**
- **work with others including their mentor/supervisor**
- **use problem-solving and project management techniques**

This section of the project is worth the most marks.

Up to now the learners have had an outcome in mind for their project. AO3 requires the learner (with guidance as relevant) to plan, organise, research, develop and refine, if necessary, their project to its conclusion and then evaluate the outcome. To do this they will need to select and use a range of suitable tools, equipment, techniques and/or technologies to develop and realise the project. They may need to work with a group (one other person or more) to provide feedback and input to their project.

Learners will use project management techniques to take the project to completion, solving problems that arise, demonstrating how and why techniques were used in particular circumstances and evaluating their effectiveness. They will provide a written evaluation of all management and problem-solving techniques used. As part of the evidence learners will need to produce detailed project management information to cover all aspects of the project.

Examples of evidence formats

The learner will need to decide (with guidance as relevant) how they can assemble/construct evidence for their work for example:

- visual or sound recording eg for a performance or artefact
- notebooks which will need to be kept up to date
- all drafts of written material
- stimulus materials (eg preliminary design ideas)
- project management information in a recognised form.

How to keep clear accessible records

The Project progression record has been developed to allow the student to keep track of where they are with the project. Emphasise the value and use of this. It can form an essential part of the evidence when allocating the mark for the project. The dates inserted on the record may be placed into a timeline by the student so that they are able to pace themselves through the project.

The teacher may give verbal (not written) feedback for each of the activities and opportunities on the Project Progression Record for Level 3 Extended Project. The teacher should not provide redrafting advice in the final stages of the Extended Project.

Learners will need to be taught:

- how to keep clear accessible records for reference purposes
- to look back and check work
- learn from work already completed
- incorporate learning into the next stage of the project
- an introduction to constructing a bibliography or list of references.

8 Teacher Guidance for AO4

Learning outcome 5:

Know how to, understand the reasons for and demonstrate the ability to

- **draw relevant conclusions**
- **analyse project outcomes**
- **evaluate the project**
- **present the outcome effectively to a previously defined audience**

Learners will need to be taught how to:

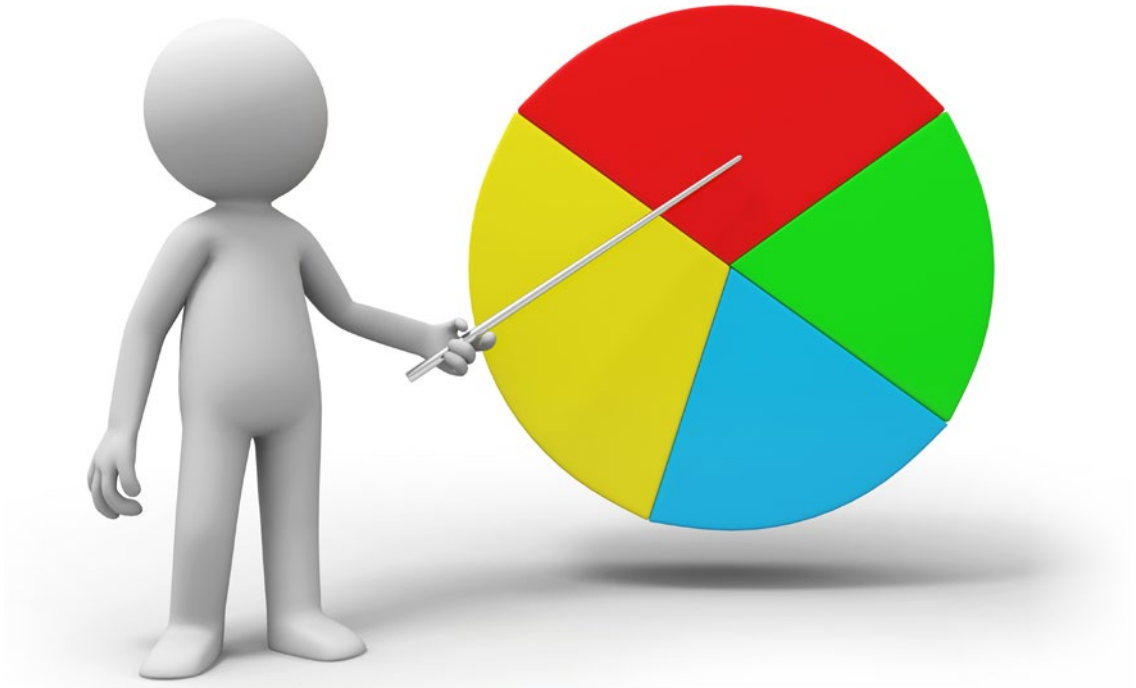
- present outcomes in a valid way, ie the way that best represents the project process including the final format chosen to deliver the topic/title
- carry out a review of the Project and explain what went right and what could have been improved
- structure and present all the evidence to produce a complete piece of work that can be marked.

It is not just the outcome that should be evaluated, but the complete process right from the start of the project.

This is an example of the type of evidence that could be collected/generated for a report with findings from an investigation or study.

In this case the evidence is based on a piece of fieldwork.

	Level 3 evidence
Report with findings from an investigation or study	Fieldwork activities planned in detail with accompanying background research
eg fieldwork	written methodology carried out - captured on film/video/digital/ Field notebook records – exemplar pages data logging records and presentation (using IT) analysis (including several types – eg written, graphical, statistics) evaluation and conclusions



9 Useful Tips for organising the assessment of projects

1. Start the Project progression record as early as possible, even before the title is chosen

Use of Project Progression Record

- The Centre must ensure that the Project progression record is completed for each learner to provide evidence of monitoring
- The learner owns the Project progression record (at level 3 the learner completes comments section)
- The Project progression record must be submitted for moderation and therefore must be kept safely, ideally stored electronically to minimise risk of physical loss.

2. Record learner activities throughout the Project

3. Plan generic teaching programme eg:

- project planning
- relevant project tools (timelines, critical path analysis, project management software)
- links with skills/current learning/future plans/etc
- understanding of cross-referencing
- understanding of transfer to and from other areas of study and interest.

4. The marking grids give the criteria and marks for each assessment objective, over three bands. Each band states the quality of evidence a learner needs to provide. If you consider the mark grids you can identify what the learner needs to do to achieve the highest mark. It is important that the design of each learner's project will allow them to achieve maximum marks.

Internal assessment will be conducted using marking criteria which are based on the four assessment objectives, AO1, AO2, AO3 and AO4.

5. Apportion teaching hours to give adequate time for the final stages (reflective learning, presentation prior to completion etc)

6. Ensure that the standards applied to each level are consistent and relevant to that level

7. Organise internal marking and standardisation in good time.

10 Breadth and depth of teaching

Suggestions for the breadth and depth of teaching in relation to the different types of project outcomes.

Outcome	Level 3
Design eg toy, vehicle, website, stage set, blueprint of an invention	In addition to generic teaching of content that spans all project outcomes, teaching will include: • How to find out about design production • Advice on managing a significant design project • The importance of a staged approach with interim targets/milestones • Some advice on organising and maintaining a production log and other relevant records • Some advice on how to deliver learning outcome 5 in the context of a design project • Subject specific teaching linked to principal learning or other curriculum areas if relevant
Report with findings from an investigation or study eg working with disadvantaged people, scientific study, Higher or Further Education research leading to a decision for the future, geographical fieldwork, business venture	In addition to generic teaching of content that spans all project outcomes, teaching will include: • How to find out about managing an investigation or study • Advice on managing an investigation or study eg information on research methods, bibliography etc • Some advice on organising and maintaining relevant records eg data base • The importance of a staged approach with interim targets/milestones including the process of writing and the production of drafts • Some advice on how to deliver learning outcome 5 in the context of an investigation or study • Subject specific teaching linked to principal learning or other curriculum areas if relevant
Artefact eg artwork, costumes for a film or play, working model, video game, educational game	In addition to generic teaching of content that spans all project outcomes, teaching will include: • How to find out about production processes when creating an artefact; Advice on managing a significant project in which an artefact is created • The importance of a staged approach with interim targets/milestones • Some advice on organising and maintaining a production log and other relevant records • Some advice on how to deliver learning outcome 5 in the context of creating an artefact • Subject specific teaching linked to principal learning or other curriculum areas if relevant

Notes

CONTACT US

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

We're always delighted to answer questions and give advice.

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