

Crossfields Institute

Qualification Specification

Level 3 Integrated Education Award



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Crossfields Institute Level 3 Integrated Education Award

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Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
2.1	November 2021	Section 1.10 and 5 updated to clarify staffing requirements

Introduction

This Crossfields Institute Level 3 Integrated Education Award is an Ofqual regulated qualification. The qualification is also European Qualification Framework (EQF) Level 4.

About Crossfields Institute

Crossfields Institute is an awarding organisation and educational charity specialising in holistic and integrative education and research. The Institute develops specialist qualifications which aim to support the development of autonomous students with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively. The Institute is also a higher education institute (HEI) and works in partnerships with universities in the UK and overseas.

Guide to the Specification

We aim to support centres in providing a high-quality educational experience. We also believe that for students to get the most out of this qualification they should be encouraged to be autonomous and responsible in their approach to their studies. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for students, schools/ centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualification, and also signposts where further advice and support may be found.

Key Facts

Qualification Title	Crossfields Institute Level 3 Integrated Education Award
Qualification Number	610/0044/X
Rules of Combination	n/a
Total Qualification Time	120 hours
Guided Learning Hours	20 hours
Minimum age of students	16
Assessment Methods	Portfolio of evidence
Grading system	Pass/Merit/Distinction
How long will it take to complete?	1 year
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by teachers and educationalists from Steiner Waldorf School Federations from four countries participating in the Erasmus+ funded ACTS project 2015-18

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Section 1: About this Qualification

1.1 Qualification Objective and Rationale

This Crossfields Institute Level 3 Integrated Education Award has the following objectives:

- Preparing students to progress to a qualification at a higher level
- Preparing students to progress to a qualification in another subject area
- Preparing students for employment
- Giving students personal growth and engagement in learning

It equips students with a range of relevant transferable skills which support them to access higher education, employment and entrepreneurship. These skills include:

- good verbal and written communication
- working as part of a team
- generating new ideas
- developing situational awareness
- undertaking problem solving
- developing independent enquiry
- self-managing learning
- Developing a plan, putting it into action, monitoring progress and evaluating

Rationale

There have been a number of articles and reports in the last 10 years from journalists, think tanks and research organisations from around the world that have concluded that whilst school leavers and university graduates are leaving with ever increasing qualifications, many are not well equipped for the world beyond the

classroom¹²³. Employers are noting this and many now recognise that education systems are failing to develop the skills needed by young people to succeed in the world.

It is also widely recognised by those working in education that an over-reliance on formal learning leading to summative, exam-based assessment, in order to achieve a qualification, is not serving the needs of many school-age students. The pressures to achieve in such a system inevitably devalue and reduce time spent on integrating other important non-formal or informal learning opportunities. Those students whose learning styles and needs do not sit well with formal learning and summative exam assessments are at greater risk of becoming disillusioned, disengaged, stressed and even disruptive.

This qualification aims to raise attainment for all students and reduce the numbers of early school leavers. The use of portfolio assessment and evidence of achievement from formal, informal and non-formal learning is designed to increase inclusion. A project to explore and develop this type of approach to learning and assessment was recognised and funded by Erasmus+ 2015 Key Action 2, School Education Strategic Partnership Project⁴, and has informed the development of this qualification. The project was led by the Steiner Waldorf Schools Fellowship (UK) in partnership with Sammenslutningen af frie Rudolf Steiner skoler i Danmark (Denmark); Steinerskoleforbundet (Norway); Steinerkasvatuksen liitto (Finland) and Crossfields Institute. Together, the four national federations of Steiner Waldorf Schools brought a wealth of curriculum and pedagogical expertise to the project and development of this qualification.

The project assessor for Erasmus+ commented:

This highly strategic proposal demonstrates strong links with EU policy objectives and the objectives and priorities of the Action. It draws on research, analysis, and the consortium's in-depth knowledge. The needs of pupils in danger of being disengaged from formal schooling, identified across Europe, are to be addressed in a comprehensive, imaginative manner.

¹ <http://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>

² <http://www.wgsi.org/learning-2030>

³ <https://www.newscientist.com/article/mg22029485-800-invest-in-minds-not-maths-to-boost-the-economy/>

⁴ Project reference 2015-1-UK01-KA201-013662

This qualification will support the development of a range of inner capacities and competencies which include:

- Self-awareness
- Self-control and resilience
- Self-leadership
- Self-reflection
- Social awareness
- Social relationship skills
- Responsible and ethical decision making
- Responsible, ethical action

For the purposes of the Erasmus+ funded project a set of Creative Thinking Skills were defined and are explored and explained in the e-book *Acknowledging Creative Thinking Skills: Educating for a Creative Future* by Elaine Holt.

The underpinning theory for this qualification is that there are a set of Creative Thinking Skills which facilitate the ability to think and act imaginatively in a range of contexts. *Acknowledging Creative Thinking Skills: Educating for a Creative Future* states:

Creative Thinking Skills together facilitate the ability to generate, manipulate and refine an imagination. They may be practiced like any other skill. The manipulation or transformation of an imagination is the creative process. The raw material for an imagination can be drawn from immediate perception, memory and a multitude of collected associations including emotional responses. In fact, anything that can be “called to mind” is raw material for imagination and creativity. The greater the number of associations, understandings and experiences available, the richer and more fertile the mental environment in which a creative thought develops. Unaltered, it is uncreative information: perception, memory or fact-regurgitation. Transformation is the key.

1.2 Overview of knowledge, understanding and skills

The qualification consists of 1 module

1. Independent Project

This module allows the student to follow their passion and explore an interest, research topic or career aspiration in depth. It develops high-level skills of independent and self-directed learning and requires a high level of Co-ordinated Thinking, one of the identified creative thinking skills (see Appendix 4). The project also requires learners to undertake self-reflection and use reflection (and on-going evaluation) to transform thinking and action.

1.3 Rules of Combination

There is one, mandatory module at level 3 (EQF 4).

The total qualification time is 120 hours, some of which is guided learning hours (GLH) i.e. face to face delivery time. The amount of GLH allocated to the module is specified in the module descriptor. Students should bear in mind that these hours are given for guidance only and the amount of time required by individual students will vary.

Students also need to be aware that the module requires the student to be engaged in additional independent learning hours (ILH) to support their progress through the module and for the preparation of work for assessment.

Total Qualification Time (TQT) is the sum of GLH and ILH and represents the total amount of time a student may take to complete each module.

1.4 Requirements for real work environments

None

1.5 Progression opportunities

This qualification prepares students to confidently progress to higher level academic and vocational qualifications, as well as undertaking independent study in a range of contexts. The qualification also equips learners with vocational skills, to support progression into employment.

1.6 Delivery requirements

A full explanation of the delivery requirements for this qualification are included in section three.

Schools or centres can offer the qualification using whatever modes of delivery meet their students' needs. Whatever delivery methods are used, schools/centres must ensure that students have sufficient access to the resources identified in the specification and to appropriately qualified staff teaching and assessing the qualification.

1.7 Assessment overview

This qualification has three grades: Pass/Merit/Distinction. A grading grid is included in the module and further details of the grading method are included in the assessment section and in supporting documentation.

Assessment is an ongoing process that is initiated in the earliest stages of the qualification and recorded in a portfolio of evidence. At the core of the process is observation of learning by experienced teachers, work produced by students, questioning and formal discussion. These assessment methods may be supported by peer observation or feedback as witness testimony. The portfolio of evidence may include feedback from a teacher/assessor, a learning journal or log, written assignments, presentations, artefacts, self-reflective journals, peer assessment and witness testimony.

For this qualification, assessment is focused on the students' process, rather than the project 'product'. Interim formative assessment and timely development feedback to learners is central to supporting transformative learning.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your teacher will explain how to provide a reference list that shows where you found your information. If your school/centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your school/centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Full information about the assessment process is included in Section 4.

1.8 Levels of Attainment

This qualification is published on the Ofqual register under the Regulated Qualification Framework as a level 3 qualification (EQF Level 4). Module learning outcomes are designed to fit this level. Work is assessed for the qualification against this level descriptor throughout the qualification.

Level Descriptor from the Regulated Qualifications Framework 2015

Knowledge Descriptor (the holder ...)	Skills Descriptor (the holder can...)
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<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>
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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf

1.9 Expectations of Students

The entry requirements for students

- Students must be at least 16 years old

It is the school or centre's responsibility to ensure that students who are entered for this qualification make reasonable progress and are likely to achieve at this level.

1.10 Requirements for Schools/Centres

To offer this qualification, schools/centres must be approved by Crossfields Institute. For more information about these processes, please contact us via email on info@crossfieldsinstitute.com or phone 01453 808118. In order to be approved to offer this qualification, centres must have:

- At least one staff member who has completed or is enrolled on the Crossfields Institute Level 7 Diploma in the Philosophy and Practice of Integrative Education.
- Other staff members who are appropriately qualified (minimum Level 3 Award in Education and Training or equivalent) and experienced in integrated or holistic education.
- A learning environment that supports independent learning and a transdisciplinary approach.

1.11 Role of the School/Centre and Crossfields Institute

Each school/centre is required to work in partnership with Crossfields Institute to ensure that all students have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with

(www.crossfieldsinstitute.com/resources). The handbook also explains a range of mandatory policies which are listed in Section 5.

If you have any queries or concerns about this qualification, or if you would like to suggest improvements to this specification or the qualification itself, please contact us by email at info@crossfieldsinstitute.com or phone 01453 808118.

Section 2: Modules

2.1 Module List

Module title	Ofqual code	Guided learning hours (GLH)	Total qualification time (TQT)	Credits
Module 1 - Independent Project	Y/617/2788	20	120	12
	Total	20	120	12

2.2 Guide to the Module

The qualification is formed of a single module, which specifies what knowledge and skills the student must demonstrate in their assessments. The module includes:

Module Code	a unique code assigned by the regulator
Module Level	gives the level of demand placed upon students in line with level descriptors published by the regulator
Module Aim	explains what is covered in the module and how it contributes to the students' learning journey
Total Qualification Time (TQT)	total hours required to complete the module – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face to face time, which can include classroom work, lectures, seminars, mentoring, and tutor facilitated webinars
Credit value	one credit is equivalent to one tenth of total qualification time
Learning Outcomes	tell students what they will know, understand and be able to do upon completion of the module

Module 1 - Independent Project

Module code Y/617/2788 **Guided Learning Hours (GLH)** 20

Module level 3 (EQF 4) **Total Qualification Time (TQT)** 120

Module aim The Independent Project will allow you to develop as an independent learner, be inspired and enthused by new areas or methods of study, enable you to self-direct your learning and give you the opportunity to plan and review your own work. You will have a mentor who will act as a critical friend and adviser. It is strongly recommended that you develop your project in the context of a peer group, who are also working on projects, and that you meet with your peers to give and receive informal feedback, share resources and teach and learn skills together.

Your project may give you the opportunity to explore your aspirations for further study and career development, give you time to develop and present something that you are passionate about and develop and use a range of relevant technologies.

Learning outcomes

The student will be able to:

1. Select, design, plan and carry out an independent project, applying a range of skills, methods and resources.

Amplification

You will need to create a project proposal including aims and objectives and select or create a framework and structure for the project. This will be reviewed by your mentor and your teacher/assessor and you will be asked to describe why you have chosen this specific project and identify the skills and knowledge you already have and what you will need to acquire. You will need to produce and update a project plan and timeline, to include how you propose to carry out your research. You must also identify any ethical considerations in relation to your proposed approach to research. You must identify possible risks to achieving your objectives and describe how you plan to overcome them. You must keep records of your progress with the project, referring to the project plan and timeline.

Learning outcomes

Amplification

The student will be able to:

2. Research, compare and select information and resources from a range of sources across at least two curriculum areas that are relevant to your project.	With some guidance from a teacher or mentor you should research information and resources from a range of sources and across at least two curriculum areas (e.g., Art and History). You should analyse the sources and identify which you have chosen to use, and why. You must keep records of your research and your analysis.
3. Select and use a range of skills, including appropriate technologies and practical skills, to make reasoned decisions, solve problems and work towards achieving your objectives.	You will need to identify relevant skills, gain training or support in these if necessary and demonstrate their use in making critical decisions or taking actions that should enable you to achieve your objectives. You must give an account of the choices that you make and how you have attempted to solve problems that you encounter.
4. Evaluate your project outcomes and draw your own conclusions.	Review the results of the project and your own role in it. Evaluate the outcomes and present your conclusions. Through self reflection, identify how your knowledge, thinking or practice has changed as a result of undertaking the project.
5. Communicate your project outcomes, presenting evidence in an appropriate format.	Decide how to present your project outcomes in a way that is appropriate for the project and your audience.

Requirements for Assessment

Evidence for achieving this module must include:

- A completed project topic and title form
- A completed project tracking and recording form
- A project management plan that has been monitored and updated
- A research record
- Product: A 5,000 word written creative writing piece, dissertation or report OR a 40-50 minute presentation accompanied by notes, slides or handouts OR a performance of 20-30 minutes with evidence of 35 hours of rehearsal and preparation OR artefact(s) and/or artwork(s) with evidence of 35-40 hours of workshop or studio time
- A journal or log that has been completed at regular intervals, describing the process and reflecting on your experience (at least 10 times during the project)

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- A presentation of the whole project, including a review of the results, an evaluation of the outcomes, personal reflections on undertaking the project and personal conclusions. This should be 2,000-2,500 written words or a 20 minute live or recorded oral presentation.
NOTE: if the Product is a 5,000 word written piece then the learner can choose whether to fulfil this requirement with a further 2,000 word written piece or a 20 minute presentation.
 - A reference list or bibliography identifying key sources of information used or referred to within the project.

Written dissertations or reports, presentations and journals or logs must demonstrate the ability to structure and use appropriate style and vocabulary. Appropriate terminology should be used in relation to the subject of the project.

A 10% margin is allowed for word count or length of time of presentation.

All learning outcomes must be met to achieve this module. All outcomes are equally weighted.

Evaluation criteria statements are provided in four bands for each outcome. When assessments are made, the criteria statements will be used to judge which mark best fits the student's work on their Level 3 Independent Project. The mark will be awarded on the basis of the general level of the student's work in relation to the criteria statements for each level (i.e. 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 the evaluation criteria given for each learning outcome descriptor for the lowest available mark in that band as appropriate to the particular project. Higher marks for each band will be given where work is assessed to meet the evaluation criteria consistently and across various aspects of work. A minimum of 4 marks must be achieved for each learning outcome in order to attain this module.

Evaluation matrix for the Independent Project Module

Learning Outcome	Distinction 10-12 marks	Merit 7-9 marks	Pass 4-6 marks	Working Towards 1-3 marks
<p>1. Select, design, plan and carry out an independent project, applying a range of skills, methods and resources.</p>	<p>Clear identification of a project and clear evidence of appropriate aims and objectives. Detailed project plan and timeline, with clear evidence of monitoring progress of project work against the agreed project plan. Clear identification of risks that might impact upon the project, and a plan of how to overcome them. Actively initiates contact with mentor and peers to support progress of the project. Records are detailed and regularly updated.</p>	<p>Has clear ideas to identify a project and able to use a project plan and timeline. Is able to identify suitable aims and objectives. Confidently relates to peers and mentor to support the process of the project. Keeps records up to date.</p>	<p>Some identification of a project and able to follow project plan and timeline. Some evidence of setting suitable aims and objectives. Sometimes initiates contact with mentor and peers to support process of project. Some evidence of keeping records up to date.</p>	<p>Limited identification of a project and struggles to keep to timeline. Finds it difficult to identify suitable aim and objectives and possible risks to achievement. Does not actively engage with mentors or peers to support process of project. Record keeping is intermittent.</p>
<p>2. Research, compare and select information and resources from a range of sources across at least two curriculum</p>	<p>Evidence of detailed research involving the selection and evaluation of a wide range of relevant resources (at least four information sources) from at least two curriculum areas. Evidence of ethical considerations in relation to approach to the research. There is evidence of critical analysis and application of</p>	<p>Evidence of sufficient research, involving selecting and evaluating a range of relevant resources (at least three information sources) from across two curriculum areas. Evidence of ethical considerations in relation to the research. There is evidence of analysis and application of research</p>	<p>Evidence of some research involving selecting and evaluating a range of relevant resources from (at least two information sources) across two curriculum areas. There is some evidence of analysis and application of research skills. Some linkage of relevant theories and concepts to the aims and</p>	<p>Limited research with little selection and evaluation of a range of relevant sources. Finds it hard to use data from research relevantly and apply research skills. Finds it hard to make connections between relevant theories and concepts and the</p>

<p>areas that are relevant to your project.</p>	<p>research skills, for the gathering and analysis of information. Clear linkage between relevant theories and concepts and aims and objectives of the project. Keeps good records and can confidently articulate research process.</p>	<p>skills. Relevant theories and concepts are linked to the aims and objectives of the project. Records are kept consistently with minimal prompting.</p>	<p>objectives of the project. Records are kept with some prompting.</p>	<p>aims and objectives of project. Record keeping is intermittent.</p>
<p>3. Select and use a range of skills, including appropriate technologies and practical skills, to make reasoned decisions, solve problems and work towards achieving your objectives.</p>	<p>The student actively chooses and confidently uses relevant skills and materials, and is able to give a rationale for their choices. There is consistent evidence of the ability to manage a project plan and meet deadlines. The student is flexible and creative in adapting their project plans and aims and objectives and is able to give clear reasons for their adaptations. There is evidence of a wide range of research methods (at least three e.g. analysing photos or images, observing phenomena, undertaking interviews) and the use of a variety of sources (at least four sources) to meet the aims and objectives of the project.</p>	<p>There is evidence of the student actively choosing and trying out relevant skills and materials for the project. There is evidence of the student making decisions and completing tasks in accordance with the project plan. The student shows flexibility in adapting or changing their project plan or aims and objectives. There is evidence of the use of research methods (at least two, e.g. undertaking a questionnaire and reviewing the language and/or images in news articles) and relevant sources (at least three sources) to meet the aims and objectives of the project.</p>	<p>There is evidence of the student choosing and using skills and materials appropriate for the project. The student takes decisions and completes tasks. The project plan is followed consistently. The student is able to adapt and change their project plan or aims and objectives if needed, and is able to give reasons for making changes. There is some evidence of the use of research skills (at least one, e.g. undertaking a questionnaire or using published statistics) and sources (at least two sources) to meet the aims and objectives of the project.</p>	<p>There is a limited choice and use of skills and materials. The student takes few decisions. The project plan and objectives are undertaken in a limited or incomplete way. There is little or no evidence of flexibility or willingness to adapt and change project plan or aims and objectives if needed. There is limited evidence of the use of research skills and sources to meet the aims and objectives of the project.</p>

<p>4. Evaluate your project outcomes and draw your own conclusions.</p>	<p>There is evidence of a detailed analysis of the outcomes of the project, including strengths and weaknesses of the research method(s) and information sources, and an evaluation of the process and the student's own learning.</p> <p>There is evidence of clear conclusions which are informed by evidence and linked to key theories, related to the initial aims and objectives of the project.</p> <p>There is evidence of regular and on-going reflection which is used to refine and inform project and demonstrate self-awareness and transformative learning.</p>	<p>The student is able to confidently evaluate the outcomes of the project, their own learning and identify a variety strengths and weaknesses of their research. The student can draw reasoned and evidenced conclusions from the process.</p> <p>There is evidence of reflection which has been used to inform the project and personal conclusions. There is evidence of learning that has taken place as a result of reflection.</p>	<p>There is some evaluation of the outcomes of the project and the student's own learning, and the student is able to identify some strengths and weaknesses. The student is able to draw relevant conclusions.</p> <p>There is some evidence of reflection that has informed the project. There is some evidence of awareness of personal learning that has taken place.</p>	<p>There is limited evaluation of the outcomes of the project and their own learning and the student struggles to draw conclusions.</p> <p>There is limited evidence of reflection. The learner is unable to identify the personal impact or learning from undertaking the project.</p>
<p>5. Communicate your project outcomes, presenting evidence in an appropriate format.</p>	<p>The presentation of the project is consistent, well-structured and well presented in an appropriate manner. Various approaches are used to illustrate the research findings (e.g. text, graphs, images, as appropriate). Findings are</p>	<p>There is evidence of a well-structured communication of the project outcomes that is well chosen and delivered for the audience.</p>	<p>The project findings are communicated adequately and appropriately for the chosen audience.</p>	<p>The communication of the project findings is limited, and in a format that is not always appropriate for the chosen audience.</p>

	presented in a way that refers to research undertaken.			
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Example of a Level 3 Independent Project

Project Title:

An exploration of the impact of cultural expectations of beauty and body image on women in the UK

Project objectives

1. Analyse the impact of social media on women's self-image in the UK
2. Investigate the use of plastic surgery to improve self-image by women in the UK
3. Create an artistic response to these findings
4. Present an exhibition of work on the impact of cultural expectations of beauty and body image on women in the UK

This project requires the development of research skills, especially in relation to sourcing material online and by interview. The student will need to explore and develop ethical research practice in relation to interviews and observations that they conduct with research subjects. They will need to develop and use a rationale for their chosen methods of sociological research. The student may use a variety of art and design skills to create an artistic response and will also need to present their material in a way that clearly demonstrates the outcomes of their work.

A teacher delivered some sessions on research methodology, including sociological research methods for a group of students, which the student participated in. The student attended some life drawing workshops outside the school before engaging with the cosmetic surgery practice. The student had regular meetings with two mentors, a social sciences teacher and an art teacher.

The project took place over a 10-month period. The student created a research record and referenced her sources of information according to a standard referencing protocol and wrote a short commentary on each source. She contacted a private cosmetic surgery practice and was allowed to interview staff and clients, so had to develop a research protocol, questionnaires, and confidentiality and permission consent forms. She was also allowed to make drawings of some procedures. The student spent considerable time in the art studio creating a portfolio of drawings, paintings, collage pieces and an installation in response to her research finding. She mounted an exhibition, which was open to the school community (students, parents and teachers). At the opening of the exhibition she gave a talk (which was filmed) presenting her findings and giving a commentary on her art work. She also wrote a short evaluative account of the project.

Section 3

Delivery Requirements

The Independent Project module has 20 guided learning hours with a further 100 hours indicated as independent learning. Teachers, mentors and assessors need to ensure that adequate contact time is provided to ensure that students fully understand the requirements of the Independent Project and have the necessary skills and information to achieve them. This could take the form of whole class teaching for the development of project management, research and presentation skills. It should also include one to one or small group time for mentoring and support as students put together their projects and portfolios. Teachers/assessors must also ensure that they have sufficient time and opportunity to observe skills application and performance and to question students to demonstrate reliability and sufficiency of achievement. Students at this age and stage in their lives are often keen to engage with politically sensitive/topical subjects which require ethical considerations. Teachers and mentors must ensure ethical issues are appropriately handled. Teachers or mentors will have the final say on whether a topic is appropriate and acceptable.

It is recommended that a blended approach is taken to delivery, whereby the qualification is woven into the main lesson/existing lessons, supported by bespoke timetabled sessions which provide an opportunity for clarification, grounding learning and developing key skills and knowledge.

A member of staff at the school or a mentor must be sufficiently competent to guide students in research methods and tools that are appropriate for this level of qualification.

The qualification can use evidence from formal, informal and non-formal learning activities.

Formal learning is always organised and structured and has learning objectives. From the student's perspective it is always intentional.

Informal learning is never organised and has no set learning objectives. It is not intentional learning from the student's perspective. It is often referred to as "learning through experience". *An example would be a student having visited a town or historic site whilst on holiday, and observed some Roman architecture and mosaics. They were particularly struck by the remains of a bath-house and found out some interesting sociological and historical information and were inspired to take some photos. This knowledge and experience then informed some work that they submitted as part of a Global Awareness assignment.*

Non-formal learning is somewhere between the two, in that there will be some element of organisation and there may be learning objectives. For the purposes of this qualification it can be defined as less organised than formal learning, but still consisting of planned activities and educational objectives. It may be more concerned with action and learning by doing and from experience. It may be more holistic, with a particular focus on developing social and emotional skills. *An example might be a student who participates in an out of school drama club. They take on a stage management role for a production and ask the club leader to provide a "witness statement" in relation to some of the Creative Thinking Skills and Performing Arts*

modules outcomes. They also ask their teacher/assessor to come and observe the production, and then have a formal discussion with them concerning their stage management role.

For more information on the value of non-formal and informal learning in education and employment please visit the relevant webpages of the Organisation for Economic Co-operation and Development (OECD) <http://www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>

This qualification requires students to show evidence of transdisci

plarity in the work that they submit. This can be simply defined as combining knowledge, understanding and skills from at least two curriculum areas or disciplines. For example, a construction project could combine craft skills with mathematical knowledge and understanding. A piece of historical research could include examples of literature, art and music from the relevant period, and could also include a creative response to the topic in the form of a piece of visual art, music or creative writing. Written or spoken work in a foreign language could be set in the context of specific historical, geographical or cultural topic, requiring the demonstration of knowledge and understanding of that aspect of history, geography or sociology.

Section 4

Grading, Assessment and Quality Assurance

4.1 Our Approach

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach their full potential.

The following guidance is provided to support schools, centres and students in understanding this qualification's requirements for assessment and how the assessment processes will be monitored.

4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The student must meet all learning outcomes in the module before they can be awarded the qualification. The focus of the assessment should be on the learners' process from project selection to their evaluation of and reflection on their experience. In addition to summative assessment, interim formative assessment supported by developmental feedback should take place. Formative assessment should be recorded, as this constitutes part of the portfolio of evidence.

We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which can cover elements of more than one learning outcome.

Assessment methods used for this qualification will include:

- Written Work Products
 - Written assignments
 - Reports
 - Creative writing
 - Reflective journal
 - Research
 - Project plans
- Products
 - Art work
 - Artefacts

-
- Displays
 - Performances
 - Tutor Observation
 - Practical demonstrations
 - Presentations – individual and group
 - Performance
 - Group discussions and activities
 - Formal discussion/questioning (evidenced by recordings or written notes)
 - Witness testimony

An exemplar of a successful Independent Project is included within this specification.

4.3 Grading

This qualification is graded Distinction, Merit and Pass.

Each learning outcome is graded separately, according to the grading grid. This describes the expectations for each learning outcome and how it should be graded. Teachers/assessors should review student work against the relevant row in the grading grid for that learning outcome and assign the grade that most closely corresponds.

Students must attain a pass grade in all learning outcomes in order to pass the module and the qualification overall.

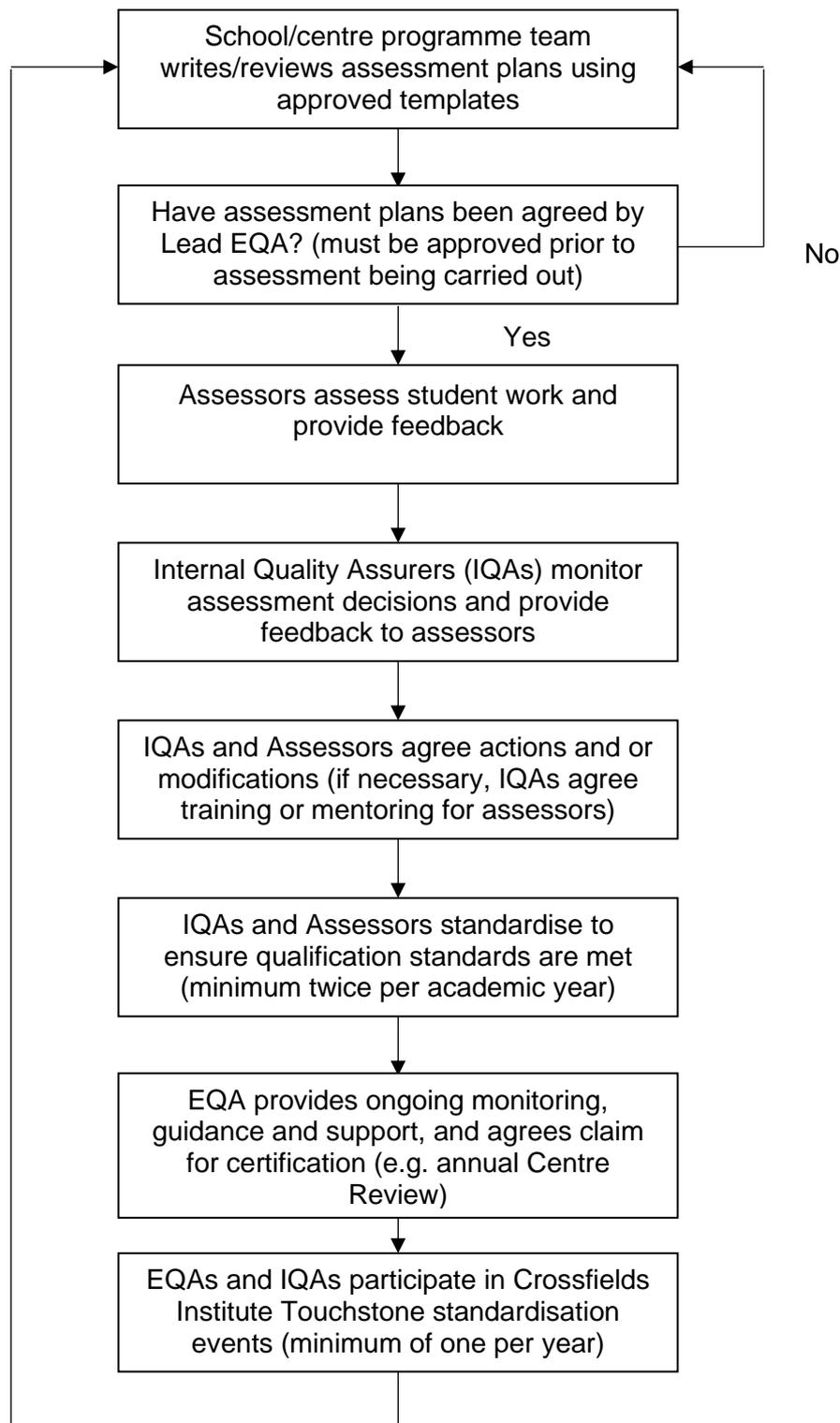
A grade will be calculated for the qualification using the average of the learning outcome grades. There is a minimum score required to achieve a Pass, Merit or Distinction. Each learning outcome is weighted equally and all learning outcomes must achieve a pass grade to achieve a pass, or higher, overall.

A grading grid for the Independent Project is included in the module.

4.4 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Team is to support schools and centres in delivering the best possible learning experience and high levels of achievement for students. Schools/centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Schools/centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



4.5 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. As this is a student-led qualification assessment tasks and activities cannot all be set in advance, but opportunities for formative and summative assessment must be planned into the Independent Project timeline. In planning assessment, schools/centres should ensure that assessment evidence and activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each student to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a student who has attained the required level of knowledge, skills and understanding
- allow teachers and assessors to be able to differentiate accurately and consistently between a range of attainments by students

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment activities do not produce unreasonably adverse outcomes for students who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to students
- a timely quality assurance process is conducted

4.6 Training and Support

To support schools and centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

-
- All school/centre teachers/assessors and quality assurance staff for this qualification are required to meet UK National Occupational Standards for assessors and IQAs.
 - Each school/centre must have at least one staff member working as lead assessors/IQAs who have completed or are enrolled on the Crossfields Institute Level 7 Diploma in the Philosophy and Practice of Integrative Education, or have undertaken equivalent training. This will ensure that key staff have an in depth understanding and experience of working with the transdisciplinary approach and Holistic Assessment.
 - Teachers/assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
 - Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
 - Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for schools and centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

Section 5: Policies and Procedures

Crossfields Institute has policies and procedures in place to support schools, centres and students. All schools/centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during school/centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to students.

Relevant policies include:

- Student Complaints and Appeals Policy: which allows students to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of students' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Data Protection Policy and Privacy Notice: these explain to students and staff how personal data is collected, stored and shared. This is especially relevant for student work that is internally and externally quality assured.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources. Students should ensure they also refer to the policies and procedures of the school/centre with which they are registered.

Appendix 1: Independent Project – Approval of Topic and Title

Level			
Student Name		Student No	
Mentor Name			
Centre Name		Centre No	

The Project title chosen must allow the student:

- to be validly assessed at the standard applicable to the Project level (Level 3).
- the opportunity to meet comparable demands to those made on other students working at the same Level
- to meet all of the Learning Outcomes of the Independent Project.

Project title:	
Project aim:	
Project objectives:	

The project title, including its aim and outcome, must be reviewed until Yes can be ticked for the questions in the checklist below.

Verification of Title Checklist	Yes	No	Comments

Does the title ask a question, set a task or seek to make a case or argument?			If the answer is No you must resubmit the title to ensure that the title is one of these three options.
Is there an aim and planned objectives for the project?			If the answer is No you must ensure that there is a clear aim and planned objectives to support the title
If this is a new area of learning or activity for you, will you be able to demonstrate knowledge, understanding and skill at an appropriate level?			If the answer is No the title must be amended to ensure the project is achievable at the specified level
If this is already an area of experience, learning or part of an existing course that you are taking, will you be able to extend your knowledge, understanding and skills beyond those you have already developed?			If the answer is No the title must be amended to ensure that it does allow you to demonstrate an extension of your knowledge, understanding and skills.

Confirmation of approval of project title, aim and planned outcome

The project title, aim and planned objectives stated above are approved (please circle)	Yes	No
Mentor Name:	Date:	
Mentor signature:		
Student Name:	Date:	
Student signature:		

Appendix 2: Independent Project Tracking and Recording

This form should be completed by the student and mentor

Level:	
Name:	Centre:
Student no:	Centre no:
Mentor Name:	

Before starting this form you should have started to complete the Independent Project title approval form, and discussed your project proposal with your teacher or mentor

Date Project started:
Project Title and Aim:

Rationale: Please write about why you have chosen this project title and aim, how it links to other study or learning and how it relates to any personal interests

Outcomes: What do you hope will be the outcomes of this project? What do you hope to achieve? What skills do you hope to develop?

1.

2.

3.

4.

Initial Planning

What are the things that might help you achieve your aim and outcomes? What will motivate you? What support can you access? How will you manage your time and balance the demands of the project with other work and activities?

What might make it difficult for you to achieve your aim and outcomes? Is there anything that you are worried about and how might you reduce your worries?

What information do you plan to look at as part of your research, and why have you chosen those sources?

Do you plan to collect any new information, if so, how do you propose to gather the information and what ethical issues might you have to think about?

What resources do you think you will need?

Materials?

Physical workspace?

Access to books and online materials?

Specialist training?

Visits?

Have you created a project management plan or time-line?

Yes

No

Mentor feedback and comments:

Mentor name:

Signed

Date

Mid Project Review

Date:

What progress have you made towards achieving your outcomes?

In what ways has your project aim or outcomes changed or developed since you started?

How has your project management gone? What has worked well? What has been challenging?

What evidence are you keeping of your work on the project?

Is there anything that concerns you about the progress of your project?

What have you learnt about yourself so far in the context of this project?

Mentor feedback and comments:

Mentor name:

Signed:

Date:

End of Project

Where is the evidence within your project that demonstrates:		
What	Summary Statement	Evidence – where can it be found? E.g. journal, folder, DVD recording etc
<i>How you have developed the aim and outcomes of the project</i>		
<i>How you have followed a project plan and timeline</i>		
<i>The range of research and resources that you have accessed</i>		

<i>How you have selected research material and evaluated it</i>		
<i>How you analysed or interpreted your research material</i>		
<i>Your key findings and conclusions</i>		
<i>How you made decisions and solved problems</i>		

<p><i>What use you made of technology or online resources – where appropriate</i></p>		
<p><i>What information sources you used</i></p>		
<p><i>Artefacts, artworks or performances</i></p>		
<p><i>Written work or presentation</i></p>		
<p><i>Journal or log recording and reflecting on your research, process and work during the project</i></p>		

<p><i>Final presentation about your project given to an audience</i></p>		
<p><i>Consideration of “what next” – how your project might link to future study, work or personal development</i></p>		
<p><i>How has your knowledge, skills and/or practice changed as a result of undertaking the project?</i></p>		

<p>Date of Submission:</p>
<p>Student Signature:</p>
<p>Mentor Signature:</p>
<p>Assessor signature <i>(if not mentor)</i>:</p>

A copy of this form must accompany each student’s work when it is submitted for Internal and External Quality Assurance.

Appendix 3: Independent Project Statement of Authenticity and Assessment Record

Student Name		Student No	
Mentor Name			
Assessor Name (if not the Mentor)			
Centre Name		Centre No	

Work submitted for assessment must be the student's own. If students copy work, allow others to copy their work or cheat in any other way they may be disqualified.

Student declaration:

Have you received help to undertake and complete this project from anyone other than your teachers/tutors/mentor(s)?

Yes No (please circle)

If Yes, please describe this in the box below

Please list below any books, online sources, published materials, etc that you have used to complete this project and have not referenced or acknowledged in the project itself. Presenting material copied from another source and **not acknowledged** is considered a deliberate deception.

From time to time we use anonymised examples of students' work (in paper form and electronically) for moderation and guidance work with centres. If you do not wish your work to be used by Crossfields Institute in this context please tick this box to opt out:

I have read and understood the statements above. I confirm I produced the attached work without assistance other than that which is acceptable as stated in the qualification specification.

Student signature:		Date:	
Assessor declaration I confirm that the student's work was undertaken as required by the qualification specification. I have authenticated the student's work and am satisfied, (to the best of my knowledge) that the work produced is solely that of the student.			
Assessor Signature:		Date:	

Submission checklist and assessment record

To be completed by the assessor

Independent Project **final** title:

Was the project:

- Either written report
- Or

Select/tick	Items that must be included	Notes
<input type="checkbox"/>	1. A signed and completed statement of authenticity, assessment record, title approval form and tracking and recording log	These documents are all included as appendices of the qualification specification
<input type="checkbox"/>	2. Student record of research and skills development	Students must keep a record of their research and of their skills development.
<input type="checkbox"/>	3. Evidence of the project product	E.g. photographs of an artefact, investigation or production; recording of performance; a piece of creative writing; research based written report.
<input type="checkbox"/>	4. Evidence of a presentation including a reflective evaluation of the project	Presentation on the project outcomes and process (this could be a recording or an observation record with supporting notes or materials from the presentation). A record of an evaluative reflection.

The taught element

To be completed by the teacher/tutor/mentor(s)

Outline details of taught skills

Record here details of any relevant skills taught in a class/group (e.g. research skills) and details of relevant skills taught individually to this student. Continue on a separate sheet if necessary.

[Click here to enter text.](#)

Record of assessment

To be completed by the teacher/assessor

Marks must be awarded in accordance with the instructions and criteria in the specification.

Summative feedback to show how the marks have been awarded should be given in the spaces below in addition to feedback recorded in the tracking and recording document and any other feedback, for example annotations on the student's work.

Learning Outcome	Max mark	Mark	Assessor's supporting statement – please state how and why the student achieved these marks
LO1 Select, design, plan and carry out an independent project, applying a range of skills, methods and resources.	12		Click here to enter text.
LO2 Research, compare and select information and resources from a range of sources across at least two curriculum areas that are relevant to your project.	12	Click.	Click here to enter text.
LO3 Select and use a range of skills, including appropriate technologies and practical skills, to make reasoned	12	Click.	Click here to enter text.

decisions, solve problems and work towards achieving your objectives.			
LO4 Evaluate your project outcomes and draw your own conclusions..	12	Click.	Click here to enter text.
LO5 Communicate your project outcomes, presenting evidence in an appropriate format			
Total mark	48	Click.	

Assessor's concluding comments

Click here to enter text.

Internal Quality Assurer comments if appropriate

Click here to enter text.

Appendix 4: What are the Creative Thinking Skills?

The following Creative Thinking Skills are those developed by Elaine Holt and articulated through the Erasmus+ funded project

Written Linguistic Articulation – the ability to formulate coherent written communication for various contexts using appropriate vocabulary.

Verbal Linguistic Articulation – the ability to formulate coherent spoken communication in various contexts using appropriate vocabulary and expression.

Imaginative, Non-Linguistic Thought Pictures in 2 dimensions – the ability to generate 2-dimensional pictorial images that can then be communicated, for example as images or linguistic descriptions

Imagined Inner Structure/systems in three dimensions and over time – the ability to mentally maintain an overview of three-dimensional physical or conceptual mechanisms, systems, forms or processes of change. It is also the ability to co-ordinate a variety of perspectives including the ability to represent the point of view or experience of another person.

Resonance and Pattern in Thinking – the ability to represent and place memories, experiences and associations into meaningful relationships. This could be conceptual, visual, expressed in movement, music, mathematical terms or in other ways.

Observational Thinking: the commonplace in novel terms – the ability to produce an innovative approach or insight to common problems or accepted wisdom. It involves seeing beyond the obvious, to reach the essence, the reality or the unseen potential.

Co-ordinated Thinking – the ability to multi-task ideas, concepts, strategies and approaches, whilst keeping an eye on deadlines, personal organisation and needs, and the associated internal and external ethical considerations associated with any potential action.

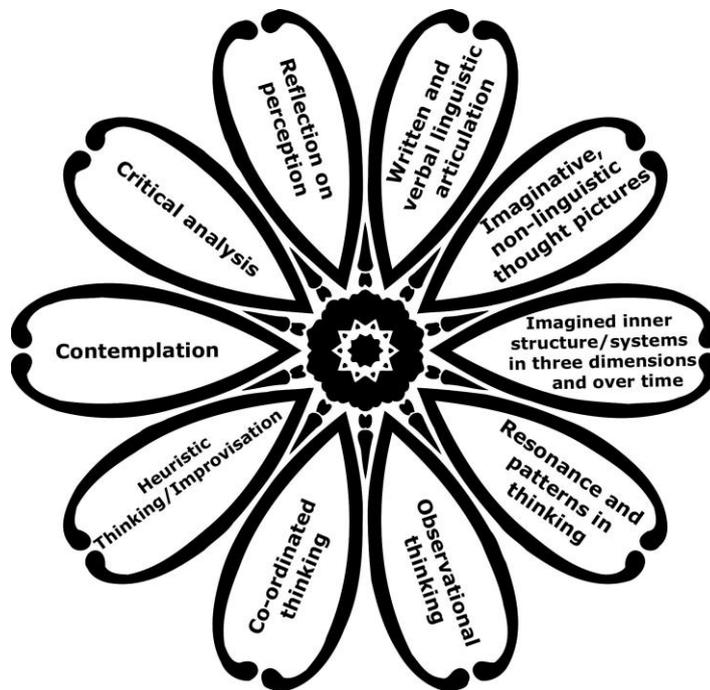
Heuristic Thinking/Improvisation – the ability to use common sense when working with unknowns. The use of trial-and-error. Heuristic thinking is often an inspired attempt, and most importantly it entails being willing to fail. It may involve thinking through the practical application of the hands/body or 'whole-body thinking'.

Contemplation – the ability to refrain from judgement or prejudice when considering, for example, information or experiences and maintain that position for a sustained period to achieve a wider, more objective overview.

Critical Analysis – the ability to make reasoned and coherent judgements on the basis of an informed understanding.

Reflection on Perception – the ability to objectively compare and contrast a new perception with a previously held view, experience or understanding and support or adapt one or the other. This includes perception of one's own thought processes. Where this presents a paradox, this can be consciously recognised and acknowledged.

These Creative Thinking Skills are not designed or considered as a hierarchy but should rather work together and complement each other. They can be represented in a more integrated relationship to each other, as in the diagram below



This approach to describing Creative Thinking Skills was developed by Elaine Holt as a key element of the Acknowledging Creative Thinking Skills (ACTS) project, funded by Erasmus+. They have been worked with and tested by teachers from four European countries between 2015-2018 as a key part of the ACTS project⁵.

⁵ *The e-book: Acknowledging Creative Thinking Skills: Educating for a Creative Future by Elaine Holt explores and explains Creative Thinking Skills in depth*