Crossfields Institute

Qualification Specification

Level 3 Integrative Education Programme

Certificate/Diploma/Extended Diploma

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Summary of changes

This section summarises the changes to the L3 IE Certificate Qualification Specification.

Version	Publication Date	Summary of amendments
2.0	November 2021	Changes to grading criteria and section 1.10 and 5 updated to clarify staffing requirements.
3.0	August 2022	Comprehensive rewrite of existing modules and change to grading structure.
4.0	February 2023	Amalgamation of Qualification Specification with Level 3 Diploma
5.0	April 2023	Inclusion of modules for extended diploma
6.0	March 2024	Changes to grading guides and rules of combination to reflect similar qualifications and ensure parity for students going through the UCAS process.

Introduction

These CFI Level 3 qualifications are Ofqual-regulated qualifications. The qualifications are also European Qualification Framework (EQF) Level 4.

About Crossfields Institute

Crossfields Institute (CFI) 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 learners 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

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 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	CFI Level 3 Certificate in Integrative Education	CFI Level 3 Diploma in Integrative Education	CFI Level 3 Extended Diploma in Integrative Education
Qualification Number	603/3721/7	610/2214/7	610/2594/X
Rules of Combination	Modules 1-3, or any other one module	Modules 1-3, plus any 3 modules from 4-13, or any 4 modules from 4-13	Modules 1-3, plus any 4+ modules from 4-13, or any 5+ modules from 4-13
Total Qualification Time	300 hours	1020 hours	1560 hours
Guided Learning Hours	180 hours	720 hours	1080 hours
Minimum age of learners	16	16	16
Assessment Methods	Portfolio of evidence	Portfolio of evidence	Portfolio of evidence
Grading system	Pass/Merit/Distinction/ Distinction*	Pass/Merit/Distinction/ Distinction*	Pass/Merit/Distinction/ Distinction*
How long will it take to complete?	1-2 years	1-2 years	1-2 years
Developed by	These qualifications have been developed by CFI with input from subject-specific experts.		

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Section 1:
About this Qualification

1.1 Qualification Objective and Rationale

This CFI Level 3 Certificate/Diploma/Extended Diploma in Integrative Education has the following objectives:

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

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

- Good communication
- Working as part of a team
- Generating new ideas
- Developing situational awareness
- Understanding & appraising a range of ideas, contexts and perspectives

Rationale

Rationale of approach

The Level 3 Integrative Education qualifications were created to inspire learners to engage with their learning and create work they are proud to have produced. It aims to raise attainment for all learners and reduce the numbers of early school leavers.

CFI lead a project to explore and develop a type of learning and assessment that focuses on the use of portfolio assessment, and evidence of achievement from formal, informal and non-formal learning, designed to increase inclusion. This project was recognised and funded by Erasmus+ 2015 Key Action 2, School Education Strategic Partnership Project[1], and has informed the development of this qualification.

More widely, this qualification was developed as a way to address concerns that education is increasingly politicised and subject to central control, vulnerable to the short-termism that our political system often engenders, and the ideological views of those currently in power. The Federation for Education Development's survey concluded that "81% of respondents believe a long-term plan for education should be driven by a politically neutral and independent organisation."[2]

[1] Project reference 2015-1-UK01-KA201-013662

[2] [i] https://fed.education/wp-content/uploads/2022/07/fed-national-consultation-report-2022.pdf

This qualification was therefore developed by looking closely at the evidence *behind* assessment, rather than being driven by ideologies or targets, and out of a desire to engage young people in their learning with renewed enthusiasm and joy.

The Times Education Commission concluded that "high-stakes assessment has become the tail that wags the dog. Of course, some exams are necessary, but the single-minded focus on grades has undermined the broad and balanced education that should be offered to all young people."[3] An over-reliance on summative, exam-based assessment, in order to achieve a qualification, is not serving the needs of many school-age learners. There are over 2 million children currently not in school, and 416 students are being excluded from schools every single month.[4]

The pressures to achieve in such a system inevitably devalue and reduce time spent on integrating other important non-formal or informal learning opportunities. A headteacher quoted in an Institute of Education (IoE) report stated, "With high stakes testing, the whole of the school's activity is based around passing tests."[5]

Those learners 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. Geoff Barton, the head of the Association of School and College Leaders argues against the "baked-in" system of failure, that sees one-third of children failing their Maths and English GCSEs each year, to keep to the correct ratios: "Our education system works well for about 70 per cent of children. The trouble is, if you're one of the 30 per cent it's a national scandal."[6]

At Crossfields Institute, we aim to create qualifications that work for all students, that bring the very best out of each learner, and exclude no-one from a lifelong love of learning and a sense of achievement.

Rationale of content

At this unprecedented time in history, the development of this qualification is also a response to the urgent need for learning appropriate and necessary for our time, preparing young people for the ecological challenges around them.

We now live in a new geological age, the Anthropocene, where humans dominate the planet's ecology and geochemistry. Humans have become the single most influential species on the planet, causing significant global heating and other changes to land, environment, water, organisms and the atmosphere.[7]

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[3] https://www.thetimes.co.uk/article/times-education-commission-forgotten-children-dysfunctional-exams-and-anxious-pupils-what-we-ve-heard-about-schools-so-far-vgdphfkk0
[4] https://www.gov.uk/government/collections/statistics-exclusions#full-publication-update-history, referenced in https://fed.education/wp-content/uploads/2022/07/fed-national-consultation-report-2022.pdf
[5] https://www.morethanascore.org.uk/wp-content/uploads/2019/09/SATs-research.pdf

[6] https://www.thetimes.co.uk/article/times-education-commission-forgotten-children-dysfunctional-exams-and-anxious-pupils-what-we-ve-heard-about-schools-so-far-vgdphfkk0
[7] https://www.nhm.ac.uk/discover/what-is-the-anthropocene.html

The coming years represent a vital window of time, in which humans need to drastically alter the way they interact with the world, and work towards a more sustainable way of life.[8]

However, the world's transformation to sustainable development is being impeded by the very way humanity currently functions: "at the core, we are the problem. The way we're acting in the world, and the way we solve problems, *is* the problem."[9]
As humans, we currently "lack the inner capacity to deal with our increasingly complex environment and challenges." However, "modern research shows that the inner abilities we now all need can be developed."[10]

The Inner Development Goals[11] are an identified list of transformative skills for sustainable development. They show us which qualities and skills we need to develop and nurture in order to be able to meet the UN's Sustainable Development Goals.

That's why this qualification includes a module that enables learners to recognise and work on their own inner development. As well as enhancing their own capabilities, it may also help them to face the challenges and anxieties that climate change and other crises bring to their lives. Based on the Inner Development Goals, the module focuses closely on what individuals can do to improve their own inner development and take care of their mental wellbeing through challenging times.

The content of the qualification has also been informed by the Gaia Yes curriculum[12], created by the holistic ESD (Education for Sustainable Development) institutions of Gaia Education, Gaia Kool, Permamed, Gaia Nederland, and Tallinn University to support educators to teach immersive, holistic ESD in schools and other formal or informal settings. This curriculum recognises that, "integrating knowledge and skills for sustainable development into schools is crucial for the future of our planet and, more specifically, for the implementation of the United Nations Sustainable Development Goals and EU sustainability policies. We are handing over to the next generation a planet that must face several serious environmental problems and the convergence of multiple crises. It is important to help young people develop the knowledge, skills, values and behaviours necessary for sustainable development."[13]

In addition to the urgent need to address the climate crises, society needs to resolve a crisis of skills. According to the Federation of Small Businesses (FSB), more than three-quarters of small UK businesses have struggled to recruit in the past 12 months, with 82% blaming a lack of candidates with the right experience.[14]

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[8] https://www.undp.org/sustainable-development-goals#:~:text=What%20are%20the%20Sustainable%20Development,people%20enjoy%20peace%20and%20prosperity.
[9] www.innerdevelopmentgoals.org
[10] ibid
[11] ibid
[12] Gaia YES Curriculum complete | ESD College
[13] https://permamed.org/educacion-para-el-desarrollo-sostenible/
[14] https://www.raconteur.net/hr/talent-war-could-the-uk-beat-its-skills-shortages-during-a-recession/

Young people are acutely aware of this skills deficit. Research conducted by the CBI, Accenture, and Hays10 found that almost 1 in 4 young people (aged 17-23) do not feel adequately prepared by their education for the world of work.[15]

These qualifications include an emphasis on key knowledge and skills that are relevant to the world we live in, including creative thinking and communication skills, intercultural competence, systems-based thinking and economics; action-based research skills and awareness of global perspectives.

Rationale of organisation

The Level 3 IE qualifications have been developed to be integrative, in recognition of the fact that life does not easily fit into siloed subjects. For CFI, there are three ways that education can be described as 'integrative'.

Integrative education:

1. Engages the whole person – both teacher and student. They use and develop their mental, physical, and emotional skills.

2. Connects the learner and their learning to their daily life. Their own experiences become valuable in their learning; their learning is useful in their own lives, within their particular context. The student's educational experience remains relevant for them and continues to be so as they leave the educational setting and move out into the world.

3. Connects or combines both different subjects and the skills those subjects seek to develop.

Education that is integrative will be more engaging, more enlightening, more meaningful. Students will have the chance to love what they learn and apply it wherever it is most needed in their lives.

Moreover, the Gaia Yes programme, which inspired this qualification, clearly outlines how important it is to develop students' sustainability "competencies, twenty-first century skills and the outcomes of their national curricula in an integrated manner…. The emphasis must shift from information to imagination and from imagination to practical application through learning from experience. These competencies are crucial in finding solutions to various serious environmental problems and crises."[16]

The Confederation of British Industry (CBI) describes young people as 'work ready' when they have developed their knowledge, skills and character.[17] The IE qualifications follow the same structure, working with the head (knowledge), hands (skills) and heart (character, or attributes), to enable the next generation of thinkers, leaders and citizens

[15] https://www.cbi.org.uk/media/2960/cbi_work-readiness.pdf
[16] https://permamed.org/educacion-para-el-desarrollo-sostenible/
[17] https://www.cbi.org.uk/media/2960/cbi_work-readiness.pdf

to thrive. Each module contains knowledge that the students will gain, skills they will develop and attributes they will carry forward.

Education needs to enthral, engage and bring joy to learners. The aim of the Level 3 qualification is to do just that. As the Nobel-prizewinning geneticist Sir Paul Nurse said, "A curriculum needs to excite. It needs to create citizens as well as specialists."[18]

1.2 Overview of knowledge, skills and attributes

The qualification consists of eleven modules, the first three of which can be taken separately as the CFI Level 3 Certificate in Integrative Education: Principal Concepts.

Module 1, Action Research Methods, provides the learner with the necessary knowledge and skills to complete Module 2, Independent Inquiry; an individual research project on a topic of interest chosen by the learner. The use of action research enables the learner to apply the research throughout the Inquiry to identify changes and make improvements and inform reflective practice.

Module 3, Inner Development Practice, supports learners to recognise and work on their own inner development, enhancing their own capabilities and capacity to face the challenges and anxieties that climate change and other crises bring to their lives.

Modules 4 to 7 cover twenty sustainability topics divided into the four modules of ecology, economics, social and worldview. Each module has five learning outcomes accompanied with suggested examples of evidence that cover knowledge, skills and attributes to reflect the holistic nature of the learning outcomes. The qualification is intended to be adaptable to different curricula, rather than to be rigidly or prescriptively delivered. The aim is to provide flexible and inspiring educational learning outcomes to draw from and build on. The modules are thematic, so they can be integrated into existing education curricula, informal learning environments, and a variety of other learning contexts.

Modules 7 to 13 are specific subjects that are optional and can be offered to learners who have chosen to study the Diploma or extended Diploma.

All the modules are graded 1-12 except the Inner Development Practice module, which is Pass/Fail.

Methods, Practices and Approaches:

- Whole Systems thinking and design
- Story-based learning
- Inquiry-based learning
- Self-directed learning

[18] https://www.thetimes.co.uk/article/times-education-commission-forgotten-children-dysfunctional-exams-and-anxious-pupils-what-we-ve-heard-about-schools-so-far-vgdphfkk0

- Participatory and small group learning
- Project-based learning
- Integrating creative and living arts
- Learning incidentally, unplanned and spontaneous
- Learning through authentic contribution and service
- Learning through celebrations and ritual activities
- Learning through exploring and connecting with other communities
- Blended learning

1. Action Research Methods

In this module, learners will:

- Learn about a range of research methods and the skills needed to carry out primary research
- Examine primary and secondary sources
- Explore concepts such as validity, quality and reliability
- Become familiar with narrative enquiry, journaling and other qualitative methods

2. **Independent Inquiry**

In this module, learners will:

- Explore an interest, career aspiration or issue affecting society
- Develop self-directed learning skills
- Improve their self-reflection and develop their capacities for enquiry and curiosity
- Use ongoing reflective practices and evaluation to transform their thinking

3. Inner Development Practice

In this module, learners will:

- Develop their self-awareness and self-knowledge
- Improve their cognitive skills
- Reinforce positive interaction skills with others
- Develop the skills to collaborate more effectively
- Discover their abilities to drive forward positive changes
- Begin to discuss, describe and articulate their development in this area

4. Perspectives and Narratives

In this module, learners will:

- Develop a deeper insight into their own worldview, beliefs and stories
- Gain greater understanding of their own perspectives

- Express their understanding of their own and others' perspectives, through means such as creative writing, presenting etc.
- Explore ways in which perspectives and narratives affect learner interactions and relationships with the world
- Explore and examine narratives and texts from different cultures

5. Community and Culture

In this module, learners will:

- Explore the variety of relationships that exist between human beings outside of familial, marital and sexual relations, and look at some examples in more detail
- Learn how relationships develop, influence and evolve
- Establish a productive environment in which their learning, and that of others, will take place

6. Ecological Connections

In this module, learners will:

- Begin to develop an understanding of whole–systems thinking
- Explore sustainable methods of development: including food production, construction, urban and rural restoration, hydrology, climate resilience, disease resistance and technology
- Understand why connectivity is essential for future development

7. Regenerative Economics

In this module, learners will:

- Gain understanding of the background and underlying principles of the market economy
- Explore ways to design a regenerative economy, one that seeks to regenerate our capital assets rather than deplete them in the production of goods and services
- Explore how entrepreneurship can be a positive force to tackle inequality and deliver social, environmental, and economic benefits

8. Language and Literature

In this module leaners will:

- Develop capacities for thinking, communicating and analysing in the English language
- Explore a range of texts from a variety of cultures and eras
- Appreciate how texts have contributed to, and been influenced by, the cultures surrounding them, and authorial perspectives
- Develop their communication skills so that they can effectively support a point of view, and articulate it clearly to others

9. Natural Sciences

In the module learners will:

- Develop knowledge of the foundations of scientific thoughts, methods and philosophies
- Explore scientific research methods and the epistemological basis of scientific thought
- Develop an understanding of biological processes, which help to explain the origin and foundations of life on Earth and our existence

10. Performance, Movement and Expression

In this module learners will:

- Develop their creativity and expression through dance, movement or drama
- Explore forms of performance and movement from a range of cultures and eras
- Learn how performance, movement and expression are important elements in a healthy, fulfilling and productive life

11. Art, Craft and Design

In this module learners will:

- Develop and hone their creative practices, both through learning practical skills, and appreciating and analysing the work of other artists, artisans and designers
- Produce work that reflects their progress, in both their inner development work and their work in other modules
- Appreciate their own and others' work from the viewer's perspective, exploring the ideas of curation and exhibiting works in a variety of contexts

12. Digital Futures

In this module learners will:

- Gain an overview of the digital technologies that have modified almost every aspect of our lives, across the globe
- Explore the ethics, debates and philosophies of technology and its relation to humanity and societies
- Develop programming skills and apply them across the qualification to enhance their research projects and other outputs
- Understand the consequences of the misuse of technologies and programming skills, and how to better use technology as part of a solution to the issues the world is facing

13. Mathematics

In this module learners will:

- Develop logical reasoning and problem-solving skills through engaging with increasingly complex questions and suppositions
- Understand the meaning of mathematics in context by focusing on the use of mathematics in applications or in mathematical modelling
- Explore mathematics of change, calculus, statistical, geometric and algebraic representations
- Encourage the use of flexible, creative, critical and independent thinking and support the development of skills to work independently or as part of a team

1.3 Rules of Combination

All modules are at Level 3 (EQF 4).

The Certificate consists of either Modules 1-3 (CFI Level 3 Certificate in Integrative Education: Principal Concepts), or any other single module from 4-13.

Although any modules can be taken individually to achieve a Certificate, learners are encouraged to complete the Principal Concepts modules (Modules 1-3), and/or to use the integrative nature of each module to ensure interdisciplinary learning and a rounded learning experience.

For the Diploma, learners must complete either modules 1-3 and any three modules from 4-13, **or** any four modules from 4-13.

For the Extended Diploma, learners must complete either modules 1-3 and any four or more modules from 4-13, **or** any five or more modules from 4-13.

The amount of GLH allocated to each module is specified in the module descriptors. Learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

1.4 Requirements for real work environments

None

1.5 Progression opportunities

These qualifications prepare learners to confidently progress to higher-level academic and vocational qualifications, as well as undertaking independent study in a range of contexts. The qualifications also equip learners with vocational skills to support progression into employment.

1.6 Delivery requirements

A full explanation of the delivery requirements for these qualifications is included in Section Three.

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

1.7 Assessment overview

Assessment is an ongoing process that is initiated in the earliest stages of the qualifications and recorded in a portfolio of evidence. At the core of the process is observation of learning by experienced teachers, work produced by learners, 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, written/audio-visual/creative assignments, artefacts, self–reflective journals and witness testimony.

For these qualifications, assessment considers the learners' process, rather than the project 'product'. Interim formative assessment and timely development feedback to learners is central to supporting transformative learning.

These qualifications are graded Pass/Merit/Distinction/Distinction* which are pass grades and Working Towards which is a fail. Evaluation grids are available for each module and further details are included in the assessment section and in supporting documentation.

Plagiarism

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

Use of Artificial Intelligence

We require all work handed in to be assessed to be demonstrably the student's own work, as explained in the Plagiarism section.

As the Joint Council of Qualifications advises:

"While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for learners' progression that they do not rely on tools such as AI. Learners

should develop the knowledge, skills and understanding of the subjects they are studying.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the learner is able to demonstrate that the final submission is the product of their own independent work and independent thinking."

Buying and selling assignments

Offering to buy or sell assignments is not allowed under any circumstances.

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.

1.9 Expectations of Learners

The entry requirements for learners

- Learners must be at least 16 years old

It is the school or centre's responsibility to ensure that learners 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 for centres to be approved to offer this qualification:

- It is recommended that staff delivering this qualification are willing to engage in CPD on an Integrative Education approach to teaching and assessment.

- Centres must offer 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 learners 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 Five.

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 – Action Research Methods[19]	H/617/2793 610/3870/2[20]	30	60	6
Module 2 - Independent Inquiry	M/650/4611 610/3870/2	120	180	18
Module 3 – Inner Development Practice	R/650/4612 610/3870/2	30	60	6
Module 4 – Perspectives and Narratives	H/650/5889 610/3871/4	180	240	24
Module 5 – Community and Culture	L/650/5890 610/3872/6	180	240	24
Module 6 – Ecological Connections	M/650/5891 610/3873/8	180	240	24
Module 7 – Regenerative Economics	R/650/5892 610/3874/X	180	240	24
Module 8 – Language and Literature	K/650/7059 610/3875/1	180	240	24
Module 9 – Natural Sciences	R/650/7060 610/3876/3	180	240	24

[19] For the purposes of UCAS applications, modules 1, 2 and 3 are collectively named *CFI Level 3 Certificate in Integrative Education: Principal Concepts*, and comprise 180 GLH, as with all other individual modules.

[20] In each case, the former code is the unit number; the latter is the qualification number in the event that this is taken as a Certificate (or part thereof, in the case of modules 1-3).

Module 10 – Performance, Movement and Expression	T/650/7061 610/3878/7	180	240	24
Module 11 – Art, Craft and Design	Y/650/7062 610/3877/5	180	240	24
Module 12 – Digital Futures	A/650/7063 610/3879/9	180	240	24
Module 13 - Mathematics	F/650/7065 610/3880/5	180	240	24

2.2 Guide to the Modules

The qualification is split into modules, which specify what knowledge and skills the learner must demonstrate in their assignments. Each module covers one area of the qualification and includes:

Module Code — a unique code assigned by the regulator

Module Level — gives the level of demand placed upon learners in line with level descriptors published by the regulator

Module Aim — explains what is covered in the module and how it contributes to the learners' 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 learners what they will know, understand and be able to do upon completion of the module

Module 1: Action Research Methods

Ofqual code	H/617/2793 610/3870/2	**Guided Learning Hours (GLH)**	30
Module level	3 (EQF 4)	**Total Qualification Time (TQT)**	60

Module aim

In this module learners will gain knowledge and skills to carry out action research in their chosen area. Learners will explore a range of research methods. They will design and carry out primary research using participatory methods. They will also carry out a review of secondary sources, explore concepts such as validity, quality and reliability, and gaps in the field. The unit includes guidance on how to carry out action research, narrative inquiry, reflective/reflexive journaling and other qualitative methods that address the full complexity of personal and social experiences within the research process.

Module rationale

The Action Research Methods module will allow learners to gain a deeper understanding of how to develop greater self-awareness, self-reflection and metacognition through innovative research practice. The methods learnt here will assist learners in completing the Independent Inquiry.

n.b. For the purposes of UCAS applications, this module forms part of the qualification CFI Level 3 Certificate in Integrative Education: Principal Concepts, along with modules 2 and 3.

Learning outcomes **The learner will:**	Amplification **Knowledge, skills, and attributes may include:**
1. Be able to choose appropriate research methods for own independent inquiry	Learners have knowledge of qualitative and quantitative research methods and understand the ethical implications associated with carrying out research. Learners have the skills to create an action research plan to: • identify which methods most effectively fit the aims of their research. • assess the strengths and restrictions of a particular method. • assess the potential risks of using a particular research method. Learners can communicate and demonstrate ways to cultivate an environment in which ethical questions and considerations are seen as a positive and integral part of performing research.
2. Understand how to plan and implement participatory action research	Learners have knowledge and understanding of how to plan and implement participatory action research (PAR) and are able to apply PAR methods to gather primary data. Learners have knowledge of inductive and deductive reasoning and can evaluate and choose the most appropriate approach to use in their own research. Learners have skills to facilitate a PAR session and work with participants to understand a problematic situation and identify ways to improve it.

Learning outcomes **The learner will:**	Amplification **Knowledge, skills, and attributes may include:**
	Learners can communicate how PAR can support critical reflection, analysis of a topic and value of collective action.
3. Be able to apply narrative inquiry techniques	Learners understand the concept of narrative inquiry; knowledge is situated in contexts and embedded within historical, cultural stories, beliefs and practices. Learners have gained skills in creating and collecting relevant stories, autobiography, journals, field notes, letters, conversations, interviews, family stories, photos (and other artefacts) to use as the units of analysis to research. Learners can give examples of ways people create meaning in their lives as narratives and how telling and re-telling their own story has helped them to create a sense of self.
4. Be able to apply reflective practice and reflexivity to their own research	Learners understand the concepts of and difference between reflective practice and reflexivity. Learners have the skills to apply reflection and reflexivity when creating an autobiographical account of their own research. Learners can communicate how these practices have enabled them to question and understand their own attitudes, thought processes, values, assumptions and prejudices in relation to others.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

All learning outcomes must be met to achieve this module. All outcomes are equally weighted. Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determining a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 2: Independent Inquiry

Ofqual code	M/650/4611 610/3870/2	**Guided Learning Hours (GLH)**	120
Module level	3 (EQF 4)	**Total Qualification Time (TQT)**	180

Module aim The Independent Inquiry will allow the learner to begin to develop the skills of a researcher, be inspired and be enthused by new areas or methods of study. Learners will have the opportunity to self-direct their learning, including planning and reviewing their own work, with the support of a mentor who will act as a critical friend and adviser.

Module rationale The Independent Inquiry provides the opportunity for the learner to explore their aspirations for further study and career development. It allows the time to develop and present something that the learner is passionate about, and to use a range of relevant technologies.

n.b. For the purposes of UCAS applications, this module forms part of the qualification CFI Level 3 Certificate in Integrative Education: Principal Concepts, along with modules 1 and 3.

Learning outcomes **The learner will:**	Amplification **Knowledge, skills, and attributes may include:**
1. Know how to plan and report on their Independent Inquiry	Learners know how to plan and report on their independent inquiry – the report should include, but not be limited to, the following: • Introduction: learners can justify the area they have chosen to investigate; present their hypotheses and the questions they are asking and why it is an area of interest • Review of literature: learners can present a synthesis of the information they have gathered, (primary and secondary) and how it has informed their study

Learning outcomes **The learner will:**	Amplification **Knowledge, skills, and attributes may include:**
	• Methods: learners can explain how they conducted the research, and why the methods were appropriate • Resources: learners identify the resources they need to carry out the research, and address any skill or knowledge gaps. • Results: learners can present their findings • Discussion: learners can analyse the results and form inferences and conclusions Learners will have the skills to identify any ethical considerations in relation to the proposed approach to research, identify possible risks to achieving the objectives and can plan to overcome them. Learners can communicate why this research is personally meaningful and what they hope to improve by carrying out the research.
2. Be able to utilise information from a range of sources	Learners know how to utilise the ideas of others and can identify and assess a range of primary and secondary information sources, identify any gaps in data, development needs and opportunities. Learners have the skills to collect, collate and reference a variety of information to understand the different influences and perspectives on their area of research including social, ecological, political, environmental. Learners can communicate appropriate linkages, connections and complexities between information sources gathered.

Learning outcomes **The learner will:**	Amplification **Knowledge, skills, and attributes may include:**
3. Be able to select and apply appropriate research skills to achieve the objectives of their own Independent Inquiry	Learners have knowledge of different research methods and can apply them to achieve the objectives of their own Independent Inquiry. Learners have the skills to apply research outcomes to solve problems encountered in terms of their own learning and performance and any other agreed objectives. Learners can use self-reflection to give an account of how their knowledge, thinking or practice has changed as a result of undertaking the research.
4. Be able to communicate outcomes of the Independent Inquiry, presenting evidence in an appropriate format	Learners can reflect on the Inquiry outcomes and draw own conclusions. Learners can present the outcomes of the Inquiry in a way that is appropriate for the Inquiry and audience. Learners can communicate how their research could be applied to help others with similar needs or requirements.

Requirements for Assessment

Evidence for achieving this module should include:

- A completed Inquiry topic and title form.
- A completed Inquiry 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).
- 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.

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 3: Inner Development Practice

Ofqual code	R/650/4612 610/3870/2	**Guided Learning Hours (GLH)**	30
Module level	3	**Total Qualification Time (TQT)**	60

Module aim

In this module learners will explore the Inner Development Goals and apply them to their own practice.

By doing this module, learners will:

- Develop their self-awareness and self-knowledge.
- Improve their cognitive skills.
- Reinforce their positive interaction skills with others, learn how to meaningfully generate more positive relationships in their lives, and how best to care for the world around them.
- Collaborate effectively with others, and learn both how to communicate well and how to be a confident global citizen with intercultural capabilities, embracing the values of reverence, openness and cooperation.
- Discover their abilities to bring about positive changes, developing their perseverance and inner courage to do the right thing.
- Explore how to challenge themselves in a variety of environments, and develop team-building, planning, self-reliance and initiative.

Module rationale

When the 27 Sustainable Development Goals were announced by the UN, there was a swift realisation that humanity in its current state could not hope to tackle them successfully. Firstly, we need to work on the inner human: to develop our capacity for positive actions and interactions; and to diminish those parts of ourselves that are destructive, greedy and isolationist. The Inner Development Goals (IDG) enable us to develop transformative skills, leading to a more positive future. This qualification aims to introduce both the skills and the hope that the IDGs afford.

n.b. For the purposes of UCAS applications, this module forms part of the qualification CFI Level 3 Certificate in Integrative Education: Principal Concepts, along with modules 1 and 2.

Learning outcomes **The learner will:**	Amplification **Knowledge, skills, and attributes may include:**
1. Be able to demonstrate practices on own inner development	Learners explore the history of human thought, through discussing philosophy and its foundational theories. Learners have the skills to cultivate and deepen own relationship to thoughts, feelings and body in order to be present, intentional and non-reactive when facing complexity. Learners have skills to practise effective self-care and prioritise this work. Learners can show their curiosity and their willingness to learn and develop self-awareness, embracing a realistic self-image. Learners are able to act with responsibility, honesty and integrity, reflecting on how inner development supports connections with ecosystems.

2. Be able to apply a range of cognitive skills to decision making	Learners have knowledge of a range of cognitive skills including critical thinking, complexity awareness, perspective skills, sense-making, long-term thinking and ability to think in a visionary way. Learners can understand other perspectives, such as different cultural attitudes towards heritage and history; they hold a deep appreciation for those who see the world differently from themselves. They can consider different perspectives when making decisions. Learners can apply creative innovative thinking to reflect and better assess information. They can also anticipate complexity within future actions. Learners can appreciate long-term thinking, by considering the interests of future generations, or by envisioning a better future.
3. Be able to analyse fundamental relationships between living things and the physical environment	Learners have knowledge of the main views on caring for the world: anthropocentrism (human-centric), technocentrism (technological solutions to ecological problems) and ecocentrism (nature-centred). They can outline the advantages and disadvantages of all. Learners can demonstrate an appreciative understanding of the interconnectedness of all living things and the physical environment. Learners can appreciate how fruitful relationships with others, and the environment, can engender happiness and joy. They are able to critically analyse how happiness, satisfaction and joy are currently connected to consumption, materialism and environmentally destructive pastimes. Learners can assess their own impact on nature and can apply concepts of equity and justice for current and future generations. Learners can appreciate how different human systems have impacted, and still impact, the world's ecosystems, and the peoples and cultures who function outside of these systems. Learners can demonstrate empathy for others, within a context different to their own.

4. Demonstrate collaborative skills with peers and with others	Learners have knowledge of the different ways that people collaborate and co-create and co-produce. They can analyse the different methods and how effective they are in enabling co-production between people with different values, skills and competencies. Learners are aware of the social, political and economic factors that affect development and change in their own communities. They are aware of the key figures (e.g. politicians; business owners) who effect these changes. Learners can appreciate and analyse different cultural practices, specifically how those cultures coexist with their ecosystems and with future generations. Learners can engage with others to encourage positive, regenerative practices.
5. Demonstrate innovation that contributes to positive action	Learners have knowledge of how innovative ideas, and determined individuals or groups, have produced positive and regenerative change. Learners can analyse the importance of optimism in achieving positive change. Learners can develop ideas for positive action within their communities, to effect a change that is regenerative. Learners can demonstrate creativity in innovating for positive change, challenging existing structures and views if necessary. Learners have the skills to assess and advocate action to increase biophilia in human habitats. Learners can demonstrate perseverance in pursuing positive changes, showing an ability to work through hurdles and problems and stay on course.

Requirements for Assessment

There is no specified content for this unit. Learners should identify examples of Inner Development Practice and create a portfolio of evidence with some support from teacher/assessors. Some of the skills will be strongly evidenced in some curriculum areas, others will be evident across the curriculum and will also enable evidence to be used that arises from non-formal or informal learning opportunities.

Learners may find it useful to fill in a learning journal as they complete this module. Other useful activities can include examining biographies, or other targeted reading on inner development, and having a mentor during this process.

To achieve these learning outcomes, a range of evidence for each must be produced. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

All learning outcomes must be met to achieve this module. The Inner Development Practice module has only a pass grade and is not graded.

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine whether a learner has successfully completed each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading.

Module 4: Perspectives & Narratives

Unit code	H/650/5889 610/3871/4	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

This module builds on the work of Module 3, enabling learners to better understand how their own perspectives are shaped by their surroundings. It aims to ensure that this understanding is used, and positively applied, in the learners' interactions with the world.

Our worldview is the lens through which we see the world. By becoming conscious of the way we look through it, we can use this lens to better understand ourselves. This module will assist the learner in recognising and exploring the stories, lifestyle choices, words and relationships that shape their worldview. Learners will be able to place their own perspectives in a context that is at once local and global, and will better understand the way their values are rooted in the places around them. Additionally, they will learn to appreciate the extent to which their ways of living are only one of many possible ways of being.

Unit Rationale

The Perspectives and Narratives Module ensures the learner can clearly see that their worldview is not empirically formed, but is one of many: beautifully unique, flawed and human. Once equipped with this understanding, they can better assess their own societies and locality, viewing with fresh eyes the conditions that have led, and are leading, our world towards ecological breakdown. They will be able to more clearly see other perspectives, the value they may hold and the potential they have for setting humanity onto a better course for the future. They will also be equipped with the skills to break down the polarisation that is becoming a fixed feature of modern society.

Learning outcomes	Amplification
The learner will:	**Knowledge, skills, and attributes may include:**
1. Understand how perspectives and narratives influence our perception of people and places	Learners understand how different perspectives arise. They can recognise how contrasting interpretations can change how an event or narrative appears to different people. Learners can critically analyse how the interaction of, or conflict between, different perspectives can have consequences for humanity and world ecosystems. Learners are astute and discerning consumers of media. They understand how different interests (ideological, financial, political) can affect how narratives are spun to interpret world events, issues and history.
2. Understand the importance of self-awareness in shaping our own worldview	Learners understand how their own perspective directly shapes the way they live every day. They explore alternative perspectives that show different ways of interacting with the world, making decisions, and communicating. They understand the interconnection of these world views. Learners demonstrate self-knowledge through reflective/reflexive practices. They can evaluate different perspectives and appreciate their worth. Learners can seek, understand, and actively make use of insights from contrasting perspectives.
3. Be able to communicate effectively and persuasively about a topic that interests them	Learners understand how to use their own perspective as a powerful force for good. They can utilise persuasive communication skills to communicate with others about positive change for the future. Learners have knowledge of youth-led environmental action (e.g., 'Fridays for the Future') and other collective solutions. Learners can discuss the political impact of youth activism. Learners can debate effectively, deploying rational, reasoned arguments and compelling evidence on a topic they believe in and one they do not. This includes the skills of researching, organising, and presenting information in a compelling way. They can express themselves with clarity, compassion, self-responsibility, empathy, and the common good in mind.

	Learners use their knowledge of perspectives to persuade people towards positive change; they effectively defend their views and consider opposing views rationally and respectfully.
4. Be able to critically analyse stories and narratives from different worldviews	Learners understand distinct forms of narrative (e.g. omniscient, multi, dual, epistolary, oral, visual) Learners are able to critically analyse stories and narratives in a range of media (written, oral, visual, film, fictional and non-fictional, etc.), appreciating and commenting upon their various contexts, and how these works sit within different worldviews. Learners have enjoyed a wide range of literary, film and visual narratives. They are able to appreciate the value of oral stories, and stories from other cultures.
5. Be able to apply their knowledge of perspectives and narratives to create their own story	Learners will understand how different perspectives can be utilised to create positive narratives and outcomes for humanity and the world. Learners will use their understanding to create a positive narrative, drawing on multiple perspectives. Learners will be able to envision a future in which they would like to live, using examples of narratives that provide positive outcomes and hope for the future.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 5: Community and Culture

Unit code	L/650/5890 610/3872/6	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

Social relations underpin all human interaction – when strong and functional, they facilitate caring, supportive interactions and the equitable division of resources. When degraded, they can lead to conflict and poverty. Often, race, social class, gender, ethnicity, sexual orientation, political/ideological beliefs and cultural assumptions can all affect relationships within communities. This module will allow the learner to explore and more fully understand their social identity. This module covers leadership, governance, inclusion, conflict, collaboration, meaningful relationships and networks as tools for social justice and cultural transformation.

This module will enable learners to understand and reflect on their own character and the roles they can take on in a group context, and it will enable them to identify the needs of others and the challenges that need to be overcome in order to cultivate peaceful and fruitful relations between humans. It may cover geography, history, politics, anthropology, psychology and other subject areas in its exploration of communities and cultures.

Unit rationale

There are endless varieties of relationships between human beings, and these relations are not static – they constantly influence each other and evolve. The Community and Culture module helps learners to develop a deeper understanding of these dynamics, so they can establish a productive environment in which their learning, and that of others, will take place through exploration of social and cultural identity.

Learning outcomes	Amplification
Learners will:	**Knowledge, skills, and attributes may include:**
1. Understand a variety of communities and their associative cultures	Learners understand how communities and their cultures interact. They will explore different cultures, through recognised anthropological and sociological theories and concepts. Learners are able to evaluate key aspects of a variety of cultures. They are able to demonstrate their inter-cultural competence, using appropriate and respectful terminology and attitudes. Learners are respectful of cultural difference and proficient in intercultural competence.
2. Be able to evaluate their own place and position in the cultures they belong to	Learners demonstrate knowledge of the myriad definitions of culture and community, recognising and defining their own cultures and communities and their place within them. Learners develop a positive culture within their own learning environment and discuss how to influence and improve the other cultures they belong to, making them more equitable, sustainable and ecologically-aware. Learners are aware of what makes a positive culture within a community, whether that be a street, business, classroom or religious institution. They can apply the principles of positive, regenerative cultures to the communities they belong to.

Learning outcomes **Learners will:**	Amplification **Knowledge, skills, and attributes may include:**
3. Be able to communicate ways of working through intercultural and community conflicts	Learners explore different models of leadership, governance, collaboration, relationships and networks as tools for social justice, cultural transformation and conflict resolution. Learners explore and evaluate means of non-violent communication, conflict resolution and effective mediation, to nurture the cultures and communities they belong to. Learners are proficient in the concepts of positive leadership, governance and collaboration. They can apply these principles to their own relationships and within their own communities.
4. Critically analyse issues of discrimination and inequality within communities and cultures	Learners understand social structures in society and explore examples of where discrimination and inequality have impacted upon marginalised groups. Learners apply knowledge of inclusive interviewing techniques, to carry out interviews with marginalised groups, elders, people with special needs, and other groups of people. Learners demonstrate interviewing techniques, analysis of results, and analyse both the interviewing process and the data to reach effective conclusions. Learners communicate authentically to encourage trust. They recognise the responsibility of holding trust and its power, and they use this to effect positive change and increased active citizenship.

Learning outcomes **Learners will:**	Amplification **Knowledge, skills, and attributes may include:**
5. Learners create a cultural celebration of community life	Learners discover and experience the power of celebrations within communities. Learners create, design and practise a ceremony marking the seasons, honouring the land, or a personal celebration. Learners discover, experience and communicate the power of celebrations within groups and communities.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 6: Ecological Connections

Unit code	M/650/5891 610/3873/8	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim This module aims to introduce sustainable methods of development, including food production, construction, urban and rural restoration, hydrology, climate resilience, disease resistance, technology, and systems design. Learners will understand why connectivity is essential for future development, and a key tool for the regeneration and safeguarding of biodiversity.

Unit rationale The concept and the role of ecological connectivity has become increasingly important over the past decades, due to mass habitat destruction that has led to unprecedented biodiversity decline. This module enables learners to gain an understanding of whole-systems-thinking that can be applied across all the modules.

Learning outcomes **Learners will:**	Amplification **Knowledge, skills, and attributes may include:**
1. Understand the concept of a whole systems approach to regenerative design	Learners recognise emergent properties such as non-linearity, non-predictability, evolutionary dynamics, self-organisation, and adaptivity. Learners can explain the basics of systems approaches, regenerative design, and key concepts of ecology. They can comprehend both the importance and limitations of scientific methods, and they understand the principles and applications of Life Cycle Analysis. Learners can apply their knowledge of whole-systems-approaches into designing a community asset.

Learning outcomes **Learners will:**	Amplification **Knowledge, skills, and attributes may include:**
	Learners can interpret the complexity of ecosystems and can express complex systems concepts creatively.
2. Understand their own position as a consumer, within the broader connections between energy security, energy sources and energy production	Learners understand energy security in different parts of the world, energy sources and their connection with the history of human development and can identify the impact of energy production. Learners understand personal, community, corporate, organisational, national and international levels of energy consumption, and recognise possibilities for decreasing energy use. Learners can evaluate and apply measures to increase energy efficiency in their personal and community sphere. They can plan and evaluate measures to increase renewable energy in their home, community, school etc. Learners are responsible energy users and model best practice in reducing unnecessary energy consumption.
3. Be able to communicate the importance of clean water and safely managed sanitation	Learners understand the concepts of water security, different types of water sources, and the impact on the environment of water use. They recognise the hidden water usage of many products and services. Learners can evaluate and explore the use of water as a weapon of political control or manipulation, and the campaign for water to be internationally recognised as a universal human right. Learners can apply their knowledge to campaign for equitable access to water and safely managed sanitation. Learners are responsible consumers of water. They advocate for equitable water supplies and access to natural sources of water for all.

Learning outcomes **Learners will:**	Amplification **Knowledge, skills, and attributes may include:**
4. Be able to analyse the connections between food production, food waste and ethical food	Learners understand the global food system, and how it is vulnerable to climate change, international relations and conflicts. Learners can analyse the connections between agriculture, food production, climate, biodiversity, soil, nutrient cycles & human development. They can identify the harmful impacts of unsustainable food production. Learners practise skills for food production, cooking, preserving, and foraging (with an expert). Learners can build nature-based solutions for producing clean and sustainable food and know how to act to help others during food systems outages. Learners are responsible food consumers. They take joy in food as a communal and social activity They advocate effectively for positive change in the global food system.
5. Be able to advocate for inclusive, safe, resilient and sustainable cities and human settlements	Learners have knowledge of alternative, sustainable building materials and can apply this knowledge. Learners understand the life cycle, carbon footprint and energy efficiency of buildings. Learners can design ways to restore local ecosystems, using sustainable building methods and understand the concept of Biomimicry. Learners practise practical building skills and participate in work projects, demonstrating knowledge of local materials and craft skills. Learners are aware of local traditions and recognise the need to share the habitat with neighbours (all beings), according to needs. Learners advocate for what is needed to improve cities and human settlements.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 7: Regenerative Economics

Unit code	R/650/5892 610/3874/X	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim Learners gain understanding of the background and underlying principles of the market economy; the dynamics of a market (supply and demand); ways and examples of state interference to the market; principles and practice of the global market economy. Building on that knowledge, learners will explore ways to design an economy that is integrated into the aims of respecting planetary boundaries and social inclusion in the society.

Unit rationale Learners understand the connections between economy and sustainability/regeneration, and the effect it has on monetary systems and welfare. Learners will explore how entrepreneurship can be used to tackle inequality and deliver social, environmental and economic benefits.

Learning outcomes **Learner will:**	Amplification **Knowledge, skills, and attributes may include:**
1. Understand how the trading of goods and services has changed over time	Learners can use research and inquiry skills to discover more about trade through time and distinguish between local and global economic development. They can reflect on the consequences for people, society and ecosystems. Learners can discuss and evaluate basic economic principles, such as comparative advantage, factors of production, inflation, etc. Learners can articulate consumption choices that do not contribute to the exploitation of people and resources elsewhere.

Learning outcomes **Learner will:**	Amplification **Knowledge, skills, and attributes may include:**
2. Understand their own financial responsibilities within a wider context of understanding monetary concepts	Learners understand the history of money and the different ways in which our money systems condition economic behaviour. They may explore concepts such as the Real Living Wage; Universal Basic Income; Doughnut Economics; Neo-Libertarian free markets; or state capitalism in places such as China. Learners can evaluate alternative currencies and their relative social or environmental impact. For example: cryptocurrencies, social banking, the gift economy and time banking. Learners develop their own financial management skills, such as budgeting, and understand their own potential future role in ethical and sustainable finance (for example they could investigate divestment campaigns, pay-day loans, ethical banks, etc.) Learners are astute financial decision-makers. They carefully consider the ethical and environmental impact of their own monetary choices and can advocate for fairer economic systems.
3. Be able to communicate the impact of economic development	Learners have knowledge of different ways to measure economic development, including national and international indices, and understand the importance of measuring the social and environmental impact resulting from economic activity. Learners have the skills to measure and effectively communicate the impact of economic activity through case studies or local economic development. Learners are aware of the impacts of economic development and advocate for ethical and sustainable ways of measuring progress (at a local, national or international level).

Learning outcomes **Learner will:**	Amplification **Knowledge, skills, and attributes may include:**
4. Be able to critically evaluate alternative economic models	Learners are introduced to a range of theories, including the theory of Doughnut Economics and the Circular Economy. Learners can evaluate Ostrum's Core Design Principles for collective economic governance. Learners can design a product using Circular Economy or Cradle to Cradle principles. Learners use their awareness of alternative economic models to advocate for positive change in their family, community or locality.
5. Be able to apply concepts underpinning social entrepreneurship	Learners understand different legal business structures, including social enterprise. Learners can apply social innovation principles to design a social enterprise business model, exploring different options to finance the enterprise, including crowdfunding. Learners have the skills to engage with a range of stakeholders to develop creative and sustainable solutions to specific problems. Learners use knowledge and organisational skills to make positive action happen. They can instigate and develop a project from the kernel of an idea to its fruition.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 8: Language and Literature

Unit code	K/650/7059 610/3875/1	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

This module aims to develop learner capacities for thinking, communicating and analysing in the English language. Learners will explore a range of texts from a variety of cultures and eras. Critical thinking skills will be developed through tasks which challenge the learner to examine, and to compare and contrast texts. They will also learn to appreciate how texts have contributed to, and been influenced by, the cultures surrounding them, and authorial perspectives. As well as studying their own texts, learners will have the opportunity to create their own, and to develop their communication skills so that they can effectively support a point of view, and articulate it clearly to others.

Unit rationale

Effective communication is a vital life skill for everyone. Through studying superlative texts, learners will engage with the very best examples of elucidation and communication. They will not only develop their empathy through reading about the experiences of others, but will also improve the way they communicate their own experiences to others.

Learning outcomes	Amplification
Learners will:	**Knowledge, skills, and attributes may include:**
1. Understand how forms, structures, language and narratives influence worldviews	Learners understand how societies use narratives to make sense of their surroundings and how they have developed a self-understanding through the stories they tell. Learners analyse key texts from their own or other cultures, perhaps mythologies. Learners create their own stories and narratives that reflect their world perspectives.

	Learners read widely across cultures and eras. They can empathise with other cultures and peoples, and know the stories that have formed them.
2. Analyse significant texts, closely and in detail, exploring the basic tenets of literary criticism	Learners explore both significant texts and the basics of literary criticism. Learners can use their knowledge of literary criticism to examine and analyse the form, structure and language of significant texts. They can make clear connections between texts. Learners are able to discern and appreciate texts of significant literary and artistic merit.
3. Create texts in a variety of forms that communicate effectively and imaginatively with an audience	Learners understand how to create texts that use a variety of techniques to engage, persuade, enchant or provoke an audience. Learners create a portfolio of texts in a variety of forms. Learners use their linguistic skills with responsibility and care. They understand the power of effective communication and how it can transform lives.
4. Be able to explore the English language and our linguistic heritage	Learners explore the origins of the English language, and/or its development through the centuries, taking into account influences from other cultures and the historical context in which these influences were enabled. Learners evaluate the notions of prescriptive and descriptive studies. Learners analyse the evolution of language and etymology. Learners are aware of the global flavour of the languages they speak. They recognise international influences and the way in which languages can bring people together.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 9: Natural Sciences

Unit code	R/650/7060 610/3876/3	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

The aim of this module is to develop the learners' knowledge of the foundations of scientific thoughts, methods and philosophies. Learners will be able to explore scientific research methods and the epistemological basis of scientific thought. In addition, the module introduces and develops understanding of biological processes, which help to explain the origin and foundations of life on Earth and our existence.

Unit rationale

Understanding the foundations of scientific thought and methods ensures that the learner can engage with rigorous, empirical epistemology. This will allow the learner to develop skills beyond the realm of the sciences, enhancing the way in which they interact with, and analyse information and knowledge.

Learning outcomes	Amplification
Learners will:	**Knowledge, skills, and attributes may include:**
1. Understand the philosophies and developments of science	Learners understand the epistemological basis of the sciences, and how the historical development of scientific ideas has led to contemporary scientific theories.
2. Understand scientific processes in relation to humanity's interaction with nature	Learners understand the key principles of a range of natural and human-made phenomena, and can demonstrate them appropriately in field work and other projects. Learners can design systems for the responsible use of resources.

	Learners can demonstrate responsible usage of various natural resources, and their impacts on both humanity and the natural world.
3. Be able to express the epistemological basis and practical application of a range of scientific research methods	Learners understand how precepts and concepts play a role in any theory of knowledge. Learners can measure and use qualitative and quantitative data appropriately in a scientific and ecological context. Learners can apply appropriate methodologies to meet the challenges of our current global situation.
4. Be able to evaluate conditions for life and the living environment	Learners understand the conditions involved in the development of life on earth. Learners can use scientific research methods to explore the conditions for the living environment. Learners can make connections between the conditions that produced the living environment and efforts to preserve and regenerate ecosystems.
5. Understand how life responds to stimuli	Learners explore organisms in a variety of environments, and/or geological periods, and how they survive, adapt to, and change their surroundings. Learners can analyse organisms' responses to stimuli. This can include exploring topics such as: sodium-ion channels, osmoregulation and homeostasis. Learners can make connections between how organisms both respond to, and change their environment, and the need to maintain and regenerate habitats.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 10: Performance, Movement and Expression

Unit code	T/650/7061 610/3878/7	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

This module aims to allow students to develop their creativity and expression through dance, movement or drama. Learners will explore forms of performance and movement from a range of cultures and eras. They will understand the importance of performance and movement to human wellbeing, and how performance, movement and expression are important elements in a healthy, fulfilling and productive life.

Unit rationale

Physical movement and expression have been integral to the development of human cultures and societies. This unit ensures that learners can express themselves as part of a performance. Learners can also connect their physicality with the more cerebral parts of the qualification, through integrative learning. These skills of self-expression and reflection will enable them to appreciate the importance of performing arts in shaping humanity.

Learning outcomes	Amplification
Learner will:	**Knowledge, skills, and attributes may include:**
1. Understand how a chosen performance art or movement has developed and evolved	Learners understand how a performance art or form of movement has evolved and developed over time. Learners can demonstrate their understanding through a performance or other piece of work. Learners can appreciate the long history of several art forms; where they originated and how they drew from the societies they were part of, for inspiration.

2. Engage with a form of movement or performance art to plan/choreograph a performance	Learners understand the myriad of elements that go into planning a performance. They can consider the physical space, audience needs, logistical matters, and financial, as well the stages involved in bringing the concept of their piece to life. Learners develop their own event organisational skills. Learners enhance their performance development/choreography skills. Learners have a much wider appreciation of the work that goes into making a performance of any kind happen successfully. They are respectful of all the roles – both creative and logistical – that people fulfil to bring a performance to an audience.
3. Experience being involved in the production of a performance	Learners understand the principles of effective performance. Learners develop their performing skills, through being on, or supporting those on, the stage. Learners nurture their love of the performing arts and movement, through partaking in a performance themselves.
4. Evaluate and reflect upon your own performance and others'	Learners understand the importance of self-reflection and how to improve upon their own performance. Learners can evaluate and deliver evaluation both for themselves and other performers, in a constructive, positive and sensitive manner, which leads to tangible improvements in theirs and others' work. Learners are reflective performers, who embed reflection and evaluation into their individual practice.
5. Reflect upon the role of movement/performing arts in a chosen society or culture	Learners understand the wider role of performing arts and/or movement in society. Learners can analyse how performing arts and/or movement has gone beyond 'the stage' to influence other areas of life. Learners are appreciative of the vital importance of movement and the performing arts in societies and cultures across the world and through time.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome – this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 11: Art, Craft and Design

Unit code	Y/650/7062 610/3877/5	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

Learners will develop and hone their creative practices, both through learning practical skills, and appreciating and analysing the work of other artists, artisans and designers. They will produce work that reflects their progress, in both their inner development work, and their work in other modules. They will appreciate their own and others' work from the viewer's perspective, exploring the ideas of curation and exhibiting works in a variety of contexts.

Unit rationale

The visual arts are an elemental part of the human experience. They reflect the world around us and our own emotional response to it. They help us both to make sense of, and escape from, the challenges of our particular time, whilst remaining relevant across the centuries. As has been evidenced by the Creative Health Enquiry Report, the arts can help keep us well, aid our recovery when we fall ill, and support longer lives better lived.

Learning outcomes	Amplification
Learners will:	**Knowledge, skills, and attributes may include:**
1. Explore the work of an artist or artistic movement, or its equivalent in craft or design	Learners understand that the work of an artist/artisan/designer has a symbiotic relationship with the society around them. They can identify key aspects of their work and how it developed/is developing over time. Learners can analyse both the technical and contextual elements of the work of an artist, artistic movement, artisan or designer.

	Learners experience, value and appreciate the visual arts within different contexts, visiting exhibitions or viewing public works of art.
2. Create authentic work that develops and hones skills	Learners explore their creative practice and understand the concepts of self-motivation. Learners make clear improvements in at least two skill areas (e.g. sketching, metalwork, using Photoshop, photographic development etc.) Learners find joy in the creative process. They are able to apply themselves to creating work, and are self-motivated, independent artists.
3. Create a portfolio of work	Learners understand cohesion between pieces, showing common themes across their portfolio, as well as the development and improvement of their creative ideas and concepts. Learners create and curate a portfolio of their work. Guidance on this to be found in the requirements for assessment (below). Learners can work both independently, and can reflect on feedback, help and advice when given.
4. Curate a display of their work	Learners understand the basic concepts of putting their work on show, within different contexts (i.e. an art exhibition or performance, a craft shop display or exhibition space, a design presentation for a client, or website, etc.) Learners organise, curate and produce a showing of their work, in an exhibition, performance, or other type of display. Learners effectively use space, light and/or sound to display their work effectively and appropriately.
5. Explore the place of art, craft and/or design in society	Learners explore how art/craft/design is used and applied in society to improve the lives of others. Learners analyse the use of art/craft/design in a context other than the creative world. For example, they may look at art therapy, or the use of craft skills in prisons, or design principles applied in a business context. Learners can articulate their views on, and effectively debate, the applied uses of art/craft/design within society.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

Portfolios: Portfolios must consist of original works, made entirely by the student. They must consist of 7-10 pieces that show the student's range of skill, coherent or developing themes, and development of techniques.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome, this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 12: Digital Futures

Unit code	A/650/7063 610/3879/9	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

This unit aims to give learners a broad and varied overview of the digital technologies that have modified almost every aspect of our lives, across the globe. Learners will explore the ethics, debates and philosophies of technology and its relation to humanity and societies. This will be supported by practical activities including programming. Learners will develop their programming skills and apply them across the qualification to enhance their research projects and other outputs. In addition, learners will be able to understand the consequences of the misuse of technologies and programming skills, and how to better use technology as part of a solution to the issues the world is facing.

Unit rationale

Technology is an ubiquitous part of our lives. As part of preparing learners for the next stage in their lives, the skills learned in this module will be invaluable. More widely, this module develops problem-solving skills, and how to complete tasks in a more efficient manner. Programming, technological knowledge and a grasp of data management are highly sought-after skills in an increasingly technological world.

Learning outcomes	Amplification
Learners will:	**Knowledge, skills, and attributes may include:**
1. Explore elements of coding and programming	Learners explore the concepts of programming, including operations (arithmetic, Boolean etc.), constants and variables, subroutines, version control and more. Learners develop their skills on a chosen programming language. The language may be chosen by the facilitator or

	suggested by the student, to best suit their needs and interests. Learners use their programming skills as part of another project, perhaps using a platform such as GitHub. Students would use this platform in pairs or groups, mimicking the fact that most real-world programming is done in teams, rather than individually. They would also be able to see other examples of global projects on GitHub. Learners appreciate global variance in programming. They are able to demonstrate intentions to use their knowledge responsibly and ethically.
2. Understand how AI and associative technologies are changing the way societies function	Learners understand the history and development of AI, including the use of Python in AI. Learners analyse and evaluate the ways in which AI is contentious, and how it has altered existing societal structures. Learners will master basic Python functions and be able to write their own scripts. They may also explore neural networks. Learners explore AI either by creating their own or by evaluating it within a creative or written project.
3. Develop their skills in data management	Learners understand the basics of data management. They are familiar with key legislation around data storage, management and distribution. They explore the use of data as a commodity in our society. Learners can collate and format data for processing and analysis. They are also able to communicate the findings of their data to a range of audiences. Learners can demonstrate – perhaps in their Action Research project – that they are able to handle data sensitively, complying to all current legislation and behaving responsibly and ethically.
4. Create a digital project	Learners understand the basics of philosophies of technology, looking at theories by such thinkers as Heidegger, Arendt, Dewey, Achterhuis and Stiegler. Learners create a digital project, perhaps as part of another module, that demonstrates skills in programming, data handling, user-focused design and other technologies. They

	should aim to work collaboratively in pairs or groups, if possible. Learners create with a clear focus of the user in mind. They are aware of the environmental and societal impact of their project and have designed it with ethical and responsible principles in mind.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome, this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Module 13: Mathematics

Unit code	F/650/7065 610/3880/5	**Guided Learning Hours (GLH)**	180
Unit level	3	**Total Qualification Time (TQT)**	240

Unit aim

This module aims to develop logical reasoning and problem-solving skills through engaging with increasingly complex questions and suppositions. It supports learners to understand the meaning of mathematics in context by focusing on the use of mathematics in applications or in mathematical modelling. This module ties together nearly every mathematical topic and process learned over the past twelve years and supports the study of the mathematics of change. In addition to the sheer beauty and elegance of calculus, the analytical and computational power of mathematics are demonstrated through statistical, geometric and algebraic representations. This module prepares a student to enter higher education and study mathematics at a higher level. It also encourages the use of flexible, creative, critical and independent thinking and supports the development of skills to work independently or as part of a team.

Unit rationale

Mathematics is fundamental to understanding the world and being an actively responsible citizen in society. The study of mathematics can develop self-awareness, self-discipline, creative thinking and resilience. Mathematic logic and skills are fundamental in informing decisions and justifying actions in a wide range of contexts thereby supporting and facilitating a process of change.

Learning outcomes	Amplification
Learners will:	**Knowledge, skills, and attributes may include:**
1. Analyse data using a range of mathematical techniques	Translate problems into a process or series of mathematical processes. Interpret and analyse data accurately in order to identify and interpret relevant facts, terminology and definitions. Communicate analysis effectively, using clear language to allow non-mathematicians to interpret and use the results.

2. Utilise logical mathematical reasoning in solving problems	Plan and carry out procedures or tasks requiring multi-stage solutions and using a range of advanced level mathematical concepts. Construct detailed solutions using connections between different mathematical processes. Present mathematical arguments or proofs to justify and evaluate solutions to problems in a wide range of contexts.
3. Draw and justify conclusions or generalisations through logical mathematical reasoning	Make deductions and inferences through logical mathematical reasoning using advanced level mathematical concepts. Interpret results and use them to justify conclusions or generalisations, whilst also critically evaluating their validity. Identify connections with the broader economic and environmental context, and the role of mathematics in effecting positive changes in the world.
4. Be able to apply mathematical techniques and reasoning to overcome challenges	Explore how mathematical techniques and reasoning have been used to overcome real-world challenges, using historical or contemporary examples. Plan, design and complete a project that uses mathematical processes to solve a problem. Evaluate the methods used and solutions reached in the project.

Requirements for Assessment

To achieve these learning outcomes, a range of evidence for each must be produced. Evidence can come from a taught curriculum, from the Independent Inquiry and from non-formal and informal learning. The evidence does not need to all be in one form (e.g. written) but should use a variety of examples, including observations, products and discussions.

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

Crossfields Institute provide an evaluation grid for each module to support assessors in providing formative feedback and determine a final grade for each learning outcome, this is made available to recognised centres by Crossfields Institute.

See section 4 for more details on the assessment and grading process.

Assessment requirements and guidelines for the project in Learning Outcome 4:

Examples include: a science investigation, a construction project, small business or enterprise, an art or craft work.

This can be an individual or collaborative project, but individual evidence of participation in all stages of the project will be required.

The selected project or problem should contain at least three examples of different mathematical processes and/or reasoning. It must connect with at least one other subject area and the broader economic and environmental context.

Section 3: Delivery Requirements

The following guidance is for delivery of all modules. Where modules have additional specific delivery guidance, this is included in the module descriptor.

Teachers, mentors and assessors need to ensure that adequate contact time is provided to ensure that learners fully understand the requirements of each module and have the necessary skills and information to achieve them. This could take the form of whole class teaching for the development of research and presentation skills. It should also include one-to-one or small group time for mentoring and support as learners 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 learners to demonstrate reliability and sufficiency of achievement. Learners 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. A member of staff at the school or a mentor must be sufficiently competent to guide learners in research methods and tools that are appropriate for this level of qualification. All modules can use evidence from formal, informal and non-formal learning activities.

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

Informal learning is never organised and has no set learning objectives. It is not intentional learning from the learner's perspective. It is often referred to as "learning through experience". *An example would be a learner 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 an 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 these qualifications, 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 learner 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 learning 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

All modules require learners to show evidence of integrative learning 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 a specific historical, geographical or cultural topic, requiring the demonstration of knowledge and understanding of that aspect of history, geography or sociology.

Section 4: Assessment, Quality Assurance and Grading

4.1 Our Approach

The CFI 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 his or her full potential.

The following guidance is provided to support schools, centres and learners 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 learner 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' progress through the learning process as well as on any final product. 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; 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
    - Artwork
    - Artefacts
    - Displays
- Tutor Observation
    - Practical demonstrations
    - Presentations – individual and group
    - Performance
    - Group discussions and activities

- Formal discussion/questioning (evidenced by recordings or written notes)
- Witness testimony

Centres will be expected to create their own assessment plans in line with their planned curriculum. CFI can provide training, networking opportunities and exemplars to support centres in their assessment of this qualification.

4.3 Assessment Planning Guidance

This qualification uses a centre-devised approach to assessment. As this qualification enables the content of the course to be built around the needs and best interests of the learners themselves, assessment tasks and activities cannot all be set in advance, but opportunities for formative and summative assessment must be planned into the Independent Inquiry timeline and into the development process for all other modules. 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 learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner 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 learners

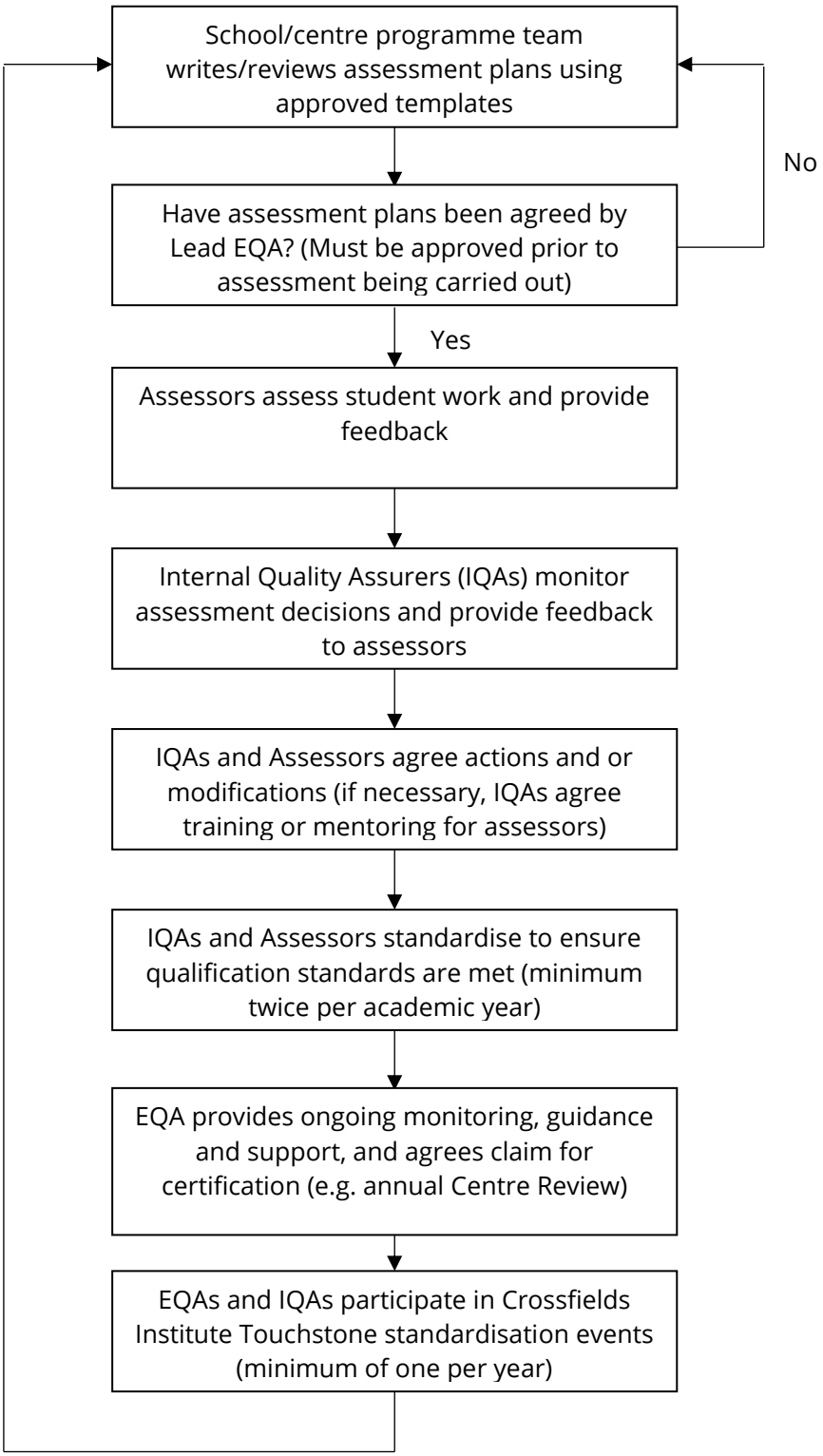
They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment activities do not produce unreasonably adverse outcomes for learners 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 learners
- a timely quality assurance process is conducted

4.4 Quality Assurance Process

The primary aim of the CFI team is to support schools and centres in delivering the best possible learning experience and high levels of achievement for learners. Schools/centres will be allocated an External Quality Assurer (EQA) by the CFI 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 CFI Quality Assurance process:



4.5 Assessment and Grading

This qualification is graded Distinction*, Distinction, Merit, Pass, Working Towards.

Students must attain a pass grade in all learning outcomes (i.e. at least a 5) in order to pass the module and the qualification overall. Note: Module 3: Inner Development Practice is Pass/Working Towards only.

Each learning outcome is graded separately, according to an evaluation grid which is made available by CFI to recognised centres. This describes the expectations for each learning outcome and how it should be evaluated. The grid also provides a range of marks (max 12) which are allocated to each grade. Teachers/assessors should review student work against the relevant row in the grading grid for that learning outcome and assign a mark that most closely corresponds. These marks should be shared with students as part of their formative assessment to support them in reflecting on their work.

As students near the completion of the qualification, teachers/assessors will be required to determine a final grade for each Learning Outcome based on the range of evidence that has been assessed. These final LO grades will go through a QA process before being submitted to CFI for final grading and certification.

Grades are calculated for each module and for the qualification as a whole using an average of the Learning Outcome grades. A separate numerical grade will be shown for each module on the transcript that accompanies the qualification certificate. An overall classification qualification grade (between Distinction* and Working Towards) will also be calculated and shown.

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.
- It is desirable that at least one staff member has completed or is enrolled on the relevant CFI Qualification in the philosophy and practice of integrative education.
- 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 CFI.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by CFI for schools and centres.

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

Section 5: Policies and Procedures

Crossfields Institute has policies and procedures in place to support schools, centres and learners. All schools/centres must also implement their own policies, which comply with CFI'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 learners.

Relevant policies include:

- Student Complaints and Appeals Policy: which allows learners 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 learners' 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 learners and staff how personal data is collected, stored and shared. This is especially relevant for learner work that is internally and externally quality-assured.

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