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EXPERT GROUP REPORT FOR AWARD SEEKING ADMISSION TO THE UCAS TARIFF

SCOTTISH BACCALAUREATE INTERDISCIPLINARY PROJECT

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CONTENTS **PAGE**

LIST OF TABLES **PAGE**

LIST OF FIGURES **PAGE**

THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS Tariff points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology.

Acknowledging the problematic nature of comparability studies, and recognising that a mechanical procedure would not work, the department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an Expert Group.

Guidelines were drawn up for the composition of the Expert Group, the evidence that would need to be collected and examined and the choice of a benchmark qualification.

Procedures were developed for the conduct of the work of the Expert Group, including detailed sets of questions to be addressed at different stages in the process. Questions appropriate to the awards under consideration are selected and are used to guide, not constrain, the work of the Expert Group.

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points which take account of the size and demand of the award seeking admission to the Tariff, and a candidate's level of attainment within that award. The guidelines also provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently, there may only be a relatively small amount of evidence (particularly candidate evidence) available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure by an independent auditor from higher education.

SUMMARY AND RECOMMENDATIONS

The group confirmed the utility of the Scottish Baccalaureate Interdisciplinary Project for progression to Higher Education, based on an in-depth comparison with the OCR Extended Project. The comparison included the aims, size, structure, assessment objectives, assessment demand, and grading of each qualification.

Although complete consensus on size could not be reached, the view of HE representatives was that any difference between the awards was not large enough to significantly influence utility for progression to Higher Education. Similar equivalence was generally agreed in the other criteria, including the assessment of higher-order skills represented by scoring against Tariff domains.

However in discussing assessment criteria and grade alignment in detail, it was agreed that the Interdisciplinary Project grade C was equivalent to a point between Extended Project grades C and B, which themselves carry Tariff points of 40 and 50 respectively. This produced a Tariff value of 45 for the Interdisciplinary Project grade C, agreed by all six HE representatives.

Based on similar assessment criteria and grade comparisons, there was a general consensus that Interdisciplinary Project grade A should receive a Tariff allocation higher than the Extended Project A grade. Following discussion, the value of 65 Tariff points was agreed. An agreed Tariff point value for the Interdisciplinary Project B grade was obtained by interpolation between the A and C grades, giving the value of 55 points.

The group agreed that this allocation of Tariff points should be subject to review when candidate evidence became available.

The Group recommended the following points:

Grade	Tariff points
A	65
B	55
C	45

The recommendations were confirmed as appropriate by both the Tariff Reference and Advisory Groups and endorsed by the UCAS Board in June 2009.

SECTION 1: THE COMPOSITION OF THE EXPERT GROUPS

The following individuals with expert knowledge and experience of the qualifications under consideration in this study were selected to form the Expert Group:

- Tim Musson, Lecturer, School of Computing, Edinburgh Napier University
- Laurence Lasselle, Admissions Officer, School of Economics & Finance, St Andrews University
- Gordon McDougall, School of Chemistry, University of Edinburgh
- Dr Valerie Ferro, Academic Selector for Biological Sciences, University of Strathclyde
- Dr Stephen Townsend, Director of Studies (Admissions) Science, University of Aberdeen
- Eugene Quirk, Lecturer, School of Nursing, Midwifery & Community Health, Glasgow Caledonian University
- Patrick Walsh-Atkins, Chief Moderator Extended Project Qualification, OCR
- Robert Quinn, Head of Service - Humanities and Social Sciences, SQA
- Margot McKerrell, Qualifications Manager, SQA
- Margaret Tierney, Project Manager, SQA

UCAS staff acted as facilitators and secretaries for the meetings, ensuring that the Group worked systematically through the procedures. In addition to the representatives listed above, Sarah Breslin, Project Manager - Policy and New Products from SQA was an observer to the meeting.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent higher education based consultant.

CVs of the experts within the group are attached as Appendix 1.

SECTION 2: OVERVIEW OF AWARD SEEKING ADMISSION TO THE TARIFF

2.1 Aims and purpose of the qualifications

The aims of the Scottish Baccalaureate are to:

- promote languages/science as valued and important areas for study and employment
- raise the status and value of S6 and motivate candidates in their last year of school
- provide qualifications which are valued for entry to higher education
- provide a bridge between school and higher education/employment
- encourage collaboration between schools and further/higher education institutions
- encourage greater coherence in study in fifth and sixth years
- allow candidates to relate and apply learning to realistic contexts
- enable candidates to compete in the international job market
- develop the generic skills needed for learning, employment and life.

The Interdisciplinary Project

The defining feature of the Scottish Baccalaureate is the interdisciplinary project and the added value it brings to the Baccalaureate as a whole. The project will therefore be:

- motivating in its own right for candidates focused on generic skills which help prepare the candidate for further study/ employment
- capable of extending knowledge and development of cognitive skills
- responsive to individual needs, combining breadth across languages/science and broad themes with opportunities for greater depth of understanding within a specialist discipline
- designed to encourage the candidate to draw on many areas of learning and to recognise the interdependence of subjects in terms of skills
- designed to help prepare Scotland's young people for a globalised and interdependent world, encouraging awareness of international themes of common interest

2.2 History of the qualification

Scottish Baccalaureates in Science and Languages are to be introduced in August 2009 for first certification in August 2010.

2.3 Entry requirements for the qualification

Entry to the Scottish Baccalaureate in languages/science is at the discretion of the centre. However, the Baccalaureate is intended for candidates who, in fifth and sixth years of secondary education, are working at Higher and Advanced Higher level in two different, eligible languages/science subjects, together with mathematics for the Science Baccalaureate or English, Gaelic or ESOL for the Languages Baccalaureate. Two of the subjects must be at Advanced Higher level.

2.4 Age of candidates

It is anticipated that candidates who take the Baccalaureate will also be taking other courses in fifth and sixth year of secondary education. Therefore, it is likely that the courses which

make up the Baccalaureate will be taken over fifth and sixth years with the Interdisciplinary Project most likely to be taken in sixth year.

2.5 Guided Learning Hours (GLH)

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours. At this level, it is expected that candidates will give an additional 80 hours of undirected time to the project. The project carries 16 SCQF Credit Points, which equate to a notional 160 hours of learning time. This includes "everything a learner has to do to achieve the outcomes in a qualification including the assessment procedures." (See http://www.scqf.org.uk/AbouttheFramework/CreditPoints.aspx).

2.6 Content and structure of the qualification

The Interdisciplinary Project offers candidates a flexible approach to their learning. Study will be based on the main subject area but will also draw on knowledge and skills from a range of other disciplines. This will allow learners to make connections and links between different subjects. Candidates will be able to select from a range of contemporary contexts which may come from within and beyond the formal curriculum. They are encouraged to consider future career aspirations and personal learning needs as factors when selecting their project. However the project must relate to one of the five broad themes of:

- employability
- enterprise
- citizenship
- sustainable development
- economic development.

They may, for example, choose a project which extends their skills of collaboration and experience of citizenship through participation in their local community such as assisting in an education programme or social enterprise. Alternatively, their choice may relate to transition to employment or further/higher education through working on challenge projects to suggest and develop solutions to current technical issues.

The Interdisciplinary Project is designed to encourage candidates to be more autonomous and self-directed in their learning, which means the teacher/tutor needs to adapt their role to be more of a facilitator who guides rather than directs candidate learning. This change in roles should be discussed at the induction stage of this unit to ensure candidates are fully aware of the nature and purpose of the unit. Time should be spent at the outset, introducing the candidates to the importance of the cognitive and generic skills valued by employers and higher education. Induction should also establish timescales, responsibilities and constraints. The importance of self-motivation, autonomous learning and self-management should be stressed.

2.7 Assessment – procedures, methods and levels

The project must involve a languages/science based investigation or practical assignment and will explore and bring out the relevance of languages/science in one or more of the following broad contexts:

- employability

- enterprise
- citizenship
- sustainable development
- economic development.

Candidates will use their knowledge of languages/science as the baseline for the project. Skills development will take place through linking languages with other disciplines and the wider world using a staged approach:
Stage 1: Negotiate and plan a languages/science based Interdisciplinary Project.
Stage 2: Carry out and evaluate the Interdisciplinary Project.
Stage 3: Review and evaluate the process of his/her own learning.

The candidate will develop and demonstrate the following generic and cognitive skills across the three stages of the project:

- application: of subject knowledge and understanding.
- research skills: analysis and evaluation.
- interpersonal skills: negotiation and collaboration.
- planning: time, resource and information management.
- independent learning: autonomy and challenge in own learning.
- problem solving: critical thinking; logical and creative approaches.
- presentation skills.
- self evaluation: recognition of own skills development and future areas for development.

Centres will provide candidates with general project requirements. Candidates must provide evidence that they have carried out the three specified stages of the project in accordance with the given project requirements. Evidence of development in each of the specified generic/cognitive skills must be provided in order to pass the unit.

Candidates will choose a theme of personal and/ or career interest, clearly linked to one of the five broad themes. In response to the given project requirements, candidates will negotiate and agree a project proposal and plan, which must be signed off by the assessor before candidates proceed to implement the plan. A record of this negotiation should be signed and retained by the assessor as evidence that the candidate has successfully prepared and presented a suitable project proposal, and produced and justified a workable plan.

Evidence of achievement is organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are:

- project proposal
- project plan
- presentation of project findings/product
- evaluation of project
- self-evaluation of generic/cognitive skills development.

Evidence in the folio may be presented in any suitable recorded format including e-evidence. Evidence may be gathered at appropriate points throughout the unit in unsupervised

conditions. Assessors should maintain and retain a record of an interim review discussion for authentication purposes. While completing the activities in the project candidates will use aspects of the target language, where appropriate.

2.8 Grading

The Interdisciplinary Project unit will be graded A, B, or C. In order to pass the unit, candidates must achieve at least a grade C. A grade A or B in the Interdisciplinary unit will count towards an award of distinction in the Baccalaureate.

A holistic judgment will be made by assessors across all five pieces of mandatory evidence required for the unit. The standards of competence given below and grade criteria will allow assessors to evaluate the strengths and weaknesses of each piece of evidence before arriving at a holistic judgement of the project overall.

In order to pass, candidates must achieve grade C criteria for each of the five pieces of evidence. The grades will be:

A Indicative of a highly competent performance across the five pieces, with all pieces meeting all additional grade A criteria

B Indicative of a competent grade C performance across the five pieces, but with some aspects of work which meet the criteria for highly competent performance (as outlined by the grade A criteria)

C Indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for grade C performance

2.9 Quality assurance processes

The Interdisciplinary Project will be internally assessed and subject to external quality assurance by SQA.

External quality assurance of the interdisciplinary project continues through external verification of centres' internal assessment decisions by subject specific quality forums.

Quality forums will bring together staff with an overview of the assessment and internal verification processes from a group of centres delivering the Interdisciplinary Project unit. These forums will be advised and guided by SQA representatives (Quality Enhancement Managers and External Verifiers).

All National Courses are subject to external marking and/or verification. External Markers, visiting examiners and verifiers are trained by SQA to apply national standards.

The units of all courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by trained markers in their own time, markers' meetings are held to ensure that a consistent standard is applied.

SECTION 3: OVERVIEW OF THE BENCHMARK AWARD

3.1 Aims and purpose of the qualifications

The Extended Project at level 3 provides learners with the opportunity to:

- understand and use research skills
- have a significant input to the choice and design of an Extended Project and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision making and, where appropriate, problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop as e-confident learners and apply new technologies in their studies
- develop and apply skills creatively demonstrating initiative and enterprise
- use their learning experiences to support their personal aspirations for further study and/or career development.

3.2 History of the qualification

The Extended Project is both a mandatory part of the level 3 Diploma and a qualification in its own right.

3.3 Entry requirements for the qualification

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby supporting equality and diversity.

All centre staff involved in the assessment or delivery of this qualification should understand their requirements and match them to the needs and capabilities of individual learners before entering them as learners for the Extended Project. There is no requirement for learners to achieve any qualification before progressing onto the Extended Project although, as a general guide, learners with qualification profiles comparable to level 2 of the National Qualifications Framework (NQF) will normally be at a level suitable for entry onto a programme leading to the Extended Project.

Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

3.4 Age of candidates

This qualification is typically (although not exclusively) aimed at young people aged 14-19 in full-time education who wish to develop and apply their knowledge, understanding and skills in undertaking and managing a project at level 3 of the National Qualifications Framework (NQF).

More mature learners wishing to undertake a course that prepares them for further learning or work are equally served by this qualification.

3.5 Guided Learning Hours (GLH)

OCR Level 3 Extended Project is a single component, linear qualification and comprises 120 Guided Learning Hours (GLH).

These hours indicate the approximate number of teacher supervised or directed study time and do not include any self-directed study time that may be required by the learner. The number of GLH that should be allocated as teaching time and the number spent in individual learning and assessment is broken down as:

Table 1: OCR Extended Project guided learning hours

Hours linked to teaching (Guidance and instruction by the teacher/ tutor/ presenter)	40%	50 hrs
Hours linked to assessment (eg individual work when teacher/tutor is supervising, mentoring and record keeping)	60%	70 hrs

3.6 Content and structure of the qualification

It consists of one component which is internally assessed by the centre and externally moderated by OCR. This qualification offers learners an opportunity to learn about project management. This is a vital component of 'post school' life and is of particular relevance to further education, higher education and the workplace. Each learner is able to tailor their project to fit their individual needs, choices and aspirations.

Learners will be assessed on four areas:

- managing a project
- using resources
- developing and realising a project
- reviewing the project.

The outcome of the project can be a design, performance, report, dissertation or artefact. Whatever form this takes, the project must include a written component. As a guide the dissertation should be approximately 5,000 words. For all other outcomes the written component should be approximately 1,500 to 2,500 words. Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

Generic skills can be developed and applied through the Extended Project: Learners will have the opportunity to apply and develop their personal learning and thinking skills (PLTS), the functional skills of English, mathematics and information and communication technology (ICT) and key skills.

This qualification/component provides an opportunity to learn how to undertake and manage an assessed, skills-based Extended Project. The Extended Project is flexible in terms of content as each learner is able to tailor their project to fit their individual needs, choices and

aspirations, however the qualification/component prescribes a clear structure that the learner must follow. It comprises two main parts that are closely intertwined:

A taught element including project management skills

- How to choose a topic that is relevant and allows optimum benefit both in terms of assessed project result and also personal development.
- A comprehensive coverage of project management, including tools such as timelines, critical path analysis, etc.
- Research techniques including selection, collation and evaluation.
- How to identify what skills are needed to complete the project, including opportunities to develop personal, learning and thinking skills (PLTS), key skills and functional skills.
- How to apply reflective learning.
- Presentation techniques, methods of evaluation and analysis.

This will support the learner through the course of the component to:

- choose a topic for their project
- identify a question, task or brief that specifies an intended outcome for their project
- produce a plan on how to deliver the intended outcome of their project
- research and analyse information that is relevant to their project
- make appropriate connections and linkages and understand the complexities of their project
- choose tools and techniques to develop and realise their project
- analyse project outcomes and draw conclusions on their project
- present evidenced outcome and evaluate the process of their chosen project.

A skills-based individual piece of work.

Through the development of their project, the learner will also be empowered to:

- develop independent learning
- develop skills in decision-making and problem-solving
- demonstrate creativity and initiative
- apply learning in order to identify potential career pathways
- be inspired by new areas of study
- learn by experience
- acquire skills related to developing, researching and presenting a project
- apply appropriate technologies.

3.7 Assessment – procedures, methods and levels

The Extended Project forms part of a planned programme of study. The Extended Project is flexible in terms of content as each learner is able to tailor their project to fit their individual needs, choices and aspirations, however the qualification/component prescribes a clear structure that the learner must follow. The qualification will be internally assessed and externally moderated.

- Tasks and methods related to the Extended Project are chosen by the learner and verified as appropriate by the centre. The centre verifies the topic is appropriate and agrees with the learner the range of acceptable evidence that will be used.
- It is possible that for some Extended Projects learners may need to work in a group. When this takes place each learner must have a clearly defined role.
- The Extended Project work must be supervised and conducted under controlled conditions to ensure reliability and fairness. The centre must ensure that the Project Progression Record (PPR) is completed for each learner to provide evidence of monitoring.
- When group work takes place each learner must produce their own evidence (relating to their clearly defined role for their individual Extended Project).
- The learner will edit/modify their own work using generic information relevant to an extended piece of work. (Guidance is given throughout this document). The teacher, mentor or supervisor will not provide redrafting advice in the final stages of the Extended Project.
- The teacher, mentor or supervisor may give verbal (not written) feedback for each of the activities and opportunities on the Project Progression Record.
- The Extended Project must be formally authenticated as the learner's own work using the Centre Authentication Form.
- Marking is the centre's responsibility and will be conducted using marking criteria for the four assessment objectives, AO1, AO2, AO3 and AO4. The marking criteria for each assessment objective are given in three bands. The criteria indicate what the learner is expected to achieve in order to earn marks. The wording has been carefully chosen to give progression from band to band. The teacher should allocate marks in accordance with the marking criteria in the component using a 'best fit' approach.
- If there is more than one teacher involved in marking the Extended Projects, the centre must arrange internal standardisation to ensure fair assessment of all learners at the centre and to produce a single rank order of marks.
- Moderation of the centre's marking will be carried out by OCR following standard moderation procedures.

Table 2: OCR Extended Project assessment objectives

AO1	Manage	Identify, design, plan and complete an individual Extended Project (or task within a group Extended Project), applying organisational skills and strategies to meet stated objectives.	20%
AO2	Use resources	Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic.	20%
AO3	Develop and realise	Select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically and flexibly, and to achieve planned outcomes.	40%
AO4	Review	Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.	20%

Table 3: OCR Extended Project learning outcomes and assessment criteria

Learning outcomes With advice from the teacher where needed, the learner will:	**Assessment criteria**
understand and take an active role in how a project is organised.	1.1 Negotiate with their mentor/supervisor a suitable topic and its scope. 1.2 Identify the overall aims of the Extended Project. 1.3 Identify and draft detailed objectives for the Extended Project in terms of a question, hypothesis, problem, challenge or a client commission.
be able to plan and carry out independent research either individually or as part of a collaborative group.	2.1 Use a wide and appropriate range of sources of information 2.2 Select methods of collecting information that are relevant to the task. 2.3 Collate information from a range of sources. 2.4 Evaluate research material collected for suitability of purpose and quality.
be able to plan, organise, research and develop a project to progress it to a conclusion and evaluate the outcome, providing evidence of each aspect	3.1 Take ownership of all aspects of the project including its planning, organisation, methodology and outcome either as an individual or part of a collaborative group. 3.2 Demonstrate the skills necessary to deliver the intended outcome. 3.3 Complete the Extended Project on time and in accordance with the original brief.
be able to • select and use relevant techniques, tools, equipment and technologies • work with others including their mentor/supervisor • use problem-solving and project management techniques.	4.1 Choose a range of tools, equipment, techniques and/or technologies suitable to develop and realise the project. 4.2 Use relevant tools, equipment, techniques and/or technologies to develop and realise the project. 4.3 Work with a group (one other person or more) to provide feedback and relevant input to their project. 4.4 Use recognised techniques to manage the project and solve problems that arise, demonstrating how and why those techniques were used in particular circumstances and evaluating their effectiveness.
know how to, understand the reasons for and demonstrate the ability to: • draw relevant conclusions • analyse project outcomes • evaluate the project • present the outcome effectively to a previously defined audience.	5.1 Identify the main conclusions and explain their relevance to the stated aims of the project. 5.2 Analyse and evaluate the results of the project. 5.3 Assess the relevance and effectiveness of the project in meeting its aims and objectives. 5.4 Present the project in a way that meets the needs of its audience.

3.8 Grading

The Project/Extended Project will be internally assessed according to set criteria and mark schemes. This will result in a 'raw' mark for each learner. Assessors will be awarding marks to learners and not grades. Raw mark grade boundaries for each component will be determined by an awarding committee consisting of senior assessors and based on the performance of the learners. These boundaries are not pre-set and may change from series to series. Once the grade boundaries have been chosen, each raw mark score is converted to a points score depending on the grade achieved. Although raw mark grade boundaries may vary, points boundaries are pre-set.

Performance is graded on a six-point scale from A* to E.

3.9 Quality assurance processes

The Extended Project component/qualification has been designed to be internally assessed, applying the principles of controlled assessment as set out in the QCA document QCA.07/3208. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the learners' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking.

Head of each delivery centre ensures that controls set out in the centre handbook are imposed. OCR quality assures this through a system of centre inspection which includes assuring the centre processes and observing some local assessment on a sampling basis.

SECTION 4: THE WORK OF THE EXPERT GROUPS

4.1 Prior to the meeting

Prior to this meeting some preliminary work was carried out. Pre-meeting papers were distributed, requiring members of the Group to compare aims, content, study hours, relative size and assessment models of the Scottish Interdisciplinary Project qualification in comparison with the OCR Extended Project, and aligning the grading systems. In addition, group members were asked to undertake a preliminary scoring of the qualifications against the UCAS Tariff domains.

4.2 The Expert Group meeting

The one-day Expert Group meeting took place at UCAS on Tuesday 2 April. The UCAS group facilitator and secretary were Dr Geoff Ramshaw and Taz Lord respectively. Dr Geoff Hayward provided a quality assurance overview of the process.

Geoff Ramshaw welcomed the members of the Group and outlined the agenda, pointing out that the aim of the meeting was to compare evidence of the utility for progression to higher education of the Scottish Interdisciplinary Project with that of the benchmark qualification, the OCR Extended Project. A key requirement was to base conclusions on evidence, preferably documentary evidence.

Overviews of the Scottish Interdisciplinary Project and the OCR Extended Project were presented, respectively, by Robert Quinn, Head of Service - Humanities and Social Sciences, SQA; and Patrick Walsh-Atkins, Chief Moderator Extended Project Qualification, OCR; followed in each case by questions and answers from the Group. Using the resulting information and information on each qualification circulated prior to the meeting, the Group then went on to examine the qualifications in more detail, in terms of their aims, size, content and assessment demand. On the basis of these discussions, mapping of grades between the qualifications was carried out. Domain scores, representing the development of higher-order skills, were compared. Finally, the results of the discussions on all of these comparisons were brought together and used to inform allocation of UCAS Tariff points to the Scottish Interdisciplinary Project.

4.2 Comparison of aims

The previously circulated aims of the two awards, as shown in Table 4, were used as the basis of a discussion about any differences. While it was accepted that the aims were broadly similar, some differences of detail were identified, as shown in Table 5.

Table 4: Summary of aims

Scottish Interdisciplinary Project	OCR Extended Project
To develop the candidate's skills and abilities as an independent learner. The prime focus of this unit is the development of generic and cognitive skills through a science/languages based project. The project is designed to encourage the candidate to draw on many areas of learning from across the curriculum and to make connections between science/languages and the world in which they live, learn and work.	The Extended Project at level 3 provides learners with the opportunity to: • understand and use research skills • have a significant input to the choice and design of an Extended Project and take responsibility either for an individual task or for a defined task within a group project • develop and improve their own learning and performance as critical, reflective and

It should also encourage partnership working between different providers to help the candidate access different learning environments. All of these features will encourage the candidate's awareness of the value and transferability of these skills and in turn, will support the candidate's transition into higher/further education and the workplace.	independent learners • develop and apply decision-making and, where appropriate, problem-solving skills • extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills • where appropriate, develop as e-confident learners and apply new technologies in their studies • develop and apply skills creatively demonstrating initiative and enterprise • use their learning experiences to support their personal aspirations for further study and/or career development.

Table 5: Differences in aims

Aspect of aims	Scottish Interdisciplinary Project	OCR Extended Project
Subject knowledge	Application of subject knowledge and understanding from existing study in science or languages	Subject can be chosen outside the scope of existing study
Interdisciplinary aspect	Has a specific interdisciplinary aim	No specific interdisciplinary aim
Information Technology	No specific reference to information or new technology	Specific reference: 'Where appropriate, develop as e-confident learners and apply new technologies in their studies.'
Different learning environments	Specific reference: 'It should also encourage partnership working between different providers to help the candidate access different learning environments.'	No specific reference to different learning environments.
Demonstrating initiative and enterprise	Not explicit in listed aims, but explicit in 'Statement of standards', which refers to 'enterprise' as one of the five broad contexts for the project. This is further explained in the Interdisciplinary Project Support Pack.	Listed explicitly in aims: 'Develop and apply skills creatively demonstrating initiative and enterprise'

The more constrained choice of subject matter for the Interdisciplinary Project was discussed, compared with a free choice of subject for the Extended Project, but the Group did not consider that this had any necessary positive or negative repercussions for the utility of the award for progression to higher education. It was pointed out that, although specific reference was made in the Extended Project aims to e-confidence and new technology, this was qualified by 'where appropriate' and therefore would not necessarily apply in all cases. Overall, aims appeared broadly similar with any minor differences balanced sufficiently to be of little or no significance.

4.4 Determining size

Comparison of Guided Learning Hours

Considerable discussion took place on the subject of learning hours, but agreement could not be reached across the whole group on the meaning of any differences and their significance in terms of the relative size of the awards.

It became obvious from the discussion that the main problem in any comparison lay in the different definition applied in each case. The QCA uses a concept of 'Guided Learning Hours', which for the Extended Project are given as a total of 120. The OCR Teacher's Guide

recommends that 50 of these are 'taught learning hours' and 70 hours are 'Individual learning hours' but with a teacher 'supervising and mentoring'. However, it is likely from the nature of the Extended Project that extra unsupervised time would normally need to be spent by the student in addition. For example, the Teacher's Guide makes clear that 'collecting information/research' is classed as 'independent work with guidance when sought.'

SQA representatives considered that in terms of size, the OCR Extended Project was (on the basis of Guided Learning Hours) equivalent to one-third of an A level. However, because of the special nature of the Extended Project in relation to independent work, Patrick Walsh-Atkins pointed out that OCR considered the Extended Project to be half an A level in size, despite the Guided Learning Hours being only one third of the A level total. In guidance to centres and students, OCR suggested a total time commitment of 160 hours.

The SQA allocates learning hours differently: to 'contact hours' and 'self-directed learning' (for example, see http://www.glasgowmet.ac.uk/FileAccess.aspx?id=1550). Based on a comparison of SCQF credit points at level 7, the SQA presentation indicated a total of 160 learning hours for the Interdisciplinary Project. Applying the SQA model this suggests an even split at level 7 between 'contact hours' and 'self-directed learning'; 80 hours of each.

On the basis of one approach, the 80 'contact hours' of the Interdisciplinary Project could be compared to the 50 'taught learning hours' of the Extended Project; and the 80 hours 'self-directed learning' to the 70 'individual learning hours' of the Extended Project. On the other hand, it could be argued that the 80 'contact hours' of the whole Interdisciplinary Project is comparable to the whole 120 'Guided Learning Hours' of the Extended Project, since even the 'individual learning' involves supervision and mentoring by the teacher. On this approach, self-directed learning without contact in the Extended Project would be additional to the 120 hours, but this is undocumented. The truth probably lies somewhere in between these approaches, but the alternatives illustrate the difficulty of using 'learning hours' as a size parameter.

One suggestion by the SQA was, rather than to make a direct comparison, to consider SQA Learning Hours for the Interdisciplinary Project as a proportion of those for the Scottish Advanced Higher (1/2), and QCA Guided Learning Hours as a proportion of those for an A level (1/3). However, this would be valid only if the ratios of unsupervised time between the project and the other award in each category were the same. Information is lacking on that point, because OCR does not separately document unsupervised or self-directed learning.

Comparison of content

Key components of each award had been previously circulated, as shown in Table 6. This, as informed by the preparatory work on the specifications, was used as a basis for discussion on any differences in content, as listed in Table 7.

Table 6: Key components of the Interdisciplinary Project and Extended Project

Scottish Interdisciplinary Project	**OCR Extended Project**
The project, which must involve a science/ languages based investigation or practical assignment, will explore and bring out the	A taught element including project management skills. • How to choose a topic that is relevant and

relevance of science/languages in one or more of the following broad contexts: • employability • enterprise • citizenship • sustainable development • economic development. Evidence of achievement should be organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are: • project proposal • project plan • presentation of project findings/product • evaluation of project • self-evaluation of generic/cognitive skills development.	allows optimum benefit both in terms of assessed project result and also personal development • A comprehensive coverage of project management, including tools such as timelines, critical path analysis, etc • Research techniques including selection, collation and evaluation • How to identify what skills are needed to complete the project, including opportunities to develop personal, learning and thinking skills (PLTS), key skills and functional skills • How to apply reflective learning • Presentation techniques, methods of evaluation and analysis. A skills-based individual piece of work. • Develop independent learning • Develop skills in decision-making and problem-solving • Demonstrate creativity and initiative • Apply learning in order to identify potential career pathways • Be inspired by new areas of study • Learn by experience • Acquire skills related to developing, researching and presenting a project apply appropriate technologies.

Table 7: Differences in content

Area of difference	Scottish Interdisciplinary Project	OCR Extended Project
Formal taught element	Formal taught element not required.	Formal taught element specified.
Subject area	Must be based on sciences or language.	Can be in any discipline.
Contexts	Must be related to one of five broad contexts (see Table 6).	Context undefined – up to student to choose.
Written component	Not mandatory.	Mandatory. If dissertation the main outcome, guide length is 5,000 words; other outcomes should be accompanied by written component of 1,000-1,500 words.

Following discussion of content, in the view of HE representatives, there appeared to be no significant differences between the awards that would indicate a difference in size significant enough to influence utility for progression to higher education. This view was challenged, however by SQA representatives, who remained of the view that the size of the Scottish Interdisciplinary Project exceeded that of the OCR Extended Project

4.5 Estimating relative demand – comparing assessment models

Assessment objectives

Assessment objectives are clearly specified as such in the OCR Extended Project Specification. No directly comparable characteristics are defined in the case of the Scottish Interdisciplinary Project, although grading criteria are provided for grades A and C, as described in the next section. SQA had suggested that demonstration of the eight generic and cognitive skills, required to be developed across the three stages of the project, might act as effective assessment objectives for comparison. However, Dr Steve Townsend suggested

that a better set of characteristics for comparison were provided by the five mandatory pieces of evidence required to be presented in a portfolio or e-portfolio:

- project proposal
- project plan
- presentation of project findings/product
- evaluation of project
- self-evaluation of generic/cognitive skills development.

This was agreed by the Group as a reasonable approach: the above categories match the categories used for applying grading criteria in the Interdisciplinary Project, just as the assessment objectives are used to structure grading criteria in the Extended Project. The generic skills were examined across these five pieces of evidence. The resulting comparison is shown in Table 8.

Table 8: Comparison of assessment objectives

Scottish Interdisciplinary Project	**Comparable assessment objectives of the OCR Extended Project**
Project proposal	A01 Manage (part) and A02 Use resources (part)
Project plan	A02 Use resources (part) and A03 Develop and realise (part)
Presentation of findings/product	A03 Develop and realise
Evaluation	A04 Review
Self-Evaluation	A04 Review

As indicated, there was not a 1:1 mapping between the five Interdisciplinary Project evidence categories with the Extended Project assessment objectives, but taken together they were agreed to cover a similar range. Weighting differed in that weighting of assessment objective AO3 of the Extended Project was double that of the other objectives; compared with equal weighting across all categories in the Interdisciplinary Project. Detail of the Interdisciplinary Project evidence categories is documented only in the grading tables showing standard of competence, discussion of which is Covered in Section 3.3.

Assessment methods

Assessment methods were compared by the Group using information supplied by the SQA and OCR presentations, and by answers from the representatives to questions from the group. The key differences that were identified are shown in Table 9.

Table 9: Comparison of assessment methods

Assessment area	**Scottish Interdisciplinary Project**	**Comparable assessment objectives of the OCR Extended Project**
Approach to assessment	'Holistic' approach – not a 'tick-box' approach.	Detailed guidance on marking against grade-related criteria: overall grade not apparent until mark calculated.
Granularity of assessment	Less 'granularity' – grade either achieved or not against each of five sets of criteria. There are six levels of	More 'granularity' – numerical mark allocated against criteria in three bands, then marks totalled to give

	achievement (0,1,2,3,4,5 groups of criteria met), though for Grades C and A. all the relevant criteria for the grade must be met.	final mark. There are 61 possible final marks, from 0 to 60.
Grade banding	Specific criteria supplied for grade A and grade C: grade B given if all grade C criteria satisfied and some of grade A criteria satisfied.	Specific criteria supplied for three grading bands; each band with a possible range of marks. Final grade calculated on the basis of overall percentage mark with: A = ~80% C = ~60% E = ~40% However, final matching of grade to % based on moderation, to ensure consistency of standard through time.
Criticality	Minimum standard must be reached against all criteria – higher degree of criticality.	Good performance against some criteria can compensate for poor performance against others – lower degree of criticality.

In discussion it emerged that in both the Interdisciplinary Project and the Extended Project there were areas of imprecision in arriving at the final grades, which would need to be the subject of internal or external verification. In the case of the Interdisciplinary Project, allocation of the B grade depended upon meeting some of the criteria for an A grade, but which and how many of these A grade criteria were required was not specified. According to Robert Quinn (SQA), internal verification would be used to ensure consistency of approach by markers. In the case of the Extended Project, according to the Patrick Walsh-Atkins (OCR), the relationship between overall percentage and each grade in the Extended Project would be the subject of external moderation to ensure consistency of standard, and might vary slightly from one year to the next. The Group was assured that in neither case did this constitute norm-referencing: consistent criteria would be applied.

4.6 Estimating relative demand – comparing assessment requirements

The Group then considered grade descriptors in detail to attempt to answer the following questions:

1. How do criteria for grade C of the Scottish Interdisciplinary Project match criteria for grading bands of the OCR Extended Project?
2. How well do criteria for grade A of the Scottish Interdisciplinary Project match criteria for Band 3 of the OCR Extended Project?

In considering the first question, Dr Stephen Townsend suggested a number of similarities between levels of the criteria for the Interdisciplinary Project (IP) grade C and band 2 of the Extended Project (EP). These are shown in Table 10.

Table 10: Criteria similarities between IP Project grade C and band 2 of the EP

Scottish Interdisciplinary Project	**OCR Extended Project**
Development of clear project objectives in line with the project proposal.	Proposal of a suitable topic and production of a piece of work that reflects a design negotiated with their teacher/mentor. Taking substantial responsibility for their project, skilfully planning and managing every aspect of the work
Evidence of effective and critical use of resources.	An appropriate range of sources has been used to obtain, select, collate and analyse information and data relevant to the project. An effective

	understanding of connections and linkages between different types of resource and the complexities inherent in their project has been developed.
Evidence of effective and critical use of research methodologies, information and time management, prioritisation, problem-solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	A range of appropriate skills has been selected and used effectively in relation to the context of the project in order to solve problems, take decisions and achieve the planned outcome. These skills may include problem-solving techniques, analytical techniques, PLTS, functional skills, presentational skills and technical skills of various kinds. There is evidence of the critical, creative and flexible use of skills in the furtherance of the project's development and realisation.
Effective use of chosen communication methods.	Broad use of communications skills and media to present an effective and comprehensive review of the development and outcome of the project.

In discussion, it was suggested, however, that certain of the grade C Interdisciplinary Project criteria better matched Extended Project criteria from band 3, particularly in the planning and evaluation criteria. For example, there was a greater emphasis on critical evaluation of one's own skills development in the Interdisciplinary Project evaluation criteria than in Extended Project criteria in band 2; and a better match to band 3.

A similar comparison of Interdisciplinary Project grade A criteria with Extended Project criteria for Band 3 was discussed by the Group, with key points shown in Table 11.

Table 11: Criteria similarities between IP Grade A and Band 3 of the EP

Scottish Interdisciplinary Project	**OCR Extended Project**
A high degree of autonomy and initiative in carrying out all stages of the project.	Take full responsibility of their project, skilfully planning and managing every aspect of the work.
Incisive, well-balanced evaluation of the project outcome against project aims, well supported convincingly by well selected evidence.	An incisive, reflective and independent approach to learning has been developed. They present a perceptive, thorough and accurate review of their work covering both development aspects and the eventual outcome of the project.

The Group noted that the Interdisciplinary Project grade A criteria included 'insightful, balanced and well structured self-evaluation of own development'; whereas there was no specific reference to self evaluation in the Extended Project band 3 criteria. However, the opening sentence of the Extended Project AO4 criteria for "review" states: "Evidence will take the form of a critical evaluation by the learner of their own learning and performance. This should be in a form appropriate to the purpose".

These comparisons of criteria were used in aligning grades, as discussed in the next section.

4.7 Estimating relative demand - comparison of candidate work

As the Scottish Interdisciplinary Project is a new qualification, no candidate evidence was available to review. As a result it was made clear that the Tariff values allocated would be provisional and subject to a review once candidate evidence becomes available.

4.8 Aligning the grades

The following factors were discussed by the Group and used on aligning grades:

- There were similarities between levels of the criteria for the Interdisciplinary Project grade C and band 2 of the Extended Project
- A few of the grade C Interdisciplinary Project criteria better matched Extended Project criteria from band 3
- In order to achieve a grade C in the Extended Project (assumed for the purposes of discussion to be equivalent to 60%), candidates would have to obtain a minimum of 36 marks out of 60. This was close to the maximum of 40/60 available if all band 2 criteria were met and therefore represented high achievement (90% of the maximum marks) within band 2.
- In contrast to the above, in order to achieve an A grade in the Extended Project (assumed for the purposes of discussion to be equivalent to 80%), candidates would have to obtain a minimum of 48 marks out of 60. This is only 8 marks above the minimum for band 3 and therefore does not represent high achievement within this band. (In fact, it would be possible to accumulate this marks total by obtaining, for example, maximum marks against criteria for two assessment objectives in band 2, and high marks for the other two objectives against band 3 criteria; providing one of these was the double weighted A03 objective.)

Taking into account the above factors, the group felt that the C grade of the Interdisciplinary Project would be between grade C and grade B of the Extended Project: based on the matching of Interdisciplinary Project grade C criteria with some Extended Project band 3 criteria. It was felt that the A grade of the Interdisciplinary Project would be slightly above the A grade of the Extended Project: based on the need to satisfy all A grade criteria for the Interdisciplinary Project, compared with only some of the band 3 criteria for the Extended Project. This is a reflection of the greater criticality inherent in the assessment of the Scottish IP: an issue which has been encountered previously, for example in relation to graded music examinations. This is summarised in Table 12.

Table 12: Alignment of grades

Scottish Interdisciplinary Project	**OCR Extended Project**
A	>A
C	B-C

4.9 Scoring against UCAS domains

The scoring which had been carried out against Tariff domains in the preparatory work was discussed and updated in the meeting. The final scores are summarized in Table 13, Figure 1 and Figure 2. In very few cases were there any significant differences between scores for the two awards, whether averaged over all representatives or HE representatives only. The largest differences were in:

- synthesis and evaluation, where the Interdisciplinary Project scored slightly more highly; consistent with the specific provision for self-evaluation previously noted.
- literacy and language skills, where the Extended Project scored slightly more highly, consistent with the requirement for a written piece of work as part of the assessment.
- numeracy skills, where the Interdisciplinary Project scored slightly more highly. However the average score for both awards was very low and contributory values were very variable between assessors. Where the Interdisciplinary Project is science-based, it is

likely to derive some numeracy training and assessment from its associated subject, but this would not occur for the language-based equivalent.

Table 13: Summarised domain scores

Domain element	Mean score - all		Mean Score – HE representatives only	
	Scottish Inter-disciplinary Project	OCR Extended Project	Scottish Inter-disciplinary Project	OCR Extended Project
Use and apply	4.1	4.1	4.2	4.1
Application and analysis of ideas, knowledge and theory	3.4	3.5	3.3	3.5
Synthesis and evaluation	4.5	4.1	4.4	4.1
Logical and critical thinking	3.4	3.3	3.0	3.1
Literacy and language skills	3.8	4.2	3.6	4.1
Numeracy skills	1.2	0.6	1.6	0.8
Personal and social skills	2.7	3.0	2.5	2.7
Learning skills	4.2	4.2	4.2	4.1
Vocational and practical skills	2.5	2.2	2.1	2.1

Overall, because of these balancing factors, there was no suggestion from Tariff domain scoring of any significant difference between the Scottish Interdisciplinary Project and the OCR Extended Project in utility for progression to higher education.

Figure 1: Tariff domain scores – all representatives

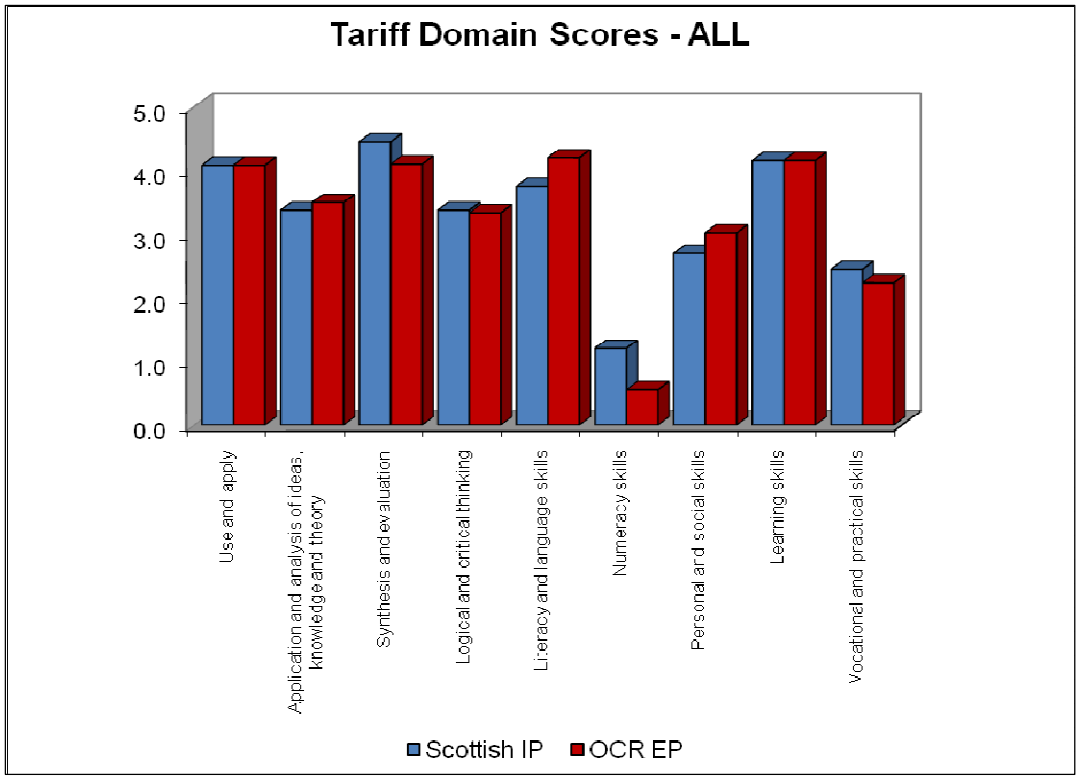
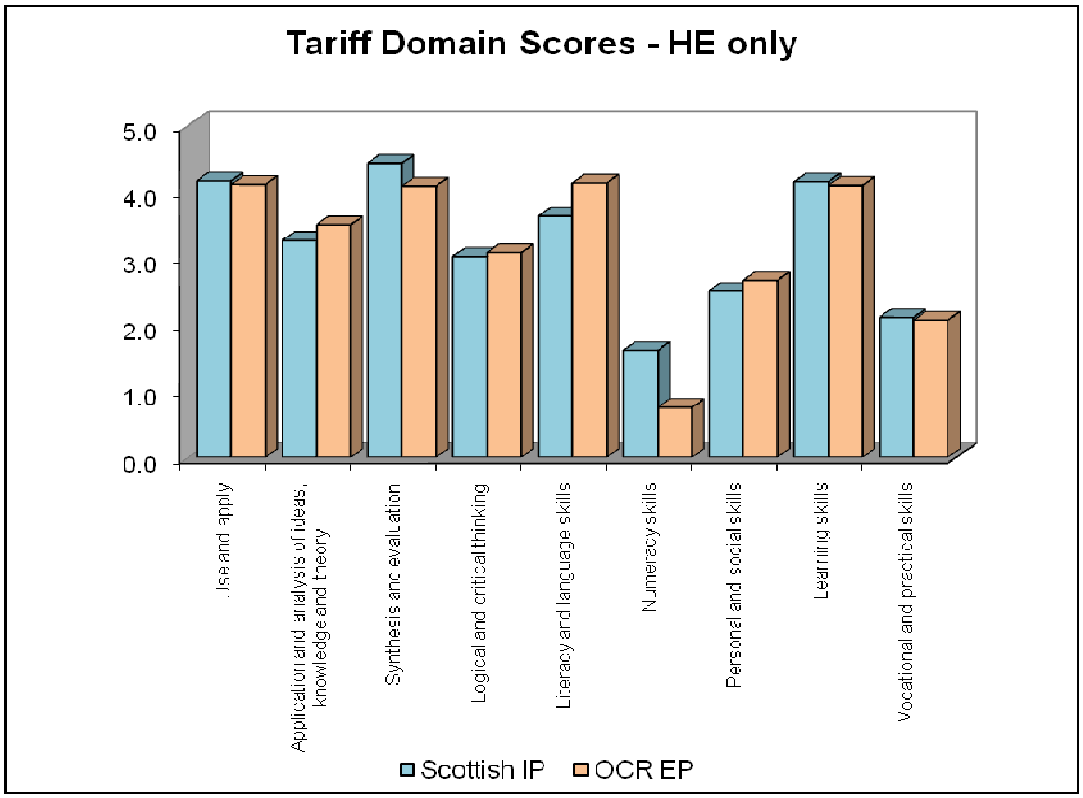


Figure 2: Tariff domain scores – HE representatives only



4.10 Allocation of Tariff points

The Group then allocated Tariff points, taking in to account the following factors:

- The majority view that appeared to be no significant differences between the awards that would indicate a difference in size significant enough to influence utility for progression to higher education.
- Assessment objectives were agreed effectively to cover a similar range.
- Comparison of assessment methods and grade descriptors as discussed in Sections 3.2 and 3.3.
- Grade alignment as shown in Table 9.
- Absence, from Tariff domain scoring, of any significant difference between the Scottish Interdisciplinary Project and the OCR Extended Project in utility for progression to higher education.

In the absence of any significant differences in most of the areas above, discussion took account of the grade alignment in Table 9 indicating that the Interdisciplinary Project grade C was equivalent to a point between Extended Project grades C and B, which themselves carry Tariff points of 40 and 50 respectively. This produced a Tariff value of 45 for the Interdisciplinary Project grade C, which was agreed by all six HE representatives.

A similar discussion about the Interdisciplinary Project grade A took into account the general consensus of a grade allocation higher than the Extended Project A grade. Four out of six HE representatives considered that this was equivalent to 65 Tariff points; one proposed 60 Tariff points, and one 70 Tariff points. The compromise of 65 Tariff points was agreed by all HE representatives.

A Tariff point value for the Interdisciplinary Project B grade was obtained by interpolation between the A and C grades. Five out of six HE representatives agreed on a value of 55 Tariff points, while one proposed 50. The value of 55 was taken as the majority view.

This produced the allocation of Tariff points as shown in Table 14.

Table 14: Allocation of Tariff points – Scottish Interdisciplinary Project

Grade	Tariff points
A	65
B	55
C	45

SQA representatives did not agree with this final allocation of Tariff scores, based on their challenge to the view of the qualifications as equivalent in size Section 2). Although it did not prove possible to reach consensus on this point, Robert Quinn of SQA accepted that a fair hearing had been provided and that the result was reasonable as a preliminary outcome. The Group accepted that it must be subject to review when candidate evidence was available.

APPENDIX 1 BIOGRAPHIES OF THE EXPERT GROUP MEMBERS

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Dr Valerie Ferro**

Current Position: Academic Selector for Biological Science courses

Organisation: University of Strathclyde

Qualifications: BSc, PhD

Brief Biography

Responsibilities relevant to this Expert Group: Academic Selector for Biological Sciences (recently appointed 2008/2009), Lecturer to undergraduate and postgraduate students, previously Class Co-ordinator for Personal Development Planning

Career Development: 1985 BSc University of Aberdeen (Biochemistry Hons), 1989 PhD University of St Andrews, 1985-86 Research Assistant, Research Fellow 1989-1999, Senior Research Fellow 1999 - 2006, Lecturer 2006-present

Research: 20 years experience in commercialisable technologies - including human/animal vaccine developments in reproduction and human health, as well as natural product research. Over 35 research papers, 1 patent filed, translational developments upto Phase IIa trials, licensed 2 technologies, in process of forming a spin-out company. International and national collaborations. Related activities - member of several editorial boards, guest editor for Methods, Scientific Committee for Adjuvant 2010, EACC member.

Industrial experience: through university research been a project manager on several large projects working with companies such as Protherics, Novartis Animal Vaccines Ltd, Chiron, Variation plc; involved in setting up KTP with other institutions/companies.

Other relevant experience to this Expert Group: In 2000 obtained funding from the ESF (ADAFT-Ufi) worth £750K to set up a biotechnology training programme for contract research staff in biotech industry - subsequently a company was formed by Scottish Enterprise and I helped to establish the Scottish Colleges Biotechnology Consortium. I also am a project provider for the Nuffield Foundation School Bursary Scheme. This involves taking students in their final year at school - just pre-entry to University, in the lab for 8 weeks during their summer holidays. The students get to do a lab-based project and then a poster presentation to the other Bursary recipients. These students can then go onto apply to BA Crest Awards and other S&T competitions.

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Laurence LASSELLE**

Current Position: Senior Lecturer

Organisation: University of St Andrews, School of Economics & Finance

Qualifications: PhD (Doctorat ès Sciences Economiques), Université de la Méditerranée, France

Brief Biography

Dr Laurence Lasselle is Senior Lecturer at the University of St Andrews. She joined the University in October 1997. She gained her PhD in 1996 from the Université de la Méditerranée, France. Her research interests lie in the area of macroeconomics, especially in macroeconomic analysis involving imperfect competition and in globalisation and education. In 2003, she was awarded a Jean Monnet Research Fellowship tenable at the European University Institute, Florence. She is currently the Co-Admissions Officer for the School of Economics & Finance. She holds different administrative positions at University and School levels, including Director of Teaching and Schools' Assessor for the Faculty of Arts at the University of St Andrews.

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Dr Margot McKerrell**

Current Position: Qualifications Manager

Organisation: Scottish Qualifications Authority

Qualifications: PGCE/TQFE University of Stirling (2001)
PhD University of Glasgow (1989)
Bsc Hons Biochemistry (1985)

Brief Biography

Qualifications Manager (2005 -present)
SQA

Responsible for the maintenance and development of National Qualifications in biology, human biology, biotechnology and science. Line Manager responsibility.

Lecturer/Programme Leader / Team Leader (1990 - 2005)
Fife College, Kirkcaldy, Fife

As a lecturer, responsible for the development, implementation and delivery and assessment of National Qualifications in biology and biotechnology and Higher National Qualifications in Biological Sciences and Environmental Sciences.

As a Programme Leader, responsible for the marketing of courses in sciences, recruitment of students, pastoral and academic guidance of students.

As a Team Leader, line manager responsibility for the a team of 8 lecturers and 2 technicians, responsibility for budget of the team, resource deployment, overseeing marketing, recruitment and retention, operational planning, strategic management planning.

Postdoctoral Research Fellow (1988-1990)
Glasgow University

Responsible for research into a variety of projects using molecular cloning techniques.

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Tim Musson**

Current Position: Admissions Tutor and lecturer in the School of Computing

Organisation: Edinburgh Napier University

Qualifications: BA Maths & Psychology, MSc Control Engineering, MSc Knowledge-Based Systems, currently studying for LLM IT & Telecomms Law

Brief Biography

Currently (since 2000) responsible for undergraduate recruitment for the School of Computing (a very large school with approximately 900 FTE undergraduates) at Edinburgh Napier University. Responsibilities include liaising with schools, colleges and large numbers of individuals, overseas recruitment trips and input to programme development. School RPL coordinator. Heavily involved with wider access issues. Teaching has included a range a subjects within the School of Computing (programming, database design, software metrics, legal issues in computing etc). Seconded for two years to the Centre for Entrpreneurship at Napier University and also spent 3 months as a Professeur Invite at the Univeristy of Le Havre, teaching programming in Ada (mainly in French).

Prior to all of this, lecturer in the Maths Department at Napier University.

Member of the new UCAS Scottish Qualifications and Progression Group.

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Robert Quinn**

Current Position: Head of Service - Humanities and Social Sciences

Organisation: SQA

Qualifications: B.Acc (Hons), MSC, PGCE

Brief Biography

September 2006 – Date SQA – Head of Service – Nat Qualifications

Responsible for the development and maintenance of SQA's National Qualifications (Units, National Courses and Group Awards) currently in Humanties and Social Sciences previously in Performing Arts, Languages, Maths and Sciences. Manage a team of 34 qualifications staff.

August 2003 – September 2006 SQA – Qualification Development Manager (Seconded Post)

Responsible for guiding Scottish colleges through the HN modernisation process with particular focus on the rationalisation of existing and development of new Specialist HN Group Awards. Also responsible for the development of policy and guidance in relation to non-advanced group awards and SCQF level 9 programmes

April 1994 – August 2003 Reid Kerr College – Senior Lecturer (Business Management)

Responsible for the recruitment, development and quality management of all Business Administration programmes in a major Scottish college (approximately 300 students pa):

August 1992 – April 1994 Reid Kerr College – Lecturer

· Responsible for teaching and assessing Business.Economics and Accounting subjects across a range of non-advanced and advanced programmes

Dec 1988 – Sept 1991 Recruitment and Management Consultancy

· Responsible for securing business and managing the recruitment process for senior financial staff across a range of organisations (both public and private)

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Mr Eugene Quirk**

Current Position: Lecturer

Organisation: School of Nursing, Midwifery & Community Health.
Glasgow Caledonian University

Qualifications: MEd BSc (Biol) Dip Ed RGN RMN FHEA

Brief Biography

ACADEMIC QUALIFICATIONS

1992 M Ed (Curriculum Studies) University of Glasgow
1983 BSc DipEd (Biology with Education) University of Stirling

PROFESSIONAL QUALIFICATIONS
1984 Nurse Tutor
1974 Registered General Nurse
1971 Registered Mental Nurse

TEACHING APPOINTMENTS
1996 - Present Lecturer. Glasgow Caledonian University
1986 - 1996 Nurse Teacher. Greater Glasgow Health Board
1985 - 1986 Research Student Greater Glasgow Health Board
1984 - 1985 Nurse Teacher. Greater Glasgow Health Board
1983 - 1984 Nurse Teacher (Unqualified). Greater Glasgow Health Board

OTHER APPOINTMENTS

April 2004 - August 2004 Department of Nursing and Midwifery, University of Pristine, Kosovo. Module Leader - Control of Infection. Lecturer: Fundamentals of Nursing.

2005 - 2008 External Examiner. University of Stirling.

2004 - 2007 Year 1 Leader.

CURRENT RESPONSIBILITIES
Lecturer in Adult Nursing in the Pre-Regisration Nursing Division (0.8WTE) with 0.2 WTE input to the School of Biological & Biomedical Sciences.

Member of the Admissions Team for the Adult Branch.

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Margaret Tierney**

Current Position: Project Manager

Organisation: SQA

Qualifications: MA Hons Sociology (1974) GCE/TQFE University of Glasgow (Jordanhill) (1992)

Brief Biography

Margaret trained as generic Social Worker following graduation and worked as a generic case worker before specialising in Crisis Intervention. Margaret was also involved as a Community Education youth worker, supporting girls' clubs across the city in the evenings. After 10 years in Social Work, she joined a research project into the effects of play, hosted by University of Edinburgh and was encouraged by its findings in the filed of education.

Her first job in formal teaching was in the college sector, working with YTS groups (many of them reluctant learners!) in their project work. Margaret's interest and commitment to PSD and to experiential learning through meaningful activity led to her secondment in quality assurance and peer support in these areas- firstly at regional level then as an external verifier with SQA for PSD, Core Skills and Access1/2 qualifications. She continued to work sessionally with young people in Community Education until her promotion to Senior Lecturer in the college sector allowed her to combine both interests.

Then, as Programme Team Leader Margaret moved to establish a servicing team within Edinburgh's Telford College which expanded her teaching and managerial responsibilities to include Care, Social Science and outreach activities. Her team managed, developed, delivered and assessed contextualised learning across all programmes and also offered specialist content in Care, Health and Sciences at all levels below degree.

Margaret was seconded on a full time basis to SQA in 2004 as Senior External Verifier responsible for PSD, Core Skills and for Access 1/2 qualifications. She was appointed to the permanent staff in 2005 as Qualification Manager for Core Skills and Adult Literacies. Her most recent move within SQA was as a Project `Manager in the Qualifications for the Future team (now Policy and New Products) Her responsibilities include development of the Interdisciplinary Project Unit for both Scottish Baccalaureates..

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Stephen P. Townsend**

Current Position: Director of Studies (Admissions) Science, and Senior Lecturer in Computing Science

Organisation: University of Aberdeen

Qualifications: BSc, MSc, DPhil, CMath, FIMA

Brief Biography

Director of Studies (Admissions) Science, Student Recruitment & Admissions Service, 75% secondment (50% from 1/9/95 to 31/3/99), 1/9/95 to date
Senior Lecturer, Department of Computing Science, 25% appointment, 1/10/02 to date
Lecturer, Department of Computing Science 25% appointment since 1/4/99, 1/9/82 to 30/9/02
Lecturer, University College of Botswana Department of Mathematics, 1/9/80 to 31/8/82
Lecturer, University of Aberdeen Department of Mathematics, 1/9/74 to 31/8/80
Governor, Robert Gordon's College, 2006/7 to date
Chair of Science Colleges Widening Access Sub-committee, 2004/5 to date
Governor, County of Banff Bursary Fund (Senate representative), 2004/5 to date
College of Physical Sciences Senior Adviser2004/5 to date
Trustee, Aberdeen Endowments Trust (Senate representative), 2002/3 to date
Elected member of Senate, 1990/91 to date
Quality Assurance Agency for Higher Education, Subject Specialist Reviewer, 1/10/00 to date
Scottish Qualifications Authority, joint setter for Advanced Higher Computing, 1999/2000 to 2000/01
Northern College, External Examiner for P/G Diploma Courses, IT and Computing, 1995/96 to 98/99
SHEFC Quality Assessor, 1993/94 Session
St Andrew's College, Glasgow, External Examiner for P/G Diploma courses, IT and Computing, 1992/93 to 1995/96
SEB Examiner and Assessor, 1990/91 to 1996/97
SEB/SCCC Joint Working Party on CSYS Computing Studies, 1990/91

UCAS COMPARABILITY STUDY

Outline Biography of Expert Group Member

Name: **Patrick Walsh Atkins**

Current Position: Chief Moderator for Level 3 Extended Project

Organisation: OCR

Qualifications: MA. D.Phil

Brief Biography

Currently Chief Moderator for OCR Level 3 Extended Project
Worked as a moderator for two years on Level 3 Extended Project Pilot
Currently Chief Examiner for A Level Government and Politics and Principal Examiner for A Level General Studies Coursework .
Mark Extended Essays for the IB
Reviser for A Level History
Former curriculum deputy head in large secondary school.

APPENDIX 2THE EVIDENCE CONSIDERED

CACHE Award/Certificate/Diploma

- Course Handbook
- Specimen Papers - Research Task
- Research Task Marking Instructions
- Specimen Papers - Short Answer Papers
- Short Answer Paper 1 – Marking Instructions
- Assessment Guide
- Tutor Guidance

Edexcel A level Health and Social Care

- Specification
- Specimen Papers with Mark Schemes
- Further guidance on internal assessment for Unit 8
- Further guidance on internal assessment for Unit 9
- Examiners' Report Summer 2008