

# FOUNDATION PROJECT

## ESSENTIAL SKILL WALES (ESW) AND WIDER KEY SKILLS (WKS) FRAMEWORK (FOR CENTRES IN WALES)

### Level 1

Essential Skills Wales: Application of Number		
Skill/s to be developed	Suggested context	Reference
<b>Understanding numerical data</b>		<b>N1.1</b>
Understanding and describing a given problem or task.	Understanding and describing the task of conducting surveys and designing questionnaires, agreeing how to tackle them and obtaining relevant data.	N1.1.1
Agreeing with an appropriate person how to tackle the problem or task.		N1.1.2
Obtaining relevant numerical data from at least two sources to meet the purpose of the problem or task.		N1.1.3
	Obtain and interpret quantitative information for Project research and development from two different sources.	
<b>Carrying out calculations</b>		<b>N1.2</b>
Using appropriate methods to get the results needed and describing the methods used.	In analysing relevant project data, identify calculations needed, carry out and check calculations e.g. based on findings of a questionnaire or a scientific experiment, producing an artefact.	N1.2.1
Using the data and information obtained to carry out calculations relevant to the problem or task to do with: <ul style="list-style-type: none"> <li>(a) amounts or sizes</li> <li>(b) scales or proportion</li> <li>(c) handling statistics</li> </ul>		N1.2.2
<b>Interpreting results and presenting findings</b>		<b>N1.3</b>
Presenting findings to a familiar audience using charts, graphs or diagrams	Interpret and present results of calculations e.g. results of a questionnaire or a scientific experiment to an audience. Show findings and explain how they met the purpose of the questionnaire.	N1.3.1
Describing what the results mean and explaining how they meet the purpose of the problem or task.		N1.3.2

<b>Essential Skills Wales: Communication</b>		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Speaking and listening</b>		<b>C1.1</b>
Understanding and responding to spoken language in a range of contexts.	Contribute to a formal group discussion relative to project research.	C1.1.1
Speaking to communicate information <ul style="list-style-type: none"> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> <li>• instructions</li> </ul> on familiar topics, using appropriate language, and in a range of contexts		C1.1.2
Taking part in formal discussions with two or more other people.		C1.1.3
<b>Reading</b>		<b>C1.2</b>
Reading, understanding and obtaining information independently from at least two different types of documents. At least one document must contain an image. One document must be at least 250 words long.	Reading, understanding and independently obtain relevant information from a written source for project research and development on chosen topic.	C1.2.1
<b>Writing</b>		<b>C1.3</b>
Writing short documents of different types to communicate information to a familiar audience in appropriate formats and using language that is appropriate to purpose and audience. One document must be at least 250 words long.	Produce written documents as part of project development e.g. Project Proposal, Project Record and Project Outcome.	C1.3.1

<b>Essential Skills Wales: ICT</b>		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Using ICT systems</b>		<b>ICT1.1</b>
Confirming understanding of a given task that uses ICT.	Find and select information from sources, both ICT-based and non-ICT-based, that are relevant and useful to project development.	ICT1.1.1
Using ICT independently to carry out the task.		ICT1.1.2
Following safe, healthy and secure working practices at all times.		ICT1.1.3
<b>Finding, selecting and exchanging information</b>		<b>ICT1.2</b>
Finding, selecting and using sources of ICT-based information that are appropriate to a given task.	Find, select and use ICT-based information relevant to chosen project topic. Enter, format and develop relevant information and save in appropriate files for use in project.	ICT1.2.1
Searching for, selecting and getting ICT-based information that is relevant to the task.		ICT1.2.2
Entering, saving, sending, receiving and exchanging ICT-based information to suit the purpose of the task.		ICT1.2.3
<b>Developing and presenting information</b>		<b>ICT1.3</b>
Entering, developing, formatting and bringing together ICT-based information about a given task, in the form of: (a) text (b) tables (c) images (d) numbers.	Using ICT, develop and deliver the Project Presentation to a target audience, e.g. class, employer group.	ICT1.3.1
Using ICT to present information about the task, using consistent layouts that are fit for purpose and audience, and reviewing the work.		ICT1.3.2

<b>Wider Key Skills: Improving Own Learning and Performance</b>		
Learners have to develop at least two different ways of learning to improve their performance. They have to provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3, with each example covering at least two targets.		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Confirming targets and planning how to meet these with the person setting them</b>	Establish with a tutor, through one-to-one discussion, targets for learning and improving performance through the Project Proposal, Project Supervision Meeting Record and Project Record (diaries/journals) and make a plan.	<b>LP1.1</b>
Making sure that targets clearly show what the learner wants to achieve		LP1.1.1
Identifying clear action points and deadlines for each target		LP1.1.2
Identifying how to get the support needed and the arrangements for reviewing progress		LP1.1.3
<b>Following the plan, to help meet targets and improve performance</b>	Develop and realise project plans, making changes where needed to improve performance, using different ways of learning, and noting whether agreed targets and deadlines have been met.	<b>LP1.2</b>
Working through action points to complete these on time		LP1.2.1
Using ways of learning suggested by a supervisor, making changes when needed to improve performance		LP1.2.2
Using support given by others to help meet targets		LP1.2.3
<b>Reviewing progress and achievements in meeting targets, with an appropriate person</b>	Learners can review their progress, performance and achievements throughout the project and can record them in their Project Record (diaries/journals) and through the Project Supervision meetings. Learners can identify what they need to do to improve and how they can apply what they have learned to other contexts.	<b>LP1.3</b>
Say what has been learned and how it was learned, including what has gone well and what has gone less well		LP1.3.1
Identifying targets met and achievements		LP1.3.2
Checking what the learner needs to do to improve performance		LP1.3.3

<b>Wider Key Skills: Problem Solving</b>		
Learners have to provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3, with each example covering a different problem. They have to identify at least two different ways of tackling each problem.		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Confirming with an appropriate person understanding of the given problem, and identifying different ways of tackling it</b>	Following discussion with a tutor, consider different ways of developing and realising the Project Outcome e.g. through a piece of extended writing, producing an artefact, performance or media based submission.	<b>PS1.1</b>
Checking understanding of the given problem		PS1.1.1
Checking how to know it has been solved		PS1.1.2
Coming up with different ways of tackling the problem		PS1.1.3
<b>Confirming with an appropriate person what the learner will do and following the plan for solving the problem</b>	Following advice from a tutor, make and implement a plan to achieve the Project Outcome using the method chosen e.g. through a piece of extended writing, an artefact, performance or media based submission.	<b>PS1.2</b>
Helping decide how to try to solve the problem		PS1.2.1
Planning what to do		PS1.2.2
Following the plan, working safely and using support given by others to help tackle the problem		PS1.2.3
<b>Checking with an appropriate person if the problem has been solved and how to improve problem solving skills</b>	Upon completion of the Project Outcome, discuss with the tutor whether the plan and method chosen were appropriate and successful. Consider ways of improving problem solving skills.	<b>PS1.3</b>
Checking if the problem has been solved using the methods given		PS1.3.1
Identifying clearly what went well and less well in tackling the problem		PS1.3.2
Checking what needs to be done to improve problem solving skills.		PS1.3.3

<b>Wider Key Skills: Working with Others</b>		
Learners must develop the skills needed to work with one other person, and the skills needed to work in a group of at least three people. The emphasis must be on the individual learner's contribution to the work of the pair or group.		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Confirming understanding of given objectives, and planning for working together</b>	If pursuing the project in a group setting, work with others to plan progress towards given objectives. Plan for working together by dividing the workload and agreeing individual roles and responsibilities.	<b>WO1.1</b>
Checking understanding of the task to be achieved by the group		WO1.1.1
Identifying what needs to be done and individual responsibilities		WO1.1.2
Making sure of the arrangements for working together		WO1.1.3
<b>Working with others towards achieving the given objectives</b>	If pursuing the project in a group setting, carry out tasks to meet own responsibilities and meet with others regularly to check progress.	<b>WO1.2</b>
Carrying out tasks to meet responsibilities		WO1.2.1
Working safely, following working methods given		WO1.2.2
Checking progress, asking for help and offering support to others when appropriate.		WO1.2.3
<b>Identifying ways you helped to achieve things and how to improve your work with others</b>	If pursuing the project in a group setting, identify their own contribution to the work of the group, and ways of improving collaborative working in the future.	<b>WO1.3</b>
Identifying what went well and less well in working with others		WO1.3.1
Identifying own contribution to achieving things together		WO1.3.2
Suggesting ways of improving own work with others for next time		WO1.3.3

## Level 2

<b>Essential Skills Wales: Application of Number</b>		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Understanding numerical data</b>		<b>N2.1</b>
Helping to identify and describe at least one practical problem or task that involves a range of numerical data and information.	Obtain quantitative information for Project research and development e.g. from a graph, table, chart or diagram or a questionnaire, and choose appropriate methods to get results relating to the Project.	N2.1.1
Confirming with an appropriate person a plan to tackle the problem or task.		N2.1.2
Collecting relevant numerical data and information from a range of sources to meet the purpose of the problem or task. Sources must include at least <b>two</b> of a table, a chart, a graph or a diagram.		N2.1.3
<b>Carrying out calculations</b>		<b>N2.2</b>
Using appropriate methods to get the results needed and explaining the methods used.	Identify calculations needed, carry out and check calculations using the information collected e.g. based on findings of a questionnaire or a scientific experiment, designing and producing a prototype or an artefact.	N2.2.1
Using the data and information obtained to carry out calculations relevant to the task to do with: (a) amounts or sizes (b) scales or proportion (c) handling statistics (d) using formulae.		N2.2.2
<b>Interpreting results and presenting findings</b>		<b>N2.3</b>
Selecting two different ways to present results, using charts or graphs, and tables or diagrams appropriate to audience.	Interpret calculations e.g. results of a questionnaire, scientific experiment or field investigation. Show these findings in the presentation to a target audience, constructing and using appropriate graphs, charts or diagrams.	N2.3.1
Presenting and explaining methods and findings and explaining how they meet the purpose of the task and are appropriate to the audience.		N2.3.2

<b>Essential Skills Wales: Communication</b>		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Speaking and listening</b>		<b>C2.1</b>
Understanding and responding to spoken language on a range of topics and in a range of contexts.		C2.1.1
Speaking to communicate <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> <li>• instructions</li> </ul> on familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.	Contribute to a group discussion relative to Project research and development.  Prepare and deliver the Project Presentation.	C2.1.2
(a) Taking part in formal discussions with two or more other people  (b) Giving a talk/presentation of at least four minutes.		C2.1.3
<b>Reading</b>		<b>C2.2</b>
Reading, understanding and summarising information from at least two documents about the same subject.  Each document must be at least 500 words long. At least one must contain reasoning and at least one must contain an image.	Read, understand and summarise information from two sources relevant to the topic of the Project.  Produce documents relating to the Project, e.g. Project Outcome, Project Record (diaries/journals), Project Presentation Notes,	C2.2.1
<b>Writing</b>		<b>C2.3</b>
Writing two documents of different types, each one giving different information to different audiences in appropriate formats and using language that is appropriate to purpose and audience.  One document must be at least 500 words long.	Write two documents as part of project development e.g. a written Project Proposal and Project Outcome (or if the project is not in written form, Presentation Notes of the Project Presentation).	C2.3.1

<b>Essential Skills Wales: ICT</b>		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Using ICT systems</b>		<b>ICT2.1</b>
Describing how to approach an activity that involves the use of ICT.	Describe how ICT can be used to conduct surveys, experiments or investigations and how a range of sources, both ICT-based and non-ICT-based can be used for project research and development.	ICT2.1.1
Using ICT independently to carry out the activity effectively.		ICT2.1.2
Following safe, healthy and secure working practices at all times.		ICT2.1.3
<b>Finding, selecting and exchanging information</b>		<b>ICT2.2</b>
Finding, selecting and using different sources of appropriate ICT-based and non ICT-based information.	Finding, selecting and using ICT-based and non ICT-based information in researching project topic.  Enter, format, develop and save relevant information and derive new information to support the achievement of the project outcome.	ICT2.2.1
Searching for, selecting and getting relevant ICT-based and non ICT-based information.		ICT2.2.2
Entering, saving, communicating and exchanging ICT-based information to suit purpose.		ICT2.2.3
<b>Developing and presenting information</b>		<b>ICT2.3</b>
Entering, organising, developing, formatting and combining ICT-based and non ICT-based information to suit content and purpose, in the form of: (a) text (b) tables (c) images (d) numbers (e) records.	Use ICT to combine both ICT-based and non-ICT based information in delivering the Project Presentation to a target audience.	ICT2.3.1
Presenting combined information, using consistent formats and layouts that are appropriate to purpose and audience, using ICT, and reviewing the work.		ICT2.3.2

<b>Wider Key Skills: Improving Own Learning and Performance</b>		
Learners must develop at least two different ways of learning to improve their performance. They have to provide at least two examples of meeting the standard, with each example covering at least two targets.		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Helping set targets with an appropriate person and planning how these will be met</b>	With appropriate guidance, complete the Project Proposal and Project Supervision Meeting Record, setting appropriate targets on learning and project development with the supervisor.	<b>LP2.1</b>
Providing information to help set realistic targets for what the learner wants to achieve		LP2.1.1
Identifying clear action points for each target and how to manage time		LP2.2.2
Identifying how to get the support needed and arrangements for reviewing progress.		LP2.1.3
<b>Taking responsibility for some decisions about learning, using the plan to help meet targets and improve performance</b>	Develop and complete the Project Record (diaries/journals). detailing progress, noting whether agreed targets and deadlines have been met, what has been learned, and how it has been learned.  Use initiative as to when help and support from others is required.	<b>LP2.2</b>
Using action points to help manage time well, revising the plan when needed		LP2.2.1
Choosing ways of learning to improve performance, working for short periods without close supervision		LP2.2.2
Identifying when support is needed and using this effectively to help meet targets.		LP2.2.3
<b>Reviewing progress with an appropriate person and providing evidence of achievements</b>	Review the strengths and weaknesses of Project development at all stages through the Project Record (diaries/journals) and the Project Supervision Meeting Records. Use this as the basis for a discussion with the supervisor about what the learner has learnt from this exercise, whether they have achieved their targets and how they can build upon this experience to improve their future performance.	<b>LP2.3</b>
Identifying what has been learned, and how learning has been used in another task		LP2.3.1
Identifying targets have met and evidence of achievements		LP2.3.2
Identifying best ways of learning and how to further improve performance.		LP2.3.3

<b>Wider Key Skills: Problem Solving</b>		
Learners have to provide at least two examples of meeting the standard. Each example must cover a different problem and identify at least two different ways of tackling it.		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Identifying a problem, with help from an appropriate person, and identify different ways of tackling it</b>	Following discussion with a tutor or supervisor, consider at least two ways of developing and realising the Project Outcome e.g. through a piece of extended writing, artefact, performance or media-based submission.	<b>PS2.1</b>
Providing information to help identify a problem, accurately describing its main features		PS2.1.1
Identifying how to know the problem has been solved		PS2.1.2
Coming up with different ways of tackling the problem.		PS2.1.3
<b>Planning and trying out at least one way of solving the problem</b>	Plan, develop and realise the project outcome using the method chosen e.g. through a piece of extended writing, artefact, performance or media-based submission.	<b>PS2.2</b>
Confirming with an appropriate person how to try to solve the problem		PS2.2.1
Planning what to do, identifying the methods and resources to be used		PS2.2.2
Using the plan effectively, getting support and revising the plan when needed to help tackle the problem.		PS2.2.3
<b>Checking if the problem has been solved and identifying ways to improve problem solving skills</b>	Review the Project Outcome in terms of original aims and objectives. Evaluate strengths and weaknesses in project development and how they can learn from this experience to improve problem solving in the future.	<b>PS2.3</b>
Checking if the problem has been solved by accurately using the methods given		PS2.3.1
Describing clearly the results, including the strengths and weaknesses of how the learner tackled the problem		PS2.3.2
Identifying ways of improving problem solving skills.		PS2.3.3

<b>Wider Key Skills: Working with Others</b>		
Learners must develop the skills needed to work in a group or team of at least three people, and may also learn about working with one other person. They have to provide at least two examples of meeting the standard. The emphasis must be on the individual learner's contribution to the work of the group or pair.		
<b>Skill/s to be developed</b>	<b>Suggested context</b>	<b>Reference</b>
<b>Planning work with others</b>	If pursuing the project in a group setting, work with others to make a plan and agree individual roles and responsibilities and working arrangements.	<b>WO2.1</b>
Identifying what is to be achieved together		WO2.1.1
Sharing relevant information to identify what needs to be done and individual responsibilities		WO2.1.2
Confirming the arrangements for working together.		WO2.1.3
<b>Working co-operatively towards achieving the identified objectives</b>	If pursuing the project in a group setting, carry out tasks to meet their own responsibilities and meet with others to check progress.	<b>WO2.2</b>
Organising and carrying out tasks safely using appropriate methods, to meet responsibilities		WO2.2.1
Supporting cooperative ways of working to help achieve the objectives for working together		WO2.2.2
Checking progress, seeking advice from an appropriate person when needed.		WO2.2.3
<b>Reviewing contributions and agree ways to improve work with others</b>	If pursuing the project in a group setting, review their own contribution to the work of the group, and agree ways of improving working with others in the future.	<b>WO2.3</b>
Sharing relevant information on what went well and less well in working with others		WO2.3.1
Identifying own role in helping to achieve things together		WO2.3.2
Agreeing ways of improving own work with others.		WO2.3.3