



FOUNDATION PROJECT (Level 1)

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1

WHAT IS THE FOUNDATION PROJECT?

The Foundation Project can be taken in different ways; either as a **stand-alone** qualification or as **part of a Foundation Diploma or the Welsh Baccalaureate Qualification**. It should be allocated 60 guided learning hours. This includes time for teaching, learning and the development of transferable skills, as well as for the generation of evidence. The Project should be supported by a taught element, such as seminars and tutorials.

The Foundation Project gives the learner the opportunity to develop their independent learning in producing a Project. However, it is permissible for the learner to base their Foundation Project on their individual role **within a larger/wider group project**.

Learners should select a subject which provides opportunities to develop their skills, knowledge and understanding. This subject should develop and extend from one or more of the learner's study areas, or alternatively may explore an area of personal interest or activity outside of the main optional study programmes.

The Foundation Project may be based on a variety of forms and contexts, e.g. a written research assignment, design brief, performance development, individual role within a team enterprise or community activity.

The Foundation Project must be the **original work** of the learner. It should not be largely based on an assignment/s already submitted, or yet to be submitted for assessment in another qualification, e.g. GCSE coursework. If the learner is taking a Diploma or the Welsh Baccalaureate Qualification, it is highly recommended that the topic chosen should either complement or develop themes and topics related to the Principal Learning or support progression in terms of future employment or study.

The learner is expected to work independently but is entitled to some support. The learner must be allocated a supervisor to provide general guidance from the outset. The supervisor will also act as the assessor for the Project.

1.1 What opportunities are provided by the Foundation Project?

The Foundation Project aims to give opportunities for learners to:

- develop as inquisitive and independent learners;
- be inspired by new areas and/or methods of study;
- engage with the experimental learning process and develop their planning and reviewing skills;
- develop, where appropriate, as e-confident learners and apply new technologies in their studies;
- use their learning experiences to support their personal aspirations for further study and career development.

1.2 What are the key requirements of the Foundation Project?

In meeting the requirements of the Foundation Project, learners are required to complete a:

- **Project Title Approval** – approval of title and context by WJEC or a WJEC accredited Project Title Approver.
- **Project Proposal** – title, aims and objectives.
- **Project Record** – a diary record tracking progress and changes to plans, including records of supervision meetings with their supervisor.
- **Project Outcome** – Project in appropriate form.
- **Project Presentation** – short presentation highlighting key features.

1.3 What is the relationship between the Foundation Project and the Welsh Baccalaureate Qualification?

The Project is a stand-alone qualification which may also be used as part of the Welsh Baccalaureate Qualification in Wales (WBQ). If used within WBQ, the Project may be submitted by the candidate as evidence of completing the Individual Investigation to meet the Core Curriculum requirements.

In this case centres will need to complete a form as part of the candidate diary, confirming that WBQ requirements have been met.

1.4 Entry Code and Qualification Accreditation Number

QCA codes

The QCA National Qualifications Framework (NQF) code or Qualification Accreditation Number (QAN) appears in the DfES Funding Schedules Section 96 and 97, and is to be used for all qualifications funding purposes.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QAN for the qualification in this publication is:
500/4163/0 WJEC Foundation Project

This qualification title will appear on the learner's certificates.

The WJEC Registration and Entry Code for the Foundation Project is:
9500-01

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HOW IS THE FOUNDATION PROJECT STRUCTURED?

The Foundation Project is completed in the following stages:

2.1 The Foundation Project Title Approval

The learner must submit the title and context of their Foundation Project for approval by WJEC or a WJEC accredited Project Title Approver, using the Foundation Project Title Approval form (FPF1, pp.52-55). The accredited Project Title Approver will be someone trained and approved by WJEC to approve project titles. This will normally be an experienced practitioner based in a centre. Training will consequently be provided for Project Title Approvers.

The learner should not proceed to the Foundation Project Proposal without approval of their **Foundation Project Title**, taking into account any comments/suggestions made by the WJEC/accredited Project Title Approver.

2.2 The Foundation Project Proposal

The learner should meet with the supervisor to discuss the **Foundation Project Proposal**, set out by the learner in the Project Proposal form (FPF2, pp.56-58). Any significant changes to the proposals, agreed by the learner in consultation with the supervisor, must be noted in the relevant section of the Project Proposal form. The final Project Proposal must be agreed by the supervisor before the learner proceeds. Once signed and agreed, the Foundation Project Proposal form must not be changed. Any subsequent changes will become part of the Project Record, as outlined below.

2.3 The Foundation Project Record

The learner must keep a record of the development of the Foundation Project. This will take the form of the **Project Record** (FPF 3a/3b, pp.60-63). The exact form of the Project Record is to be determined by the learner in consultation with their supervisor.

2.4 The Foundation Project Outcome

The learner should submit the final version of their Foundation Project in the form of the **Foundation Project Outcome**. This consists of the submission of the learner's work in an appropriate form. A **written** submission will be expected to consist of a minimum of 1,500 words, not including evidence/sources. Where the Foundation Project is not submitted in written form, the learner is expected to submit written Project Outcome Notes as supporting evidence of a minimum of 500 words.

2.5 The Foundation Project Presentation

The learner must also give a presentation on their Foundation Project in an appropriate form. This will be the **Foundation Project Presentation**. It should normally be 4-7 minutes in length. This should sum up the main features of the Foundation Project Proposal, Project Record and Project Outcome and conclude with some reflection by the learner on the process and/or outcome as appropriate.

Learners must submit for assessment the materials used in the presentation, e.g. PowerPoint slides. It is highly recommended that speaking notes should be included for submission.

The Presentation Witness Statement (FPF7, p.69) must be included in the Supervision Records (Part B) of the Foundation Project File.

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HOW WILL THE LEARNER BE SUPPORTED?

3.1 What kind of support will learners need?

The following section describes the major steps the learner must take in carrying out their Foundation Project.

3.1.1 Independent working, support and guidance

It is essential that learners work independently on the Foundation Project. However, learners are entitled to support and guidance. This should normally be provided by a supervisor, allocated to give the learner one-to-one assistance and a teaching and learning support programme, to empower the learner and help them to develop the skills necessary to carry out their Foundation Project.

The learner will require support in three key areas involving the development of knowledge and understanding, relevant and transferable skills and project management. The supervisor will support the learner with project management and play the key role in identifying and arranging support provided through the teaching and learning programme. The arrangements made will need to be flexible to take into account the ability of the learner, type and nature of the Foundation Project, centre arrangements and expertise required. When providing support, both individual and group tutorials should be considered as delivery strategies for teaching and learning.

The type of support required will include:

- Support for the development of specialist knowledge and understanding, e.g. from subject specialist/s from within/outside centres who can advise on the specific content and context of the Foundation Project. Discrete time is likely to be required for specialist learning relative to the subject area.
- Support for the development of relevant and transferable skills.
- Support for the development of the skills needed to plan and manage the production of the Project, e.g. action planning, development, independent working and self-evaluation.

3.1.2 What is the role of the supervisor?

Each learner must be allocated a supervisor to provide one-to-one help and advice during the course of the Foundation Project. Appropriate support given by the supervisor to the learner during the Foundation Project will be critical to success.

The support of the supervisor could be provided through a series of one-to-one meetings at different stages of the Project. It is suggested that core meetings could take place to introduce the Project, review the Project Proposal, review progress, and a final meeting following the submission of a first draft.

The support and guidance given to the learner during the Foundation Project should be recorded by the supervisor in the Supervisor Assessment Log (FPF8, pp.70-73).

The meetings between the supervisor and the learner and other individual advice/support given to the learner, must be recorded on the Foundation Project Supervision Meeting Record (FPF 4a/4b, pp.64-65). General support and guidance, such as group tutorials, do not have to be recorded.

The supervisor should ensure that the learner has worked as independently as possible. The supervisor must sign the Foundation Project Candidate Declaration (p.48) to certify that each learner has worked independently on their Foundation Project. More information on the role of the supervisor may be found in Section 5.

3.1.3 What is the role of the teaching and learning support programme?

A significant amount of time (i.e. in terms of guided learning hours) needs to be given over to the teaching and development of skills necessary for project development. It is envisaged that the 60 guided learning hours will normally be divided so that approximately 30 hours would be spent on teaching, learning and the development of relevant and transferable skills. The remaining 30 learning hours would then be set aside for the completion of the Project and generation of evidence by the learner. This should be interpreted flexibly because the time allocated for teaching, learning and the development of skills, as well as the generation of evidence for assessment, will depend on the type and nature of the Foundation Project. Some skills will need to be developed before the learner begins the Foundation Project, while others will need to be identified and developed as the work progresses. In this sense, the allocation of guided learning hours should provide for the needs of the learner/s.

The support provided by the supervisor will be different to that provided by others, such as subject teachers based in centres or professionals in work-based contexts. The overall aim is to provide a programme of at least 30 hours through which the learner is able to develop transferable skills relevant to their Project. For example, this will include activities designed to empower the learner in research, project management and presentation skills or specific support which can only be provided by subject specialists. The learner will also be able to draw on learning experiences in other contexts, e.g. through experiential learning as their Project progresses or through their principal learning.

N.B. It is quite possible that the supervisor could also be involved in the teaching and learning programme. This is permissible provided that the two roles are treated separately by the supervisor and the learner.

3.2 What kind of support is appropriate for learners undertaking the Foundation Project?

Learners at this level will require a significant level of support. The level of support accessed by the learner is recorded in the Supervisor Assessment Log. The following assistance may be given to learners in the completion of their Project records.

3.2.1 Foundation Project Titles

Learners could discuss possible projects and titles with their supervisor in the first core meeting and prepare a draft version, before final submission of the Foundation Project Title Approval form (FPF1, pp.52-55) to the Project Title Approver. The learner should be encouraged to make as much of a contribution as possible to the selection of a topic and title. Any direct support given to the learner by the supervisor in writing up the Project Title Approval form should be acknowledged briefly on the form.

3.2.2 Foundation Project Proposal Form

The supervisor could review the first draft of the Project Proposal form with the learner and discuss the requirements. The supervisor may also give advice to the learner about how to prepare a personal Project timetable which, once completed, can be attached to the form. It is permissible for the centre to produce an appropriate template for learners to complete. Any templates deployed should be appropriate for learners at this level.

3.2.3 Foundation Project Record

The requirements of the Project Record should be explained to learners. The progress of the Project Record could be discussed in meetings between the learner and supervisor, e.g. at the mid-point of Project development. It is permissible at this level for the centre to produce a template for learners to complete which is appropriate for learners at this level.

3.2.4 Foundation Project Outcome

The general requirements of the Project Outcome should be explained to learners. The supervisor will need to give guidance to learners relative to specific types of projects. The supervisor will need to decide the level of intervention and guidance needed for success. The supervisor may suggest ways in which the Project could be developed and produced. They may also give further and appropriate guidance on resources. It may be necessary at this level for the supervisor to be pro-active and to give clear advice to the learner on the steps necessary for success. This is permissible, providing that the Supervisor Assessment Log contains evidence of the level of support provided.

3.2.5 Foundation Project Presentation

The general requirements of the Project Presentation should be explained to learners. During meetings with the learner the supervisor could discuss progress and preparations already made by the learner and suggest ways of further improvement.

At this level it is permissible for centres to adopt a common framework for the presentation and to give learners a basic template on which to base their presentations. Templates provided should be appropriate for learners at this level.

3.2.6 The teaching and learning programme

The teaching and learning programme will play a key role in enabling learners to acquire the skills necessary to complete each stage of the Foundation Project. It is essential for learners to be taught the relevant and transferable skills they need to plan, develop, realise and review their projects. Learners could be taught the skills necessary to complete their Project Title Approval form, Project Proposal form, Project Outcome and Project Presentation. It is permissible in these sessions for learners to be taught the skills necessary to complete any helpful templates produced by the centre. Planning of the teaching and learning programme at this level should particularly take into account the capabilities of the least able learners, while also supporting their more able peers. Guidance on teaching and learning can be found in Section 6.

3.3 What advice needs to be given to learners pursuing the Foundation Project as part of a group situation?

Key issues to consider are likely to include:

- the learner must have a clearly established role;
- the learner must produce their own individual evidence so that the work can be assessed independently;
- the learner must develop the work independently with limited reliance on other group members.

3.4 What support can the supervisor give the learner outside of that provided in one-to-one meetings?

The supervisor may feel it is necessary to give additional support or may react to a request for additional support from the learner. In considering the provision of additional support the supervisor should take into account the ability of learners at this level. The supervisor should comment on any additional meetings or support given to the learner in the relevant section of the Supervisor Assessment Log. These comments should include any similar one-to-one support and guidance given by others, e.g. subject specialists or other experts. General support and guidance, such as group tutorials, do not have to be recorded.

3.5 How should the supervisor ensure that Foundation Projects undertaken outside the centre in which they are based are properly monitored and controlled?

When the Foundation Project is based outside the learner's centre, such as those involving a drama production, field study, or work-based activity, the supervisor must establish and maintain contact/s with relevant and named individuals who may be advising, supporting or observing the progress of the learner. The supervisor should discuss the requirements of the Project with relevant individuals and give guidance on the type and level of support which may be given to the learner.

An appropriate person should be nominated to provide evidence that the learner has worked independently in planning, developing and realising their Project. The nominee must agree to provide a written statement confirming that the learner has worked independently and record any additional help or support given to the learner beyond that agreed with the supervisor. Written statements of this sort should be attached to the Supervisor Assessment Log.

3.6 What is the role of the supervisor in the final submission of the Foundation Project?

The learner should hand their final submission to their supervisor on an agreed date. The final submission includes the relevant documents associated with the Foundation Project. These include the Foundation Title Approval, Foundation Project Proposal, Foundation Project Record, Foundation Project Outcome and materials relevant to the Foundation Project Presentation.

The learner should be reminded that no further advice may be given by the supervisor following the final submission of the Project. **Once work is submitted for final assessment it may not be revised. Adding or removing any material to or from the Foundation Project after it has been presented by a learner for final assessment will constitute malpractice.**

The meetings between the supervisor and the learner and other individual advice/support given to the learner must be recorded on the Foundation Project Supervision Meeting Record (FPF 4a/4b, pp.64-65). General support and guidance, such as group tutorials, do not have to be recorded.

4 WHAT WILL THE LEARNER NEED TO DO?

The following section describes the major steps the learner must take in carrying out their Foundation Project.

4.1 Foundation Project Title Approval

The learner must devise a title for the project, which has to be approved by their supervisor and WJEC or WJEC accredited Project Title Approver before they proceed. The learner should be encouraged to adopt an individual approach when considering the title and context of their Project. In this context, centres should discourage students within the same cohort from choosing the same titles. Supervisors should consult WJEC or Project Title Approver in their centre about the appropriateness of Project Titles within the same cohort.

The **Foundation Project Title** should be appropriate in terms of:

- suitability for a Foundation Project at this level;
- providing a clear indication of what the learner intends to do in the Foundation Project;
- the age and maturity of the learner;
- the ability of the learner;
- sensitivity, privacy, confidentiality and legality.

It should be noted that any major change to the title of the Foundation Project will require a re-submission of the Foundation Project Approval Form.

Once the title has been approved, the learner should proceed to the full Project Proposal, taking into account any advice given by the supervisor and comments made by WJEC or a WJEC accredited Project Title Approver on the Foundation Project Title Approval form.

The learner should submit the Foundation Project Title Approval form (FPF1, pp.52-55) with their final submission.

4.2 Foundation Project Proposal

Each learner must complete a **Foundation Project Proposal** form. This establishes and records the subject, context and form of the Foundation Project, together with a consideration of aims and objectives, required resources and time management. The Foundation Project Proposal must be completed and agreed by the supervisor before the learner proceeds.

It is important that the learner is clear as to the aims and objectives of the Project before they begin. The Foundation Project should allow the learners to:

- draw on, extend and apply their understanding of key concepts and principles underlying their studies or areas of interest;
- make connections between areas of study and/or areas of interest;
- complete an in-depth piece of work on a chosen topic;
- develop and use a range of new skills;
- explore flexible, creative, and individual approaches to tasks, activities and challenges;
- use appropriate technology.

The title, focus, aims and objectives may change and develop throughout the course of the Foundation Project, and this is acceptable, provided a clear rationale for the change is given in the **Foundation Project Record (FPF3b, pp.62-63) and agreed with the supervisor. The supervisor should comment, initial and date any changes or amendments.**

4.3 Form and context

The learner must establish the form and context the Foundation Project is likely to take. If the learner subsequently changes their initial ideas this is recorded as part of the Project Record. Possible forms of submission are:

- **A written report** – a theoretical project or dissertation presenting an argument, e.g. research into an historical, political, sociological, economic or cultural issue.
- **Other forms of written submission** such as a fictional work, film or theatre script, etc.
- **A field study** – an investigation based on the collection of data in a sociological, geographical or biological context, etc;
- **A scientific report** based on research or experimentation;
- **A media-based submission**, e.g. CD ROM or DVD;
- **A production of an art work or artefact**, e.g. sculpture, photography;
- **A design project**, e.g. construction;
- **A performance-based activity**, e.g. role in drama production, film;
- **A vocationally-based study**, e.g. workplace innovation, business plan;
- **A sport or leisure-based study**, e.g. coaching, performance or skill analysis and/or development.

4.4 Foundation Project Record

Each learner must complete a **Foundation Project Record** (FPF 3a/3b, pp.60-63). The Foundation Project Record acts as a diary in which the learner logs progress, e.g. planning, research, outcome/s and any ongoing reflection. It is permissible for centres to provide learners with a uniform template but the Project Record must include the following:

Project plan – a record of what the learner is going to do, how, when and using what resources.

Research and resources – notes of the research carried out and resources used during the Project, including support from project area specialists.

Challenges – notes of any problems and challenges faced and what action was taken by the learner to overcome them.

Reflection – record of observations or evaluation by the learner on progress made, noting any changes made to plans and reasons for these changes.

While developing their Project the learner may wish to change the title or direction. There could be a number of valid reasons for this. It could be because a change of direction is suggested as desirable or necessary by early research or be due to the availability of resources. This is acceptable, provided a clear rationale for the change is given in the Project Record and agreed with the supervisor.

The supervisor should comment on significant changes of direction by the learner, e.g. to the focus or title of the work, in the Supervisor Assessment Log. It is also permissible for the supervisor to make comments and suggestions as part of the learner's Project Record, provided these are signed and dated.

4.4.1 Planning

The plan should be relevant to the type of work that the learner is producing. It should reassure the supervisor that the learner has considered how they are going to achieve their objectives. The plan could take the form of a straightforward action plan with milestones and deadlines, or it could be a series of dates with tasks. A basic plan should detail the stages of the Project in a chronological way and demonstrate how the learner plans to develop and realise the Project.

4.4.2 Research

The research could take a variety of forms. For example, research into the development of a piece of writing might take the form of references. Research into the development of a piece of three-dimensional work might take the form of sketch books and visual references to the work of other artists, crafts people and designers.

4.4.3 Reflection

The learner should record and be encouraged to reflect on progress, including their successes and failures, strengths and weaknesses. They could be encouraged to consider possible strategies for improvement.

4.4.4 Independence

It is essential that all learners are encouraged to work independently on their Foundation Project. The supervisor should sign a declaration to guarantee that each learner has worked independently on their Project; this declaration forms part of the Project Record.

4.5 Foundation Project Outcome

The learner should submit the final version of their Foundation Project in the form of the **Foundation Project Outcome**. The outcome could take a wide variety of forms. If, for example, the Project involves a group activity, such as a drama production, then a rehearsal could provide the context for, and count as, the final submission. There is no restriction on the type of outcome, only that the supervisor must agree that the outcome/potential outcome fits in with the overall aim of the Project qualification. The Foundation Project Outcome should be consistent with, and appropriate to, the original Foundation Project Proposal. If the Foundation Project Outcome varies from the Proposal, a clear rationale must be provided in the Foundation Project Record.

4.5.1 Written submissions

When a learner's work is submitted in written form, it must consist of:

- a minimum of 1,500 words, not including evidence/sources;
- a title and contents page;
- any relevant footnotes or endnotes;
- a bibliography.

4.5.2 Non-written submissions

The outcome could take a wide variety of forms. When a learner's work is submitted in anything other than the written form it should:

- in the opinion of the supervisor, fit in with the overall aims of the Project Qualification;
- be fit for purpose and appropriate in terms of form and context.

Photographic or video evidence of all non-written submissions will need to be provided for marking and moderation purposes. This should be accompanied by written Project Outcome notes of at least 500 words.

4.6 Foundation Project Presentation

The **Foundation Project Presentation** must take place before the final submission of the Project. The materials used in the presentation and the **Presentation Witness Statement**, (FPF7, p.69) must be submitted as part of the overall final submission of the Foundation Project.

The Project Presentation should:

- be for a non-specialist audience;
- use media appropriate for the project type;
- be 'fit for purpose', taking into account any special needs of the learner.

Learners may deploy a range of appropriate presentation methods, including:

- a traditional oral presentation and/or use of other means such as sign language, videos, OHTs, DVDs, PowerPoint or website; hand-outs and/or prompt cards may also be used.

The student should seek the agreement of their supervisor that the method used is 'fit for purpose'.

The learner should:

- include a presentation of a minimum of 4 minutes and a recommended maximum of 7 minutes to a supervisor/presentation witness and/or other people such as other tutors, learners, representatives from a relevant employment sector or members of the community;
- cover the development of the Project from initial thoughts to the final outcome, including features of the Project Proposal, Project Record and Project Outcome;
- include an evaluation, summing up strengths and weaknesses overall;
- be prepared to answer some follow-up questions.

The learner must submit a copy of materials used in the presentation. It is highly recommended that speaking notes are included in the submission as this will help in the assessment and moderation.

The centre should ensure:

- that the learner is able to give the presentation at an appropriate time and in an appropriate situation;
- that any materials and equipment used are negotiated beforehand with the learner and suitable arrangements made;
- that the Presentation Witness Statement is completed by an appropriate member of the audience. This will normally be an appropriate member of staff from the centre, i.e. the supervisor, subject specialist or other tutor. However, in some circumstances, the supervisor may give permission for an appropriate person from outside the centre to act as the witness to the presentation, e.g. a specialist representative from a relevant employment sector. It can be someone who does not have direct knowledge of the assessment criteria of the Project, but who is able to make a professional judgement about the performance of the learner in the given situation; the witness should, however, be given clear guidance on the desirable characteristics required for successful performance.

The completed Presentation Witness Statement must be included in the Supervisor Records (Part B) of the Foundation Project File.

4.7 Summary of final submission

The learner must submit the following documents to WJEC as part of their final submission:

- Foundation Project Title Approval form
- Foundation Project Proposal
- Foundation Project Record including Supervision Meeting records
- Foundation Project Outcome
- Foundation Project Presentation, including witness statement

These documents will normally be submitted in a single portfolio divided into sections. **The Foundation Project Candidate Declaration form (p.48) must be completed and signed by both the learner and supervisor. This must be placed at the front of the portfolio.**

A sample portfolio, including templates of the various forms, can be found in the Appendices (pp. 45-73).

The Supervisor Assessment Log (FPF8, pp.70-73) should be included in the submissions for external moderation.

5 SUPERVISOR GUIDANCE

5.1 What is the role of the supervisor?

Each learner must be allocated and guided by a supervisor. The support of the supervisor must involve one-to-one contact between the supervisor and learner.

An optional learner support model is suggested for adoption by centres. This is detailed in 5.2 below. In this model, support is based on four core meetings between the learner and supervisor. The purpose of the first meeting is to cover the requirements of the Foundation Project and the possible range of project topics and titles. The purpose of the second meeting is to review the first draft of the learner's Project Proposal. The purpose of the third meeting is to review progress around the mid-point of the Project. The final meeting could follow the submission of a first draft.

5.2 How could the supervisor support the learner?

Meetings could be arranged in advance, preferably as part of an agreed action plan. During the meetings, the supervisor will need to react flexibly to the needs of the learner. Sometimes the supervisor will need to respond to a particular request for advice from the learner. At other times the supervisor may decide that it is necessary to be pro-active and to give appropriate guidance to the learner.

5.2.1 What could be covered in the first core meeting?

The first core meeting could take place to help the learner to understand the requirements of the Foundation Project and the possible range of project topics and titles. In the first core meeting the supervisor could:

- Give the learner an outline of the requirements of the Foundation Project, including how to produce a first draft of the Foundation Project Proposal form.
- Give the learner an outline of the possible range of topics and titles that could be chosen.
- Support the learner in preparing a draft version of the Foundation Project Title Approval form (FPF, pp.52-55).

Following the first core meeting, the learner could produce the final draft of the Foundation Project Title Approval form and submit this to WJEC or the Project Title Approver in the centre. The learner should also produce a first draft of their Project Proposal form.

N.B. It is permissible for the first core meeting to be held with a number of learners and other advisors present as part of the teaching and learning programme associated with the Foundation Project.

5.2.2 What could be covered in the second core meeting?

The second core meeting could take place to discuss a first draft of the learner's Foundation Project Proposal. In the second meeting the supervisor and learner could:

- Discuss the Foundation Project Proposal and the requirements of the Foundation Project Record.
- Discuss the learner's initial ideas and how the learner is going to develop these into a realistic and manageable plan. The meeting should help the learner to set objectives and time scales, etc.
- Discuss with the learner the resources needed for the Foundation Project and where they may be obtained.
- Discuss the importance of the teaching and learning programme associated with the Project and any additional individual needs the learner may have in terms of the development of skills necessary for completing the work.
- Discuss possible challenges the learner may be unaware of and discuss ways of overcoming any potential problems.

Following the second core meeting, the learner could produce the final draft of their Foundation Project Proposal and hand this in for approval by the supervisor before proceeding with their Foundation Project.

5.2.3 What could be covered in the third core meeting?

The third core meeting could take place at the mid-point of the Project. In the third meeting the supervisor and learner could:

- Review in outline the progress of the learner's Foundation Project and discuss any problems or challenges which may have arisen and ways in which these may be overcome.
- Discuss the learner's project management, including time management, and review the progress of the learner's Project Record.
- Discuss the learner's teaching and learning programme, identifying any further training needs in terms of skills development.
- Discuss the requirements of the Foundation Project Presentation and any associated training needs the learner may have.
- Discuss and agree a deadline for the first draft submission of the Foundation Project and the final core meeting.

Following the third core meeting, the learner could revise their plans and use the Foundation Project Record to take note of any changes of direction or actions agreed to be necessary.

5.2.4 What could be covered in the fourth core meeting?

The fourth core meeting could take place following the submission of the first draft of the Foundation Project Outcome to the supervisor. The supervisor would not give detailed assistance to the learner at this point. In the fourth core meeting the supervisor and learner could:

- discuss the first draft submission of the Foundation Project and what actions, in general terms, are necessary by the learner before final submission;
- discuss the progress of the learner's Foundation Project Record and what actions, in general terms, are necessary by the learner before final submission;
- discuss the requirements of the Foundation Project Presentation, the learner's progress in preparing for it and, in general terms, the actions necessary by the learner before it takes place;
- discuss and agree the final dates for submission of the Foundation Project and the Foundation Project Presentation.

If this learner support model is adopted, it is important that the learner is clear about the role of the supervisor in the final core meeting. At this stage the supervisor may comment in general terms on what further action is needed by the learner. **The supervisor may not give detailed assistance at this point.** Examples of unacceptable assistance include:

- detailed indication of errors or omissions;
- the provision of outlines, paragraph or section headings, or writing frames specific to the Project;
- personal intervention to improve the presentation or content of the project.

5.3 What key issues should be brought to the attention of learners?

In terms of manageability, key issues to consider of the Foundation Project are likely to include:

- establishing a focus/key question/hypothesis;
- establishing and maintaining an appropriate size and scope for the work;
- establishing and reviewing the availability and quality of relevant resources;
- considering means of collation and analysis of findings;
- considering and reviewing action plans and time management;
- maintaining flexibility.

It is important to decide whether or not the evidence found supports a given hypothesis or indicates a change in emphasis or direction required for the Foundation Project.

5.4 What support will be available for centres and supervisors?

An ongoing programme of professional development opportunities will be made available for centres and supervisors covering all aspects of the Foundation Project, including teaching and learning, assessment and administration.

6 TEACHING AND LEARNING PROGRAMME

The taught element of the Foundation Project is crucial to the development of the skills required by learners undertaking the Foundation Project. WJEC recommends that 30 guided learning hours should be dedicated to the taught element. Centres have the flexibility to organise the teaching and learning programme in a way that suits the curriculum and needs of learners.

The sections below provide recommendations on how the teaching and learning programme can be organised.

6.1 Experiential learning and the development of relevant and transferable skills

Learners will need to be taught about the requirements of the Foundation Project and be made aware of the support available.

6.2 How could the teaching and learning programme be organised?

At this level, it is essential for learners to be taught the transferable skills they need to plan, develop, realise and review their Foundation Projects. Each Foundation Project is likely to require its own suite of relevant skills with some life skills necessary for most Projects. In the initial stages, the supervisor should help the learner audit their existing skills and prepare an action plan for development. Some skills, such as those relative to initial planning, will need to be taught and developed early on. Other skills, such as those related to selecting and obtaining sources, will need to be developed in a progressive way to meet the needs and challenges of learners as the project develops.

The taught content should be arranged in ways appropriate to the needs of the learner and the centre. A series of lessons spread throughout the course is likely to be effective in meeting the progressive needs of the learner. A block of lessons or induction at the start of the course is likely to be effective in setting the scene for the work and covering key aspects, e.g. how to produce and follow a project plan. Smaller group teaching sessions could be effective to focus on relevant aspects of project development. It may also be possible and/or desirable to incorporate the teaching of project skills into other optional subjects, e.g. a written investigation into an issue such as crime through GCE/GCSE Sociology lessons. In order to facilitate the improvement of own learning and performance, drop-in workshops could be held on issues relevant to transferable skills or project management.

6.3 What skills should be targeted in the teaching and learning programme?

The Foundation Project Qualification provides learners with the opportunities to develop their Functional Skills, Personal, Learning and Thinking Skills and Essential Skills Wales/Wider Key Skills.

6.3.1 Personal, Learning and Thinking Skills

The development of **Personal, Learning and Thinking Skills** will be necessary. Learners should be encouraged to identify and develop their individual learning styles. They should be encouraged to think for themselves and to become effective independent learners and team workers.

For example, developing skills as reflective learners will enable them to react positively to feedback, including praise, setbacks and criticism. To some extent, whilst the skills to be developed depend on the ability of the learner and the nature of the Project undertaken, key areas will need to be addressed. The development of relevant and transferable skills will empower the learner in meeting the demands of the Project and will be beneficial in a life-long learning context.

For guidance on the delivery and achievement of Personal, Learning and Thinking Skills, please refer to the Personal, Learning and Thinking Skills Framework which have been mapped to the assessment objectives on the WJEC website, <http://www.wjec.co.uk/foundationproject2009plts>.

6.3.2 Functional Skills

The development of **Functional Skills** in English, Mathematics and ICT can make an important contribution to success. For example, Functional Skills will enable the learner to work more effectively with data and other source material.

It is expected that ICT will perform an important role in the Project and learners will need to develop relevant skills in this area. The effective use and deployment of ICT generated data and materials should be encouraged at all stages of the Project. For example, skills in the use of ICT will enable the learner to access, navigate and search Internet sources of information purposefully and effectively.

Learners will also need to be taught how to use **source material** effectively, such as how to select information and reference sources.

Functional Skills in English (whether speaking, listening, reading or writing) are likely to be required throughout the Project and its presentation.

For guidance on the delivery and achievement of Functional Skills, please refer to the WJEC website, <http://www.wjec.co.uk/foundationproject2009fs>.

6.3.3 Essential Skills Wales/Wider Key Skills

Learners should be encouraged to develop **decision making, problem solving** and, if involved in a group situation, skills relative to **working with others**. Problem solving skills, for example, will enable the learner to overcome unexpected challenges.

The development of effective **communication skills** will also be essential. Learners will need to be taught skills relevant to the Project Proposal and Project Record, as well as the presentation of Project findings and outcome. The development of communication skills will also enable the learner to give a more effective presentation of project outcomes, as will relevant **ICT skills**.

Learners will need to be taught a range of skills relevant to the **presentation and review** of their Project findings and outcomes. For example, learners will need to know how to identify the most appropriate way to develop and present their findings.

The Foundation Project provides significant opportunities for developing and generating evidence of Essential Skills Wales/Wider Key Skills.

- **Communication** skills are generally required throughout. The Project Presentation requires communication skills and, depending on the format used, the Project Outcome could also provide opportunities to develop and evidence this key skill.
- **Application of number** skills may be developed, depending on the nature and type of project planned, developed and realised.
- **ICT** skills are required alongside the development and use of new technologies and extensive opportunities will be available to develop and evidence in this area.
- **Working with others** will be essential for a learner producing their Project in a group setting. However it is possible, depending on the type and nature of the Project and research and/or resources used, for an individual learner to develop and evidence this key skill.
- **Problem solving** skills will be essential in planning, developing and realising the Project. Overcoming challenges, decision making and reviewing performance development will all play a key role in project development.
- **Improving own learning and performance** skills will be essential in developing relevant and transferable skills and managing the planning, development, realisation and evaluation of learner performance.

For guidance on the delivery and achievement of Essential Skills Wales/ Wider Key Skills, please refer to the WJEC website,
<http://www.wjec.co.uk/foundationproject2010esw>

6.3.4 Spiritual, moral, cultural and other issues

The Foundation Project provides learners with opportunities to develop their understanding of moral, ethical, social and cultural issues. The skills involved in project development, such as planning, collection and analysis of sources and self-evaluation of performance, provide opportunities for learners to develop confidence and skills relevant to personal aspirations and career development.

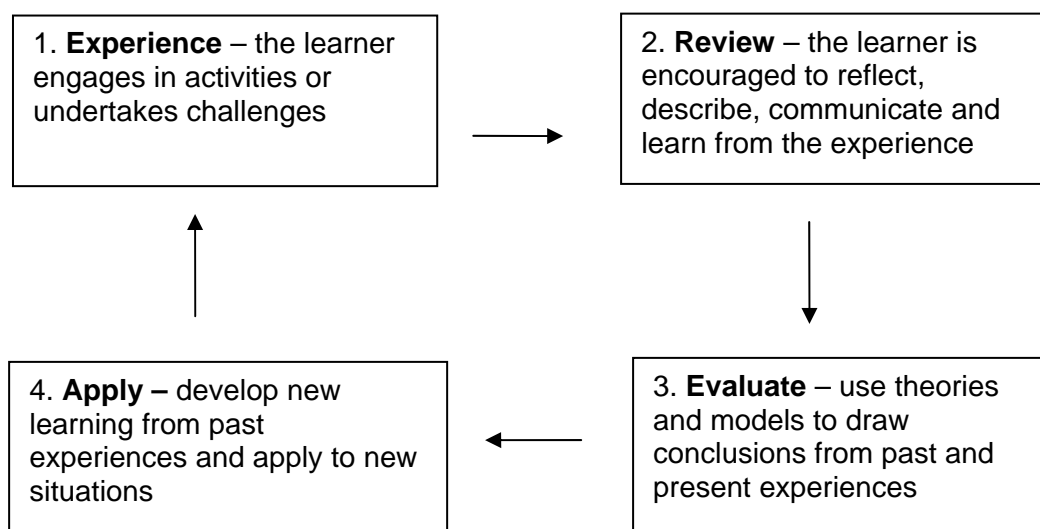
6.4 What role should be played by experiential learning?

Confucius: "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."

Experiential learning can play a key role in the learner's development.

The use and development of skills related to **experiential learning** will encourage learners to think in creative ways about how they can approach each stage of the Project. Learners should be taught the advantages of learning by doing and be provided with opportunities to engage in experiential learning. They should be supported in learning how to reflect on their experiences. It is important that they know how to apply what they have learnt to new situations. They will need to be taught how to reflect and learn from their experiences, e.g. by engaging in activities designed to enhance their skills in **communication** or **working with others**.

Experiential learning can apply to any kind of learning through experience. The most straightforward process involves the learner in a learning cycle with three stages of planning, doing and reviewing. More advanced models such as the classic explanation of David Kolb in his highly influential book entitled *Experiential Learning: Experience as the source of learning and development*, first published in 1984, involve a four-stage cycle. The learner begins with a concrete experience which is then reviewed. The learner then uses theories and models to help draw conclusions. Having been able to learn from the experience, the lessons are applied in new situations. An experiential learning cycle of this sort is shown in the diagram below. The learner is able to use this process to develop transferable skills.



Experiential learning will provide an invaluable tool in the development of transferable skills. Centres should encourage and provide learners with a range of opportunities for experiential learning.

6.5 What kind of opportunities can be provided for learners to engage in experiential learning?

Opportunities for experiential learning should be provided, and individual learners encouraged to use them. Opportunities can also be provided through teaching and learning programmes. Working in groups can provide learners with valuable opportunities to reflect on activities and progress with their peers. Some may relate to project management generally and others to specific and transferable skills which can enhance the learner's capabilities. Supervisors could act as 'facilitators', providing opportunities for learners to consider and discuss project development in experiential ways. The following are examples of how learners involved in the Project could engage in experiential learning.

6.5.1 Project planning

Learners will need to be taught how to **plan** their Project. They should be taught how to produce and use a clear action plan, e.g. with milestones and deadlines and/or a series of dates, tasks and objectives.

Opportunities could be provided for learners to gain experience in project planning. This could involve a practice planning activity on a smaller scale, giving the learner the opportunity to explore the challenges related to planning and to reflect on their experiences either on a one-to-one basis, perhaps with their supervisor, or in a group situation with peers.

6.5.2 Project management

Skills relative to **project management** will be essential. Time management and organisational skills will be needed to enable the learner to be a more effective project manager and enhance the effectiveness of the learner-supervisor relationship. Developing skills relative to both seeking and acting on advice will enable the learner to be a more effective project manager and enhance the effectiveness of the learner-supervisor relationship. Learners could be given opportunities to develop their project management skills through a series of staged and manageable experiential tasks. For example, learners could be given a research task involving time management. A group discussion could follow, reflecting on the challenges involved.

6.5.3 Project research

Research skills will enable learners to identify, collate and use a range of source material, e.g. numerical data, graphs, surveys, questionnaires, written and oral communications. Learners should be made aware of the issue of plagiarism and taught how to reference source material. Extracts taken directly from books or websites should be clearly identified as quotations.

Learners will need to acquire skills in dealing with source material. Many learners at this level could be taught how to detect bias or exaggeration in sources. Learners will need to be taught how to reference sources and produce a bibliography. Consideration of a range of viewpoints should also be encouraged. At this level learners will need to be taught and encouraged to think and work flexibly, being fully able to meet unexpected challenges.

Learners could be given experiential learning opportunities related to developing their understanding and skills in research and working with source materials. For example, learners could be asked to select some data from newspapers. They could then develop and use this data in other ways, leading to a discussion with their peers about the effectiveness of their work.

6.5.4 Problem solving and decision making

The development of problem solving and decision making skills should be encouraged. Role play and simulation exercises can be effective, especially if they give learners hands-on experience of factors such as risk analysis, the presence of uncertainty and need to compromise. Activities can be designed which enable learners to work towards SMART targets. It is important that they are given the opportunity to discuss and reflect on the simulations, including their own performance. For example, learners involved in a group business project could be given a task of working in pairs to produce several prototypes for a commemorative badge or logo. These would have to be designed in outline in an appropriate way, e.g. using sketches, and then presented to their peers in other groups. This will also mean learners developing other transferable skills such as communication and problem solving. Following the presentation of their ideas, learners could be given the opportunity to reflect on their work and to return to the activity with new partners, take on board what they have been able to learn and apply it in the creation of new designs. Experiential activities of this sort can be more effective if several skills are targeted and developed.

Some skills may be quite specific and require basic instruction before the learner is able to develop them further in experiential ways. For example, in terms of research, skills involving the use of interviews, surveys or questionnaires, audio-visual material, ICT and field visits could be targeted. Being able to design, carry out, experience and reflect on the design and use of survey methods, such as questionnaires, for example, will enable the learner to gather and use data and other resources more effectively.

6.5.5 Foundation Project Presentation

The development of **communication skills** will also be essential to the Foundation Project Presentation. Skills involving reading and summarising information will need to be developed. The development of oral communication skills will enable the learner to give a more effective presentation- as will relevant **ICT skills**. Learners could prepare themselves for the demands of the presentation (or indeed a performance-based outcome) by practising their skills. Learners engaged in relevant principal learning could be given the opportunity to prepare and deliver a short presentation of a business idea to an employer. This would of course also provide learners with an opportunity to develop their communication skills. In a similar way, a group of learners could be given the opportunity to create and present a short video clip or poster illustrating an issue. This kind of activity could be focused on specific areas such as the use of voice, presentation structure or a consideration of supporting materials. The learner could then be given the opportunity to evaluate their performance and/or that of their peers, possibly re-visiting parts of the activity to reinforce learning. Experiential learning of this sort would empower learners, enabling them to develop the skills they need for their Foundation Projects.

7 ASSESSMENT OF THE FOUNDATION PROJECT

WJEC will offer training and guidance materials for supervisors and other relevant personnel in all aspects of the assessment of the Foundation Project. This will cover areas such as assessment procedures and interpretation of mark bands. There will also be opportunities to review examples of assessed work at different levels of achievement and discuss examples of good practice.

7.1.1 Who assesses the Foundation Project?

The Foundation Project is assessed by the learner's supervisor. In cases where the supervisor is unable to assess a Project, centres should advise WJEC as soon as possible, suggesting an alternative, appropriate assessor for approval.

7.1.2 What is the role of the Supervisor Assessment Log?

The Supervisor Assessment Log (FPF8, pp.70-73) is a record of assessment by the supervisor of each stage of the Foundation Project, i.e. Foundation Project Proposal, Foundation Project Record, Foundation Project Outcome or Foundation Project Presentation.

The Supervisor Assessment Log helps to support, inform and explain the Final Supervisor Assessment. The Supervisor Assessment Log requires the supervisor to identify and assess the proficiency of the learner at each stage of project development, including the development of relevant skills and the level of support and guidance given to the learner.

7.1.3 On what is assessment by the four assessment objectives of the Foundation Project based?

The Foundation Project is assessed when all parts have been completed. Evidence for assessment consists of the learner's Foundation Project Title Approval, Foundation Project Proposal, Foundation Project Record, Foundation Project Outcome and Foundation Project Presentation. The Foundation Project Proposal form is specified by WJEC (FPF2, pp.56-58). The exact form of the Foundation Project Record, Foundation Project Outcome and Foundation Project Presentation may be decided by the learner but must meet the requirements set down in Section 4.

Additional evidence for assessment for any stage of the Project can be presented in any appropriate format as an appendix to the Foundation Project Proposal, Foundation Project Record, Foundation Project Outcome or Foundation Project Presentation, e.g. written text, notes, journals, slides, CDs, videos/DVDs of performances and activities, audio tape, photographs, artefacts, etc.

Assessment is, therefore, based on the four assessment objectives applied to the complete evidence of work: Foundation Project Title Approval, Foundation Project Proposal, Foundation Project Record, Foundation Project Outcome and Foundation Project Presentation.

7.1.4 How is the Foundation Project assessed?

Assessment is based on assessment criteria and mark band descriptors in 7.3 and 7.4. Learners can perform at different levels across the assessment objectives and aspects of the assessment objectives may be balanced by stronger performances in others. As a first step the assessor should decide which mark band 'best fits' the work of the learner and then consider which mark within this mark band is the most appropriate. Placement of the evidence on a mark within the band should be a qualitative judgment based on the evidence presented as assessed against the assessment criteria. The level of guidance/direction given at each stage of the Project should also be recorded in the Supervisor Assessment Log.

The total mark should be reviewed to confirm that it reflects the overall performance of the learner.

7.1.5 How should knowledge and understanding be assessed?

The application and deployment of appropriate knowledge and understanding underpins each of the assessment objectives and the assessment of knowledge and understanding, where appropriate, will help the assessment process. When considering knowledge and understanding, account should be taken of the type and nature of the Project submitted.

7.1.6 How important is internal standardisation?

Where marking for this specification is carried out by more than one person in the centre, there must be a process of internal standardisation in order to ensure that there is consistent application of the criteria.

7.1.7 Will there be external moderation?

The Foundation Project will be subject to external moderation procedures. A sample of Projects will be re-assessed and marks may be adjusted.

7.1.8 How will the Foundation Project be graded?

The Foundation Project will be graded A*-B. Evidence that is insufficient to lead to the award of a certificate is recorded as Unclassified.

7.2 Assessment objectives, learning outcomes and assessment criteria

There are four assessment objectives for the Foundation Project. These detail what the learner is required to demonstrate. They are detailed below, along with the approximate weighting that they are given. Learning outcomes detail what the learner will be able to do. The assessment criteria define how well the learner has been able to achieve the learning outcomes.

7.3 Exemplification of assessment and standards

Assessment objectives	Learning outcomes The learner will:	Assessment criteria The learner can:
<p>AO1 Manage (20%)</p> <p>With appropriate support select, plan and carry out a project or task applying organisational skills to achieve agreed objectives.</p>	<ul style="list-style-type: none"> • understand how to select, plan, organise and complete an individual Project (or task within a group Project) 	<ul style="list-style-type: none"> • use appropriate action planning and time management skills when selecting, planning and carrying out the Project; • use appropriate organisational skills when selecting, planning and carrying out the Project.
<p>AO2 Use Resources (20%)</p> <p>Obtain and select information from a range of sources and apply in a relevant manner to achieve agreed objectives.</p>	<ul style="list-style-type: none"> • know how to obtain, select and use information from a range of sources to achieve agreed objectives. 	<ul style="list-style-type: none"> • obtain and select a range of sources; • select and use relevant information gathered from a range of sources to achieve Project tasks.

Assessment objectives	Learning outcomes The learner will:	Assessment criteria The learner can:
<p>AO3 Develop and Realise (40%)</p> <p>Select and use a range of skills, including appropriate technologies and working with others, to achieve agreed objectives.</p>	<ul style="list-style-type: none"> • understand how to select and use a range of skills and technologies to achieve agreed project tasks. 	<ul style="list-style-type: none"> • select and use a range of skills to produce and present Project Outcomes; • select and use appropriate technologies to produce and present Project Outcomes; • work with others when developing and realising their Project.
<p>AO4 Review (20%)</p> <p>Communicate Project outcomes, presenting evidence in an appropriate format.</p>	<ul style="list-style-type: none"> • understand how to review and present Project Outcomes. 	<ul style="list-style-type: none"> • review Project findings and outcomes and draw conclusions; • present evidence in an appropriate way.

7.4 Mark allocations

AO1 – Manage <ul style="list-style-type: none"> Plan and carry out the Project with appropriate support Apply organisational skills to achieve objectives 				
Mark band 1		Mark band 2		Mark band 3
<p>Marks between 0 and 5 should be given for work showing partial achievement of the mark band 1 descriptors.</p>	<ul style="list-style-type: none"> Gives a basic reason for doing the Project and works to a given brief. With well defined support, uses some basic planning skills. 	<ul style="list-style-type: none"> Gives some clear reasons for doing the Project and works to a given brief. Uses some planning and organisational skills. Makes some individual input during the process and completion of the Project, supported where appropriate. 	<ul style="list-style-type: none"> Gives a reasonably clear rationale for the Project and works to a given brief. Uses planning and organisational skills to give some coherence to the activity. Makes some effective individual input during the process and completion of the Project. 	
0 - 5	6 - 9	10 - 15	16 - 20	

AO2 – Use Resources <ul style="list-style-type: none"> • Obtain and select information from a range of sources • Apply source material to achieve agreed objectives 							
Mark band 1		Mark band 2		Mark band 3			
Marks between 0 and 5 should be given for work showing partial achievement of the mark band 1 descriptors.	<ul style="list-style-type: none"> • With well defined support, obtains a limited range of information. • Uses some source material relevantly, though also uses irrelevant material (i.e. not related to objectives). 	<ul style="list-style-type: none"> • Appropriately supported, obtains different types of resource material. • Uses source material appropriately (i.e. mainly in relation to agreed objectives). 	<ul style="list-style-type: none"> • Shows clear evidence of research to find a range of resource material. • Selects and uses source material appropriately (i.e. in relation to agreed objectives). 				
0 – 5		6 - 9		10 - 15		16 - 20	

AO3 – Develop and Realise <ul style="list-style-type: none"> • Select and use a range of skills to achieve agreed objectives • Collaborate with others, where appropriate, to achieve agreed objectives. 					
Mark band 1		Mark band 2		Mark band 3	
<p>Marks between 0 and 9 should be given for work showing partial achievement of the mark band 1 descriptors.</p>		<ul style="list-style-type: none"> • With well defined support, shows some limited knowledge of what needs to be done to achieve intended outcomes. • Uses a limited number of basic skills to achieve agreed objectives. • When undertaking basic tasks, shows some evidence of ability to work with others where appropriate to achieve agreed objectives. 		<ul style="list-style-type: none"> • With some support, shows knowledge of what needs to be done to achieve intended outcomes. • Selects and uses some basic skills (including straightforward use of technology) to achieve agreed objectives. • Works with others where appropriate to develop the Project and achieve some agreed objectives. 	
<p style="text-align: center;">0 - 9</p>		<p style="text-align: center;">10 - 19</p>		<p style="text-align: center;">20 - 31</p>	
				<ul style="list-style-type: none"> • Shows some independent understanding of what needs to be done to achieve intended outcomes. • Selects and uses a range of basic skills (including appropriate technologies) to achieve agreed objectives. • Works well with others where appropriate, making some personal contributions to achieve agreed objectives. 	
				<p style="text-align: center;">32 - 40</p>	

AO4 – Review <ul style="list-style-type: none"> • Communicate project outcomes • Present evidence in an appropriate format 					
Mark band 1		Mark band 2		Mark band 3	
<p>Marks between 0 and 5 should be given for work showing partial achievement of the mark band 1 descriptors.</p>		<ul style="list-style-type: none"> • Attempts to communicate project findings, taking a simple descriptive approach. • Shows very limited awareness of own learning and performance. • The presentation uses a very simple format and lacks overall focus. There is a limited response to questions. 		<ul style="list-style-type: none"> • Draws some conclusions and identifies some issues that have arisen. • Provides some examples of how learning and performance have been demonstrated during the Project. • The presentation covers the main subject matter and uses an appropriate format. Responses to questions reveal basic knowledge of the topic area. 	
<p style="text-align: center;">0 - 5</p>		<p style="text-align: center;">6 - 9</p>		<p style="text-align: center;">10 - 15</p>	
				<ul style="list-style-type: none"> • Draws some conclusions and relates these to agreed objectives. • Shows some ability to reflect on own learning and performance as demonstrated during the Project. • The presentation covers the subject matter in a largely coherent way and uses an appropriate format. Responses to questions reveal knowledge and understanding of the topic area. 	
				<p style="text-align: center;">16 - 20</p>	

8

GRADE DESCRIPTIONS

The following award descriptions indicate the level of attainment characteristic of each grade in the Foundation Project, providing a general indication of the required learning outcomes at each specific level. The award depends upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the Project may be balanced by a better performance in other aspects.

Grade A*

The Project produced is planned, managed and completed with limited assistance. The learner has selected and used a significant amount of basic information from relevant resources. The learner is able to select and use a range of basic skills, including technologies, to achieve tasks. The Project Presentation demonstrates basic and appropriate communication skills and is 'fit for purpose' in terms of format and audience. Overall, a worthy performance, demonstrating skills and competencies commensurate with, and occasionally above, those expected at this level.

Grade A

With support, the Project produced is planned, managed and completed to a basic standard. With support the learner has also selected and used basic information from relevant sources. The learner is able to select and use some basic skills, including technologies, to achieve tasks. The Project Presentation demonstrates basic communication skills but is generally 'fit for purpose' in terms of format and audience. Overall, a creditable performance, demonstrating a moderate range of relevant skills and competencies, commensurate with those expected at this level.

Grade B

With significant support, the Project produced is planned, managed and completed in a straightforward manner. With this support, the learner is able to select and use some limited and basic information from sources. The learner selects and uses a limited number of basic skills, including some basic technologies, to meet tasks. The Project Presentation demonstrates some basic communication skills, identified and used with significant support.

9

ASSESSMENT – INTERNAL ASSESSMENT AND EXTERNAL MODERATION

This guidance outlines the procedures centres must follow for the:

- internal assessment and standardisation of Foundation Projects;
- external moderation of Foundation Projects.

9.1 Internal assessment and standardisation of Foundation Projects

It is essential that internal moderation takes place to assess candidates' work across different supervisors and teaching groups to ensure that all candidates in the centre have been judged against the same standards. The basis for such moderation is a common understanding of the assessment criteria.

Internal standardisation is a **requirement** where two or more supervisors are assessing the Foundation Projects. Where this occurs, one must also act as the *Internal Moderator* for the Foundation Project.

The role of the Internal Moderator (normally the Project Co-ordinator) is to:

- ensure all assessors have copies of the Foundation Project criteria;
- sample assessors' judgements to ensure the criteria for Foundation Project is correctly and consistently applied across teaching groups as required;
- co-ordinate meetings with assessors, including arrangements to standardise their judgements.

Standardising assessor judgements is critical in ensuring that all assessors are correctly and consistently applying the Foundation Project criteria. Standardisation can be achieved by holding a standardisation review meeting where assessors:

- collectively assess the Foundation Projects, discussing any issues until agreement is reached on the relevant criteria;
- consider whether candidates have fully covered all the assessment criteria for Foundation Project;
- share examples of evidence and good practice.

This can be enhanced by agreement on an approach to the annotation of candidates' work and by cross-reference to examples of work provided by WJEC.

If centres encounter any difficulties in the process of internal standardisation, advice should be sought from WJEC.

9.2 Consultative moderation

Consultative moderation may be provided through training events for centre-based assessors. In these training events, assessors will be able to bring examples of partially assessed work in order to gain confidence and become effective assessors. These events will serve to highlight good practice in the centre and suggest areas for development.

9.3 External moderation of Foundation Projects

A sample of Foundation Projects, as appropriate, must be sent for external moderation by a date stipulated by WJEC, along with details of marks awarded and confirmation that internal standardisation has been carried out as required.

The Candidate Declaration form (p.48) which confirms the authenticity of the work (which must be completed for all candidates) must be attached with the work of selected candidates.

WJEC may request further samples of work to be sent to the moderators if this is considered necessary. WJEC also reserves the right to call in all Foundation Projects for re-marking where moderation identifies significant problems.

If the moderator has any queries about the information in the Foundation Projects, they will seek clarification involving one or more of the following:

- a request for further information from the supervisor(s) responsible for specific components;
- additional witness statements and/or an oral confirmation from the supervisor(s);
- information on the context for particular activities or supervisor support given;
- a request to see additional audio, photographic or other evidence;
- a request to see further samples of Foundation Projects.

The moderator marks are compared with the centre marks for the sample work. If any of the differences between the moderator marks and the centre marks exceeds the specified tolerance, adjustments are normally applied to the centre's marks.

9.4 Return of work to centres

The Foundation Projects will be returned to centres by WJEC. Materials submitted by centres will be handled carefully, but WJEC cannot accept any responsibility for loss or damage. Samples may be retained by WJEC for uses as exemplars or for archive material.

Centres are required to retain candidates' Projects under secure conditions, so far as is practicable, until all possibility of queries on results has been exhausted.

N.B. Candidates should be advised not to include any items of sentimental value, e.g. photographs, certificates, etc.

9.5 Authentication

Candidates are required to sign the Foundation Project Candidate Declaration Form (p.48) to confirm that the work submitted is their own. A mark of zero or absent must be recorded if a candidate cannot provide information of the authenticity of the work they have produced for internal assessment. Supervisors must countersign that, to the best of their knowledge, this is the case. Malpractice (e.g. plagiarism) discovered and resolved prior to the signing of declarations of authentication need not be reported to WJEC.

If learners are required to undertake some internally assessed activities outside of their school or college, sufficient work must take place under direct supervision to allow the internal assessor/supervisor concerned to authenticate the learner's work with confidence.

In cases where a centre suspects unfair practice on the part of candidates, which they are unable to resolve, a full report should be made to WJEC before any action is taken. The WJEC will then consider all the relevant facts and let the centre know of its decision as soon as possible.

Before work towards the Controlled Assessment is undertaken, the attention of learners should be drawn to the relevant Joint Council for Qualifications (JCQ) Notice to Candidates. This is available on the JCQ website (www.jcq.co.uk) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors*, also available on the JCQ website.

9.5.1 Independent working

It is essential that all learners are encouraged to work independently on their Project. The supervisor should sign a declaration to guarantee that each learner has worked independently on their Project.

Internal assessors must also record full details of the nature of all assistance given to individual learners that is beyond that of the teaching group as a whole, but within the parameters laid down by the specification. A record must be kept where the amount of assistance given varies between teaching groups. Copies of this record must be submitted to the moderator with the sample of controlled task investigations. When assessing learners' work, internal assessors must take any assistance into account.

9.6 Unsatisfactory practice

Learners should be made aware by their supervisor that they must not take part in any unfair practice in the preparation or submission of Project work. Supervisors should make sure that learners are aware of the issue of plagiarism. If material is copied directly from books or other sources without acknowledgement, this will be regarded as deception. This includes copying and pasting of material taken without acknowledgement from the Internet. In the event of malpractice being suspected, the centre should follow their own disciplinary procedures in the first instance.

Unfair practice will be reported to WJEC and, if it is satisfactorily established that the learner has committed an offence of this nature, they may be disqualified from all subjects. All cases of malpractice will be considered and judged on an individual basis, taking into account all the evidence available.

The Head of Centre will be informed where individual supervisors or the centre fail to meet the requirements laid down by WJEC. The procedures to be followed in such cases follow those laid down in Section 8 of the *GCSE, GCSE in vocational subjects, GCE, VCE, GNVQ and AEA Code of Practice*. Further information can be obtained from the Joint Council for Qualifications.

9.7 Final submission

Once work is submitted for final assessment it may not be revised. Adding or removing any material to or from the Project after it has been presented by a learner for final assessment will constitute malpractice.

9.8 Feedback to centres

Centres will receive a written report from the moderator based on the outcome of the moderation.

9.9 Support for centres

WJEC will run training events for supervisors and teachers to cover all aspects of the Foundation Project. Training will also be provided for Project Title Approvers.

10 GRADING AND REPORTING

10.1 Grading

Learners will be graded on the basis of work submitted towards the Foundation Project qualification. The final award will be graded A* - B. Learners who fail to reach the minimum standard will be recorded as U (unclassified) and will not receive a qualification certificate. The qualification shelf-life is limited by the shelf-life of the specification.

10.2 Shelf-life and re-sitting

There is no limit on the number of times a candidate can re-sit the qualification.

10.3 Entry and re-sit arrangements

Entries for the award of the WJEC Project will occur twice a year. Candidates entering in October, providing they have met the requirements of the qualification, will receive an award in the following March, and candidates entering in March will receive their award in August.

10.4 Enquiries about results and appeals

Centres are advised that any enquiries about results and appeals arising from this specification will be dealt with in accordance with the procedures laid down in the Joint Council for Qualifications (JCQ) document entitled *Post-Results Service - Information and Guidance for Centres Relating to: Enquiries about Results - Re-Mark Services - Access to Scripts - Photocopies and Original Scripts Services*. In the context of the Foundation Project, centres should note that enquiries on results/appeals relating to the assessment of the Foundation Project should be addressed to WJEC.

10.5 Access arrangements and special consideration

Special consideration should be requested for learners whose work has been affected by illness or other exceptional circumstances. Further information about the procedure can be obtained from WJEC.

10.6 Health and safety

Candidates/supervisors should consider any relevant health and safety issues relative to projects, e.g. it may be necessary to carry out risk assessments and/or consider relevant legislation when engaging in some activities.

APPENDICES



FOUNDATION PROJECT FILE

CANDIDATE NAME:	_____
CANDIDATE NUMBER:	_____
CENTRE NAME:	_____
CENTRE NUMBER:	_____
PROJECT TITLE:	_____

PROJECT TYPE:	_____

(To be completed by the Supervisor after final assessment)

Final Marks	
AO1	
AO2	
AO3	
AO4	
TOTAL	



FOUNDATION PROJECT CANDIDATE DECLARATION FORM

Centre No: _____ Centre Name: _____

Candidate's full name: _____ Candidate No: _____

Foundation Project Title: _____

Foundation Project Type: _____ (essay/artefact/design/performance)

Notice to Candidate

The work you submit for assessment must be your own. If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

The final Project submission must include the following:

- *Foundation Project Title Approval form*
- *Foundation Project Proposal*
- *Foundation Project Record*
- *Foundation Project Supervision Meetings*
- *Foundation Project Outcome*
- *Foundation Project Presentation*

Declaration by Candidate

I have read and understood the Notice to the Candidate (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification. I have not submitted any of this work for other courses/subjects.

Candidate's Signature: _____ Date: _____

Declaration by Teacher

I confirm that the candidate's work was conducted under the conditions set out in the specification and that it has not been submitted for other course/subjects.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's Signature: _____ Date: _____



FOUNDATION PROJECT FILE CONTENTS

PART A CANDIDATE RECORDS	Completed <i>(Tick or date)</i>
1. Foundation Project Title Approval	
2. Foundation Project Proposal	
3. Foundation Project Record (a) Taught Element (b) Project Diary	
4. Foundation Project Supervision Meeting Records (a) Mid-Project Interview (b) Final Interview	
5. Foundation Project Outcome	
6. Foundation Project Presentation Record	
PART B ASSESSOR RECORDS	
1. Foundation Project Presentation Witness Statement	
2. Foundation Project Supervisor Assessment Log	

FOUNDATION PROJECT

Part A – Candidate Records

FOUNDATION PROJECT

Project Title & Project Proposal

This section should include:

- ❖ *Project Title Approval Form*
- ❖ *Project Proposal Form*

	FOUNDATION PROJECT TITLE APPROVAL FORM	FPF 1
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NOTE: Project Titles must be approved at least 6 months before the final submission date.

Candidate Name: 	Candidate Number:
Centre Name: 	Centre Number:

FIRST STEPS: Before you decide on a Foundation Project Title, you need to think carefully about your ideas and consider whether your project can be done successfully.

STAGE 1 - THINKING ABOUT YOUR FOUNDATION PROJECT

<p>What is your proposed project about?</p>
<p>Why have you chosen this topic for your proposed project?</p>
<p>Is this a group project? If yes, please state what your individual role will be within this group project.</p>
<p>What type of project will this be? (e.g. essay, artefact, design or performance)</p> <p><i>N.B. Written Foundation Project (e.g. essay, field investigation) requires a minimum of 1,500 words. Non-written Foundation Project (e.g. artefact, design, performance) requires Project Outcome Notes with a minimum of 500 words.</i></p>
<p>What does your supervisor think of your proposed project?</p>

Resources and skills you will need to complete your project.

Think carefully and complete the table below.

What kind of information do you think you will need to do your project?	Where do you think you can find them?

What skills do you think you will need to complete your project?	How and where do you think you will be able to learn and obtain these skills?

What other resources do you think you will need? (e.g. materials, equipment)	Where do you think you can find them? Do you think you will be able to use them?

Now that you have thought about the above, do you think you can still do your proposed project? If yes, please go to Stage 2.

STAGE 2 - PROJECT TITLE APPROVAL

Is this Foundation Project: *(please tick one box only)*

A stand-alone qualification

A part of the Diploma (England)

To be used as evidence of the Individual Investigation as part of the Welsh Baccalaureate Qualification*

**Candidates should discuss this with their supervisor.*

Proposed Foundation Project Title:

Proposed Foundation Project Type:

Approved

Conditional Approval*:

Not Approved*:

**If you accept the suggested title, please record this in the Final Approved Project Title box and date it.*

**If not approved, please go to Stage 3 for re-submission of project tile.*

Comments/Suggestions by Approver:

Teacher's Signature: _____ **Date:** _____

Final Approved Foundation Project Title:

Date:

STAGE 3 - RE-SUBMISSION FOR PROJECT TITLE APPROVAL

Proposed Foundation Project Title:

Proposed Foundation Project Type:

Approved

Conditional Approval*:

Not Approved*:

**If you accept the suggested title, please record this in the Final Approved Project Title box and date it.*

**If not approved, please repeat the process.*

Comments/Suggestions by Approver:

Teacher's Signature: _____

Date: _____

Final Approved Foundation Project Title:

Date:

	<p>FOUNDATION PROJECT PROPOSAL FORM</p>	<p><i>FPF</i> 2</p>
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Candidate Name:	Candidate Number:
Centre Name:	Centre Number:
Approved Foundation Project Title:	
Type of Foundation Project:	

What are the main **aims and objectives** of your Foundation Project?

What **skills** do you think you will need to learn in order to complete your Foundation Project?

What **knowledge** do you think you will gain in doing your Foundation Project?

What **resources** do you think you will need to complete your Foundation Project?

Describe how you will **plan and organise** your Foundation Project.

What **issues or problems** do you think you will face in completing your Foundation Project?

How will your Foundation Project help you to develop your **interests or future career**?

FOUNDATION PROJECT

Project Record

This section should include:

- ❖ *Record of your progress and reflections*
- ❖ *Record of Supervision Meetings (Mid-project, Final and other interviews)*

	<h1>FOUNDATION PROJECT RECORD</h1>	<p>FPF</p> <h1>3a</h1>
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<p>Candidate Name:</p>	<p>Candidate Number:</p>
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As part of the process of completing your Foundation Project, you should record your progress through a journal or diary stating where relevant: (a) what you learned through the taught element; (b) planning and organising your Project; (c) choosing and using resources; (d) developing and completing your Foundation Project and (e) reviewing your own learning by commenting on what went well and what didn't go well, how you tackled any issues or solved problems and how you will use the knowledge and skills you learned in other situations and how you will improve for the future.

This form is designed to extend and expand depending on your needs when completed electronically.

A. Taught Element (30 hours)		
Dates	Description of Lessons/Seminars Attended	Comments on what I have learned

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	<h1 style="margin: 0;">FOUNDATION PROJECT RECORD</h1>	<p style="margin: 0;"><i>FPF</i></p> <h1 style="margin: 0;">3b</h1>
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Candidate Name:	Candidate Number:
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This form is designed to extend and expand depending on your needs when completed electronically.

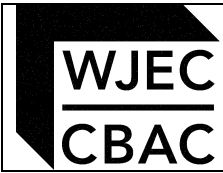
B. Project Diary

This diary should describe and review the steps taken while completing your project. This will include:

- ❖ **Planning and organising my project**
- ❖ **Choosing and using resources**
- ❖ **Developing skills**

Dates	Description of Activities/Actions Undertaken	Review <i>What went well and what didn't go well and what I need to do to become better in the future.</i>

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**FOUNDATION PROJECT SUPERVISION
MEETING RECORD
MID-PROJECT INTERVIEW**

FPF
4a

- During the mid-project interview, the supervisor and learner discuss:
- the progress of the learner’s Project including any problems or challenges which may have arisen and ways in which these may be overcome.
 - the learner’s project management, including time management and the progress of the learner’s Project Record.
 - the learner’s teaching and learning programme, identifying any further training needs in terms of skills development.
 - agree a deadline for the first draft submission of the Foundation Project and the final interview.

Candidate Name: _____

(Section below to be completed by the candidate)

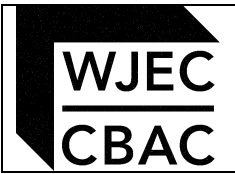
Issue(s) Discussed	Targets/Actions Agreed	By When

Date of next meeting: _____

This is to certify that the above has been agreed by both parties.

Supervisor's Name: _____ **Signature:** _____

Candidate's Signature: _____



**FOUNDATION PROJECT SUPERVISION
MEETING RECORD
FINAL INTERVIEW**

FPF
4b

The final interview takes place following the submission of the first draft of the Project Outcome. The supervisor should not give detailed assistance to the learner at this point.

Discuss:

- what actions are necessary by the learner before final submission;
- the progress of the learner's Project Record and what further actions are necessary
- the requirements and preparation for the Project Presentation
- agreed a date for the final submission of the Foundation Project

Candidate Name: _____

(Section below to be completed by the candidate)

Issue(s) Discussed	Targets/Actions Agreed	By When

Date of next meeting: _____

This is to certify that the above has been agreed by both parties.

Supervisor's Name: _____ **Signature:** _____

Candidate's Signature: _____

FOUNDATION PROJECT

Project Outcome

This section should include:

❖ *Written Project Outcome (essay, field study, etc.)*

or

❖ *Non-written Project Outcome (artefact, performance, design) and supporting evidence*

FOUNDATION PROJECT

PRESENTATION

Presentation Records should include:

- ❖ Copies of presentation (slides, etc.)
- ❖ Speaking notes/materials

FOUNDATION PROJECT

Part B – Supervisor Records

This section should include:

- ❖ ***Foundation Project Presentation
Witness Statement***
- ❖ ***Supervisor Assessment Log***
- ❖ ***Supervisor Assessment Mark Sheet***
- ❖ ***Where appropriate, written statements
from relevant and named individuals
supporting the learner when the
Foundation Project is based outside the
learner's centre.***



**FOUNDATION PROJECT
PRESENTATION WITNESS STATEMENT**

FPF

7

Candidate Name: _____ **Candidate No:** _____

Project Title: _____

Presentation Format (e.g. PowerPoint, demonstration):

Audience:

During the presentation where and when relevant, the learner:

Made a presentation of at least 4 minutes in length covering the main features of the development of the project, including the Project Proposal, Project Record and Project Outcome	
Made a presentation using a format and media appropriate for the project type	
Used relevant communication skills making clear and relevant contributions in a way that suited the purpose and situation.	
Submitted for assessment the materials used in the presentation <i>(N.B. It is highly recommended that speaking notes are included in the submission)</i>	

Comments:

Assessor Name & Signature: _____ **Date:** _____

	FOUNDATION PROJECT SUPERVISOR ASSESSMENT LOG	FPF 8
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Candidate Name: 	Candidate Number:
Project Title: 	

The Supervisor Assessment Log should be completed as the candidate completes each stage of the project. The Supervisor Assessment Log requires the supervisor to identify and assess the proficiency of the candidate at each stage of project development against the assessment criteria.

ASSESSMENT CRITERIA:

AO1 Manage	AO2 Use of Resources	AO3 Develop and realise	AO4 Review
<ul style="list-style-type: none"> • use appropriate action planning and time management skills when selecting, planning and carrying out the Project • use appropriate organisational skills when selecting, planning and carrying out the Project 	<ul style="list-style-type: none"> • obtain and select a range of sources • select and use relevant information gathered from a range of sources to achieve Project tasks 	<ul style="list-style-type: none"> • select and use a range of skills to produce and present Project Outcomes • select and use appropriate technologies to produce and present Project Outcomes • work with others when developing and realising their Project 	<ul style="list-style-type: none"> • review Project findings and outcomes and draw conclusions • present evidence in an appropriate way

SUPERVISOR'S ASSESSMENT

<p>PROJECT TITLE</p> <p>Date assessed:</p>	
<p>PROJECT PROPOSAL</p> <p>(including Project Plan)</p> <p>Date assessed:</p> <p><i>Include comments on the extent to which the candidate has been successful in establishing a sound basis on which to proceed with their project.</i></p>	
<p>PROJECT RECORD</p> <p>Date(s):</p> <p><i>Include comments on:</i></p> <ul style="list-style-type: none"> <i>a) the candidate diary record including project management</i> <i>b) the extent to which they have developed skills individually or through their teaching and learning programme.</i> <p><i>Please note the dates when making multiple assessments.</i></p>	

ASSESSMENT OF SUPERVISION MEETINGS (To be completed at or immediately following meeting)	
Mid-project Interview Date:	
Final Interview Date:	
PROJECT OUTCOME Date: <i>Include comments on the extent to which the candidate has successfully developed and realised the project.</i>	
PROJECT PRESENTATION Date assessed: <i>Include comments on the extent to which the candidate has successfully presented and evaluated their project and own learning and performance.</i>	

FOUNDATION PROJECT SUPERVISOR FINAL ASSESSMENT / MARK SHEET

Candidate Name: _____

Candidate No: _____

Project Title: _____

Final Supervisor Assessment		Maximum Mark Allocation	Marks Awarded	Supervisor Comments <i>(Please comment briefly on the reasons for awarding these marks)</i>
AO1	Manage <ul style="list-style-type: none"> use appropriate action planning and time management skills when selecting, planning and carrying out the Project; use appropriate organisational skills when selecting, planning and carrying out the Project. 	20		
AO2	Use Resources <ul style="list-style-type: none"> obtain and select a range of sources select and use relevant information gathered from a range of sources to achieve Project tasks. 	20		
AO3	Develop and Realise <ul style="list-style-type: none"> select and use a range of skills to produce and present Project Outcomes; select and use appropriate technologies to produce and present Project Outcomes; work with others when developing and realising their Project. 	40		
AO4	Review <ul style="list-style-type: none"> review Project findings and outcomes and draw conclusions; present evidence in an appropriate way. 	20		
Total Marks		100		

Overall comments:

Supervisor Name: _____ Signature: _____ Date: _____