



National/Foundation Skills Challenge Certificate (Welsh Baccalaureate) Principal Moderators' Report January 2021

Grade boundary information for this subject is available on the WJEC public website at:

<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

Administration

Entries

Issues that have been faced by centres since March 2020 had a significant impact on the number of entries for this January moderation series. Whilst entry numbers for the Enterprise and Employability Challenge were comparable with previous January series for Year 11 learners, entries for the Individual Project and Global Citizenship Challenge were around 50% lower, with entry numbers for the Community Challenge being reduced by around 90%. When school buildings were required to close mid-December, several centres removed their original entries, and this was evident across the four components. The entry profile for this January series was nearly entirely Year 11 learners, as centres were asked to only submit work completed under the original requirements of the qualification.

Controlled Assessment

The majority of centres submitted the Candidate Assessment Booklets to evidence the required documentation for controlled assessment. However, a few centres did submit the old assessment sheets and Declaration/Time sheets. Centres are reminded that they must use the updated controlled assessment documentation to record candidate marks, assessor and candidate signatures and the time management of the Challenges. These can be found on the Secure website.

Submitting Marks

Although faced with difficult circumstances, the majority of centres are to be congratulated on submitting marks into the IAMIS system by the required deadline dates, which allowed the moderation series to move forward in a timely manner. Understandably, this series did see more centres than usual submitting marks beyond the deadline date, due to the extenuating circumstances being faced. Another factor this series linked to the extenuating circumstances was the significant increase in the number of learners who were entered as 'Absent' candidates.

Submitting Work using e-submission

Due to the mitigating factors of summer 2020, this was only the second series where all four components for the National/Foundation qualification were submitted using the e-submission system. The upload of candidate evidence was well managed by all centres. Understandably, the organisation of candidates' evidence within the uploaded folders was more of an issue than seen during previous series. For future series, centres are reminded that the e-submission guidance document requests the use of a single zipped file labelled with the candidate's name and number, containing a maximum of six documents of file types that are accepted (mp3, mp4, doc, pdf, xls, ppt and jpeg).

Individual Project

There were a small number of centres that submitted the Individual Project for this series, which is typical for the January series, with the majority of centres opting to submit during the Summer series. However, for this January series, there was a smaller number again due to the issues being faced by schools. Centres that did choose to submit work for this series are to be commended for their efforts in allowing candidates to fulfil the Project criteria; ensuring that work was generally assessed appropriately, and for uploading work in a timely manner. There were some minor issues in relation to administration (such as missing total marks on assessment sheets) although it is recognised that centres may not have been able to implement their usual 'final checks' prior to uploading work, on account of the extraordinary circumstances that centres currently find themselves in.

Despite these challenges, centres have continued to support candidates to achieve good quality outcomes and encouraged them to explore a wide range of topics and titles. The inevitable topic of 'coronavirus' began to emerge as a topic of interest to candidates, with an opportunity to cover a broad range of sub-topics within this, relating to politics and the NHS. Other candidates explored topics that related to personal interests and hobbies and a small number of artefacts were also seen during this series.

Learning Outcome 1

Identify the focus and scope of an Individual Project

The strongest of candidates were confident in their writing of aims and objectives and understood the function of them, and how they would provide structure in relation to the development and underpinning of the Project as it unfolded. Some aims and objectives were just a little overly ambitious, which put pressure on candidates in their attempts to work within the perimeters of the word-count of the Project. In contrast, some candidates were a little too simplistic in their aim and objective writing and composed a list of tasks, however this still allowed candidates to follow an order and logical sequence to achieve generally successful Projects. On the whole, introductions were generally well written and allowed candidates to set the context and purpose of the Project for the reader. On occasion, candidates were generously assessed for this Learning Outcome, especially where candidates were either overly ambitious or where they slipped into referring to research methods.

Learning Outcome 2

Select and plan research methods, resources and materials

For this learning outcome, there was an element of sophistication present for the most able candidates, who were confident and articulate in their rationale writing. These candidates were able to discuss how they intended to meet their research ideas and demonstrated a clear vision on how these could be achieved. Many candidates also provided thorough explanations as to why specific sources had been selected and how the information they had sourced would fulfil their aims/objectives. However, there were still a number of candidates who commented rather generically on their sources, which in turn, inhibited them from reaching the higher mark bands. In these cases, candidates were insecure in their discussions about how the sources could be of useful to them and the explanation was not always linked to the aims and objectives. There was a tendency for candidates to divide their rationales into two sections: primary and secondary research and considered them to be two separate entities, rather than intertwining these areas to triangulate findings. A broader range of primary research methods would further enhance Projects, as candidates were reliant on questionnaires to fulfil this element of the criteria.

Learning Outcome 3

Select, collate, reference and assess the credibility of information and numerical data

There was some evidence of candidates employing a range of complex sources throughout their Projects, that provided them with detailed and comprehensive material to fulfil their area of research. Yet again this series, referencing skills were not always effective, which made it difficult for moderators to ascertain where information had been obtained from. Centres should be reminding candidates of the importance of citing their sources, to allow them to be duly awarded for including their research. In addition, identifying sources assists to eradicate any potential queries over plagiarism issues. Centres must ensure that time is spent in reminding candidates about the ethics of their questionnaire writing, particularly in the current climate, where mental health is an area of concern for society as a whole.

Candidates should be taught the ethical aspects of primary research; questionnaire respondents should have reassurance that their personal details will be kept safe and responses anonymised in line with GDPR requirements. Consideration of the credibility of sources (currency, reliability and validity) were rarely fully explored in detail by candidates, or where it was present, comments were a little insecure.

Learning Outcome 4

Analyse the numerical data and display using digital techniques

This was an area of weakness for this series, possibly on account of some lost teaching time within traditional classroom-based settings, where underpinning numeracy skills would have been taught and practised. On the whole, the analysis of numerical findings was often basic, with candidates presenting information bar charts/pie charts. Candidates were not always secure in their analysis of the charts/graphs and often repeated what was obvious from the chart itself. Candidates must ensure that they 'tie in' and link the findings of the charts/graphs to the aim/objective and ensure relevance to the topic. Candidates should also be encouraged to think about whether their findings correspond to their secondary research, or in fact, oppose it. This in turn, would allow candidates to demonstrate a more complex level of skill. Candidates must ensure that the graphs that they select to display their findings are appropriate and fit for purpose in conveying results. Furthermore, the axes should be checked for appropriateness and graphs and charts should be clearly labelled.

Learning Outcome 5

Synthesise, analyse and use information and viewpoints

Candidates were generally able to provide a detailed synthesis and analysis of the information that they included, with the more confident of candidates providing a wide range of viewpoints to produce well-balanced final pieces. Candidates were able to demonstrate a good level of knowledge and understanding, even at the lower levels which was due to candidates generally being able to select their own topics of interest. Candidates who submitted artefacts attempted to show evidence of idea development, although this could have been more detailed to evidence how initial ideas develop into the final outcome (the journey). Quite often, there were some basic research notes included, which then 'jumped' to the final outcome, without any evidence of developmental work. Centres were generally secure in the assessment of this Learning Outcome.

Learning Outcome 6

Produce and present an outcome

Candidates demonstrated a range of relevant skills and techniques to be able to present their research in an appropriate format and work was generally well organised and presented a final outcome that on the whole, addressed the Project aims. Candidates were confident in their 'digital literacy skills' by implementing software to create their Projects. Candidates more so now than ever, are accustomed to using digital tools to support their research and study and have adapted well, where technology permits. Less able candidates who submitted 'essay format' Projects clearly found it difficult to meet the demands of the criteria in terms of communicating meaning and expressing viewpoints – centres could consider the completion of artefacts for lower level candidates, who might find that format more accessible to them.

Learning Outcome 7

Make judgements and draw conclusions

The majority of candidates provided evidence-based comments in relation to their findings for each objective. More-able candidates were able to provide evaluative comments, rather than describing what was discovered throughout each aim/objective. A reminder that each aim and objective should be re-visited for this Learning Outcome, to ensure that each one has been appropriately evaluated. Candidates were also able to secure marks based on the judgements that they made throughout the Project as a whole.

Learning Outcome 8

Evaluate own performance in managing an Individual Project

Candidates are becoming more accomplished in reflecting on their own performance throughout the completion of the Project and most candidates used each of the seven skills that are developed throughout the Project as a structure to complete this learning outcome successfully. Many candidates focused on the skills that are listed in the specification: Literacy, Numeracy, Digital Literacy, Personal Effectiveness, Critical Thinking and Problem Solving, Creativity and Innovation and Planning and Organisation, which is an effective approach. Some candidates noted the difficult circumstances that surrounded the completion of their Projects, as a result of the pandemic. On account of this, both candidates and centres need to be commended for their approach and diligence in ensuring that the work submitted was to a generally high standard.

Enterprise and Employability Challenge

The key focus of the Enterprise and Employability Challenge is to develop learners' **Creativity and Innovation** and **Personal Effectiveness** skills whilst providing experience of working as part of a team. Once again, the evidence presented for moderation this January suggests candidates are engaging enthusiastically with the Challenge brief, and more centres are choosing to carry out the brief to production point, which can improve engagement.

There has been a notable increase this series in overly-leading booklets being created for candidates, often including a series of instructions, which is not appropriate for level 2 learners. Centres are encouraged to review the support being provided during the Challenge, as to not limit learners in terms of the assessment bands they can achieve by being too prescriptive.

Learning Outcome 1 – Be able to apply Creativity and Innovation

Generation of multiple ideas is successful across most centres with candidates producing ideas individually and sharing collaboratively. When managing ideas, the majority of candidates chose to use a mindmap, with those achieving the higher bands showing connections and arranging ideas into meaningful clusters. It is encouraging to see more centres focusing on the justification of the choice of product or service, however the choice is often down to personal preference and not whether the concept is realistic or appropriate. Whilst it is not a requirement to create the product or deliver the service, it is essential candidates consider the authenticity of their ideas.

This series there has been a noticeable increase in the number of Challenge briefs designed for a service. Candidates have shown creativity when developing logos and promotional material around the concept, but less so on the actual idea. Whilst for many aspects there is a crossover between the initial idea and the marketing, the generation of ideas and how they are developed is often understated and the focus is on the logistics. The research element tended to be more thorough when developing a service as opposed to a product.

Many centres are including images or sketches of the potential product/service alongside the SWOT analysis which helps to show the development process. Free copyright images from the internet can also be helpful when illustrating an idea or carrying out competitor analysis, but too often there is no further development shown and no discussion in the minutes of how the idea could be adapted.

At the development stage, more successful candidates evidence customer feedback from a questionnaire or use of focus groups when choosing the top ideas of the group. In many cases, customer feedback is often only considered at the end stage and doesn't inform any improvements, adaptations or further drafts of the original idea. This is vital information to have when giving a balanced and detailed evaluation of the process involved in developing a new concept. It's encouraging to see minutes included in nearly all samples and is another tool for showing collaboratively, justification for ideas and choices.

When reflecting on the process, more successful candidates discuss how they modified, adapted or combined ideas along the way and document what led them to come to these decisions. Too often evaluations are a series of leading questions and free writing tends to be descriptive rather than evaluative.

Learning Outcome 2 – Understand Personal Effectiveness

This learning outcome is generally completed successfully across most centres. A range of purposeful skills audits are being used including digital formats. Where automatic generation of results is useful for the candidate to analyse, there is no need to include this in the task. The analysis conducted by the individual is what is assessed and needed to achieve the higher bands. Revisiting the skills audit at the end of the process is an effective way of identifying skills development. It also helps to avoid candidates being descriptive of the process rather than reflecting on the development of their personal and team skills.

Increasingly there is evidence of team meetings to discuss the strengths and weaknesses derived from the individual skills audits when choosing roles. Whilst this is good practice, it is essential that candidates comment on their skills when working as part of a team. Identification of skills was successful in the majority of centres, however plans for improvement were often too brief and didn't give realistic ways in which they could do this in relation to the Challenge.

'National/Foundation SCC Managing Assessment' stipulates that evidence for Task 1 should be a letter of application for a specific role within the team, highlighting the individual's skills set. There is mixed success with this as many centres are submitting template CVs, which don't relate to the skills audit task that precedes this.

Minutes of meetings are becoming more detailed and include accountability to a designated role in the team. Minutes are a very useful tool when demonstrating self-management skills, time management and positive working relationships. When writing the personal reflection, minutes can be used to measure progress (SMART targets). It is evident when minutes have been written retrospectively as they lack detail and don't help the learners progress. This learning outcome is an example of where templates are being used appropriately and effectively overall.

Learning Outcome 3 – Understand factors involved in an Enterprise and Employability Challenge

This continues to be the strongest element across the Challenge. In the majority of entries the visual display applies the principles of the 5Ps – product, price, place, promotion and people, although there was less creativity seen in this series. Where a prototype had been developed, the pitch was more successful in conveying the final concept. It is good practice to show the development process during the pitch or to highlight any changes made as a result of market research.

There is a continued success with the use of social media to promote products and services. Using social media platforms to connect with a target audience and increase awareness of branding is an important skill for future employment. When planning the strategy for marketing it is important candidates ask questions such as, 'What social media platform will help us achieve our goal?' and 'What type of content will attract our audience?'

Financial planning is a weaker aspect with some costs being unrealistic or simply guess work rather than researched figures. Higher band achievers used Excel spreadsheets to display their costs, cashflow or projections.

Detailed commentaries as part of the confirmation statement helped to capture the pitch. It is welcomed to see external professionals being involved whilst learners are delivering their pitch, however centres are reminded that it is the assessor who should complete the confirmation statement as they are aware of the required standards. When collating the evidence, PowerPoints alone don't always do the candidate justice. Scripts, videos of the event and comments on the confirmation statement are valuable additions to evidence decisions made against the assessment criterion.

Global Citizenship Challenge

Submission of samples via e-submission continued to improve this series with the majority of centres submitting work in the required format (mp3, mp4, doc, pdf, xls, ppt and jpeg). A few centres continue to upload several files instead of zipping/condensing files into 1. The organisation and electronic labelling of candidates' work was generally of a good standard, although a minority of centres uploaded work with no clear system of identifying which file related to which task and/or work that was split into multiple smaller files with no clear naming system.

Centre assessment of the Global Citizenship Challenge was again quite mixed for this series, with some centres assessing candidates above the level of work presented and also assessing too harshly at the lower end of the mark bands. Centres are again reminded that robust standardisation must take place within Centres so that all assessors are assessing work to the same level. Centres are also again reminded that the guidance given by the moderators in previous centre moderation reports must be actioned in the subsequent series.

Learning Outcome 1 – Be able to apply Critical Thinking and Problem Solving

It is clear that the overwhelming majority of centres and candidates have a clear and thorough knowledge and understanding of Critical Thinking and Problem-Solving skills, including the tools and techniques to analyse them e.g. highlighting of sources, annotation of credibility, RURU, PESTLE factors and class discussions etc. Many candidates were able to thoroughly evidence this in detail through their notes. Some candidates were able to clearly and effectively synthesise this information into their Personal Standpoints. However, in this series many Personal Standpoints lacked reference to the source material and/or classroom discussions that had taken place. This limited candidates' ability to achieve marks into the top bands.

Source packs were of varying quality. Where centres used sources well, they were differentiated in response to the needs of individual/groups of candidates. In less successful samples, sources were overly-long and complicated and did not enable candidates to engage as fully with the source material. Centres are reminded that 4 sources should be included in the source pack, comprising of written information, numerical data and images. Candidates should also be encouraged to find 2 sources of their own to supplement the resource pack.

It was pleasing to see that many candidates had included the required word count for their Personal Standpoint and successfully adhered to the 800-word count control. However, some candidates are still writing far in excess of this limit and centres are reminded that if candidates substantially go over this limit, their Personal Standpoints cannot be considered effective and candidates would not be able to access marks at the top end of band 4.

Reflection on the Critical Thinking and Problem-Solving process remains an area for further development for many centres. Candidates must be encouraged to reflect on the skills used; in this series the majority of candidates described the actions undertaken instead of reflecting on and evaluating how their skills had developed. In a minority of centres the reflection for LO1 had been overlooked completely and centres are reminded that the reflective element of LO1 contributes an important part of the marks awarded for this Learning Outcome.

Learning Outcome 2 – Be able to apply Creativity and Innovation

There was a mixed response from centres and candidates for this Learning Outcome. As noted in the previous series, some candidates had omitted the initial step of generating multiple ideas for raising awareness. Instead, some had moved straight onto consideration of strengths and weaknesses for a limited number of ideas. Centres must encourage all candidates to consider numerous ways to raise awareness so that they can explore creative and innovative methods.

The majority of candidates selected and implemented feasible, realistic and appropriate ideas. However, evidence of development of candidates' ideas continues to vary from centre to centre. In this series many candidates showed good development of their chosen method, moving from initial ideas, to consideration of design features, to draft format, seeking peer feedback and implementing changes before producing a final outcome. This provides clear and effective evidence of several stages of development. In a number of centres, candidates lacked depth in the development of their ideas, often producing photos which documented the process of implementing their final outcome, rather than developing their chosen method and seeking feedback before producing a final outcome.

Reflection for this Learning Outcome continues to be of a better quality than reflections for Learning Outcome 1. Nearly all candidates were able to produce a reflection on the development of their raising awareness method. Candidates who had effectively developed their chosen idea (as mentioned above) were more successful for this element of this Learning Outcome as they were clearly able to reflect on the various stages of developing their idea. The evaluative nature of reflections are improving, although tend to still be more descriptive rather than evaluative and this remains an area of development for the majority of centres.

Learning Outcome 3 – Understand issues involved in a Global Citizenship Challenge

This Learning Outcome continues to be the most accurately assessed by centres. Nearly all centres accurately assess candidates' understanding of the various global issues, which is very pleasing to see.

Most candidates show good evidence of understanding PESTLE factors through additional annotation and highlighting of sources. Where this is most effective, candidates are able to synthesise the information and use it within their Personal Standpoint to support their commentary. All candidates should be encouraged to blend PESTLE factors into their Personal Standpoints so that it is not a separate task but supports candidates' opinions, views and arguments in Task 1.

This series it was pleasing to see so many creative outcomes including art canvases, recycled bottle mosaics and video animations, to name but a few. Centres are encouraged to continue to inspire creativity in their learners. The majority of centres appear to be confident in accurately assessing candidate's outcomes for this Learning Outcome. However, a minority of candidates continue to develop ideas which are not implemented e.g. merchandise, or do not provide evidence of the actual outcome e.g. missing links to websites, videos or apps. Centres are therefore reminded that outcomes must be produced by candidates and must be visible to the moderator.

Community Challenge

Significantly fewer candidates had been entered for this series due to the current restrictions. There was clear evidence that the majority of centres are able to provide purposeful and valuable activities which provide ample opportunity for candidates to demonstrate the independence and responsibility needed for the highest bands. As a result many centres provided evidence that showed candidates had fully engaged with the Challenge and were able to complete each of the necessary tasks to provide appropriate evidence for all Learning Outcomes.

Centre planning remains key to ensure the Community Challenge is a success and consideration is needed on how chosen briefs can be implemented within the individual school's setting. All centres chose suitable briefs however in some instances their implementation did not provide candidates with sufficient opportunity to produce the necessary evidence for each of the Learning Outcomes. When the 'doing' aspect is insufficient either in time or complexity it hinders the candidates' ability to present detailed and effective planning in particular. Similarly when centres provide activities for larger groups it hinders the candidates' ability to demonstrate sufficient independence and responsibility which is needed for planning and organisation. A small number of centres continue to allow candidates to undertake their chosen activity as a class which isn't in line with the specification which indicate that the size of the team must be 3 to 6 members. Similarly centres are reminded that candidates working in pairs on this challenge doesn't adhere to the specification requirements.

Centres are reminded that although the activity itself can be carried out as a team, the majority of evidence will be completed individually. With the exception of some components of task 2 (e.g. opportunities and risks, resources, lesson plans, group action plans) there must be individuality in the evidence presented as candidates "must provide an individual response as part of any task outcome" (page 33 of specification). This has improved significantly, however a minority of centres continue to present evidence which is deemed as too similar or identical in nature.

The most accurate assessment was seen by centres when all criteria of the Learning Outcomes were clearly applied to the evidence presented by candidates. Centres are reminded that only the evidence presented by candidates can be considered for assessment.

Learning Outcome 1 – Be able to apply Planning and Organising

The most successful work began with a clear and focused brief allowing the candidates to present appropriate and realistic aims and objectives that were relevant to the work undertaken. The strongest candidates presented planning which clearly related to what they intended to do during the 'doing' aspect of the Challenge as opposed to focusing on the preparation alone. This allowed for more detailed and effective planning, allowing candidates to access higher band marks.

Where planning was poorly completed candidates tended to focus on the preparation with little consideration for what they intended to do during the activity itself. Centres are reminded that the planning and organisation must focus on how candidates intend to deliver their chosen activity. When the brief lacked a clear focus or the activity didn't provide sufficient responsibility, candidates were unable to show detailed planning which restricted the marks available.

There were once again very strong examples of lesson plans with Coaching briefs and candidates were able to show clear evidence for monitoring and development as they revised plans between deliveries when asked to repeat sessions more than once or reflected and adapted ideas when teaching over a longer period of time. Some good evidence was also seen in relation to the Social Welfare briefs, with some candidates presenting detailed and effective planning for what they intended to do in order to promote and actively support their chosen charity / organisation.

The most successful candidates showed consideration for the various examples of content listed in the specification (page 28) such as setting targets, required resources, risks, team and individual action plans, but this was inconsistent across centres. Centres are reminded that candidates are not required to explain each of the elements as understanding is shown through their use during the planning process. In a few instances, candidates included planning in the form of descriptive paragraphs which didn't allow for detailed and effective planning and also made it more difficult to demonstrate effective and successful implementation.

As part of the planning and organisation candidates must provide sufficient detail in the action plans provided with clear allocation of responsibilities when working as a team. Some candidates continue to use generic statements such as "practise shooting", "work with pupils" within their action plan which isn't sufficient to reach the higher bands. Similarly repeating the same statement throughout the action plan doesn't show evidence of detailed and effective planning and should be marked accordingly.

The use of industry standard templates was done successfully by most centres with candidates using them appropriately as part of their planning process. The most common templates were those used for risk assessments, lesson plans, action plans and SWOT analysis.

Some centres once again were seen to be using rigid structures and workbooks successfully to assist candidates to achieve band 1 marks. However, a few centres continue to provide too much structure to all candidates which include templates with leading questions which limits accessibility to higher band marks as they restrict learner responses across all Learning Outcomes.

Good evidence of monitoring and development was seen through detailed Participation Records where candidates would refer to the strengths and improvements made when implementing their plan as part of their activity log.

Strongest candidates referred clearly to the planning process within their reflection indicating why their planning was successful or what areas they could improve. Some candidates continue to describe the activity as opposed to provide evaluative comments on the planning process itself which again hinders the marks available.

Learning Outcome 2 – Understand Personal Effectiveness

All candidates had undertaken a skills audit in one of several forms and the vast majority focused on the analysis of results which allows candidates to achieve higher marks.

Strongest candidates include specific examples of how they've applied various skills in the past to illustrate the results of the audit as well as show consideration of how the skills relate to their chosen Community activity. Most successful candidates included a clear plan for improvement with a focus how they could be developed during the "doing" aspect of the Challenge. This also provided candidates with a clear focus when reflecting on their skills following the activity itself.

Those with a detailed Participation Record in which they clearly documented the implementation of their plan were able to demonstrate effective performance of own role and responsibilities during the activity as they included commentary and/or evaluations of what they did throughout the Community hours.

Once again, the reflection for this Learning Outcome tends to be stronger than LO1. Use of examples to illustrate and justify how they applied and developed the skills allowed candidates to reach the higher bands. Descriptive reflections where candidates merely identify the skills tended to be limited or basic only.

Learning Outcome 3 – Be able to participate in a Community Challenge

When a well-defined brief was provided, candidates were able to show consideration of the purpose and benefit of the activity, usually in the form of an introduction to the Personal Digital Record. Those reaching the higher marks would identify the purpose and benefit of the activity in relation to their chosen community. In a minority of cases this was too generic across candidates and centres are reminded that this should be completed individually. Centres are reminded that candidates are not required to describe the meaning of a Community in general or explore the various communities open to them as this isn't included as part of the assessment criteria.

Centres are reminded that the Challenge requires sufficient hours carrying out the 'doing' aspect of the Challenge through working with or in the community. Although the majority of candidates met the requirement with purposeful and valuable activities, there was evidence in some to the contrary. Failing to provide opportunity for the required hours not only hinders learners at LO3 but also has a detrimental effect on the planning and organisation as well as their ability to demonstrate efficient and effective performance.

A confirmation statement was provided by the vast majority of centres however in very few cases they remain to be completed incorrectly. Centres are reminded that only the statement which best reflects the candidate's participation during the "doing" aspect of the Challenge should be chosen.

The Participation Record is a key element of the PDR as it is a source of evidence for each of the Learning Outcomes. This is a strength for many candidates as they clearly document the implementation of their plan and provide a record of what they personally did during the 'doing' aspect of the Challenge using individually arranged and annotated photographs along with digital diaries, personalised videos, interviews and blogs.

As part of the Challenge candidates are required to demonstrate Digital Literacy skills as they develop their PDR in a creative manner. When the centre provides too much structure the candidates are unable to reach the higher bands as they are not able to show effective organisation, storage and management in how they collate their evidence individually. Some very strong Personal Digital Records were seen during this series with candidates presenting well-structured work showing evidence of organisation and management by collating the various tasks into a well organised portfolio of evidence making use of hyperlinks or embedded images.