

WJEC Entry Level Personal Project

Approved by Qualifications Wales
Specification

Teaching from September 2027
For award from September 2029



This Qualifications Wales regulated qualification
is not available to centres in England.

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Ready for the world.

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

Qualification Information

Qualification title	WJEC Entry Level Personal Project
Qualification objective	To support learners' personal growth and encourage meaningful engagement with their learning experiences.
WJEC Qualification Code	9000Q0
QiW Number	C00/5284/1
Guided Learning Hours	60
Total Qualification Time	60
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2028

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.
- [Personal Project Qualification Approval Criteria](#) which sets out requirements for Personal Project qualifications approved for first teaching from September 2027 and beyond.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

Learning through interests, with support every step of the way

Our Personal Project qualifications are designed to empower learners through meaningful, self-directed exploration. Rooted in the Curriculum for Wales, these qualifications offer a unique opportunity for learners to engage deeply with a subject of personal interest while developing and applying the four Integral Skills: creativity and innovation, critical thinking and problem solving, personal effectiveness, and planning and organising.

Each Personal Project is more than just a piece of work, it's a journey. Learners are encouraged to broaden and deepen their understanding, make connections across disciplines, and reflect on their learning in a real-world context. This approach fosters independence, resilience, and a sense of ownership over their educational experience.

Personal Projects provide a flexible and inclusive pathway for learners to demonstrate achievement. Whether learners choose to explore a topic related to their future aspirations or a personal passion, the qualification supports progression and prepares them for further study, training, or employment.

By completing a Personal Project, learners gain more than just a qualification, they develop transferable skills, confidence, and a sense of accomplishment that will serve them well in life, learning, and work.

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1. Introduction

The WJEC Entry Level Personal Project is an exciting opportunity for entry level learners to take charge of their own learning journey. It allows them to explore a subject that truly matters to them and bring their ideas to life through a project of their own design. This is not just another qualification – it's a hands-on, creative experience that helps learners show what they can do while building essential skills for life and work.

In a world where change is constant, the ability to adapt, solve problems, and work effectively with others is more important than ever. The Curriculum for Wales recognises this by placing skills at the heart of learning, helping learners become confident, curious and resilient individuals who can apply their knowledge in meaningful ways.

Through the Personal Project qualification, learners will develop and demonstrate the four Integral Skills of the Curriculum for Wales:

- Planning and organising
- Critical thinking and problem solving
- Creativity and innovation
- Personal effectiveness.

These skills are essential for managing tasks, making decisions and contributing positively to everyday life and work. By embedding them in a practical, learner-led project, this qualification ensures that learning feels relevant, purposeful and empowering.

1.1. Purpose and aims

The Entry Level Personal Project qualification:

- empowers learners to take ownership of their learning by choosing a topic that interests them and shaping their own project
- provides opportunities for learners to develop and demonstrate application of the Integral Skills of the Curriculum for Wales
- encourages learners to contextualise, broaden and deepen their learning
- is accessible and achievable, aligned with entry level 1-3 of the Credit and Qualification Framework for Wales (CQFW).

Learners don't just complete a project—they create something that reflects their interests, builds confidence, and prepares them for the next steps in life.

1.2. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training or employment.

1.3. Guided Learning Hours and Total Qualification Time

Guided Learning Hours (GLH) refer to classroom-based activities and assessments carried out under the direct supervision of a teacher. Total Qualification Time (TQT) is the overall time, in hours, expected for a learner to complete the qualification. It includes GLH plus time for learners to develop, refine and present their project.

As the Entry Level Personal Project is designed for pre-16 learners working at entry level, all learning and assessment are supported and guided, with varying levels of independence as described in the performance bands. The GLH and TQT for this qualification is therefore the same and has been set at 60 hours. Teachers have flexibility in how they structure and deliver their courses within this time.

1.4. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we are committed to making further amendments where appropriate, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.5. Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect breadth and diversity. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Content

Each Integral Skill is broken down into specific learning outcomes and assessment criteria:

- Learning outcomes describe what the learner will be able to do by the end of the qualification. They provide measurable goals that guide both teaching and assessment.
- Assessment criteria provide specific, observable and measurable standards which are used to judge whether a learner has achieved each learning outcome.

As the Integral Skills are embedded throughout the curriculum, learners may already have developed many of the skills required to complete their project.

Teachers may provide a short skills-based course of study that supports learners to consolidate the skills they will need to utilise to complete their project. The content provided below is intended to support teachers in developing their teaching and learning programme. Teachers can tailor content to meet the needs, abilities and contexts of their learners. Learners should also be provided with opportunities to practise, develop and demonstrate the Integral Skills prior to completing their project, recognising that learners may have developed these skills to differing extents through prior learning and experience. As a result, the level and type of support required may vary, with some learners requiring more structured guidance while others are able to work with greater independence. Additional guidance including suggested activities can be found in the Personal Project Guidance for Teaching and Assessment. This document is available on the WJEC qualification webpage for the Entry Level Personal Project.

It is expected that the teaching and learning programme should be approximately 20 hours to cover the following content and allow learners to develop the specific skills relevant to the assessment of the Project.

2.1. Planning and Organising

Being organised is important because it helps people work well and get good results. These skills help learners identify, plan and carry out a simple project by using a range of skills and different ways of doing things to achieve the planned result.

Content
Learners should know how to: • choose an idea they like or are interested in • set goals • sequence tasks • communicate what they want to achieve • recognise when a task is finished • reflect on what went well or what they liked doing • explain simply what worked well and what they might do differently next time • choose resources or tools, and use these safely • recognise hazards or steps to stay safe • keep to simple times or steps • follow tasks or steps in order.

2.2. Critical Thinking and Problem Solving

These skills help learners ask questions, understand problems and find solutions. Learners learn how to look for information and choose what is useful. They organise ideas and facts clearly. They use what they learn in the right way. They see how things are connected and understand any challenges. They make good decisions and solve problems.

Content
Learners should know how to: • find or recognise information • recognise and use sources of information such as books, websites, photos or people • recognise when information is relevant • say or show where the information came from • check if the information seems right and communicate this to others • use simple prompts to decide if the information is useful • say or show if something is not working or is difficult and choose a way to make it better • demonstrate a different way of doing something.

2.3. Creativity and Innovation

These skills help learners open their minds, see things in new ways and discover their strengths. They enable learners to think of original ideas, turn those ideas into practical outcomes and explain and share the decisions they make.

Content
Learners should know how to: • try out new ideas or ways of doing things and see what works best • use their own ideas to make or present something original • select colours, shapes, materials, designs or words for their project • show or describe what worked well • take an idea and turn it into a finished outcome • share or present work in their own style • use materials, tools and resources creatively and safely.

2.4. Personal Effectiveness

Understanding themselves and their abilities helps learners cope with unexpected situations, feel more confident and live a more satisfying life. These skills enable learners to get the best from themselves and create a positive impact. Learners also learn how to check and review their progress and the results of their work. By doing this, they feel proud of what they have achieved.

Content
Learners should know how to: • share ideas using words, pictures, actions or any way that works for them • listen to other people's ideas and respond • take turns and help others when working in a group • work together with others and be kind, patient and respectful • communicate ideas • say or show what they liked or enjoyed about their project • say or show what was easy or hard • think about what they may do differently next time • say or show what they learned from their project • give ideas for how to improve or try things differently in the future.

2.5. Choosing an appropriate project

Learners working towards the Entry Level Personal Project qualification should be supported to explore a topic that interests them. With guidance, they should be encouraged to:

- talk about their ideas and decide what their project will be about
- understand how to ask a clear question or explain what they want to make
- plan their project carefully so they know what steps to take.

The Personal Project may take a range of forms, which may include but is not limited to, written, oral, digital, artefact, performance and/or event. Teachers should support learners with their choice of project to ensure it is appropriate and achievable for them.

The Personal Project should be presented as a two-part final entry. Learners should submit their project plan and their final project.

3. Assessment Grids

Each learning outcome is supported by three distinct bands of assessment criteria, which reflect the broad spectrum of learner abilities at Entry Level. It is recognised that a learner's performance may vary across different learning outcomes and assessment criteria within the same skill. To facilitate the award of the qualification, each assessment criterion has been allocated points that represent the level the learner is working at.

3.1. Key principles

- Learning outcomes stay constant: All learners are assessed against the same outcome (for example, choose a project title).
- Assessment criteria vary by level: Entry 1, Entry 2 and Entry 3 criteria show progression in complexity, independence and quality.
- Differentiation may be by:
 - level of support (for example, teacher prompts, scaffolding, peer assistance)
 - requirements (for example, length, accuracy, detail, independence)
 - combination of both (for example, more detail and less support at higher levels).

Where the wording of assessment criteria at Entry 1 and Entry 2 are the same, the level of support provided to the learner is the sole differentiator.

3.2. Support and progression

Learners working at Entry 1 are likely to require high levels of support to access and achieve the assessment criteria. This may include significant verbal, visual and practical assistance, the use of symbols or assistive technology. Tasks and evidence collection are designed to be highly structured, enabling learners to participate meaningfully and demonstrate achievement through supported engagement. Evidence types can include photographs, short video clips, annotated work, teacher observation notes and learner comments. Additional information can be found in the Personal Project: Guidance for Teaching and Assessment. This document is available on the WJEC qualification webpage for the Entry Level Personal Project.

At Entry 2 and Entry 3, learners are expected to demonstrate increasing independence in meeting the assessment criteria.

Entry 2 learners will typically need some support, such as prompts, guided questioning, or scaffolded templates, to help them plan, organise and reflect on their work.

Entry 3 learners should be able to complete most tasks with minimal support, requiring only occasional guidance to confirm understanding or review progress. This graduated approach ensures that learners develop essential independence, confidence, and transferable skills as they progress through the Entry levels.

3.3. Using the assessment grids

1. Start with the learning outcome: Identify what the learner was expected to achieve.
2. Check the descriptors: Compare the learner's work against Entry 1, 2 and 3 criteria.
3. Decide the best fit: Award the level that most closely matches the learner's performance.
4. Award points per assessment criterion.

Award 0 for any of the learning outcomes if there is no evidence or submitted work is not worthy of credit.

Planning and organising					Points awarded		
Learning Outcome	Assessment criteria						
	1 (with high levels of support)	2 (with some support)	3 (independently / with minimal support)				
LO1 Be able to plan a simple project	1.1	Help to decide what needs to be done	1.1	Create a simple sequence of key tasks	1.1	Plan what needs to be done and in what order	/3
	1.2	Follow a simple plan or order of tasks	1.2	Follow a simple plan or order of tasks	1.2	Follow a plan	/3
LO2 Be able to say what they want to achieve	2.1	Say or show what they are trying to do in the project	2.1	Say or show what they want their project to look like at the end	2.1	Describe what they want to achieve in their project	/3
	2.2	Recognise when they have finished or achieved something and say or show what went well	2.2	Recognise when they have finished a part of their project and say what went well and what they liked doing	2.2	Identify when they have finished tasks or met their goals and explain what went well and what they might change next time	/3
LO3 Be able to use resources and time	3.1	Choose from given materials or tools to use	3.1	Choose the most suitable resources from given options	3.1	Choose resources for a clear reason	/3
	3.2	Use simple resources safely with guidance	3.2	Use resources safely with guidance	3.2	Use resources safely	/3
	3.3	Keep to simple times or steps	3.3	Keep to simple times or steps	3.3	Work steadily and keep mostly to time	/3
Total Points							/21

Award 0 for any of the learning outcomes if there is no evidence or submitted work is not worthy of credit.

Critical thinking and problem solving				Points awarded
Learning Outcome	Assessment criteria			
	1 (with high levels of support)	2 (with some support)	3 (independently / with minimal support)	
LO4 Be able to find and use simple information	4.1 Find or recognise information about their project (for example, pictures, words, symbols)	4.1 Find pictures, words or objects linked to their project	4.1 Find simple information linked to their project, using books, websites or people	/3
	4.2 Say or show where the information came from (for example, book, website, person)	4.2 Say or show where they got the information from (for example, book, person, website or photo)	4.2 State where their information came from	/3
	4.3 Check with an adult or peer if it seems right	4.3 Check with an adult or peer if it seems right	4.3 Check with an adult or peer if it seems right	/3
LO5 Be able to notice and talk about problems	5.1 Say or show if something is not working or is difficult	5.1 Recognise if something goes wrong or is difficult	5.1 Identify when something goes wrong or is difficult	/3
	5.2 Choose a different way to do it	5.2 Choose a way to make it better	5.2 Suggest or try a way to fix the problem	/3
	5.3 Demonstrate another method	5.3 Demonstrate another method	5.3 Demonstrate another method	/3
Total Points				/18

Award 0 for any of the learning outcomes if there is no evidence or submitted work is not worthy of credit.

Creativity and Innovation					Points awarded
Learning Outcome	Assessment criteria				
	2 (with high levels of support)	4 (with some support)	6 (independently / with minimal support)		
LO6 Be able to show creativity in their work	6.1 Try out new ideas or ways of doing things	6.1 Try out new ideas or ways of doing things	6.1 Use their own ideas to make or present something original	/6	
	6.2 Select colours, shapes, materials or words for their project	6.2 Select colours, materials, words or designs for their project	6.2 Select and justify colours, materials or designs for their project	/6	
	6.3 Present their work in a way they like (for example, drawing, model, poster, photo, talk)	6.3 Present their project in their own way (for example, drawing, model, poster, short presentation, photo)	6.3 Present their work clearly in their own style	/6	
Total Points				/18	

Personal effectiveness						Points awarded	
Learning Outcome	Assessment criteria						
	1 (with high levels of support)		2 (with some support)		3 (independently / with minimal support)		
LO7 Be able to share and talk about ideas	7.1	Share ideas using words, pictures or actions	7.1	Share ideas with others	7.1	Share ideas clearly with others	/3
	7.2	Listen to other people's ideas	7.2	Acknowledge other people's ideas	7.2	Consider other people's suggestions	/3
	7.3	Respond to other people's ideas	7.3	Respond to other people's ideas	7.3	Respond appropriately to other people's suggestions	/3
	7.4	Help others or take turns in group activities	7.4	Take turns or help in a small group task	7.4	Work cooperatively, showing respect and patience	/3
LO8 Be able to think about what they have learned	8.1	Say or show what they liked about the project	8.1	Say or show what they liked best about the project	8.1	Describe what they enjoyed or learned from their project	/3
	8.2	Say or show what they found easy or hard	8.2	Say what they found easy or hard	8.2	Explain what was easy and what was hard and give reasons	/3
	8.3	Say or show what they might do differently next time	8.3	Suggest something they could do differently next time	8.3	Suggest how they could improve or develop next time	/3
Total Points							/21

4. Assessment

4.1. Integral skill weightings

The weighting of the four Integral Skills in the WJEC Entry Level Personal Project qualification has been carefully considered to align with the qualification's goals, support progression and ensure accessibility at each level.

Skill	Weighting
Planning and organising	30%
Critical thinking and problem solving	20%
Creativity and innovation	20%
Personal effectiveness	30%

Planning and organisation carries greater emphasis to help learners develop strong skills in structuring tasks, prioritising activities, and managing time effectively. Personal effectiveness is equally prioritised to build resilience, self-management, and positive behaviours that underpin sustained progression and adaptability in real-world contexts.

Creativity and innovation is given a lower proportion, as these skills involve higher-order thinking, such as generating original ideas and evaluating alternatives. Opportunities for imaginative engagement are retained to help learners open their minds, see things in new ways, and build confidence. Similarly, critical thinking and problem solving is weighted less to minimise cognitive load at this stage, while still introducing basic reasoning and decision-making to support gradual development.

This balance ensures the qualification is accessible, motivating, and aligned with the needs of early-stage learners.

4.2. Arrangements for the assessment of the Project

The Personal Project is internally assessed by the centre and externally moderated by WJEC in line with JCQ <https://www.jcq.org.uk> Instructions for Conducting Coursework.

Preparing candidates for assessment

The Personal Project should only be completed and assessed once candidates have been given the opportunity to acquire the skills required to meet the full range of assessment criteria.

Word count

Centres should take a flexible approach to word counts so that all learners are able to demonstrate their skills effectively. Word counts are intended as guidance only and must not restrict a candidate's ability to meet the assessment criteria.

- Entry Level 1 and 2: Visual, oral or practical evidence may be appropriate at these levels. Candidates are not required to produce extended written work.
- Entry 3: Where written evidence is used, this should not normally exceed 1000 words; centres may use alternative forms of evidence where these better meet candidate needs.

Support, advice and guidance

Teachers should support candidates with their choice of project to ensure it is appropriate and achievable for them and will provide opportunities for them to meet the requirements of the assessment criteria.

Before starting their project, teachers are responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for their Personal Project.

Candidates need to know that if they use information from books, websites (including AI tools) or other sources, they must say where it came from. They should know that:

- they need to identify (reference) where the information came from
- they must not copy other people's work and pretend it is their own
- copying without saying where it came from is not allowed and is seen as cheating.

Once candidates begin work on their project, teachers may:

- help candidates understand the task requirements, expected outcomes and timeframes
- advise whether the chosen context and scope are likely to meet the assessment criteria
- give advice on safe use of equipment, materials and available ICT resources.

Teachers must **not**:

- specify the context for the project, it must be the candidate's own decision
- correct or modify a candidate's work
- give specific direction to a candidate to achieve higher marks.

Support should reflect the level the candidate is working at:

- Entry 1 candidates will require a high level of support, including verbal, visual, and practical assistance, use of symbols or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.
- Entry 2 candidates should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 candidates are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.

This graduated model of support ensures that learners develop independence, confidence and skills as they progress through the entry levels.

Collaboration

Candidates must not work together where a learning outcome or assessment criterion specifically states that collaboration is not allowed.

Resources

Whilst completing their Personal Project, the use of resources, including the internet, is not tightly prescribed and candidates may have access to resources which may include information gathered outside of school, for example as part of their research activities.

References to sources of information used in the project must be acknowledged. For written evidence this can be through an appended bibliography using a conventional in-text referencing system, or through footnotes. For spoken evidence, this can be by the candidate verbally identifying the source during their presentation or discussion.

Once the project is completed and the final assessment made, no further amendments may be made.

Supervision and monitoring

Most entry level candidates will require supervision while completing their assessment to ensure they are supported appropriately and can demonstrate their skills confidently. Supervision helps candidates stay on track, make informed choices and engage meaningfully with their project. It also ensures that the work produced reflects the candidates' own ideas and efforts, even when supported.

Teachers should be sufficiently aware of the candidate's standard and level of work to be able to identify if the evidence submitted for assessment appears to be beyond that candidate's talents. In most circumstances it is expected that teachers will be familiar with candidates' work through classwork and assignments.

Where teachers are not familiar with a candidate's work, they should consider other ways of monitoring candidate work, for example:

- requiring candidates to complete some or all work under direct supervision
- undertaking a Viva to authenticate work from unknown candidates

Candidates must sign a declaration confirming the authenticity of submitted work and teachers must countersign that they have taken all reasonable steps to validate this. Electronic signatures will be accepted.

4.3. Assessing the project

The Personal Project is internally marked and externally moderated.

To ensure consistency and reliability in assessment, all assessment must be carried out by a designated teacher with appropriate expertise.

Teachers must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- evidence submitted by candidates aligns with the expectations set out in the assessment criteria
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the allocation of points and support the final unit level awarded.

Where performance is observed by someone other than the teacher, a witness statement must be completed. The assessor is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence and documentation of authentication must be included.

Annotations

Teacher annotations within the body of any written evidence, are very useful to show where and why the marks have been awarded. Examples from completed projects will be issued annually by WJEC to help centres identify the quality of the work associated with various mark bands.

Internal standardisation and moderation

Where there is more than one teacher in a centre, work from all teaching groups must be standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. Standardising material will be issued by WJEC to assist with this process. For moderation to take place and to be standardised fairly, each centre is assigned an external moderator by WJEC. It is essential that the moderator understands the nature of the evidence submitted and the way that criteria have been used to make a final assessment. The required details on the project assessment sheet and the annotations made on the body of any text are therefore very important.

Submission of marks and administration

Centres need to submit marks for assessed work online in the winter or summer series of the year when the work is to be submitted for moderation. When the marks have been submitted to WJEC, the online system will identify the sample of candidates whose work is selected for moderation:

- samples must be uploaded to WJEC e-submission platform
- only the evidence from the candidates selected for the sample should be uploaded
- the declaration must be signed by both the candidate and the teacher.

N.B. Please remember that all candidates' work, not just the sample, must be authenticated internally by signing a declaration.

Centre feedback

The outcome of external moderation will be to either accept or amend a centre's assessment decisions. All centres will receive detailed feedback from the moderation process in the form of electronic reports to centres.

Centres must retain the evidence of all candidates until the deadline for a review of moderation has passed or until a review of moderation or appeal or malpractice investigation has been completed, whichever is the later. The evidence must be available to WJEC if requested.

Please refer to the administration handbook published annually for further information on the submission of marks and samples of candidate work, and on the external moderation process.

4.4. Malpractice including the misuse of AI tools

AI use in this context refers to the use of AI tools to obtain information and content which might be used in work produced for assessment, which contributes to the award of the qualification.

When properly referenced, this can be acceptable, although candidates cannot be credited for any work they produce for assessment which is not their own, so the benefit to them of using AI is likely to be limited and they risk committing malpractice if AI is misused.

AI misuse is where a learner has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the learner's own
- copying or paraphrasing whole responses of AI-generated content
- using AI to complete parts of the assessment so that the work does not reflect the learner's own work, analysis, evaluation or calculations
- failing to acknowledge use of AI tools when they have been used as a source of information
- incomplete or poor acknowledgement of AI tools
- submitting work with intentionally incomplete or misleading references or bibliographies.

Centres and teachers should refer to the document AI Use in Assessments, which highlights the regulations that apply in relation to AI use in assessments and provides guidance to help teachers and assessors in centres. This document can be accessed from the JCQ website <https://www.jcq.org.uk/> Malpractice.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the qualification.

In all cases of malpractice, centres are advised to consult <https://www.jcq.org.uk/> the JCQ booklet Suspected Malpractice: Policies and Procedures.

5. Technical information

5.1. Making entries

Entries for the award of the WJEC Entry Level Personal Project qualification will occur in the winter and summer series until the end of the life of this specification. Summer 2028 will be the first assessment opportunity.

The entry code for the qualification appears below.

English medium	Welsh medium
9000Q0	9000C0

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

5.2. Grading and reporting

The Entry Level Personal Project qualification is reported on a three-point scale: Entry 1, Entry 2, Entry 3. Overall grades are determined by the total points achieved across all criteria, allowing strengths in some areas to balance weaknesses in others.

The maximum points available at each level are:

	Points
Entry 1	26
Entry 2	52
Entry 3	78

The grade boundaries reflect that learners may demonstrate strengths and weaknesses across different assessment criteria, while still achieving sufficient overall attainment for the qualification being awarded.

Candidates who do not achieve the marks required to achieve an Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

5.3. Re-entry rules

There is no restriction on the number of times a candidate may enter the Entry Level Personal Project qualification. When re-entering for a Personal Project qualification, candidates cannot re-submit evidence for assessment that has been entered previously.



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