

WJEC Level 1/Level 2 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 titles	WJEC Level 1 Personal Project WJEC Level 2 Personal Project
Qualification objective	To support learners' personal growth and encourage meaningful engagement with their learning experiences.
WJEC qualification codes	9011Q0 WJEC Level 1 Personal Project 9022Q0 WJEC Level 2 Personal Project
QiW numbers	C00/5320/8 WJEC Level 1 Personal Project C00/5321/1 WJEC Level 2 Personal Project
Guided Learning Hours	60
Total Qualification Time	70
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 set out requirements for any 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 Level 1 and Level 2 Personal Project qualifications offer an exciting opportunity for 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 qualifications, 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, these qualifications ensure that learning feels relevant, purposeful and empowering.

1.1. Purpose and aims

The Level 1 and Level 2 Personal Project qualifications:

- empower learners to take ownership of their learning by choosing a topic that interests them and shaping their own project
- provide opportunities for learners to develop and demonstrate application of the integral skills of the Curriculum for Wales through in-depth engagement with a subject of their choice
- provide opportunities for learners to contextualise, broaden and deepen their learning
- are aligned with level 1 and 2 of the Credit and Qualification Framework for Wales (CQFW).

1.2. Structure of the qualifications

The Level 1 and Level 2 Personal Project qualifications share common content and learning outcomes that span both levels. The marking grids also span both levels with differentiation achieved through the quality, depth and complexity of the learner's work.

This approach keeps progression pathways open for learners, allowing learners to aim higher without being restricted by early level decisions. This approach is consistent with other WJEC National Qualifications that use compensatory models to support learners with 'spiky' profiles, allowing stronger outcomes in some areas to offset lower outcomes in others.

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, the Level 1 and Level 2 Personal Project qualifications are primarily designed for learners aged 14 to 16, working at Level 1 and Level 2 of the Credit and Qualifications Framework for Wales (CQFW). The qualifications build on prior skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualifications support 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.

Learners completing the Level 1 or Level 2 Personal Project may progress to the Level 3 Advanced Skills Baccalaureate Wales which is normally taken alongside other Level 3 qualifications including AS and A Levels.

1.4. 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 their qualification. It includes GLH plus time for learners to develop, refine and present their project.

The Personal Project qualifications have been designed to be delivered within 60 guided learning hours. Centres have flexibility in how they structure and deliver their courses within the GLH.

It is anticipated that learners will spend up to 10 hours of independent time on their personal project, beyond the 60 guided learning hours. This allocation reflects the expectation that learners take ownership of their project, undertaking research, developing ideas, gathering evidence and refining their final outcome. The maximum Total Qualification Time (TQT) for the qualifications is therefore 70 hours.

1.5. 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.

1.6. 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 qualifications, 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.

These qualifications adhere 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

As the Integral Skills are embedded throughout the curriculum, learners should 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 use to complete this assessment. 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 Level 1 and 2 Personal Project.

Learners should also be provided with opportunities to practise, develop and demonstrate the Integral Skills in relevant and current contexts as part of their programme of learning and prior to completing their project. It is expected that the teaching and learning programme should be approximately 60 hours to cover the following content and allow learners sufficient time to develop the specific skills relevant to the assessment of the project.

2.1. Planning and Organising Skills

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

Content	
Specific Skills Learners will:	Amplification
Develop and apply the skills to plan a project, including defining a clear timeline, identifying key activities and determining necessary resources	Learners should understand: • how to create a structured project plan • how to define a clear and realistic timeline, including deadlines and key milestones • how to identify and sequence key activities to ensure logical progression and efficient workflow • how to determine and allocate necessary resources, such as people, materials, equipment and budget • how to use planning tools and techniques (for example, to do or task lists, mind maps, checklists) to organise activities effectively • how effective planning supports successful project delivery and achievement of aims and objectives.
Understand how to set specific, measurable, achievable, relevant and time-bound (SMART) goals and define success criteria for their project	Learners should understand: • that aims represent the overall purpose, while objectives are the specific steps required to achieve those aims • how to set SMART goals (specific, measurable, achievable, relevant, time-bound) that provide a clear framework for project planning • how to define success criteria to evaluate whether project goals have been met.
Develop knowledge and skills to manage resources, activities and timelines effectively throughout the project lifecycle	Learners should understand: • how to identify and allocate resources (for example, people, materials, equipment) to support project delivery • how to schedule activities and milestones to ensure progress aligns with the overall project plan • how to create and manage a realistic timeline, including setting deadlines and adjusting for unforeseen changes • how to monitor resource usage and activity progress throughout the project lifecycle to maintain efficiency • how to apply problem-solving strategies when resources or timelines are constrained • how effective resource and time management contributes to achieving project aims and objectives.

Understand how to monitor project progress and adapt plans in response to changes and feedback	Learners should understand: • how to track project progress against planned timelines, activities and resource allocation • how to use monitoring tools and techniques (for example, progress reports, checklists) to identify variances • how to interpret feedback and performance data to assess whether objectives and success criteria are being met • how to identify risks or issues early and evaluate their impact on project delivery • how to adapt plans effectively by revising timelines, reallocating resources or adjusting activities in response to changes • how continuous monitoring and flexibility contribute to successful project outcomes.
Reflect on preparation of the project, success criteria and outcomes	Learners should understand: • how to review the initial project plan, including aims, objectives and SMART goals, to assess their relevance and clarity • how to evaluate success criteria against actual outcomes to determine whether the project met its intended goals • how to analyse factors that contributed to success or caused challenges, such as resource allocation, timelines and stakeholder engagement • how to use feedback and performance data to identify strengths and areas for improvement • how to document lessons learned for future projects, focusing on planning, execution and adaptability • how reflective practice supports continuous improvement in project management skills.

2.2. Critical Thinking and Problem-Solving Skills

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	
Specific skills Learners will:	Amplification
Develop and apply the skills to select, review and assess information and evidence, considering the reliability of sources	Learners should understand: • how to identify relevant information and evidence to support project aims and objectives • how to review and assess the quality and reliability of sources, including author credibility and publication context • how to distinguish between primary and secondary sources and their appropriate use • how to recognise bias, inaccuracies or gaps in information • how to apply critical thinking when selecting evidence to ensure validity and relevance.
Be able to recognise and explain potential issues, problems and barriers and apply these to their project	Learners should understand: • how to identify potential risks and barriers that may affect project progress • how to analyse the impact of issues on timelines F resources and outcomes • how to explain these challenges clearly and logically within the context of the project • how to apply problem-solving strategies to minimise or overcome identified barriers • how proactive risk management supports successful project delivery.
Understand the importance of asking meaningful questions and demonstrate this skill effectively	Learners should understand: • why asking meaningful questions is essential for clarifying information and improving decision-making • how to formulate clear, focused and purposeful questions that elicit useful responses • how to use questioning techniques (open, closed, probing) appropriately in different contexts • how effective questioning supports research, planning and problem-solving • how to demonstrate questioning skills in practice, including during discussions and feedback sessions.

Develop the knowledge and skills to identify and develop arguments	Learners should understand: • how to construct logical and coherent arguments based on evidence and reasoning • how to identify key points and supporting details to strengthen an argument • how to recognise weaknesses or gaps in reasoning and address them effectively • how to present arguments clearly in written and verbal formats • how strong arguments contribute to persuasive communication and decision-making.
Develop the knowledge and skills to synthesise and reference primary and secondary sources	Learners should understand: • how to combine information from multiple sources to create a well-rounded perspective • how to summarise and integrate ideas without misrepresenting original meaning • how to apply correct referencing techniques using recognised styles (for example, Harvard referencing) • how to avoid plagiarism through accurate citation and paraphrasing • how synthesis and referencing enhance credibility and academic integrity.
Develop the knowledge and skills to propose solutions to problems with well-reasoned arguments	Learners should understand: • how to analyse problems thoroughly to identify root causes • how to generate practical and creative solutions aligned with project aims • how to justify proposed solutions using evidence and logical reasoning • how to evaluate alternative options and explain why the chosen solution is most suitable • how well-reasoned solutions contribute to effective problem-solving and project success.

2.3. Creativity and Innovation Skills

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	
Specific skills Learners will:	Amplification
Develop the skills to explore and generate ideas	Learners should understand: • how to use creative thinking techniques (for example, mind mapping) to generate ideas • how to explore different perspectives and possibilities when approaching a task or problem • how to overcome barriers to creativity, such as fixed thinking or limited resources • how curiosity and openness support idea generation • how to record and organise ideas effectively for future development.
Develop and apply ideas, making connections between knowledge, experiences and skills	Learners should understand: • how to build on existing knowledge and experiences to develop new ideas • how to make connections between concepts, skills and contexts to create innovative solutions • how to refine and adapt ideas based on feedback and practical considerations • how to apply ideas in a way that adds value to the project or task • how integration of diverse perspectives enhances creativity.
Develop the skills to share ideas and information with others	Learners should understand: • how to communicate ideas clearly and confidently in verbal and written formats • how to use appropriate tools and techniques (for example, visual aids, collaborative platforms) to share information • how to listen and respond to feedback constructively • how collaboration and idea-sharing contribute to innovation • how to adapt communication style for different audiences.

Develop the skills to present ideas in a creative way	Learners should understand: • how to use creative presentation methods (for example, visual storytelling, interactive formats) to engage an audience • how to select appropriate media and tools to enhance the impact of ideas • how to structure presentations logically while maintaining creativity • how to incorporate design principles (colour, layout, visuals) for clarity and appeal • how creative presentation supports persuasion and engagement.
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2.4. Personal Effectiveness Skills

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	
Specific skills Learners will:	Amplification
Consider and respond to the values and opinions of others	Learners should understand: • how to listen actively and respectfully to different viewpoints • how to recognise and appreciate diversity of opinions and values • how to respond constructively, even when views differ • how to adapt behaviour and communication based on feedback and perspectives • how valuing others' input supports collaboration and positive relationships.
Develop the skills to assess their own learning and behaviour	Learners should understand: • how to reflect on personal performance and progress throughout the project • how to identify strengths and weaknesses in learning and behaviour • how to use self-assessment tools and techniques (for example, journals, checklists) • how to set improvement goals based on reflection • how self-awareness contributes to personal growth and effectiveness.
Develop the skills to be able to identify successes and areas for development	Learners should understand: • how to evaluate outcomes against aims, objectives and success criteria • how to recognise achievements and celebrate progress • how to identify areas for improvement and prioritise development needs • how to use feedback and evidence to inform future actions • how continuous improvement supports long-term success.

2.5. Choosing an appropriate project

Learners working towards the Level 1 and Level 2 Personal Project qualifications should select a project that reflects their interests and demonstrates independent thinking. While they will take greater responsibility for planning and decision-making, teachers should still provide support to ensure projects are realistic and achievable. Learners should be encouraged to:

- refine their ideas and choose a clear focus for the project
- frame a specific question or define the purpose of what they want to create
- develop a structured plan, identifying key stages, resources and timelines.

The final 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. Marking grids

3.1. Key principles

The marking grids for the Level 1 and Level 2 Personal Project qualifications have been combined. Each learning outcome is supported by four distinct mark bands, which reflect the broad spectrum of learner abilities at Level 1 and Level 2.

Learning outcomes stay constant: all learners are assessed against the same outcome (for example, be able to develop and apply the skills to plan a project by defining key activities and timelines).

Marking criteria show progression in complexity, independence and quality.

This approach:

- ensures learners who show mixed-level achievement are recognised fairly
- provides a developmental pathway: acknowledging strengths at Level 2 while still awarding credit for Level 1 evidence
- supports consistency and transparency in marking and moderation.

3.2. Support and Progression

Level 1 and 2 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning, structuring and organising the project, as well as guidance on research methods, sourcing information and presenting evidence. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This approach ensures that learners retain ownership of their project while developing the four Integral Skills. The guidance is deliberately flexible, allowing centres to tailor support to individual learners' needs while maintaining consistency and fairness in assessment. By providing structured yet limited support, Level 1 and 2 learners can achieve meaningful progression, demonstrate their skills and engage fully with the Personal Project. 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 Level 1 and 2 Personal Project.

3.3. Using the assessment grids

Learners can perform at different levels across the skills, for example, within creativity and innovation, a learner may be performing at mark band 2 for learning outcome 15, mark band 3 for learning outcomes 16 and 17 and mark band 4 for learning outcome 18.

When applying the marking criteria, teachers should:

1. Start with the learning outcome: identify what the learner was expected to achieve.
2. Check the descriptors: compare the learner's work against each mark band.
3. Decide the best fit: award the band that most closely matches the learner's performance.
4. Give feedback: highlight strengths and explain what's needed to progress to the next level.

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

Planning and organising skills					Marks awarded
Learning Outcome	Marks available for each skill				
	1	2	3	4	
LO1 Be able to develop and apply the skills to plan a project by defining key activities and timelines	A limited project plan with limited activities or timelines. Minimal consideration is given to their order or feasibility.	A basic project plan with basic activities and timelines. Several relevant activities are included, though not clearly ordered.	A developed project plan with developed activities and timelines. Activities are generally clear and grouped in a sensible order. There is evidence of planning and structure.	An effective and detailed project plan with effective and detailed activities and timelines. Activities are prioritised and logically sequenced. The plan shows strong planning skills and purpose.	/4
LO2 Be able to determine the necessary resources needed for the project and assess their suitability for use	Limited resources are mentioned in the project plan, with limited explanation of how they will be used or their appropriateness to support the project.	Basic resources are listed in the project plan with a basic explanation of how they will be used and appropriateness to support the project.	A range of resources are identified in the project plan, with developed explanation of their use and appropriateness to support the project.	Numerous resources are effectively justified in the project plan, with a justified explanation of their use and appropriateness to support the project.	/4

LO3 Be able to set SMART goals and define a success criteria for a project	Limited goals are noted with limited use of SMART criteria. There may be little clarity or direction. Success criteria are limited and underdeveloped.	Basic goals set with basic use of SMART criteria. Some relevance, but they may lack focus. Success criteria are included but remain basic and underdeveloped.	Developed goals with detail, clear use of SMART criteria. Success criteria are developed but may lack precision.	Effective, purposeful goals with well-defined SMART criteria. Success criteria are clearly detailed and effective and provides strong guidance for tracking progress and judging outcomes.	/4
LO4 Be able to manage project resources, activities and timelines effectively by creating and following a project plan	Limited attempt to manage time, activities or resources within the project plan. Relies heavily on support and has difficulty in following the plan.	Basic attempt to follow and use the project plan. Some elements of time and resource management are attempted, but regular support is needed.	Developed use of the project plan with independence. Tasks and resources are generally managed well.	Effective use of the project plan with independence throughout the project. Consistent management of resources and timelines.	/4
LO5 Be able to monitor progress and adapt project plans in response to feedback	Limited attempt to monitor progress and/or respond to feedback.	Basic attempt to monitor progress and respond to feedback.	Progress is consistently monitored throughout the plan and adaptations are made in response to feedback.	Progress is monitored effectively throughout the plan, with effective and justified response to feedback.	/4

LO6 Be able to reflect on planning, success criteria and project outcomes	Limited reflection on the project plan or success criteria or project outcomes.	Basic reflection of the project plan, with reference to success criteria or project outcomes.	Developed reflection of the project plan, success criteria and project outcomes.	Effective and justified reflection of the project plan, success criteria and project outcomes.	/4
Total marks					/24

Critical thinking and problem solving					Marks Awarded
Learning Outcome	Marks available for each skill				
	1	2	3	4	
L07 Be able to assess information and evidence selected for the project and consider the reliability of sources	Limited judgements made on information selected and limited comments made on reliability of sources.	Basic judgments made on information selected. Basic comments made on reliability of sources.	Developed judgements made on information selected and the reliability of sources.	Effective and well-reasoned judgements made on information selected with detailed and effective evaluation of reliability of sources.	/4
L08 Be able to synthesise and reference information from multiple sources	Limited synthesis of secondary and/or primary information with attempt to reference secondary sources.	Basic synthesis of secondary and/or primary information with basic attempt to correctly reference secondary sources.	Developed synthesis of secondary and/or primary information. Sources are correctly referenced.	Detailed and effective synthesis of secondary and/or primary information. Sources are correctly referenced, using a recognised reference style.	/4

LO9 Be able to identify and explain issues, problems and barriers within their project	Limited identification of issues, problems or barriers.	Basic identification and explanation of issues, problems and barriers.	Developed identification and explanation of issues, problems and barriers.	Detailed and effective identification and explanation of issues, problems and barriers.	/4
LO10 Be able to use meaningful questions to guide their project	Limited attempt to use questions to structure the project.	Basic attempt to use questions to structure the project.	Developed questions are used to structure the project.	Detailed and effective questions are used to structure the project.	/4
LO11 Be able to develop arguments supported by evidence and reasoning	Limited arguments and opinions presented. Limited attempt to provide reasoning for opinions presented.	Basic arguments and opinions presented. Basic attempt to provide reasoning for opinions presented.	Developed arguments and opinions presented and analysed. Developed reasoning given for opinions presented.	Detailed and effective arguments and opinions presented and analysed. Detailed and effective reasoning given for opinions presented.	/4
LO12 Be able to propose solutions to problems with justified reasoning	Limited solutions to problems, with limited reasoning.	Basic solutions to problems, with basic reasoning.	Developed solutions to problems, with developed reasoning.	Detailed and effective solutions to problems with detailed and effective reasoning.	/4
Total marks					/24

Creativity and innovation					Marks awarded
Learning outcome	Marks available for each skill				
	1	2	3	4	
LO13 Be able to explore and generate ideas for their project	Limited exploration of options for the project title and content.	Basic exploration of options for the project title and content.	Developed exploration of options for the project title and content.	Detailed and effective exploration of options for the project title and content.	/4
LO14 Be able to apply and connect ideas between knowledge, experience and skills	Limited development and application of ideas with few or no connections made.	Basic development and application of ideas with some connections made.	Clearly developed and applied ideas with relevant connections made.	Detailed and effective ideas developed and applied with insightful connections.	/4
LO15 Be able to share ideas effectively with others	Limited success in presenting a final outcome.	Basic success in presenting a final outcome.	Successfully presents a final outcome.	Successfully and effectively presents a final outcome.	/4
LO16 Be able to present ideas in a creative and engaging format	Limited attempt to present ideas in a creative and engaging format.	Basic attempt to present ideas in a creative and engaging format.	Developed attempt to present ideas in a creative and engaging format.	Efficient and effective attempt to present ideas in a creative and engaging format.	/4
Total marks					/16

Personal effectiveness					Marks awarded
Learning outcome	Marks available for each skill				
	1	2	3	4	
LO17 Be able to consider and respond thoughtfully to others' values and opinions	Limited attempt to include the opinion of others in final outcome.	Basic attempt to consider the opinion of others in final outcome.	Developed attempt to consider the views of others and respond appropriately.	Detailed and effective attempt to consider the views of others and respond effectively.	/4
LO18 Be able to reflect on and assess their own learning and behaviour	Limited reflection of behaviours, this may appear list like.	Basic attempt to evaluate own behaviours, this may lack detail.	Developed attempt to evaluate own behaviours, examples link to project.	Detailed and effective attempt to evaluate own behaviours, examples link to project.	/4
LO19 Be able to identify successes and how their skills have developed	Limited strengths of own performance identified, including the skills developed.	Basic reflection on the strengths of own performance identified, including the skills developed.	Developed reflection on the strengths of own performance identified, including the skills developed.	Effective and well-reasoned reflection on the strengths of own performance identified, including the skills developed.	/4
LO20 Be able to identify areas for development and how these could improve moving forward.	Limited reflection on areas for improvement.	Basic reflection on areas for improvement.	Developed reflection on areas for improvement.	Effective and well-reasoned reflection areas for improvement.	/4
Total marks					/16

4. Assessment

4.1. Integral skill weightings

The weighting of the four integral skills in the Level 1 and Level 2 Personal Project qualifications has been carefully considered to align with the qualification's goals, support progression and ensure accessibility at each level.

Skill	Weighting
LO1 Apply planning and organising skills	30%
LO2 Apply critical thinking and problem solving	30%
LO3 Apply creativity and innovation	20%
LO4 Apply personal effectiveness	20%

At Levels 1 and 2, learners are expected to demonstrate a structured and reflective project process, with greater emphasis on independent thinking and evaluative skills. Planning and organising carries the highest weighting to reflect the importance of creating a clear, logical structure for the project and managing tasks effectively. Critical thinking and problem solving is equally weighted to recognise learners' ability to analyse information, make reasoned decisions and develop solutions.

Creativity and innovation supports reflection and self-awareness, encouraging learners to incorporate originality and adaptability into their work. Personal effectiveness acknowledges the need for learners to manage themselves and their time, demonstrating resilience and responsibility throughout the project.

This balance ensures that learners develop both the technical and cognitive skills required for successful progression.

4.2. Arrangements for assessment of the project

The project is internally assessed and marked by the centre and externally moderated by WJEC in line with JCQ – *Instructions for Conducting Coursework (ICC)*.

Preparing candidates for assessment

The Personal Project should only be completed once candidates have been given the opportunity to acquire all the skills required to meet the full range of assessment criteria, at the highest performance band.

Wordcount

Candidates may produce evidence in a format suited to their project. A suggested word count of up to 2,000 words is provided, but this should be used only as guidance and must not restrict achievement of the assessment criteria. Centres may include visual, audio or practical evidence alongside written material, ensuring that all evidence is purposeful, relevant and clearly aligned to the criteria. The emphasis should be on quality, clarity and independence rather than unnecessary length.

Support, advice and guidance

Teachers should support candidates with their choice of context for their project to help ensure candidates have the potential to meet the requirements of the marking criteria and be of sufficient demand to achieve marks from the highest bands.

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 the Personal Project.

Candidates must understand that information from published sources must be referenced. They should be given guidance on setting out references and be aware that they must not plagiarise other material. They should know that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to WJEC.

Once candidates begin work on their project, teachers may:

- provide guidance and support to candidates to ensure that they have a clear understanding of the requirements, the marking criteria and the time available
- provide advice on planning, structuring and organising the project, as well as guidance on research methods, sourcing information and presenting evidence
- provide guidance on the 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
- give a candidate detailed advice and take the lead through the assessment process
- correct or modify a candidate's work
- give specific direction to a candidate to achieve higher marks
- produce any form of writing frame for use within assessment activities.

Collaboration

Candidates must not work together on any tasks that specifically state that collaboration is not allowed.

Resources

Whilst completing their projects, 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/college, for example as part of their research activities. References to sources of information used in the project must be acknowledged, for example, in written evidence this can be through an appended bibliography using a conventional in-text referencing system or through footnotes.

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

Supervision and monitoring

At Levels 1 and 2, candidates are expected to work independently to plan, develop and complete their projects. Teachers may provide general supervision to help learners manage their time, stay focused on the project objectives and ensure that their work remains authentic. During the planning stage, teachers may provide oral or written feedback to support learners in shaping a suitable and achievable project and the proposed topic must be approved by the teacher before candidates begin their project.

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 this is not the case, teachers 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
- using supervisory meetings to gain assurance that the work is authentic.

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 marks 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 declaration 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 use of AI

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](#) – *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 examinations.

In all cases of malpractice, centres are advised to consult the [JCQ](#) booklet – *Suspected Malpractice: Policies and Procedures*.

5. Technical information

5.1. Making entries

Entries for the award of the WJEC Level 1 and Level 2 Level Personal Project qualifications 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.

Learners **must** be entered for the Personal Project unit and for both the Level 1 and Level 2 qualification. Learners will be awarded **either** the Level 1 Personal Project qualification **or** the Level 2 Personal Project qualification, depending on their total mark achieved.

The entry codes for the qualifications appear below.

Personal Project unit	English medium	Welsh medium
Level 1 Personal Project Qualification	9011Q0	9011C0
Level 2 Personal Project Qualification	9022Q0	9022C0

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

If a candidate has been entered for but is subsequently marked as absent (A), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

5.2. Grading and reporting

The Personal Project **unit** is graded on a six-point grade scale: Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

The Level 2 Personal Project qualification is reported on a three-point scale: Level 2 Distinction, Level 2 Merit, Level 2 Pass.

Candidates who do not achieve the minimum marks required for a Level 2 Pass will be eligible to be awarded the Level 1 Personal Project qualification.

The Level 1 Personal Project is reported on a three-point scale: Level 1 Distinction, Level 1 Merit, Level 1 Pass.

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

Candidates who exceed the minimum marks required for a Level 1 Distinction will be awarded the Level 2 Personal Project qualification.

5.3. Re-entry rules

There is no restriction on the number of times a candidate may enter the Level 1 and Level 2 Personal Project qualifications. When re-entering for a Personal Project qualification, candidates cannot re-submit evidence for assessment that has been entered previously.

Appendix A Glossary

Term	Definition
Analyse	Examine in detail to interpret, explain or draw conclusions.
Basic	Demonstrates simple understanding and emerging skills; responses are relevant but lack depth or clarity.
Conclusion	A judgement reached after analysis or investigation.
Consistent	Performance is sustained with little variation in quality or accuracy.
Detailed and effective	Demonstrates confident and consistent application of skills; responses show precision and insight.
Developed	Shows secure understanding and appropriate skill application; responses are generally clear, organised and show growing independence.
Evaluate	Assess the quality, effectiveness or value of something using evidence.
Exploration	Investigating, experimenting or inquiring into ideas or possibilities.
Fully justified	Decisions or conclusions are thoroughly explained and backed by convincing evidence.
Generally	Shows consistency with occasional lapses.
Highly relevant	Information or examples are entirely appropriate and clearly enhance the outcome.
Justified	Supported by sound reasoning or evidence.
Limited	Shows minimal understanding or skill; responses are incomplete and lack structure.
Logically	Follows clear reasoning or a sensible sequence.
Minimal	The smallest amount of evidence or understanding needed to meet a criterion; performance is highly restricted.
Precision	The quality of being exact, accurate and controlled.
Primary Information	Data collected directly through methods such as surveys, interviews or observations.

Purposeful	Demonstrates clear intention, direction or outcome.
Reasoned	Based on logical thinking, supported by evidence or sound judgement.
Secondary Information	Data sourced from books, articles, websites or reports to support analysis and understanding.
Strong	Provides clear and convincing evidence of skill or understanding.
Synthesis	Combine different ideas, information or perspectives into a coherent whole.
Underdeveloped	Lacks sufficient detail, explanation or completeness.
Well-reasoned	Thinking is coherent, logical and well-supported.



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