Bagloriaeth Sgiliau Cymru Uwch
Advanced Skills
Baccalaureate Wales

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WJEC
Advanced Skills
Baccalaureate Wales

Approved by Qualifications Wales

Teaching from September 2023
For award from Summer 2025

Qualification Information

Qualification Title	WJEC Advanced Skills Baccalaureate Wales (Level 3)
WJEC Qualification Code	9503
QiW Number	C00/4571/8
Guided Learning Hours	360
Total Qualification Time	540
Age group approved for	16-18, 18+
First teaching	September 2023
First certification	Summer 2025
Related documents	Candidate Assessment Packs Administration Handbook (published annually)

This specification meets the requirements of the Approval Criteria for Level 3 Advanced Skills Baccalaureate Wales.

A correction has been applied to Appendix C, Future Destination column, row 4.6. Highlighting has been removed from task 2 and moved to task 1a.	**Page 61**
The marking schemes have been updated to indicate which skill is being assessed.	**Pages 19-24, 31-34, 42-49.**
The 'suggested evidence' column in the Individual Project has been updated to include reference to the Project Plan.	**Pages 42 and 43.**

Contents

Summary of Assessment

The Advanced Skills Baccalaureate Wales (Level 3) qualification is made up of three units referred to as Projects. The weightings noted below are expressed in terms of the full qualification.

Global Community Project Non-exam Assessment (NEA): approximately 50 hours 25% of qualification	72 marks: 90 UMS
Learners will demonstrate application of the Integral Skills whilst considering complex global issues and participating in local community action (at least 15 hours) to promote citizenship in a sustainable world and Wales.	
Future Destinations Project Non-exam assessment (NEA): approximately 40 hours 25% of qualification	**72 marks: 90 UMS**
Learners will demonstrate application of the Integral Skills whilst exploring future destination goals for life, employability, and citizenship in a sustainable world and Wales.	
Individual Project Non-exam assessment (NEA): approximately 80 hours 50% of qualification	**96 marks: 180 UMS**
Learners will demonstrate application of the Integral Skills whilst planning, managing, and conducting an independent research project (extended written project or artefact).	

This is a unitised qualification which allows for an element of staged assessment. Assessment opportunities will be available in January and May each year, until the end of the life of the specification.

The Global Community Project and Future Destinations Project will be available in May 2024 (and January and May each year thereafter).

The Individual Project will be available in January 2025 (and May and January each year thereafter) and the qualification will be awarded for the first time in January 2025.

1. Introduction

The Advanced Skills Baccalaureate Wales (Level 3) is an innovative qualification that promotes learning inside and outside of the classroom, providing learners with opportunities to select their own areas of study whilst advancing their skills of Planning and Organisation; Critical Thinking and Problem Solving; Creativity and Innovation; and Personal Effectiveness (the 'Integral Skills').

Building on their achievements at level 2, the qualification helps learners develop complex skills, attributes and behaviours and provides experiences which enable them to be better prepared for their future destination, whether higher education, apprenticeships, training or employment.

The qualification is primarily designed for learners aged 16-19 who are following level 3 programmes of study, such as a combination of A levels and vocational qualifications.

It has a focus on applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks set in contexts that are relevant and current and that encourage learners to participate in critical and civil engagement, and to consider their wellbeing and the wellbeing of others.

1.1. Aims and objectives

The Advanced Skills Baccalaureate Wales qualification supports learners to become effective, responsible, and active citizens ready to take their place in a sustainable global society and in the workplace by:

- developing their skills of Planning and Organisation; Critical Thinking and Problem Solving; Creativity and Innovation; and Personal Effectiveness (the 'Integral Skills')
- supporting progression from the development of the Integral Skills at level 2
- supporting progression to higher education, apprenticeships, training, and employment.

Through completing the Advanced Skills Baccalaureate Wales qualification, learners will:

- further develop their skills of Literacy, Numeracy, and Digital Competence (the Embedded Skills)
- develop an appreciation of the importance of skills development as a key aspect of life-long learning
- engage in active, creative, and learner-led opportunities
- enquire and think for themselves, plan, make choices and decisions, solve problems, and reflect on and evaluate these
- develop initiative, independence, and resilience
- work independently, take on responsibilities, and work effectively with others.

1.2. Prior learning and progression

There are no prior learning requirements for this specification. Any requirements set for entry to a course following this specification are at the discretion of centres.

It is reasonable to assume that many learners will have achieved qualifications equivalent to level 2 and will have developed skills in Planning and Organisation, Critical Thinking and Problem Solving, Creativity and Innovation, and Personal Effectiveness to this level. This qualification provides an opportunity to refine and develop these skills to a higher level.

This qualification provides a suitable foundation for the study of a range of higher education courses, progression to the next level of vocational qualifications or employment.

This specification is not age specific and, as such, provides opportunities for learners to extend their life-long learning.

1.3. Equality and fair access

This qualification may be followed by any learner, irrespective of gender, ethnic, religious, or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership.

The qualification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (for example, candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

2.   Skills Development

2.1. The importance of skills

The world is changing at an unprecedented rate and so too are the skills that young people will need to thrive in the future world of work. From robots to globalisation, population ageing, urbanisation, and the rise of the green economy, the jobs of the future will no doubt be different to today.

In its research report *The Future of Skills: Employment In 2030* (Nesta, 2017[1]), Nesta highlighted the skills, abilities and knowledge that will be in demand in 2030. Alongside subject based knowledge and skills in areas such as STEM and foreign languages, the report highlights the importance of skills such as:

- social awareness, understanding of others and the ability to collaborate
- originality and the ability to come up with a number of different ideas
- the ability to set goals, ask relevant questions and get feedback as learners learn and apply that knowledge meaningfully in different contexts.

The Advanced Skills Baccalaureate Wales qualification prepares Wales's learners to fulfil these needs by advancing their skills in: Planning and Organisation, Critical Thinking and Problem Solving, Creativity and Innovation, and Personal Effectiveness, whilst also supporting them to broaden their understanding of the world in which they live and encouraging them to participate in critical and civil engagement, and to consider their wellbeing and the wellbeing of others.

These skills are referred to as the Integral Skills and learners should be encouraged to think of these skills as integral to their future success.

2.2. The Integral Skills (Learning Outcomes)

Learners must be provided with opportunities to practise, develop, and demonstrate the Integral Skills in different contexts (see 2.3 below) as part of their programme of learning, and prior to undertaking their first assessment. Further guidance on teaching and learning within the context of each Project is provided in Sections 4-6.

Each Integral Skill is presented as a Learning Outcome and is supported by a set of Specific Skills that exemplifies how learners will demonstrate effective application of the Integral Skill. Each Project will consist of several set tasks. Each task will clearly state which of the Specific Skills a candidate will use to demonstrate their application of the Integral Skills.

The Integral Skills should continue to be developed throughout the course ensuring learners are fully prepared to complete the assessment of the Projects.

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[1] https://www.nesta.org.uk/report/the-future-of-skills-employment-in-2030/

Learning Outcome 1 Apply Planning and Organisation Skills

Efficiency and productivity in delivering a quality outcome depends on being organised. These skills enable learners to identify, plan and carry out a project by applying a range of skills, strategies, and methods to achieve planned outcomes.

Specific Skills	
1.1	Identify project rationale.
1.2	Set appropriate and realistic aims, and objectives.
1.3	Plan appropriate and relevant research.
1.4	Schedule activities and tasks.
1.5	Select and utilise appropriate project management techniques and/or tools.
1.6	Define priorities and success criteria.
1.7	Monitor progress against project plan (including developments and adaptations to any unforeseen events).
1.8	Manage resources, timescales, and potential risks.
1.9	Manage and prioritise work.

LO2 Apply Critical Thinking and Problem Solving Skills

These skills provide the tools to encourage curiosity and helps learners to diagnose problems and identify possible solutions. They enable learners to undertake research, critically select, organise and use information and data, relevantly apply and demonstrate understanding of any links, connections and complexities, and draw conclusions to solve complex problems.

Specific Skills	
2.1	Address complex problems using meaningful questions.
2.2	Apply methods to solve complex problems, including focused research techniques, to gather primary and secondary information.
2.3	Select appropriate information by critically evaluating credibility and recognising bias and assumptions.
2.4	Analyse complex information and draw out key points.
2.5	Synthesise primary and secondary information containing alternative opinions, views, and arguments.
2.6	Accurately use an academic method of referencing.
2.7	Construct responses that are evidence based, persuasive and convincing.
2.8	Propose and justify appropriate solutions.
2.9	Make valid judgements and reasoned conclusions.

Learning Outcome 3 Apply Creativity and Innovation Skills

Creativity opens the mind, broadens our perspective and promotes potential to draw out positive aspects of the individual. These skills enable learners to generate original complex ideas, carry out a practical translation of ideas to develop an outcome and justify and communicate decisions made.

Specific Skills	
3.1	Generate ideas independently.
3.2	Generate new ideas by sharing, disseminating and building on collaborative creative thinking.
3.3	Make connections between different information in order to support outcomes.
3.4	Use creative thinking to analyse information and ideas.
3.5	Consider the feasibility in implementing ideas and outcomes.
3.6	Apply objective decision-making techniques to justify selection of the most appropriate idea, including the views of others where appropriate.
3.7	Explore, refine, adapt, and develop appropriate ideas and outcomes.
3.8	Develop innovative communications that are appropriate to the audience.

Learning Outcome 4 Apply Personal Effectiveness Skills

People who understand themselves and their abilities deal better with unexpected situations, lead more fulfilling lives and have more faith and confidence in themselves, which is an essential part of success and satisfaction. These skills enable learners to get the best from themselves, creating a positive and energetic impact. Learners will also learn to understand and apply the principles of evaluation and review in relation to the planned outcome and own learning and performance. In doing so, these skills will empower a feeling of satisfaction and accomplishment.

Specific Skills	
4.1	Analyse how own skills can be applied and/or developed to be personally effective.
4.2	Manage and/or modify own behaviours and performance.
4.3	Demonstrate performance in completing tasks/activities when working independently.
4.4	Demonstrate a contribution when working collaboratively.
4.5	Respond to feedback and, when appropriate, give feedback to others.
4.6	Reflect and evaluate own behaviours, performance and outcomes when working independently and/or collaboratively.
4.7	Recognise areas for improvement when working independently and/or collaboratively.
4.8	Evaluate outcomes achieved in relation to aims, objectives and success criteria.

2.3. The Embedded Skills

In addition to assessing the Integral Skills, the Advanced Skills Baccalaureate Wales qualifications also supports learners to develop literacy and numeracy skills and digital competence.

Opportunities for learners to develop and apply these skills should be embedded within teaching and learning activities for each of the Projects. Learners will also have an opportunity to further develop and apply these skills when completing the assessments, for example:

- numeracy skills may be utilised when analysing statistical data or considering financial wellbeing
- literacy skills may be utilised when completing communication activities and written work
- digital skills may be utilised when generating different types of evidence for assessment.

These skills should therefore be considered as a toolkit for learners to select from when approaching each of the set tasks within a Project.

Teachers and learners should note that learners **will not** be assessed on their application of the embedded skills.

2.4. Developing skills in context

More people around the world are living better lives compared to just a decade ago. More people have access to better healthcare, decent work, and education than ever before. But inequalities and climate change are threatening to undo the gains. Investment in inclusive and sustainable economies can unleash significant opportunities for shared prosperity. And the political, technological and financial solutions are within reach. But much greater leadership and rapid, unprecedented changes are needed to align these levers of change with sustainable development objectives.

United Nations (2022)[2].

To prepare learners for employment, lifelong learning and active citizenship, learners should be provided with opportunities to develop and apply their skills in relevant and current contexts that encourage them to participate in critical and civil engagement, and to consider their wellbeing and the wellbeing of others.

For this purpose, the United Nations' sustainable development agenda[3] and Wales's Well-being Goals[4], as defined by the Well-being of Future Generations Act (Wales), provide a framework within which learners can explore and examine complex issues related to society, environment, culture, and the economy.

Information on these learning contexts can be found at United Nations Sustainable Development and Well-being of Future Generations Act: The Essentials, and in our resources for teachers and learners.

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[2]   www.un.org/sustainabledevelopment/development-agenda/

[3] https://www.un.org/sustainabledevelopment/

[4] https://www.futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf

In addition to making learning relevant to learners by connecting to the real world, developing and practicing skills in different contexts helps learners to gain an understanding of how the same skill can be applied in different ways depending on the task at hand, for example: creativity can be the creation of an idea or object that is both novel and useful or it can be communicating in a way that best connects with your target audience such as though visual aids and/or other forms of interaction.

Learners should be encouraged to consider:

- Why is this Specific Skill important for this particular task?
- How might I need to use this skill on a day-to-day basis?

Moreover, learners should be encouraged to draw upon their diverse interests, experiences and cultures, and exercise personal choice in their learning and assessment.

Teachers and learners should note that learners **will not** be assessed on their knowledge of these contexts.

3.   Introduction to the Projects

The three Projects have been designed to ensure learners can exercise autonomy and personal choice in selecting areas of study that are of interest to them and/or that relate to their future progression pathways.

All learners must complete three mandatory Projects which provide a vehicle for learners to develop, practise and demonstrate the Integral Skills through a range of contexts that are relevant and current and that encourage learners to participate in critical and civil engagement, and to consider their wellbeing and the wellbeing of others.

The **Global Community Project** supports learners to develop and demonstrate application of the Integral Skills whilst considering complex global issues and participating in community action to promote citizenship in a sustainable world and Wales. In completing this Project, learners will:
- be provided with the opportunity to think about their own values and what is important to them
- be able to voice their own opinions in making others aware of issues
- play an active role in a local, national or global community to help make a positive difference.

The **Future Destinations Project** supports learners to develop and demonstrate application of the Integral Skills whilst exploring future destination goals for life, employability and citizenship in a sustainable world and Wales. In completing this Project, learners will:
- consider their own attributes, capabilities, achievement, and priorities for future wellbeing
- explore opportunities for personal progression to employment and the potential impact on wellbeing
- demonstrate collaboration skills by working successfully towards a common goal.

Through completion of the **Individual Project**, learners will develop and demonstrate application of the Integral Skills whilst planning, managing and conducting an independent research project (written research report or artefact). In completing this Project, learners will:
- recognise the importance research plays in making informed decisions
- be encouraged to find, evaluate, analyse, communicate, and use information to solve complex problems
- have the opportunity to demonstrate originality, initiative and to exercise personal responsibility.

The Projects are presented in Sections 5, 6 and 7 in an easy-to-follow structure that enables both teachers and learners to clearly see what is required for each project.

Project title:	The title of the Project
Introduction:	Summarises, in a concise manner, the focus of the project.
Guidance for delivery:	This provides the teacher with ideas on how to deliver the project. The indicative content defines the breadth and depth of learning for each specific skill and for the context of the project. It is expected that the indicative content will be delivered during the programme of learning.
Assessment:	This section summarises assessment requirements and provides the learner and the teacher with details of the evidence required for assessment, and the types of assessment that can be produced.
Embedded skills development:	Demonstrates the opportunities for learners to develop the embedded skills.
Links to the United Nations' sustainable development agenda and Wales's Well-being Goals (Learning Contexts):	Demonstrates how the projects links to the learning contexts.
Mark scheme:	Assessment grid to be used to mark candidate's work.

4.   Global Community Project

Entry Code	9503U1

Introduction

It gives learners the opportunity to explore a wide variety of complex and multifaceted global issues and to appreciate how global issues transcend local and national boundaries. The challenges facing the world today and overcoming them will require everyone to do their part. Learners should appreciate that both the United Nations and Welsh Government have already set goals for countries and organisations as a vital step in moving forward. Through completion of the Global Community Project, learners will:

- evolve as an informed global citizen
- draw links between local, national, and global issues
- engage as an active citizen in a sustainable world and Wales.

This ability to play a role within society, as well as how to shape it with confidence is an essential skillset for everyone.

Guidance for delivery
The teaching and learning programme must allow learners to develop the specific skills relevant to the assessment of this Project. The teaching and learning programme should provide a variety of activities for learners to develop their knowledge of global issues and community needs that are set in context using some of the United Nations and/or Wales Wellbeing goals.

It is expected that learners should:
- understand the concept of global issues
- appreciate the UN Sustainable Development Goals to achieve a sustainable world
- appreciate the Future Generations Act Wales Wellbeing Goals to achieve a vibrant, thriving and globally responsible Wales
- investigate a variety of global issues, identifying, analysing, and evaluating relevant, alternative, and conflicting perspectives
- empathise with people of diverse ages, backgrounds, and situations
- be able to identify needs of local, national, or global communities and opportunities that would be beneficial to them
- appreciate real-life, authentic situations and propose solutions to local, national, or global issues.

The Teaching and Learning programme **must** provide learners with many opportunities to develop and apply the relevant skills for the Global Community Project.

Planning and Organisation	
Specific Skill	**Exemplification**
1.4 Schedule activities and tasks.	Learners should be able to: • breakdown an activity into tasks and actions • sequence tasks and actions in logical order • allocate time to tasks and actions. A range of methods can be used to develop and demonstrate this skill, for example: • Calendar

	• Activities table
	• Gantt chart.
1.5 Select and utilise appropriate project management techniques and/or tools.	Learners should be able to: • understand steps to develop a Project plan • explore appropriate project management techniques and/or tools • formulate a schedule • set milestones and deadlines • set targets, priorities and goals • establish success criteria.
1.7 Monitor progress against project plan (including developments and adaptations to any unforeseen events).	Learners should be able to: • monitor and review progress against milestones and deadlines • adapt project plan to any potential changing circumstances.
1.8 Manage resources, timescales, and potential risks.	Learners should be able to: • identify and monitor materials and resources required for each task and actions • identify and monitor potential risks to completion of tasks and actions • build in contingencies to ensure success criteria will be met.

Critical Thinking and Problem Solving	
Specific Skills	**Exemplification**
2.1 Address complex problems using meaningful questions.	Learners should be able to: • ask meaningful questions. A range of questioning techniques could include: • who, what, where, when, why and how technique • open questions • probing questions • funnel questions.
2.3 Select appropriate information by critically evaluating credibility and recognising bias and assumptions.	Learners should be able to: • investigate the credibility, relevance and significance of secondary information • understand reliability, validity, bias, vested interest of secondary information. A range of methods can be used to develop and demonstrate this skill, for example: • Currency, Relevance, Authority, Accuracy and Purpose (CRAAP) • Political, Economic, Social, Technological, Legal and Environmental factors (PESTLE)

	• Reliable, Up-to-date, Relevant, Useful • Social, Technological, Economic, Political, Legal and Ethical (STEEPLE).
2.4 Analyse complex information and draw out key points.	Learners should be able to: • identify and analyse a variety of facts, opinions and viewpoints • identify key points including causes, changes, consequences, similarities and differences.
2.6 Accurately use an academic method of referencing.	Learners should be able to: • explore and apply a variety of academic referencing methods for different secondary information including text and media.
2.7 Construct responses that are evidence based, persuasive and convincing.	Learners should be able to: • formulate judgements, summarising and presenting findings • content and meaning communicated using language and terminology accurately • present complex information and ideas in a logical and persuasive sequence.
2.8 Propose and justify appropriate solutions.	Learners should be able to: • identify and justify possible options and solutions to problems.

Creativity and Innovation	
Specific Skills	**Exemplification**
3.3 Make connections between different information in order to support outcomes.	Learners should be able to: • make connections between different opinions and viewpoints from secondary information • consider own opinions and viewpoints on issues and how they connect to those of others.
3.4 Use creative thinking to analyse information and ideas.	Learners should be able to: • be confident in expressing of own ideas and respect those of others • combine own ideas with those of others to form an innovative outcome.
3.8 Develop innovative communications that are appropriate to the audience.	Learners should be able to: • construct communications both written and oral • understand how different communication methods are appropriate for different audiences, both formal and informal • use of digital media to communicate information and ideas.

Personal Effectiveness	
Specific Skills	**Exemplification**
4.2 Manage and/or modify own behaviours and performance.	Learners should be able to: • understand appropriate behaviours including cooperation, compromise, encouragement, respect, persuasion, and negotiation.
4.3 Demonstrate performance in completing tasks/activities when working independently.	Learners should be able to: • understand the importance of own performance in ensuring success criteria is met • reflect on personal performance in completing an activity including managing time and resources • consult with experts for advice and help.
4.5 Respond to feedback and, when appropriate, give feedback to others.	Learners should be able to: • respond to feedback provided • provide constructive feedback to others including strengths and areas for improvement • understand how feedback provided can influence future actions.
4.6 Reflect and evaluate own behaviours, performance and outcomes when working independently and/or collaboratively.	Learners should be able to: • understand different methods and tools for self-assessment for improving own learning and performance.
4.7 Recognise areas for improvement when working independently and/or collaboratively.	Learners should be able to: • identify areas for improvement • develop own action plan for areas of improvement including the use of SMART targets.

Assessment

Learners will be required to undertake the following tasks:

1a.
Carry out research for secondary information including data from a wide variety of sources about your chosen global issue to produce a Research Review.

1b.
Use the information from the Research Review to inform an audience about the global issue.

2.
Explore how your chosen global issue is related to a problem in Wales or local area that needs addressing. Produce a Persuasive Proposal that identifies the most appropriate solution to the problem.

3.
Consider how you can contribute towards addressing the chosen global issue by taking positive action for at least 15 hours as an active citizen either in your local community,

nationally, or globally. Produce an Active Citizen Record which will evidence your journey from planning, through to performing and evaluating your involvement in your chosen community action.

Embedded Skills Development

Through completion of this Project learners will be provided with opportunities to develop and demonstrate their:

- **numeracy skills**, through analysis of data as part of their research review.
- **literacy** and/or **digital skills**, through producing and presenting information.

As evidence formats are not tightly prescribed, learners have autonomy over which of the embedded skills they utilise when completing their assessments.

Links to the United Nations' sustainable development agenda and Wales's Well-being Goals (Learning Contexts)

The Global Community Project gives an ideal opportunity to explore both the UN Sustainable Goals and the Well-being of Future Generations Act.

Task 1 asks learners to 'select and investigate a global issue of their choice applying critical thinking and problem solving skills.' The learning contexts are a perfect springboard for learners in terms of selecting their global issues. Once learners have explored the learning contexts, they will have a strong basis to explore their global issues as well as being able to consider how they could address a related problem within Wales or their local area for task 2, before planning a community action either in a local, national, or global community and identifying how it will benefit the learner's chosen community in task 3.

Mark Scheme

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

Task 1a- Research Review

	Demonstrated specific skills	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
LO2 Critical thinking and Problem Solving (2.3)	Selection of appropriate information on the global issue that critically evaluates credibility and recognises bias and assumptions.	Some of the research selected is appropriate to the global issue. There may be little or no reference to credibility, bias and/or assumptions.	All research selected is appropriate to the global issue. Credibility, bias and/or assumptions may be described but not analysed. This may be generic and not contextualised.	Effective selection of appropriate information which demonstrates evaluation of credibility, bias and assumptions for most information.	Highly effective selection of appropriate information which demonstrates comprehensive critical evaluation of credibility, bias and assumptions for all information.	/4
LO2 Critical thinking and problem solving (2.4)	Analysis of complex information on the global issue that draws out the key points.	A narrative description or list of points is offered with no analysis.	There is some attempt to analyse complex information. However, this is not sustained throughout. Some key points are raised but may not be developed.	Effective analysis of complex information is demonstrated which draws out a range of key points regarding the global issue.	Highly effective analysis of complex information that draws out a wide range of key points in a sophisticated manner.	/4
LO2 Critical thinking and problem solving (2.6)	Accurate use of an academic method of referencing.	Evidence of research sources is given but does not demonstrate an academic method of referencing.	Elements of academic referencing are evident, but this may not be consistent and there may be a number of omissions.	Effective and accurate use of an academic method of referencing. There may be minor omissions.	Highly effective, consistent and accurate use of an academic method of referencing with no omissions.	/4
					Total marks	**/12**

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

Task 1b – Presentation

	Demonstrated specific skills	**Marks available for each specific skill**				**Marks awarded**
		1	**2**	**3**	**4**	
LO3 Creativity and innovation (3.3)	**Make connections between different information.**	Information is presented in a list like manner, with limited connections between different information.	Some connections are made between different information, but they may be generic in nature or underdeveloped.	Relevant and developed connections are made between different information.	Highly relevant and creative connections are made between the different information.	/4
LO3 Creativity and innovation (3.4)	**Use creative thinking to present the analysed information and ideas from the research review.**	There is limited evidence of the use of creative thinking. Information and ideas are described and may appear list like.	The presentation demonstrates some evidence of creative thinking that enables the learner to analyse some information and ideas.	The presentation demonstrates evidence of effective creative thinking to analyse all the information and ideas.	The presentation demonstrates evidence of highly effective use of creative thinking. The learner is able to develop a sophisticated analysis of all the information and ideas.	/4
LO3 Creativity and innovation (3.8)	**Develop an innovative communication that is appropriate to the audience.**	The communication lacks innovation and may just be a presentation of facts. Content and meaning may not be appropriate for the audience.	The communication demonstrates some elements of innovation. On the whole, content and meaning is communicated appropriately for the audience.	The communication presentation demonstrates clear elements of innovation. Content and meaning is communicated effectively for the audience.	The communication is highly innovative. Content and meaning is communicated highly effectively for the audience.	/4
					Total marks	/12

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

Task 2- Persuasive Proposal

	Demonstrated specific skills	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
LO2 Critical thinking and problem solving (2.1)	**Address a complex problem by using meaningful questions.**	The problem is identified but not questioned.	The problem is identified and questioned. However, the questioning could be generic or approached in a basic manner.	The identified problem is complex and has been addressed by an appropriate level of questioning before appropriate solutions are considered.	The identified problem is complex and has been addressed by a high level of questioning before appropriate solutions are considered.	/4
LO2 Critical thinking and problem solving (2.8)	**Propose and justify appropriate solutions to a problem in Wales or the local area that needs addressing.**	Limited solutions are proposed but may not be realistic nor justified.	The proposed solutions are mainly appropriate. There is some justification, but some aspects might not be feasible.	The proposed solutions are appropriate, justified, and feasible and would address the problem identified.	The proposed solutions are highly appropriate, fully justified, and feasible and would address the problem identified.	/4
LO2 Critical thinking and problem solving (2.7)	**Construct a persuasive proposal for the selected solution that is evidence based, persuasive and convincing.**	The proposal is based on opinion rather than evidence. It lacks a sense of persuasiveness	The proposal makes some use of evidence and elements are persuasive.	The proposal is persuasive and convincing, based on effective use of evidence.	The proposal is highly persuasive and convincing, based on a highly effective use of evidence.	/4
					Total marks	**/12**

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

Task 3- Active Citizen Record

	Demonstrated specific skills	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
LO1 Planning and organisation skills (1.4)	**Schedule activities and tasks for the community action in a project plan.**	Approach to scheduling lacks organisation. Tasks may be unrealistic or too broad.	A list of tasks that may lack detail. Time scales may be missing. Some aspects of planning, to ensure the smooth running of the community action, may be missing.	A detailed schedule that includes realistic and clear tasks to ensure the smooth running of the community action.	A highly detailed schedule which clearly outlines a range of tasks that cover all aspects of the community action and would ensure its smooth running.	/4
LO1 Planning and organisation skills (1.5)	**Select and utilise appropriate project management techniques and/or tools for undertaking the project plan.**	A common-sense approach has been taken, rather than the application of specific project management techniques and/or tools.	There is evidence of some project management techniques and/or tools. However, they may not always be appropriate to the task.	Project management techniques and/or tools have been selected appropriately and utilised. There is evidence that they have helped ensure the successful running of the community action.	Selected project management techniques and/or tools are highly appropriate and have been utilised effectively. There is strong evidence that they have helped ensure the successful running of the community action.	/4
LO1 Planning and organisation skills (1.7)	**Monitor progress against the project plan for the community action (including developments and adaptations to any unforeseen events).**	Limited monitoring of progress with no link to the project plan. There may be no mention of developments and adaptations to any unforeseen events	Some progress is monitored against the project plan. Developments and adaptations to any unforeseen events are described but not explained. They may not be linked to the project plan.	All progress is monitored against the project plan. Developments and adaptations to any unforeseen events are explained in the context of the project plan.	All progress is clearly monitored against the project plan. Developments and adaptations to any unforeseen events are fully explained in the context of the project plan.	/4
LO1 Planning and organisation skills (1.8)	**Manage resources, timescales, and potential risks for the community action**	Resources, timescales, and risks are described but these may be generalised and not linked to the community action.	There is some specific description of resources, timescales, and potential risks of the community action, but they may lack detail, and some may not be appropriate.	Thought has been given to the managing of resources, timescales, and potential risks that relate specifically to the community action.	There is a thorough consideration of the managing of resources, timescales, and potential risks that relate specifically to the community action.	/4

	Demonstrated specific skills	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
LO4 Personal effectiveness (4.2)	**Manage and/or modify own behaviours and performance when working on the community action.**	There is limited evidence of the learner adapting or managing their behaviour and performance, within the confirmation statement and the active citizen record.	There is evidence of the learner having some understanding of the need to manage and/or modify their behaviour and performance, within the confirmation statement and the active citizen record.	There is evidence of the learner giving clear consideration to the need to manage and/or modify their behaviour and performance, within the confirmation statement and the active citizen record.	There is evidence of the learner giving thorough consideration to the need to manage and/or modify their behaviour and performance, within the confirmation statement and the active citizen record.	/4
LO4 Personal effectiveness (4.3)	**Demonstrate performance in completing tasks/activities for the community action when working independently.**	Limited evidence and no explanation about own performance whilst undertaking independent tasks/activities.	Some evidence with limited explanation of own performance when completing tasks/activities.	Effective evidence and detailed explanation of own performance in relation to the completion of tasks and activities.	Highly effective evidence and highly detailed explanation of own performance in relation to the completion of tasks and activities.	/4
LO4 Personal effectiveness (4.5)	**Respond to feedback and, when collaborating, give feedback to others.**	Evidence of limited response to feedback. If collaborating, there is a lack of evidence of giving feedback to others.	Evidence of some response to feedback. This may be generic and not specific to the community action. If collaborating, some feedback given to others.	Evidence of being responsive to feedback and using it to improve own performance. If collaborating, feedback given to others was appropriate.	Evidence of being highly responsive to feedback and using it to improve own performance. If collaborating, feedback given to others is insightful, thoughtful, and appropriate.	/4
LO4 Personal effectiveness (4.6)	**Reflect and evaluate own behaviours and performance when working independently and/or collaboratively.**	Limited reflection on own behaviours and performance. This may appear list like and lacking in evaluation.	Some attempt to reflect and evaluate own behaviours and performance but this may lack detail. It may appear generic rather than specific to the community action.	An effective and thoughtful reflection and evaluation of own behaviours and performance. Examples clearly link to the community action.	A highly effective, balanced, and insightful reflection and evaluation of own behaviours and performance. Examples clearly link to the community action.	/4
LO4 Personal effectiveness (4.7)	**Recognise areas for improvement when working independently and/or collaboratively**	Limited areas for improvement that may appear list like and may not clearly relate to the community action.	Some areas for improvement are discussed. Some may appear generic and superficial and may not clearly relate to the community action.	A detailed recognition of areas for improvement. Suggestions are made of how they can be developed for future community action.	A comprehensive recognition of areas for improvement. Thoughtful suggestions are made of how they can be developed for future community action.	/4
					Total Marks	**/36**

5.   Future Destinations Project

Entry Code	9503U2

Introduction

The purpose of the Future Destination Project is to enable learners to develop and demonstrate application of the Integral Skills whilst gaining an understanding of who they are, their current skills, their priorities for future wellbeing, and what motivates them in order to set future goals for life.

Learners are encouraged to explore realistic employment opportunities and the potential pathways available to them. They will investigate their journey to employment alongside considering the potential health, social, and financial wellbeing impacts on themselves and others.

The Future Destinations Project also enables learners to understand the value of collaboration to further their own thinking. The Wellbeing of Future Generations (Wales Act) illustrates how individuals can each play their part, not only improving their own future but also the future of others in a sustainable world and Wales.

Learners will have the opportunity to:

- become self-aware by considering personal attributes, capabilities, achievements, and wellbeing priorities
- explore pathways to employment destinations and consider the potential impact on own and others wellbeing
- explore ways of collaborating with others to further their own thinking.

The Future Destination Project will help learners to progress with confidence to their chosen destination.

Guidance for delivery

It is expected that the teaching and learning programme should be **approximately 80 hours** to cover the following content and allowing learners to develop the specific skills relevant to the assessment of this Project. The Teaching and Learning programme should provide a variety of activities for learners to develop their knowledge of opportunities available to them and barriers they may need to overcome on their journey to their future destination. Activities should be set in context using some of the Wales Wellbeing Goals. It is expected that learners should:

- investigate different types of personality and psychometric tests
- understand characteristics of different personalities
- understand different methods of recruitment from application to selection
- understand the importance of self-promotion
- explore the range of opportunities available for progression
- explore barriers that may hinder progression
- consider health, social, and financial wellbeing of a variety of destination pathways
- explore employment trends and job markets
- understand different ways to collaborate with others
- understand role and responsibilities when working collaboratively.

The Teaching and Learning programme **must** provide learners with many opportunities to develop and apply the relevant skills for the Future Destination Project.

Planning and Organisation	
Specific Skill	**Exemplification**
1.1 Identify project rationale.	Learners should be able to: • understand a rationale should include, but not be limited to, the focus, scope, and background.
1.2 Set appropriate and realistic aims, and objectives.	Learners should be able to: • understand aims are the overall strategy of what is to be accomplished • understand that objectives are specific actions needed to complete aims • set realistic aims and objectives that are sensible and practical in terms of what can be achieved or expected.
1.4 Schedule activities and tasks.	Learners should be able to: • breakdown an activity into tasks and actions • sequence tasks and actions in logical order • allocate time to tasks and actions • allocate roles and responsibilities.

1.5 Select and utilise appropriate project management techniques and/or tools.	Learners should be able to:
	• understand methods of effective communication for collaborative project management:
	  • meetings, updates, feedback, focus groups
	• explore appropriate project management techniques and/or tools for collaborative planning:
	  • Gantt charts
	  • prioritisation matrices
	• set milestones and deadlines
	• set SMART targets, priorities, and goals.

1.6 Define priorities and success criteria.	Learners should be able to: • understand how to define priorities in relation to task • understand how success criteria can be used to ensure a successful outcome • establish success criteria.

Critical Thinking and Problem Solving Skills	
Specific Skill	**Exemplification**

2.2 Apply methods to solve complex problems, including focused research techniques to gather primary and secondary information.	Learners should be able to:
	• understand methods to solve problems:
	  • Six thinking hats
	  • The 5 Whys

	• Flip it
	• SWOT analysis
	• Problem Trees
	• SQUID
	• The Journalistic Six
	• understand that Primary information is obtained first hand by the learner for the purpose of the project:
	• Interview
	• Observation
	• understand that Secondary information, also known as desk research, already exists and has been compiled, gathered, organised, and published by others:
	• Articles
	• Organisation materials
	• Government documents and reports
	• Statistical databases.
2.7 Construct responses that are evidence based, persuasive and convincing.	Learners should be able to: • formulate judgements, summarising and presenting findings • communicate content and meaning using accurate language and terminology • present complex information and ideas in a logical and persuasive sequence.
2.9 Make valid judgements and reasoned conclusions.	Learners should be able to: • understand that a valid judgement is one that is convincing and based on the evidence presented • understand that reasoned conclusions are those that are logical and informed demonstrating a link to the project aims.

Creativity and Innovation	
Specific Skill	**Exemplification**

3.1 Generate ideas independently.	Learners should be able to:
	 • understand different techniques to generate ideas:
	   • SCAMPER
	   • Blue sky thinking
	   • Mind mapping
	   • Visualisation
	   • Reverse thinking.

3.2 Generate new ideas by sharing, disseminating, and building on collaborative creative thinking.	Learners should be able to:
	• use methods for sharing own ideas with others:
	   • minutes of meetings
	   • a reflection, log, or diary
	   • online chat functions
	   • online collaboration spaces
	• consider and evaluate ideas of others
	• explore potential developments of ideas.

3.3 Make connections between different information in order to support outcomes.	Learners should be able to: • make connections between different information • consider own opinions and how they connect to those of others.

3.4 Use creative thinking to analyse information and ideas.	Learners should be able to:
	• understand that creative thinking requires:
	   • Open-mindedness – the ability to set aside assumptions and biases and to try and look at things in a new way
	   • Understanding – the ability to examine things carefully and to understand what it means
	   • Organisation – the ability to organise your ideas so that they are cohesive
	• be confident in expressing own ideas and respect those of others
	• combine own ideas with those of others to form an innovative outcome.

3.5 Consider the feasibility in implementing ideas and outcomes.	Learners should be able to understand: • how likely the idea or solution is to be implemented in order to achieve its desired outcome.

3.6 Apply objective decision-making techniques to justify selection of the most appropriate idea, including the views of others where appropriate.	Learners should be able to:
	• understand objective decision-making techniques include:
	   • SWOT analysis
	   • Pro/con technique
	   • Decision tree
	   • Decision matrix
	   • PESTLE analysis.

3.8 Develop innovative communications that are appropriate to the audience.	Learners should be able to: • construct and communicate arguments both written and orally • understand how different communication methods are appropriate for different audiences, both formal and informal • use of digital media to communicate information and ideas.

Personal Effectiveness	
Specific Skill	**Exemplification**
4.1 Analyse how own skills can be applied and/or developed to be personally effective.	Learners should be able to: • use psychometric or skills assessments • analyse the findings.
4.5 Respond to feedback and, when collaborating, give feedback to others.	Learners should be able to: • respond to feedback provided by others • provide constructive feedback to others including strengths and areas for improvement • understand how feedback provided can influence future actions.
4.6 Reflect and evaluate own behaviours, performance and outcomes when working independently and/or collaboratively.	Learners should be able to: • understand different methods and tools for self-assessment in performance

Assessment

Learners will be required to undertake the following tasks:

1a.

Present a Self-Assessment in preparation for your future destination.

1b.

Use the outcomes from Task 1a to explore potential realistic future employment. Produce a Personal Employment Destination Plan outlining your journey to your future destination, explaining and justifying your choices.

2.

Select one of the themes from the Wellbeing of Future Generations (Wales Act) to devise an initiative called 'Improving our Future' that could have a positive impact on others, and which may be relevant to your future destination. Produce an Initiative Proposal and Presentation. During this task discuss your proposed initiative by collaborating with another person, people, or group. Use their feedback to develop your idea.

Embedded Skills Development
Through completion of this Project learners will be provided with opportunities to develop and demonstrate their:
• **literacy** and/or **digital skills**, through producing and presenting their self-assessment.
• **numeracy skills,** through their consideration and analysis of different employment opportunities and the pathways available to achieving these.

As evidence formats are not tightly prescribed, learners have autonomy over which of the embedded skills they utilise when completing their assessments.

Links to the United Nations' sustainable development agenda and Wales's Well-being Goals (Learning Contexts)

The Future Destinations Project gives an ideal opportunity to explore the Well-being of Future Generations Act.

The Future Destinations project lends itself to linking the learning contexts by a task-by-task approach. Task 1a asks learners to undertake a self-assessment of themselves in preparation for the start of their journey to a future destination. Task 1b asks learners to use their outcomes from Task 1a to explore future employment areas. Both these tasks have clear links to the goals within the Well-being of Future Generations (Wales) Act. By focusing on the learning contexts for these tasks, learners can feel more optimistic about the support they will be offered in Wales to achieve their future goals. Task 2 is at the heart of the learning contexts. This task directly asks learners to consider their interests in deciding which of the following theme or themes that have a link to the Wellbeing of Future Generations (Wales Act) will be their focus. This comes directly from the purpose of the Act that 'gives us the ambition, permission, and legal obligation to improve our social, cultural, environmental and economic well-being.'[5]

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[5] https://www.futuregenerations.wales/about-us/future-generations-act/

Mark Scheme

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

Task 1a Self Assessment

	Demonstrated specific skills	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
LO4 Personal Effectiveness (4.1)	**Analyse how own skills can be applied and/or developed to be personally effective**	The self-assessment demonstrates limited awareness of how the learner's own skills can be applied and/or developed to be personally effective.	The self-assessment demonstrates some understanding of how the learner's own skills can be applied and/or developed to be personally effective.	The self-assessment demonstrates effective levels of analysis of how the learner's own skills can be applied and/or developed to be personally effective.	The self-assessment demonstrates highly effective levels of analysis of how the learner's own skills can be applied and/or developed to be personally effective.	/4
LO4 Personal Effectiveness (4.6)	**Reflect and evaluate own behaviours, performance and outcomes when working independently and/or collaboratively.**	Reflection appears list like and lacks evaluation.	Some attempt to reflect and evaluate own behaviours and performance but the reflection lacks detail. It may appear generic rather than specific to the self- assessment.	An effective and thoughtful reflection and evaluation of own behaviours and performance. Examples clearly link to the self-assessment.	A highly effective, balanced, and insightful reflection and evaluation of own behaviours and performance. Examples clearly link to the self-assessment.	/4
LO2 Critical Thinking and Problem Solving (2.9)	**Make valid judgments and reasoned conclusions**	Judgements and/or conclusions are stated but may not be valid or are superficial in nature.	Some valid judgements are made. Conclusions are stated but they may not be valid or appropriate.	Relevant and valid judgements are made which lead to reasoned conclusions.	Highly relevant and valid judgements are made which lead to fully reasoned conclusions.	/4
LO3 Creativity and Innovation (3.4)	**Use creative thinking to analyse information and ideas**	There is limited evidence of the use of creative thinking when exploring their future destination. Information and ideas are described and may appear list like.	There is evidence of some use of creative thinking to explore their future destination. This enables the learner to analyse some information and ideas.	There is evidence of effective use of creative thinking to explore their future destination. This enables the learner to analyse all the information and ideas.	There is evidence of highly effective use of creative thinking to explore their future destination. This enables the learner to fully analyse all the information and ideas.	/4
LO2 Critical Thinking and Problem Solving (2.7)	**Construct responses that are evidence based, persuasive and convincing**	The self-assessment is based on opinion rather than evidence. It lacks a sense of persuasiveness.	The self-assessment makes some use of evidence and elements are persuasive.	The self-assessment is persuasive and convincing, based on good use of evidence.	The self-assessment is highly persuasive and convincing, based on an effective use of evidence.	/4
					Total marks	**/20**

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

Task 1b Personal Employment Destination Plan

	Demonstrated specific skills	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
LO2 Critical Thinking and Problem Solving (2.2)	**Apply methods to solve complex problems, including focused research techniques, to gather primary and secondary information**	There is a limited attempt to use methods to solve problems. There is a lack of a variety of research techniques and the learner may have only gathered primary or secondary information.	There is some use of methods to solve problems that include a selection of research techniques to gather primary and secondary information, but the quality of one may be limited.	Effective use of methods to solve complex problems that include a range of research techniques to gather an appropriate range of both primary and secondary information.	Highly effective use of methods to solve complex problems that include a comprehensive range of research techniques to gather a wide range of both primary and secondary information.	/4
LO3 Creativity and Innovation (3.1)	**Generate ideas independently**	Limited examples of independent generation of ideas. The learner may need regular support in order to generate ideas.	There is evidence of some independent generation of ideas, but they may not always be appropriate.	There is evidence of effective generation of independent ideas.	There is evidence of highly effective generation of independent ideas.	/4
LO3 Creativity and Innovation (3.6)	**Apply objective decision-making techniques to justify selection of the most appropriate idea, including the views of others where appropriate.**	There is limited evidence of objective decision- making techniques when considering the best path they would follow for their future destination.	There is some evidence of objective decision-making techniques when considering the best path they would follow for their future destination.	There is evidence of effective and objective decision-making techniques when considering the best path they would follow for their future destination.	There is evidence of highly effective and objective decision-making techniques when considering the best path they would follow for their future destination.	/4
LO1 Planning and Organisation (1.6)	**Define priorities and success criteria**	Some priorities and/or success criteria are described but these may not be linked to the personal career destination.	There is some description of priorities and success criteria, but they may lack clarity, detail, and may not all be appropriate.	Priorities and success criteria are appropriate and clearly defined. They are realistic and will enable the learner to achieve and measure most aspects of the future success in their employment destination.	Priorities and success criteria are highly appropriate, detailed and clearly defined. They are highly realistic and will enable the learner to achieve and measure all aspects of the future success in their employment destination.	/4
LO3 Creativity and Innovation (3.5)	**Consider the feasibility in implementing ideas and outcomes**	There is limited evidence of the consideration of the feasibility of working towards their future destination.	There is some evidence of the consideration of the feasibility of working towards their future destination. However, some aspects may not have been considered.	There is evidence of reasoned consideration of the feasibility of working towards their future destination.	There is clear evidence of well-reasoned consideration of the feasibility of working towards their future destination.	/4
					Total marks	**/20**

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

Task 2 Initiative

	Demonstrated specific skills	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
LO3 Creativity and Innovation (3.2)	**Generate new ideas by sharing, dissemination and building on collaborative creative thinking**	Limited examples of generating ideas through sharing, dissemination and building on collaborative creative thinking. The learner may have worked in isolation.	There is evidence of some independent generation of ideas, through sharing, dissemination and building on collaborative creative thinking, but they may not always be appropriate.	There is evidence of effective generation of ideas through sharing, dissemination and building on collaborative creative thinking.	There is evidence of highly effective generation of ideas through sharing, dissemination and building on collaborative creative thinking.	/4
LO1 Planning and Organisation (1.1)	**Identify project rationale.**	The rationale for the initiative lacks a clear explanation of why the initiative was chosen.	The rationale attempts to explain the purpose of the initiative, but aspects may not be clear or fully justified.	The rationale clearly explains the purpose of the initiative.	The rationale fully explains the purpose of the initiative with a range of evidence to support the selection.	/4
LO1 Planning and Organisation (1.2)	**Set appropriate and realistic aims and objectives.**	Aims and objectives may not always be appropriate and/or realistic.	Aims and objectives are clear and appropriate but may not always be realistic or well framed.	Aims and objectives are appropriate, clear, well framed, and realistic.	Aims and objectives are highly appropriate, logical, and realistic.	/4
LO1 Planning and Organisation (1.4)	**Schedule activities and tasks**	The approach to scheduling lacks organisation. Tasks may be unrealistic or too broad.	A list of tasks that may lack detail. Time scales may be missing. Some aspects of planning, to ensure the smooth running of the development and presentation of the initiative, may be missing.	A detailed schedule that includes realistic and clear tasks to ensure the smooth running of the development and presentation of the initiative.	A highly detailed schedule which clearly outlines a range of tasks that cover all aspects of the development and presentation of the initiative and would ensure its smooth running.	/4
LO1 Planning and Organisation (1.5)	**Select and utilise appropriate project management techniques and/or tools**	A common-sense approach has been taken, rather than the application of specific project management techniques and/or tools.	There is evidence of some project management techniques and/or tools. However, they may not always be appropriate to the task.	Project management techniques and/or tools have been selected appropriately and utilised. There is evidence that they have helped ensure the successful development and presentation of the initiative.	Selected project management techniques and/or tools are highly appropriate and have been utilised effectively. There is strong evidence that they have helped ensure the successful development and presentation of the initiative.	/4

LO3 Creativity and Innovation (3.3)	**Make connections between different information in order to support outcomes**	Information is presented in a list like manner, demonstrating limited connections between sources. They do little to support the initiative proposal.	Some connections are made between different information, but they may be generic in nature or underdeveloped. They start to give some support to the initiative proposal.	Relevant and developed connections are made between the information in order to fully support the initiative proposal.	Highly relevant and creative connections are made between the different information in order to fully support the initiative proposal.	/4
LO3 Creativity and Innovation (3.8)	**Develop innovative communications that are appropriate to the audience**	The initiative lacks innovation and appears to be a presentation of facts. It may not be appropriate for the audience.	The initiative demonstrates some elements of innovation and, on the whole, is appropriate for the audience.	The initiative demonstrates clear elements of innovation and is appropriate for the audience.	The initiative is highly innovative and is appropriate for the audience.	/4
LO4 Personal Effectiveness (4.5)	**Respond to feedback and, when collaborating, give effective feedback to others**	Learners may find it hard to respond to feedback from their collaborators. Their response may be passive to ideas.	During collaboration learners will respond to some feedback. They are able to give some effective feedback to their collaborators.	During collaboration learners are able to respond to feedback and use it to improve the initiative. They are also able to give effective feedback to their collaborators.	During collaboration learners are highly responsive to feedback and use it to improve the initiative. They are able to give effective feedback to their collaborators in an insightful, thoughtful and appropriate manner.	/4
				Total marks		**/32**

6.   Individual Project

Entry Code	9503U3

Introduction
The Individual Project provides opportunities for learners to develop a range of research skills and acquire detailed knowledge of a topic that particularly interests them. The skills that learners will be developing will be of great benefit to them in future higher education and employment, as well as good discussion points for interviews leading to their future destination.

In completing the Individual Project learners will recognise the importance research plays in making informed decisions. Learners will be encouraged to find, evaluate, analyse, communicate, and use information to solve a complex problem. They will have the opportunity to demonstrate originality, initiative, and to exercise personal responsibility.

The Individual Project should be completed in the second half of the course, generally after the Global Community Project and Future Destination Project, to enable the learner to showcase their use of the skills that have been developed.

The supervisor
During the completion of the Individual Project the learner must have access to a designated supervisor who will provide support and guidance but ultimately, the learner will be making the key decisions regarding the direction of their project. The supervisor needs to act as a critical friend throughout the process, i.e. posing questions to the learner, rather than simply providing the answers.

It is vital that the supervisor approves a learner's topic before they progress to ensure that the topic is feasible (not too broad) and is viable. Ethical guidelines must be considered to ensure that learners can undertake their project safely.

Three one-to-one meetings must take place with a learner and their supervisor at key times. It will be the learner's responsibility to evidence these discussions and to submit this evidence as part of their assessment.

The three supervision meetings must take place at the following points in the process:

Meeting 1 – this should take place when the learner has produced the title, the rationale, the aims and objectives and the research plan.

Meeting 2 – this should take place when primary and secondary research have been gathered, analysed, and connections have been made between the information.

Meeting 3 – this should be held after completion of the Individual Project. The learner will present in order for the supervisor to review and provide feedback.

Guidance for delivery
It is expected that the teaching and learning programme should be **approximately 40 hours** to cover the following content and allow learners to develop the specific skills relevant to the assessment of this Project. The Teaching and Learning programme is smaller than the other two projects as learners should have already developed many of the skills required.

It is expected that learners should:

- understand how to select and refine a suitable focus, scope, and purpose to research
- consider issues of devising an effective research question or an artefact statement of intent for a successful research project
- understand how to produce a written research project
- understand how to develop, design, and produce an artefact
- understand the necessity of thorough planning to ensure structure and development of a research project
- understand how to define and clarify effective and manageable aims and objectives, and the links between them
- understand the advantages and disadvantages of research methods in collecting primary information and numerical data
- understand the ethical issues that must be considered before undertaking research
- explore different types of numerical data, their uses, and limitations
- understand how primary and secondary research can inform a written research project or artefact design
- understand the importance of making evidence-based judgements and conclusions
- consider the value of reflecting on own performance.

The Teaching and Learning programme **must** provide learners with many opportunities to develop and apply the relevant skills for the Individual Project. Learners will develop and demonstrate application of the Integral Skills whilst planning, managing, and conducting an independent research project whether in the form of a written research project or by developing and producing an artefact.

Planning and Organisation	
Specific Skill	**Exemplification**
1.1 Identify project rationale.	Learners should be able to: • understand how to write a research project title in the form of a research question and statement of intent • understand a rationale should include, but not be limited to, the focus, scope, and background to selection of topic • be practical in terms of what can be achieved or expected.
1.2 Set appropriate and realistic aims, and objectives.	Learners should be able to: • understand aims are the overall strategy of what is to be accomplished • understand that objectives are specific actions needed to complete aims • set appropriate aims and objectives that are suitable in relation to the topic • set realistic aims and objectives that are sensible and practical in terms of what can be achieved or expected.

1.3 Plan appropriate and relevant research.	Learners should be able to: • ensure that appropriate research is suitable or proper in relation to the topic • ensure that relevant research is connected to the matter in hand • understand what appropriate and relevant primary and secondary research is needed to address a research title.
1.6 Define priorities and success criteria.	Learners should be able to: • understand how to define priorities in relation to research • understand how success criteria can be used to ensure a successful outcome.
1.8 Manage resources, timescales, and potential risks.	Learners should be able to: • identify and monitor materials and resources required • identify and monitor potential risks.
1.9 Manage and prioritise work.	Learners should be able to: • manage a project plan • use minutes of meetings to monitor and or make adaptions • understand the use of an appendix.

Critical Thinking and Problem Solving	
Specific Skill	**Exemplification**

2.2 Apply methods to solve complex problems, including focused research techniques to gather primary and secondary information.	Learners should be able to understand that:
	• there are many methods to solve problems:
	  • Six thinking hats
	  • The 5 Whys
	  • Flip it
	  • SWOT analysis
	  • Problem Trees
	  • SQUID
	  • The Journalistic Six.
	• Primary information is obtained first hand by the learner for the purpose of the project:
	  • Interview
	  • Survey
	  • Focus group
	  • Observation
	  • Fieldwork
	  • Photos.
	• Secondary information, also known as desk research, already exists and has been compiled, gathered, organised, and published by others:
	  • Books

	• Articles • Government documents and reports • Statistical databases.
2.3 Select appropriate information by critically evaluating credibility and recognising bias and assumptions.	Learners should be able to: • investigate the credibility, relevance, and significance of secondary information, including data • understand reliability, validity, bias, vested interest of secondary information.
2.4 Analyse complex information and draw out key points.	Learners should be able to identify: • and analyse a variety of facts, opinions, and viewpoints • key points including causes, changes, consequences, similarities, and differences
2.5 Synthesise primary and secondary information containing alternative opinions, views, and arguments.	Learners should be able to: • interpret and bring together a variety of information in a coherent way.
2.6 Accurately use an academic method of referencing.	Learners should be able to: • explore and apply a variety of academic referencing methods for different secondary information including text and media • understand how to produce a reference list.
2.9 Make valid judgements and reasoned conclusions.	Learners should be able to understand that: • a valid judgement is one that is convincing and based on the evidence presented • reasoned conclusions are those that are logical and informed demonstrating a link to the project aims.

Creativity and Innovation	
Specific Skill	**Exemplification**

3.1 Generate ideas independently.	Learners should be able to:
	• understand different techniques to generate ideas:
	  • SCAMPER
	  • Blue sky thinking
	  • Mind mapping
	  • Visualisation
	  • Reverse thinking

3.3 Make connections between different information in order to support outcomes.	Learners should be able to: • make connections between different opinions and viewpoints from primary and secondary information • consider own opinions and viewpoints on issues and how they connect to those of others.

3.4 Use creative thinking to analyse information and ideas.	Learners should be able to: • be confident in expressing of own ideas and respect those of others • combine own ideas with those of others to form an innovative outcome.
3.5 Consider the feasibility in implementing ideas and outcomes.	Learners should be able to: • understand the importance of selecting a feasible idea to be implemented to achieve a desired outcome.

3.7 Explore, refine, adapt and develop appropriate ideas and outcomes.	Learners should be able to:
	• demonstrate that appropriate ideas have been considered, improved and modified. This can be evidenced via:
	  • minutes of supervisor meetings
	  • annotated design

3.8 Develop innovative communications that are appropriate to the audience.	Learners should be able to: • understand how different communication methods are appropriate for different outcomes - written or artefact • use visual images to communicate information ideas and designs.

Personal Effectiveness	
Specific Skill	**Exemplification**
4.3 Demonstrate performance in completing tasks/activities when working independently.	Learners should be able to: • monitor own performance against success criteria • reflect on performance throughout the process during supervisor meeting.
4.4 Demonstrate a contribution when working collaboratively.	Learners should be able to: • understand how collaborating with a supervisor contributes to the effectiveness in producing a research project. This can be evidenced via: • minutes of supervisor meetings.
4.5 Respond to feedback and, when collaborating, give feedback to others.	Learners should be able to: • understand the use of action planning from feedback when collaborating with a supervisor.
4.6 Reflect and evaluate own behaviours, performance and outcomes when working independently and/or collaboratively.	Learners should be able to: • understand different methods and tools for self-assessment in performance in completing a research project.
4.7 Recognise areas for improvement when working	Learners should be able to: • identify areas for improvement

independently and/or collaboratively.	• develop own action plan for areas of improvement including the use of SMART targets for continued development.
4.8 Evaluate outcomes achieved in relation to aims, objectives and success criteria.	Learners should be able to: • understand how to make judgments on achieving aims, objectives and success criteria.

Assessment
Having selected their topic, learners can either produce a written research project (Option A), or an artefact (Option B). An artefact is an object that learners have made.

Learners will be required to:
• produce a research project (see Appendix B for further details)

• produce a self-evaluation.

Embedded Skills Development
Through completion of this Project learners will be provided with opportunities to develop and demonstrate their **literacy, numeracy** and **digital skills.**
The nature of the Individual Project allows learners to produce an outcome that is personal to them and therefore learners have control over which of the embedded skills they utilise when completing their assessments.

Links to the United Nations' sustainable development agenda and Wales's Well-being Goals (Learning Contexts)
By the time learners reach the Individual Project, the learning contexts would have become a natural resource for learners to use as their starting point. Consequently, it is highly likely that whatever focus learners chose for their written research project or artefact, it will have a natural link to at least one of the wellbeing goals.

Mark Scheme

Task 1 Produce a Research Project

Apply Planning and Organisation skills
Award 0 for any of the skills below if there is no evidence or submitted work is not worthy of credit.

Demonstrated specific skills	Suggested Evidence	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
Identify project title and rationale. (1.1)	Title and rationale	The project title and rationale are vague and lack clear reasoning as to why the project was chosen.	The project title and rationale attempt to explain the focus and scope of the project, but aspects may not be clear or fully justified.	The project title and a clear and reasoned rationale, offers informed reasoning as the basis focus and scope of the project.	The project title and a detailed and well-reasoned rationale, fully explains the focus and scope of the project with a range of reasons and evidence to support the selection.	/4
Set appropriate and realistic aims, and objectives. (1.2)	Aims and objectives	Aims and objectives may not always be appropriate and/or realistic.	Most aims and objectives are clear and appropriate but may not always be realistic or well framed.	Aims and objectives are appropriate, clear, well framed, and realistic.	Aims and objectives are highly appropriate, logical, and realistic.	/4
Define priorities and success criteria. (1.6)	Minutes of first supervisor meeting	Some priorities and/or success criteria are described and may not be linked to the Individual Project.	There is some description of priorities and success criteria, but they may lack clarity, detail and may not all be appropriate.	Priorities and success criteria are appropriate and clearly defined. They are realistic and enable the learner to achieve and measure the success of most aspects of their Individual Project.	Priorities and success criteria are highly appropriate, detailed and clearly defined. They are highly realistic and enable the learner to achieve and measure the success of all aspects of their Individual Project.	/4
Plan appropriate and relevant research. (1.3)	Project plan/ Research Plan	The approach to research lacks meaningful planning, appropriateness, and relevance in selecting both primary and secondary information.	A clear research plan to select primary and secondary information but not all information is appropriate and relevant.	Detailed and effective research plan for selecting primary and secondary information that is appropriate and relevant.	Comprehensive and highly effective research plan for selecting primary and secondary information that is appropriate and relevant.	/4

Demonstrated specific skills	Suggested Evidence	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
Manage resources, timescales and potential risks. (1.8)	Project plan/ development record/ minutes of first supervisor meeting	Resources, timescales, and risks are described but these may not be linked to the Individual Project.	There is some specific description of resources, timescales, and potential risks of the Individual Project, but they may lack detail, and some may not be appropriate.	Thought has been given to the managing of resources, timescales and potential risks that relate specifically to the Individual Project.	There is a thorough consideration of the managing of resources, timescales and potential risks that relate specifically to the Individual Project.	/4
Manage and prioritise work. (1.9)	Project plan/ development record/ candidate and supervisor minutes of first meeting	The approach to managing and prioritising work is not consistent. There may be evidence of work being rushed or incomplete.	Some aspects of the project show evidence of management and prioritisation of work.	There is evidence of effective management and prioritisation of work.	There is evidence of highly effective management and prioritisation of work.	/4
					Total Marks	**/24**

Apply Critical Thinking and Problem Solving skills

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

Demonstrated specific skills	Suggested Evidence	Marks available for each specific skill				Marks awarded
		1	2	3	4	
Apply methods to solve complex problems, including focused research techniques to gather primary and secondary information. (2.2)	Research plan/ development record	There is a limited attempt to use methods to solve problems. There is a lack of a variety of research techniques and the learner may have gathered limited primary and secondary information.	There is some use of methods to solve problems that include a selection of research techniques to gather primary and secondary information, but the quality of one may be limited.	Effective use of methods to solve complex problems that include a range of research techniques to gather an appropriate range of both primary and secondary information.	Highly effective use of methods to solve complex problems that include a comprehensive range of research techniques to gather a wide range of both primary and secondary information.	/4
Select appropriate information by critically evaluating credibility and recognising bias and assumptions. (2.3)	Research Plan/ main body/ development record	Some of the information selected is appropriate to the chosen topic, but some may be irrelevant. There may be no reference to credibility, bias and/or assumptions.	All information selected is appropriate to the chosen topic. Reference to credibility, bias and/or assumptions is described, and may be generic and not contextualised.	Effective selection of appropriate information which demonstrates evaluation of credibility, bias, and assumptions for most sources.	Highly effective selection of appropriate information which demonstrates comprehensive critical evaluation of credibility, bias and assumptions for all sources.	/4
Accurately use an academic method of referencing. (2.6)	Main body/ reference list	Evidence of research sources is given but does not demonstrate an academic method of referencing.	Elements of academic referencing are evident, but this may not be consistent and there will be a number of omissions.	Effective and accurate use of an academic method of referencing with only minor omissions.	Highly effective, consistent, and accurate use of an academic method of referencing with no omissions.	/4

Demonstrated specific skills	Suggested Evidence	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
Analyse complex information and draw out key points. (2.4)	Main body/ development record	A narrative description or list of points is offered with no analysis.	There is some attempt to analyse complex information. However, this is not sustained throughout. Some key points may be raised but are not developed.	Effective analysis of complex information is demonstrated which draws out a range of key points relevant to the topic.	Highly effective analysis of complex information that draws out a wide range of key issues, points and concepts in a sophisticated manner.	/4
Synthesise primary and secondary information containing alternative opinions, views and arguments. (2.5)	Main body/ development record	Primary and secondary information is presented but lacks synthesis. There is little or no consideration of alternative opinions, views and arguments.	There is some attempt at synthesising primary and secondary information. There is some consideration of alternative opinions, views and arguments.	A successful synthesis of primary and secondary information that contains a range of alternative opinions, views and arguments.	A comprehensive synthesis of primary and secondary information that considers a wide range of alternative opinions, views and arguments.	/4
Make valid judgements and reasoned conclusions. (2.9)	Main body/ development record/ conclusion	Judgements and/or conclusions are stated but may not be valid or are superficial in nature.	Some relevant judgements are made. Conclusions are stated but they may not be valid nor linked to project aims.	Relevant and reasoned judgements are made. Detailed and valid conclusions with links to project aims.	Highly relevant and well-reasoned judgements are made. Comprehensive, valid and sustained conclusions with effective links to project aims.	/4
					Total Marks	**/24**

Apply Creativity and Innovation skills

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

Demonstrated specific skills	Suggested Evidence	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
Generate ideas independently. (3.1)	Main body/ development record	Limited examples of the independent generation of ideas. The learner may need regular support in order to generate ideas.	There is evidence of some independent generation of ideas, but they may not always be appropriate.	There is evidence of effective generation of independent ideas.	There is evidence of highly effective generation of independent ideas.	/4
Use creative thinking to analyse information and ideas. (3.4)	Main body/ development record	There is limited evidence of the use of creative thinking. Information and ideas are described and may appear list-like.	There is evidence of some use of creative thinking that enables the learner to analyse some information and ideas.	There is evidence of effective use of creative thinking that enables the learner to analyse all the information and ideas.	There is evidence of highly effective use of creative thinking. The learner is able to develop a sophisticated analysis of all the information and ideas.	/4
Consider the feasibility in implementing ideas and outcomes. (3.5)	Main body/ development record	There is limited evidence of the consideration of the feasibility of implementing ideas and outcomes for the written project or artefact. This may have resulted in several issues in achieving the final outcome.	There is some evidence of the consideration of the feasibility of implementing ideas and outcomes for the written project or artefact. However, some aspects may not have been considered. This has resulted in some issues with achieving the final outcome.	Throughout the written project or artefact there is evidence of reasoned consideration of the feasibility of implementing ideas and outcomes. This has enabled the final outcome to be achieved.	Throughout the written project or artefact there is clear evidence of well-reasoned consideration of the feasibility of implementing ideas and outcomes. This has clearly enabled the final outcome to be achieved to a consistently high standard.	/4
Make connections between different information in order to support outcomes. (3.3)	Main body/ development record	Information is presented in a list like manner, demonstrating limited connections between different information. They do little to support outcomes.	Some connections are made between different information, but they may be generic in nature or underdeveloped. They start to give some support to outcomes.	Relevant and developed connections are made between the information in order to significantly support outcomes.	Highly relevant and creative connections are made between the different information in order to fully support outcomes.	/4

Demonstrated specific skills	Suggested Evidence	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
Explore, refine, adapt and develop appropriate ideas and outcomes. (3.7)	Main body/ Development record/minutes of second supervisor meeting	There is limited evidence of exploration, refinement, adaptation and/or development of appropriate ideas and outcomes. This may lead to a basic project that demonstrates only superficial development of the initial idea.	Some exploration, refinement, adaptation and/or development of appropriate ideas and outcomes. However, the project would benefit from further work in this area.	Effective exploration, refinement, adaptation and development of appropriate ideas and outcomes.	Highly effective exploration, refinement, adaptation and development of highly appropriate ideas and outcomes.	/4
Develop innovative communications that are appropriate to the audience. (3.8)	Main body/ Development record	The written project or artefact lacks innovation and may appear to be a presentation of facts. Content and meaning may not be appropriate for the audience.	The written project or artefact demonstrates some elements of innovation. On the whole, content and meaning, is communicated appropriately for the audience.	The written project or artefact demonstrates clear elements of innovation. Content and meaning, is communicated effectively for the audience.	The written project or artefact is highly innovative. Content and meaning, is communicated highly effectively for the audience.	/4
					Total Marks	**/24**

Apply Personal Effectiveness Skills
Award 0 for any of the skills below if there is no evidence or submitted work is not worthy of credit.

Demonstrated specific skills	Suggested Evidence	Marks available for each specific skill				Marks awarded
		1	**2**	**3**	**4**	
Demonstrate performance in completing tasks/activities when working independently. (4.3)	Minutes of supervisor meetings	During supervisor meetings learners demonstrate limited performance in relation to the completion of tasks and activities. The learner often has not completed tasks and activities between meetings.	During supervisor meetings learners demonstrate some effective performance in relation to the completion of tasks and activities. The learner completes some tasks and activities between meetings.	During supervisor meetings learners demonstrate effective performance in relation to the completion of tasks and activities. The sessions are often led by the learner who is able to set and complete most tasks and activities between meetings.	During supervisor meetings learners demonstrate highly effective performance in relation to the completion of tasks and activities. The sessions are always led by the learner who is able to set and complete all tasks and activities between meetings.	/4
Demonstrate a contribution when working collaboratively. (4.4)	Minutes of supervisor meetings	Learners may find it hard to contribute to supervisor meetings. They may need a lot of encouragement and prompting from their supervisor.	During supervisor meetings learners make some useful contributions. They may need an element of prompting from their supervisor.	During supervisor meetings learners make meaningful contributions.	During supervisor meetings learners make highly meaningful contributions.	/4
Respond to feedback and, when collaborating, give feedback to others. (4.5)	Minutes of supervisor meetings	Learners may find it hard to give feedback on their progression and to respond to feedback from their supervisor. Their response may be passive to ideas discussed in the meeting.	During supervisor meetings learners will give some feedback on their progression and respond to some feedback from their supervisor. They are able to respond to some ideas discussed in the meeting.	During supervisor meetings learners are able provide clear feedback on their progression and respond positively to feedback from the supervisor. They are able to respond to ideas discussed in the meeting in an appropriate manner.	During supervisor meetings learners are able to provide detailed feedback on their progression and are highly responsive to feedback. They are able to respond to ideas discussed in the meeting in an insightful, thoughtful and appropriate manner.	/4
					Total Marks	**/12**

Task 2 Self Evaluation

Apply Personal Effectiveness Skills
Award 0 for any of the skills below if there is no evidence or submitted work is not worthy of credit

Demonstrated specific skills	Marks available for each specific skill				Marks awarded
	1	**2**	**3**	**4**	
Evaluate outcomes achieved in relation to aims, objectives and success criteria. (4.8)	Limited attempt to evaluate how the final outcome relates to the aims, objectives, and success criteria.	Some attempt to evaluate how the final written project or artefact relates to the aims, objectives, and success criteria.	An effective evaluation which explores the success of final written project or artefact in relation to the set aims, objectives, and success criteria.	A highly effective evaluation which thoroughly explores the success of the final written project or artefact in relation to the set aims, objectives, and success criteria.	/4
Reflect and evaluate own behaviours and performance when working independently and/or collaboratively. (4.6)	Reflection appears list-like and lacks evaluation.	Some attempt to evaluate own behaviours and performance but the reflection may lack detail. It may appear generic rather than specific to the final written project or artefact.	An effective and thoughtful reflection and evaluation of own behaviours and performance. Examples clearly link to final written project or artefact.	A highly effective, balanced, and insightful reflection and evaluation of own behaviours and performance. Examples clearly link to the final written project or artefact.	/4
Recognise areas for improvement when working independently and/or collaboratively. (4.7)	The self-evaluation may appear list-like and areas for improvement do not clearly relate to the development of skills throughout the course.	The self-evaluation demonstrates some recognition of the learner's development of skills throughout the course with some areas for improvement discussed. Some may appear generic and superficial and may not clearly relate to development for future work.	The self-evaluation demonstrates a detailed recognition of the learner's development of skills throughout the course with justifications of areas for improvement. Suggestions are made for how they could be developed for future work.	The self-evaluation demonstrates a comprehensive recognition of the learner's development of skills throughout the course with valid justifications of areas for improvement. Thoughtful suggestions are made for how they could be developed and applied in future work.	/4
				Total Marks	**/12**

7. Assessment

7.1. Integral Skill weightings

All four of the Integral Skills are assessed in each Project. However, whilst the Integral Skills are of equal weighting across the qualification, the weighting of the Integral Skills within each Project has been determined by the focus of the assessment and the specific assessment tasks. The table below illustrates how the Integral Skills are weighted across the projects.

	Global Community Project	Future Destinations Project	Individual Project	**Total**
Apply planning and organisation skills (Learning Outcome 1)	5.4%	7.1%	12.5%	**25%**
LO2 Apply critical thinking and problem solving (Learning Outcome 2)	8.3%	4.2%	12.5%	**25%**
LO3 Apply creativity and innovation (Learning Outcome 3)	4.1%	9.5%	12.4%	**26%**
LO4 Apply personal effectiveness (Learning Outcome 4)	7.2%	4.2%	12.6%	**24%**
Project Weighting	**25%**	**25%**	**50%**	

7.2. Arrangements for the assessment of the Projects

Each Project is internally assessed and marked by the centre and externally moderated by WJEC in line with arrangements for non-examination assessment provided by the Joint Council for Qualifications (JCQ). Please refer to the JCQ website, www.jcq.org.uk for further information.

The tasks for assessment within each Project are presented in Sections 4, 5 and 6 of this specification. Candidate Assessment Packs can also be downloaded from the secure website. Tasks will remain the same for the lifetime of this specification, to allow scope for learners to focus on an area of particular interest to them.

Preparing candidates for assessment
Project tasks may be completed and assessed at any suitable time during the course. However, candidates must have been given the opportunity to acquire all the Specific Skills listed in section 2.1 to be able to access all the marks related to the assessment.

Each candidate must be provided with a copy of the Candidate Assessment Pack for the Project either electronically or in hard copy. These packs provide candidates with the information they need to complete their Project.

Teachers should support learners with their choice of context for each Project to help ensure candidates have an opportunity to access the highest mark bands within the assessment criteria.

Teachers may also provide guidance and support to candidates to ensure that they have a clear understanding of the requirements of each Project, the assessment tasks and the associated marking criteria.

Before the assessment starts, the teacher is 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 Advanced Skills Baccalaureate Wales.

Candidates must also 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.

Time available for assessment
Learners should spend approximately 50 hours on their Global Community Project (inclusive of the minimum of 15 hours community participation), approximately 40 hours on their Future Destinations Project and approximately 80 hours on their Individual Project.

Most candidates will not need to be directly supervised whilst completing their assessment (please see the information below on authenticating candidate work for more guidance on when direct supervision might be appropriate).

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

Advice and guidance to candidates
As previously noted:
- teachers should support learners with their choice of context for each Project to help ensure candidates have an opportunity to access the highest mark bands within the assessment criteria
- teachers may also provide guidance and support to candidates to ensure that they have a clear understanding of the requirements of each Project, the assessment tasks and the associated marking criteria.

Once work is underway, feedback must be limited to general advice on what needs to be improved. Teachers must not provide specific guidance on how to make these improvements.

'General advice' in the context of the Advanced Skills Baccalaureate Wales Projects includes:
- ensuring that candidates understand the requirements of the relevant task, including the required outcome and the time available
- ensuring that candidates' choice and scope of Project context has the potential to meet the requirements of the marking criteria and be of sufficient demand to achieve marks from the highest bands
- providing guidance on the safe use of equipment and materials, and the ICT hardware and software available to candidates undertaking assessment activities.

Within the context of 'general advice' teachers **must not:**
- give a candidate detailed advice and take the lead through the assessment process
- 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 in order to achieve higher marks
- produce any form of writing frame for use within assessment activities.

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 assessment tasks 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 of assessment
Teachers must monitor assessment activity to ensure that candidates' work is their own and mitigate the risks of malpractice taking place.

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 class and homework 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 (see below) to gain assurance that the work is authentic.

Supervisory meetings
Whilst completing their Individual Project, candidates will have three formal meetings with their supervisor; these meetings may provide an opportunity for the supervisor to monitor and confirm that evidence being generated by the candidate is their own work and sources of information are being referenced appropriately.
Although formal supervisory meetings are not required for the Global Community Project and/or Future Destinations Project, teachers can choose to plan and use supervisory meetings as part of their monitoring of candidate work.

Authentication
All candidates are required to sign a statement endorsing the originality of their evidence and the centre must countersign that they have taken all reasonable steps to validate this. Electronic signature will be accepted.

Security of candidates' work
Candidates' work **must** be kept securely 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.

Marking
The Projects will be internally marked and externally moderated.

Assessment grids and annotation
When assessing the evidence for each Project teachers should study the four levels for the relevant Project, which are designed to present a system that links the Specific Skills to distinct mark allocations and helps to differentiate clearly between the varying levels of achievement.

Teachers must make specific reference to the Specific Skills in the annotations that they make on the work and on the relevant sections of the Project coversheets. Teachers are required to record separate marks for each section in the spaces provided on the marking grid, to total the overall mark in the box provided and to make an overall summative comment.

Teacher annotations within the body of any written evidence, whilst not mandatory 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 coversheet and the annotations made on the body of the text are therefore very important.

Submission of marks and administration
Centres need to submit marks for assessed work online in January or May 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 coversheet 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 coversheet.

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.

8.   Technical Information

8.1. Centre registration

To offer this qualification centres will need to be registered with WJEC. Centres that are not already registered should refer to the WJEC website for more information https://www.wjec.co.uk/home/administration/centre-information.

8.2. Making entries

This is a unitised qualification which allows for an element of staged assessment.

Assessment opportunities will be available in January and May each year, until the end of the life of this specification.

The Global Community Project and Future Destinations Project will be available for external moderation in May 2024 (and each January and May thereafter). The Individual Project will be available in January 2025 (and each May and January thereafter). The qualification will be awarded for the first time in January 2025 (and each Spring and Summer thereafter).

The entry codes for each Project are provided in the table below. The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

Title	Entry codes	
	English-medium	Welsh-medium
Global Community Project	9503U1	9503N1
Future Destinations Project	9503U2	9503N2
Individual Project	9503U3	9503N3
Advanced Skills Baccalaureate Wales cash-in	9503Q0	9503C0

There is no restriction on entry for this specification with any other WJEC qualification.

8.3. Resit Rules

Candidates are permitted one resit per Project with the highest mark achieved for that Project being aggregated towards the qualification grade.

Candidates resitting a Project **cannot** re-submit evidence for assessment that has been entered previously.

If a candidate wishes to enter one or more Projects for a third time, the candidate must restart the qualification and complete all three Projects. This is referred to as a 'fresh start'. When retaking the qualification (fresh start), a candidate may have up to two attempts at each Project. However, no results from Projects completed prior to the fresh start can be used in aggregating the new grade(s).

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 worth of credit; this **will** be counted as an attempt.

8.4. Grading, awarding and reporting

The overall grades for the qualification will be recorded as a grade on a scale A* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified). Project grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used as a device for reporting, recording and aggregating candidates' Project assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the Project was taken. The individual Project results and the overall qualification award will be expressed as a uniform mark on a scale common to all Level 3 qualifications.

Uniform marks correspond to Project grades as follows:

Project Weightings	Maximum Raw Mark	Maximum Uniform Mark	Project UMS				
			a	b	c	d	e
Global Community Project (25%)	72	90	72	63	54	45	36
Future Destinations Project (25%)	72	90	72	63	54	45	36
Individual Project (50%)	96	180	144	126	108	90	72

The qualification is based on the total UMS achieved across the Projects.

	Maximum Raw Mark	Maximum Uniform Mark	Qualification UMS					
			A*	A	B	C	D	E
Advanced Skills Baccalaureate Wales	240	360	324	288	252	216	180	144

Appendix A Glossary

Terms used in the specification

Terminology	Definition
Active Citizen Record	Evidence of the journey from planning, through performing and evaluating the learner's involvement in their chosen community activity.
Analyse	Examine an issue in detail/how parts relate to whole, to explain and interpret.
Artefact	An object that has been made by the learner.
Carry out	To put into action and continue to an end.
Collaboration/Collaboratively	The action of working with others to produce or create something.
Complete	Add necessary items/information.
Complex issue	An issue that can be approached from multiple, sometimes competing, perspectives and which may have multiple possible solutions.
Confirmation Statement	A record of community participation completed by the responsible person.
Create	Bring something into existence.
Development record	Outlines how the design of the artefact is closely determined from research through the various stages of development to the final outcome.
Digital Competence	The ability to understand and use a range of digital techniques for a variety of purposes, in a manner appropriate for the audience.
Embedded Skills	The skills of numeracy, literacy and digital that are developed throughout the qualification but not assessed.
Evaluate	Make judgements against criteria, form an idea of the amount, number, or value of something.
Explore	To investigate.
Inform	To communicate and impart information.
Integral Skills	The skills of Planning and Organisation, Critical Thinking and Problem Solving, Creativity and Innovation, and Personal Effectiveness, that are assessed throughout the tasks of each Project.
Investigate	Carry out research or study into a subject or problem.
Learning Contexts	The United Nations' sustainable development agenda and Wales's Well-being Goals, as defined by the Well-being of Future Generations Act (Wales). These provide a framework within which learners can explore and examine complex issues related to society, environment, culture and the economy.
Literacy	The ability to communicate complex ideas both written and verbal, adapting language and terminology in a manner appropriate for the audience.

Monitor	Observe, check, or keep a continuous record of something.
Numeracy	The ability to collate, analyse and present complex numerical data/information from a range of sources, extracting appropriate meaning.
Outline	Set out the main points/provide a brief description or main characteristics. A general, preliminary account of something that concentrates on the main features.
Personal Employment Destination Plan	A written statement that declares the intentions, motives or views of the learner related to their future destination.
Persuasive Proposal	Addresses some key concerns that attempt to convince the recipient to act in accordance with what is proposed.
Plan	A detailed proposal for doing or achieving something
Present	Communicate in a way that can be clearly followed and understood.
Produce	Make or manufacture.
Reflect	Think carefully about something, consider something, review something that has happened or has been done.
Response	A verbal or written answer. This can take a variety of forms.
Select	Make an appropriate choice from a range of options.
Self-assessment	An assessment or evaluation of oneself or one's actions, attitudes, or performance.
Synthesise	Combine information, objects or ideas.
Specific Skills	Each Integral Skill is made up of a number of clearly defined skills. These are the basis of each assessment task.
Viva	Short for viva voce. An oral assessment rather than written.

Appendix B Individual Project Research Report

Option A – written research project

Produce a written research project (approximately 5,000 words) that would be enhanced by the inclusion of a variety of statistical diagrams, tables, and images. Your project should include the following:

- Title - a question or hypothesis
- Rationale – an introduction to the project including your reason for selecting the topic
- Aims - the strategies to address the title
- Objectives - the means to achieving the aims
- Research plan – outline and justify the research methods you will use to select a range of relevant and credible primary and secondary information
- Main body of project – analyse, synthesise, and reference the key information, concepts and data
    – generate own ideas and viewpoints
    – make connections between the different information and data
    – make valid judgements throughout
- Conclusion - reasoned conclusions explicitly linking to the project aims
- Appendix - including reference list, minutes of supervisor meetings

When drawing the evidence together for the Individual Project outcome there should be consideration of the following:

- Content and meaning are communicated using suitable language and terminology
- Composition of material is clear, concise and well-constructed with a logical connection of points and coherent order
- Coverage of content flows smoothly and lines of reasoning are easy to follow
- Presentation is in a consistent manner
- Presentation is enhanced by incorporating a variety of images e.g., tables, charts, diagrams, graphs, pictures, photos, etc.

(84 marks)

Option B – develop an artefact

You need to carry out research to inform the design and development of your intended artefact. Your project will be made up of two parts:
Part 1 - **research report** (approximately 1,500 words) that outlines the strategy and research your will carry out. Including:
- Title - a statement of intent
- Rationale – an introduction to the project including your reason for selecting the topic
- Aims - the strategies to address the title
- Objectives - the means to achieving the aims
- Research plan – outline and justify the research methods you will use to select a range of relevant and credible primary and secondary information
- Conclusion - reasoned conclusions explicitly linking to the project aims
- Appendix - including reference list, minutes of supervisor meetings

Part 2 - **development record** that outlines how the design of the artefact is closely determined from your research through the various stages of development to the final outcome.
Including the following:

- Design of artefact
  - show development of ideas and consideration of alternative designs
  - make informed and valid judgements on design
  - acknowledge creative influences
  - maintain a visual record of design process
- Development of artefact
  - outline selection of appropriate materials, techniques and processes to be used to create artefact or prototype

  - make valid judgements on production process
  - maintain a visual record of production process including the final artefact or prototype

When drawing the evidence together for the Individual Project outcome there should be consideration of the following:

- Content and meaning are communicated using suitable language and terminology
- Composition of material is clear, concise and well-constructed with a logical connection of points and coherent order
- Coverage of content flows smoothly and lines of reasoning are easy to follow
- Presentation is in a consistent manner
- Presentation is enhanced by incorporating a variety of images e.g. diagrams, photos, etc.

(84 marks)

Appendix C Skill Mapping

Integral Skill	Specific Skill	Project and task								
		Global Community				Future Destination			Individual	
		1a	1b	2	3	1a	1b	2	Report	Self-evaluation
Apply Planning and Organisation	1.1							▓	▓	
	1.2							▓	▓	
	1.3									
	1.4				▓			▓		
	1.5									
	1.6						▓		▓	
	1.7				▓					
	1.8								▓	
	1.9								▓	
Apply Critical Thinking and Problem Solving	2.1			▓						
	2.2						▓		▓	
	2.3	▓							▓	
	2.4	▓							▓	
	2.5								▓	
	2.6	▓							▓	
	2.7			▓		▓				
	2.8			▓						
	2.9					▓			▓	
Apply Creativity and Innovation	3.1						▓		▓	
	3.2							▓		
	3.3		▓							
	3.4		▓			▓				
	3.5						▓			
	3.6									
	3.7								▓	
	3.8		▓							
Apply Personal Effectiveness	4.1					▓				
	4.2				▓					
	4.3								▓	
	4.4									
	4.5				▓			▓		▓
	4.6				▓	▓				▓
	4.7				▓					▓
	4.8									▓