



# WELSH BACCALAUREATE

## Advanced Skills Challenge Certificate

# DELIVERY HANDBOOK

**July 2016**

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# 1. INTRODUCTION

Welcome to your WJEC teaching support pack, which has been designed to assist you in the delivery of the Advanced Skills Challenge Certificate.

It is the intention of this handbook to be but one of several ways in which WJEC provides assistance to teachers delivering the specification, sitting alongside CPD and support from Regional Support Officers.

WJEC provides the following as part of its support for all specifications:

- Moderators' reports on each assessment series
- Access to the specification and other key documents on the main website
- CPD
- Access to WJEC Officers

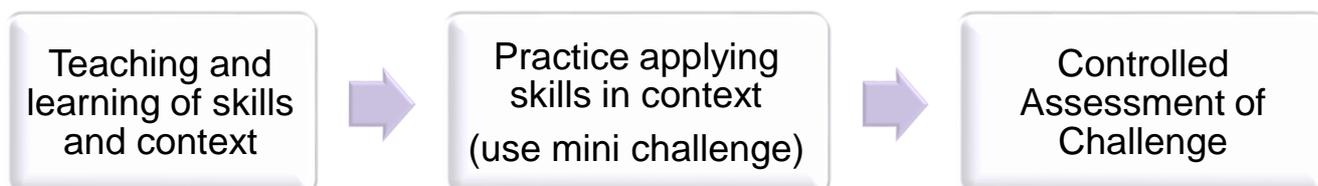
## 1.1 Links to Contacts and Documentation

Location	Content
Public WJEC website <a href="http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/Advanced/">http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/Advanced/</a>	<ul style="list-style-type: none"><li>• Welsh Baccalaureate Officers and Regional Support Contact Details</li><li>• Advanced Specification</li><li>• Code of Practice</li><li>• Administration Handbook</li><li>• Generic and Approved Briefs</li><li>• Controlled Assessment Documentation</li><li>• Individual Project Proposals</li></ul>
Secure Website – Password available from centres' Exams Officers <a href="http://www.wjecservices.co.uk">www.wjecservices.co.uk</a> PDF Resource Downloads> Welsh Baccalaureate Materials	<ul style="list-style-type: none"><li>• CPD Materials</li><li>• Task sheets and Assessment Grids</li><li>• Exemplar Material</li></ul>

## 1.2 Teaching and Learning Programme

A sufficient amount of time should be allocated to teaching and learning to enable the learners to develop the 7 skills to their full potential, and for them to understand the component specific context. The teaching and learning programme must allow learners the chance to apply the skills within context **before** assessment should started. This can be via the use of mini challenges.

It is the responsibility of the teacher to ensure that the learners are fully equipped before they undertake the **controlled assessment** for each of the three Challenges.



It is advised that learners approach the Individual Project having firstly developed the full range of essential and employability skills through the three Challenges. The Individual Project is an opportunity for Learners to consolidate and showcase their skills development in the context of an area that reflects future career or educational aspirations.

## 1.3 Managing Assessment

All four Skills Challenge Certificate components are internally assessed and externally moderated. The purpose of assessment is to ensure that effective learning has taken place in order to give learners the opportunity to achieve the learning outcomes specified in the assessment grids.

### 1.3a Selecting Challenge Briefs for Assessment

When the learners are ready to undertake the assessment, teachers must prepare the Challenge Brief. This is carried out by either:

- Ammending a Generic Brief with agreement from Regional Support Officer
- Using an Approved Brief developed by an Organisation found on the WJEC Public Website.

At the beginning of the controlled assessment period, every learner should receive a document containing a copy of:

- Challenge Brief - either a generic or approved brief
- Tasks sheet and Assessment Grid (WJEC Secure Website)

## 1.3b Controlled Assessment of Challenges

Each of the three Challenges must be carried out under controlled assessment conditions. There is no specified date when the controlled assessment has to be taken. The Centre can decide when it is taken and it allows different classes to take the assessment at different times.

Within each Challenge and Task, controls have been set for time, resources, supervision, collaboration and feedback. These controls can be found in the summary table in this handbook, linked to each Challenge.

Centres must ensure:

- The Challenges are completed under the specified controlled conditions
- Learners do not have access to the Tasks prior to the start of the controlled assessment
- During the set controlled assessment hours, teachers **must not** help learners, unless there is an issue of health and safety
- A time log of the controlled assessment hours is completed for each Challenge and each teaching group
- Learners' work must be kept secure at all times.

## 1.3c Collaboration

At least one Challenge must be carried out in a team and at least one as an individual.

## 2. Community Challenge

### 2.1 Introduction

The purpose of the Community Challenge is to develop learners' skills, whilst encouraging learners to identify, develop and participate in opportunities that will benefit the community. During the Community Challenge learners will explicitly develop skills of **Planning and Organisation** and **Personal Effectiveness** and apply them in an appropriate manner.

### 2.2 Teaching and Learning Programme

When planning the programme teachers must consider the themes of community activities in order to prepare learners appropriately.

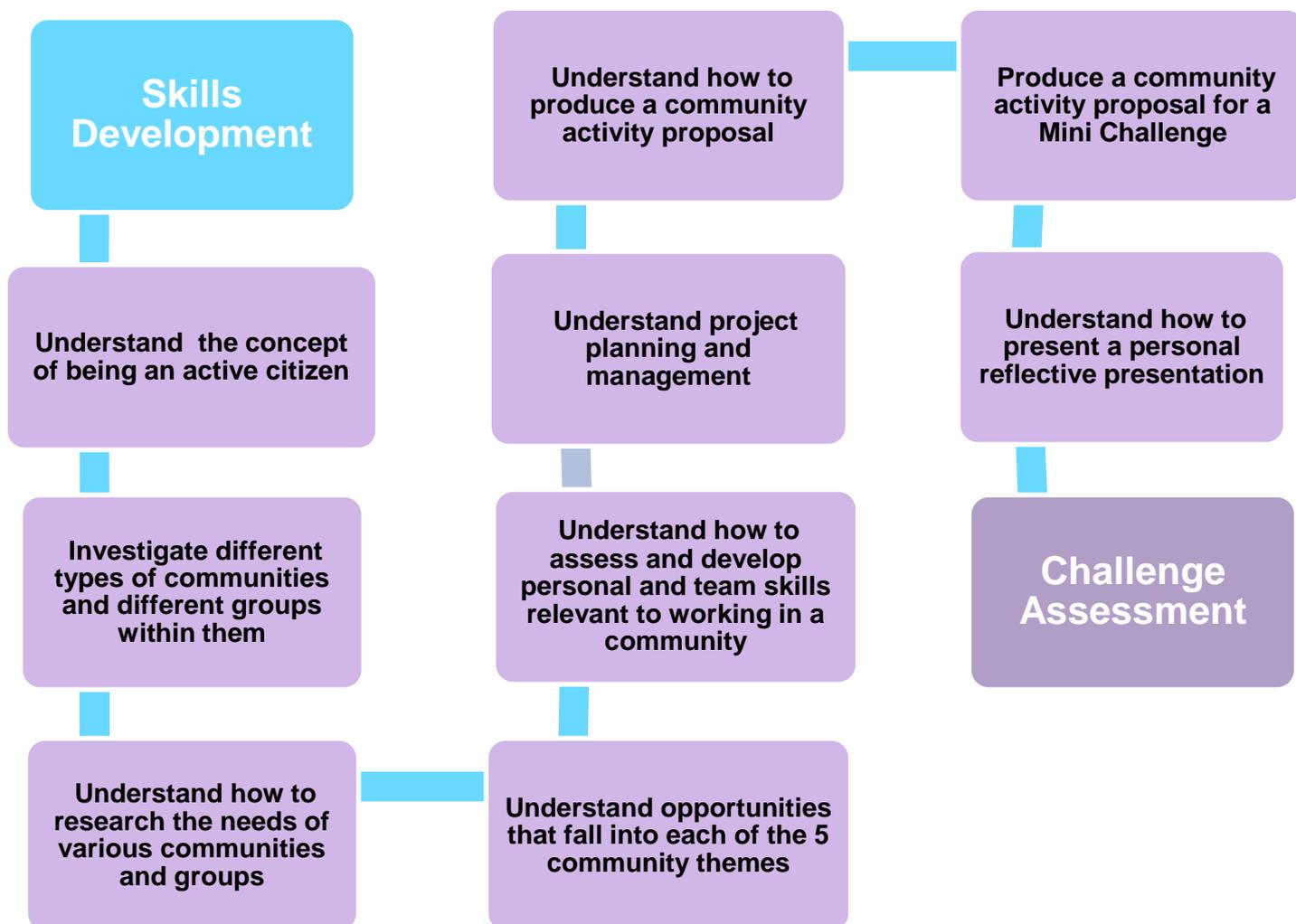


It is expected that the teaching and learning programme should be **at least 10 hours** to cover the following content.

Content
<p><b>Planning and Organisation Skill</b></p> <ul style="list-style-type: none"><li>• Development of aims and objectives</li><li>• Project planning – action planning, setting timescales, milestones and deadlines, identifying sub tasks and activities, setting targets, priorities and goals, identifying materials and resources, identify risks</li><li>• Project management – check, measure, monitor and review progress, adapt to change, manage risks, health and safety, use of project management software e.g. Gantt charts, Critical Path Analysis</li><li>• Methods to measure success, establish success criteria</li></ul>
<p><b>Personal Effectiveness Skill</b></p> <ul style="list-style-type: none"><li>• Methods to evaluate strengths and weaknesses of personal and team working skills and qualities to produce development plan using SMART targets</li><li>• Consulting with experts for advice and help</li><li>• Methods to gather feedback</li><li>• Monitor and review achievements and personal performance</li><li>• Time Management – punctuality, reliability</li><li>• Team building – team roles and responsibilities, allocation of appropriate roles and responsibilities, maintaining positive working relationships, advising and supporting others</li><li>• Demonstrating appropriate behaviours - cooperation, compromise, encouragement, respect, persuasion and negotiation</li><li>• Presentation of own views, value and respond appropriately to opinions and views of others</li></ul>
<p><b>Participation in a Community Challenge</b></p> <ul style="list-style-type: none"><li>• Identification of needs and opportunities in a community and what the benefits will be</li><li>• Empathise with people of different ages, backgrounds and situations and development of interpersonal skills</li><li>• Development of underpinning knowledge, relevant training and relevant practical skills and techniques for activity</li><li>• Health and safety procedures and risk assessment where relevant and appropriate</li><li>• Development of a community activity proposal</li><li>• Creation of effective presentations – fitness for purpose</li><li>• Presentation techniques – use of appropriate language, non-verbal communication</li></ul>

## 2.3 Delivery Plan

This is a suggested delivery plan to prepare the learners skills to level 3 prior to them undertaking the Community Challenge.



## 2.4 Managing Assessment

The controlled assessment must be carried out following procedures in the Centre Code of Practice and the Administrative Handbook. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the Challenge Brief controls.

**Prior to the controlled assessment** it is expected that learners, whether working as an individual or in a team, will:

- identify the community they wish to support/help/work with;
- hold consultations with organisations or relevant people within the community;
- carry out some research into the feasibility of ideas for the 30 hour community activity.

Learners should make notes from this research which they can use in the controlled assessment of Task 1.

### Summary Table of Controls for Community Challenge

Task	Controls	
Task 1	Time	4 - 6 hours
	Resources	Access to ICT hardware/software; access to Internet, notes from consultations with community
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual task
	Feedback	Feedback on the inappropriateness of the plan may be given if a matter of health and safety before starting Task 2 but marks allocated to original plan.
Task 2	Time	30 hours over a period of at least 4 weeks
	Resources	Relevant materials to carry out activity
	Supervision	Responsible person/persons as appropriate
	Collaboration	Individual/Team (3-6 members)
	Feedback	Feedback from the Confirmation Statement should be given to the learner on their effectiveness in carrying out of the 30 hours before starting Task 3
Task 3	Time	15 minutes
	Resources	Access to ICT hardware/software; access to Internet; any visual aids/materials
	Supervision	Candidates supervised during the presentation
	Collaboration	Individual
	Feedback	No feedback
After Assessment	Feedback on application of skills should be provided when work has been assessed to support learner development.	

It is the responsibility of the centre to ensure the health and safety of their learners when carrying out the community activity and that the activity is appropriate.

It is acceptable for Task 1 to be completed many months before Task 2 of carrying out the Community Activity. There may be considerable preparations required such as training or needing a DBS check which can take many months.

## Working in a team

If learners are working in a team to complete the activity it is expected that they will have met before the controlled assessment starts to determine what community and what activity they will carry out. When producing evidence for Task 1 each member of a team will produce their own version of a proposal. Evidence is required demonstrating how the team makes decisions - this could be in the form of minutes of meetings.

It is suggested that the 6 hours allocated for Task 1 in the Controlled Assessment are split with 4 hours completed as an individual and 2 hours as a team and managed in the following manner.

Hour	Individual/Team	Activity (refer to 6.4.5)
1 - 2	Individual	Analyse research, skills audit Complete Community Activity Background section of Proposal
3 - 4	Team	Allocation of roles and responsibilities Community Activity Goals for <b>team activity</b> Community Activity Project Management of <b>team activity</b>
5 - 6	Individual	Community Activity Goals for <b>self</b> with reference to development of skills and training required Community Activity Project Management of <b>self</b> Community Activity Summary

Each member of the team may use the same photos and feedback gathered from community to contribute to Task 3.

## Structure of Community Activity Proposal

### A suggested structure for a Community Activity Proposal

The objectives in producing a community activity proposal are to

- a) Identify what work is to be done
- b) Explain why this work needs to be done
- c) Persuade the reader that the learners are qualified for the work, have a plausible management plan, and have the resources needed to complete the project within a stated time

The **'Why, What, How and When'** of the activity can be organised into 4 sections within the proposal.

#### 1. Community Activity Summary

This section is usually written after the other sections have been completed. It is important to write concisely and clearly a short summary which includes what the community activity will be, who the community is that the activity is for and why the activity will address the community needs.

## 2. Community Activity Background – Why?

This is a statement of purpose. Learner should provide a brief setting and history behind the proposed community activity. Include references to supporting documentation, such as appropriate primary research and research papers and articles relating to the community and appropriate activities.

Before producing this section learners should be able to answer the following questions:

- What is the community that is to be supported?
- What are the needs of the community?
- Who are the target group in the community?
- How was the target group identified and why?
- What opportunities/types of activities will benefit the target group?
- Does the learners' skills set qualify them to carry out the community activity?

## 3. Community Activity Goals – What?

In this section the learner states explicitly what they would like to achieve for them self and for the community activity project:

- What are the aims and objectives of the activity and for the individual?
- What are the success criteria?
- What are the personal and team work skills that need development?
- What training is required?
- Is there a need for expert guidance and how can this assist in readiness for activity?
- What feedback is required from the community and how can it be gathered?

## 4. Community Activity Project Management – How and When?

This section shows how the learner will build the foundation of a community activity by producing a management plan of how all relevant components of the project will be carried out before getting started. It should detail how the community activity can be broken down into tasks and subtasks, how they will be scheduled and achieved. This will include:

- **Resource Management:** roles and responsibilities, allocation of tasks and subtasks if working in a team, resources and materials required, possible budget and funding,
- **Time Management:** keeping the project on schedule, use of digital tool including starting times, duration, deadlines of tasks which can easily be revised to accommodate change.
- **Risk Management:** increasing the likelihood of a good outcome and decreasing the likelihood of negative events or outcomes. This includes identifying risks and planning responses or contingencies.

## Completing Task 2

When carrying out the activity learners must ensure they monitor the progress in completing the activity against their management plan to predict or identify risk as soon as possible and make any necessary changes.

- **Quality Management:** monitoring and change management, produce success criteria to help decide whether in fact the objectives have been achieved, gathering feedback.

Learners should gather visual evidence and materials when carrying out the activity to use in their presentation in Task 3.

## 2.5 Generating Evidence

When learners carry out the Controlled Assessment, they will need to produce evidence that will include a **Community Activity Proposal**, a **Confirmation Statement** and a **Personal Reflection Presentation**.

### Evidence for Task 1

#### ***Community Activity Proposal***

A proposal is a **persuasive document** which tries to convince someone to accept an opportunity that is being offered. It should be clear, accurate, and focused with a well-organised plan of tactics to be used to accomplish the project in a set time.

The Proposal should include:

- An audit and development plan of personal skills and attributes
- The potential needs of a community
- The proposed activity, its purpose and benefits
- An implementation plan including aims and objectives, timescales, targets, resources, individual and team responsibilities, opportunities and risks
- Achievable success criteria with plans for community feedback.

### Evidence for Task 2

#### ***Confirmation Statement***

The Confirmation Statement must provide testimony and validation of the learner's 30 hours of active and purposeful participation in completing the community activity.

Evidence is required that the learner has monitored and changed, if necessary, the activity plan whilst carrying out the activity.

### Evidence for Task 3

#### **Personal Reflection Presentation**

In the Personal Reflection Presentation the learner should contain a record and evaluation of:

- The development and application of relevant personal and/or team work skills
- The process involved in planning, organising and completing the activity
- Own performance in carrying out the activity
- The impact and benefit of the outcome on the community including feedback.

Learner should also include in their evidence for assessment any relevant visual aids/materials and speaker notes.

## 2.6 Assessment Guidance

The following table shows how the teaching content is linked to the Learning Outcomes and the evidence required.

<b>LO1 Be able to apply Planning and Organisation</b>	
<p><i>Production, management and implementation of Plan</i></p> <ul style="list-style-type: none"> <li>• Setting aims and objectives for self and for the Community activity</li> <li>• Setting targets, activities, timescales, scheduling and success criteria</li> <li>• Identifying and allocating available resources to activities e.g. people and materials</li> <li>• Identify risks e.g. health and safety, absence of team members</li> <li>• Carrying out the plan</li> <li>• Monitoring progress and updating plan accordingly</li> </ul>	<p>Task 1 – <b>Community Activity Proposal</b></p> <p>Task 2 – Supporting evidence</p>
<p><i>Evaluation of planning and organisation process</i></p> <ul style="list-style-type: none"> <li>• Assessment of personal contribution to the planning process</li> </ul>	<p>Task 3 – <b>Personal Reflection Presentation</b></p>
<b>LO2 Understand Personal Effectiveness</b>	
<p><i>Audit and development of skills, priorities and goals</i></p> <ul style="list-style-type: none"> <li>• Assessment of current personal and team work skills, priorities and goals relevant to the Challenge</li> <li>• Planning the development of skills and attributes, and improvement of required knowledge necessary to carry out the Challenge</li> <li>• Utilising individual strengths to deploy roles and responsibilities of team members</li> </ul> <p><i>Management of own role and responsibilities</i></p> <ul style="list-style-type: none"> <li>• Demonstrating self-management skills to carry out the activity</li> <li>• Demonstrating appropriate behaviours including positive working relationships, cooperation, compromise, encouragement and respect of others views</li> </ul>	<p>Task 1 – <b>Community Activity Proposal</b></p> <p>Task 2 – <b>Confirmation Statement</b></p> <p>Task 3– <b>Personal Reflection Presentation</b></p>
<p><i>Evaluation of own personal effectiveness</i></p> <ul style="list-style-type: none"> <li>• Assessment of personal and team work skills</li> <li>• Assessment of personal benefit of carrying out the activity</li> </ul>	<p>Task 3– <b>Personal Reflection Presentation</b></p>
<b>LO3 Be able to participate in a Community Challenge</b>	
<p><i>Proposal</i></p> <ul style="list-style-type: none"> <li>• Structure and presentation of proposal</li> <li>• Description and reasoning of the background, purpose and how activity will benefit the chosen community</li> </ul>	<p>Task 1 – <b>Community Activity Proposal</b></p>
<p><i>Participation in activity</i></p> <ul style="list-style-type: none"> <li>• Carrying out the activity in a positive and appropriate manner</li> </ul>	<p>Task 2 – <b>Confirmation Statement</b></p>
<p><i>Carrying out Presentation</i></p> <ul style="list-style-type: none"> <li>• Structure, visual support aids, manner of oral delivery of presentation</li> </ul> <p><i>Outcome of community activity</i></p> <ul style="list-style-type: none"> <li>• Assess the impact of the activity in addressing its purpose</li> </ul>	<p>Task 3 – <b>Personal Reflection Presentation</b></p>

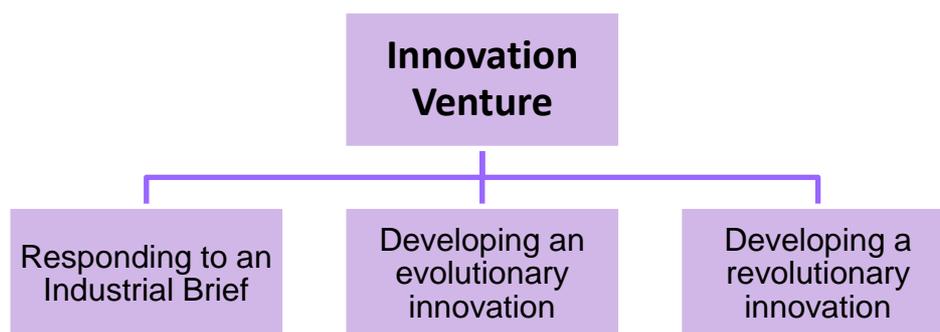
# 3. ENTERPRISE AND EMPLOYABILITY CHALLENGE

## 3.1 Introduction

The purpose of the Enterprise and Employability Challenge is to develop learners' skills, whilst providing opportunities for learners to develop enterprising skills and attributes and enhance employability. During the Enterprise and Employability Challenge learners will explicitly develop skills in **Numeracy, Digital Literacy, Creativity and Innovation** and **Personal Effectiveness** and apply them in an appropriate manner.

## 3.2 Teaching and Learning Programme

When planning the programme teachers should consider the following scenarios for an Innovation Venture in order to prepare learners appropriately.



**Responding to an Industrial Brief** - An organisation/company may set a Brief to address a particular and specific need within their organisation/company.

**Developing an evolutionary innovation** - This refers to ideas that are developed as a result of changes in technology or processes. The end result does not need to be 'new' e.g an i-phone was not the first smart phone.

**Developing a revolutionary innovation** - These innovations are far rarer. They refer to creating something which is entirely 'new'. Ask questions no one else has thought of.

It is expected that the teaching and learning programme should be **at least 70 hours** to cover the following content.

Content
<b>Creativity and Innovation Skill</b> <ul style="list-style-type: none"><li>• Learning to think creatively - generating new, original, innovative concepts/ ideas</li><li>• Inspiring ownership of own concepts/ideas and respect for those of others</li><li>• Identifying and challenging assumptions</li><li>• Understanding the importance of resourcefulness and initiative</li><li>• Considering options - making the most of opportunities,</li><li>• Assessing and evaluating ideas - selecting the most feasible using a SWOT analysis</li><li>• Combining and developing concepts/ideas</li><li>• Identifying, selecting and applying solutions to meet new requirements</li><li>• Implementing solutions</li><li>• Reflecting on the process and outcome</li></ul>
<b>Personal Effectiveness Skill</b> <p>Self-Assessment</p> <ul style="list-style-type: none"><li>• Methods for improving own learning and performance</li><li>• Evaluation of strengths and weaknesses and determining relevance of personal skills and qualities</li><li>• Development of individual learning plans, use of SMART targets</li><li>• Monitor and review achievements against targets</li></ul> <p>Self-Management</p> <ul style="list-style-type: none"><li>• Managing time – punctuality, reliability</li><li>• Managing resources</li><li>• Setting personal and team priorities and goals</li><li>• Consulting with experts for advice and help</li><li>• Reflect on personal performance, tools for self-evaluation</li></ul> <p>Working relationships</p> <ul style="list-style-type: none"><li>• Team building – team roles and responsibilities, allocation of appropriate roles and responsibilities, maintaining positive working relationships, advising and supporting others</li><li>• Demonstrating appropriate behaviours - cooperation, compromise, encouragement, respect, persuasion and negotiation</li><li>• Presentation of own views, value and respond appropriately to opinions and views of others</li></ul>
<b>Numeracy</b> <ul style="list-style-type: none"><li>• Factors that may influence personal finance decisions – study, employment, family, health, personal interests</li><li>• Budgeting – food, utilities, rent, communications, leisure, transport,</li><li>• Insurance – personal belongings, car, loans, travel</li><li>• Make reasoned financial decisions in different everyday context e.g. running a car, living independently</li><li>• Issues of debt – what to do about it, how to avoid it, where to get help</li><li>• Financial implications of renting or buying a property</li><li>• Financial implication of location related to employment or study</li></ul>

### **Digital Literacy**

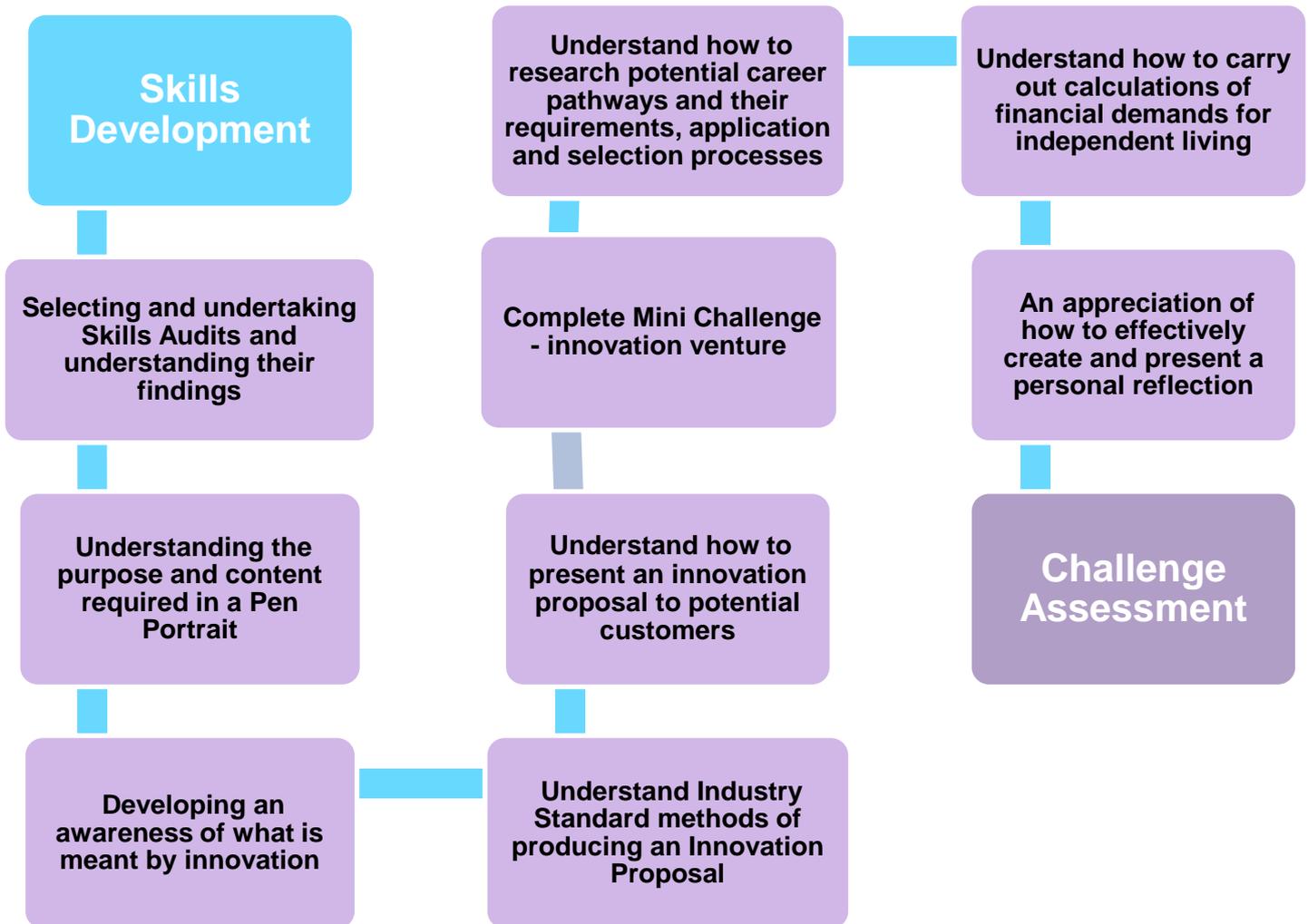
- Using digital techniques to present numerical data, tables, graphs and diagrams
- Methods for organising and presenting information and numerical data
- Using social media for marketing and promotion
- Using, manipulating or creating numerical data and information and presenting it digitally for different audiences
- Using digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning
- Find, organise, store, manage, share and protect digital information

### **Participation in an Enterprise and Employability Challenge**

- Holding meetings – agenda, minutes
- Project management – check, measure, monitor, review progress, adapt to change, manage risks, use of project management software, Gantt charts, Critical Path Analysis
- Identification and selection of appropriate resources
- Undertaking market research and exploiting results
- Financial planning, business planning and forecasting
- Understanding marketing techniques
- Consider the impact of bilingual (Welsh/English) marketing
- Delivering a presentation or demonstration
- Using multimedia tools

### 3.3 Delivery Plan

This is a suggested delivery plan to prepare learners skills to level 3 prior to them undertaking the Enterprise and Employability Challenge.



## 3.4 Managing Assessment

The controlled assessment must be carried out following procedures in the Centre Code of Practice and the Administrative Handbook. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the Challenge Brief controls.

**Summary Table of Controls for Enterprise and Employability Challenge**

Task	Controls	
<b>Task 1</b>	<b>Time</b>	2 hours
	<b>Resources</b>	Access to ICT hardware/software; access to Internet; results of skills analysis
	<b>Supervision</b>	Candidates supervised throughout by a responsible person
	<b>Collaboration</b>	Individual task
	<b>Feedback</b>	No feedback allowed
<b>Task 2</b>	<b>Time</b>	30 hours
	<b>Resources</b>	Access to ICT hardware/software; access to Internet; results of research; consultation with business professionals
	<b>Supervision</b>	Candidates supervised at regular points during the task by responsible person/persons
	<b>Collaboration</b>	Individual / Team (3-6 members)
	<b>Feedback</b>	Feedback on Innovation Proposal and presentation allowed
<b>Task 3</b>	<b>Time</b>	10 hours
	<b>Resources</b>	Access to ICT hardware/software; access to Internet, previous work conducted on CV's and Personal Statements, calculator, feedback on Innovation Proposal and presentation
	<b>Supervision</b>	Candidates supervised at regular points during the task by responsible person/persons
	<b>Collaboration</b>	Individual task
	<b>Feedback</b>	No feedback allowed
<b>Task 4</b>	<b>Time</b>	15 minutes
	<b>Resources</b>	Access to ICT hardware/software
	<b>Supervision</b>	Candidates supervised throughout by a responsible person
	<b>Collaboration</b>	Individual task
	<b>Feedback</b>	No feedback allowed
<b>After Assessment</b>	Feedback on application of skills should be provided when work has been assessed to support learner development.	

It is expected that the assessment for this Challenge may be spread over a considerable period during the two year course. Task 1 and Task 2 may be completed in the first half of Year 12, with Task 3 completed towards the end of Year 12 and early in Year 13 followed by Task 4.

It is recommended that learners complete the Innovation Venture in a team although it may be completed as an individual.

## Destination Passport

Learners must produce a digital Destination Passport which includes the evidence required for the Challenge. They can be as creative as they wish in demonstrating they can organise, store, manage, share and protect digital information

## Pen Portrait

Skills audit describes tools and techniques that allow for identification, measurement, comparison and analysis of skills, competencies and attributes.

A **Pen Portrait** is a document that conveys self-promotion. It can be considered in a similar way to a mini CV; where an individual presents themselves, their skills, competencies, attributes and experiences for a given purpose.

Learners should undertake a skills audit, (which can include multiple tools and techniques) in order to produce an A4 Pen Portrait.

*Sharing Pen Portraits may help in the creation of teams for Task 2. Also it may be used when considering suitability of career pathways for Task 3.*

## Structure of Innovation Proposal

### A suggested structure for an Innovation Proposal

The objectives in producing an Innovation Proposal are to:

- a) develop an innovative concept/idea;
- b) work effectively as an individual or as a team;
- c) produce an Innovation Proposal using Industry Standard techniques;
- d) be able to evaluate and justify fitness for purpose.

The '**Why, What, How and When**' of the activity can be organised into 4 sections within the proposal.

#### 1. Executive Summary

The Executive Summary is an overview of the innovation proposal which includes the main points from each of the other sections within the proposal. This section is usually written after the other sections have been completed. It is important to write concisely and clearly a short summary which includes each aspect of *Why, Who, What, When and How*'. It should be no more than two pages.

#### 2. Why?

This is a statement of purpose. Learners should provide a brief setting and history behind the proposed Innovation Proposal.

- What is the brief?
- Who are the instigators of the brief?
- Who are the intended audience?
- What parameters have been stipulated?

#### 3. Who?

This section should describe the team including reference to each individual and their roles and responsibilities. There should be evidence that individuals have been considered in terms of their

suitability for a certain role. Pen Portraits could be used in assessing suitability of roles and allocating responsibilities.

The section should also illustrate any collaboration with local employers, businesses or any other relevant organisations and where advice is being sought.

#### 4. What?

In this section the innovation should be described.

- It should begin with discussion of ideas, ideas screening, appraisal of ideas and details concerning the rationale behind decisions made.
- A feasibility study concerning the selected idea should then be carried out
- The design/prototype of the final idea should be developed, which may have been modified in light of the feasibility study. Its Unique Selling Point should also be described.

A **feasibility study** may comprise the following elements.

**Primary and secondary market research** will need to be undertaken to analyse the market. The aim of market research is to gather information and assess its implications. This could identify potential customers, their needs, their location and how to reach them, as well as analysing competitors and their products/services or to research other information that will help in the creation of the innovative concept/idea.

A **marketing strategy** should be created which could be directed by the information gathered in the market research. Marketing is not just about advertising, it also concerns communication with customers which could include the use of technology.

The **commercialising** of the innovation should be considered, how the business will be organised operate and a plan of resources required.

- Number of people employed and their anticipated roles
- How will the innovation get to the customer
- Production quantities of the innovation
- Resource requirements
- Financial forecasts

The finance required for the innovation, the source of the finance and what it will be used for should be identified. Notes should be provided explaining how figures in the forecasted cash flow (the cash flow represents the flow of cash through the business) and forecasted profit and loss (a financial statement showing net profit or loss in a given period) were arrived at.

#### 5. When?

Project management requires the establishing of roles and responsibilities in order to plan and control a range of tasks required to deliver the Innovation Proposal. The innovation and creativity process can be managed by setting out all the proposed activity in the form of an activity plan ensures that a coordinated approach is taken. The plan can show all the intended activities, timings and provide an at a glance guide of the actions to be undertaken throughout the process.

#### 6. How?

This section can provide an evaluation and justification of the innovative concept/idea in terms of how successfully it meets the brief. Evaluating customer's responses to the innovation can be undertaken by concept testing. Illustrations or prototypes can be produced to support this and the presentation.

## Destination Plan

The **Destination Plan** could be structured into 3 sections; Destination Preparation, Destination Departure and Destination Arrival.

### Destination Preparation:

By analysing personal skills, attributes, experiences and qualifications, any gaps can be identified and a plan produced to overcome these gaps for future career destinations.

- Reflection on skills developed during the Innovation Proposal and Presentation to produce a revised pen portrait
- Analysis of personal skills and attributes, experiences and qualifications and the gaps which need to be addressed in order to achieve the move to chosen destination.

### Destination Departure:

Learners need to identify two potential **career** pathways (not university courses) that are relevant to them as an individual. Know about the job, including skills, attributes, experience and qualifications required for the two careers. It is important for learners to have contact with employers. Direct contact should be made with employers to enquire about their requirements when appointing new employees.

A number of vacancies should be considered for each career pathway, these should be in different regions in Wales and the UK. For learners wishing to go to university the vacancies should be suitable for graduates. Learners should be able to make some comparisons with regard to their application requirements.

- Identify skills, attributes, experience and qualifications required
- Make direct contact with employers to enquire about their requirements when appointing
- Compile a selection of appropriate vacancies and their respective recruitment processes
- An up to date professional CV providing a chronological account of qualifications, experiences and employment history
- A formal supporting letter of application for a post or a personal statement for UCAS application which highlights the skills developed and how they are suitable for the post or the university course being applied for.

### Destination Arrival:

In preparation for future destination decision learners should produce:

- A cost analysis of personal financial demands of independent living and life style expectations.

Learners will select a scenario either related to travel expenses, accommodation expenses or general living expenses. They will be required to compare the financial demands of different options available and decide on which is financially feasible.

## Personal Reflection Presentation

**Competency based questioning** refers to asking questions which require individuals to give situational examples of times in the past when they have performed particular tasks or achieved particular outcomes using certain skills, attributes or competencies

## 3.5 Generating Evidence

When learners carry out the Controlled Assessment, they will need to produce electronic evidence in the form of a digital **Destination Passport**. The supporting evidence in the Destination Passport must include a **Pen Portrait**, an **Innovation Proposal and Presentation**, a **Destination Plan**, and a **Personal Reflection Presentation**.

### Evidence for Task 1

#### ***Pen Portrait***

The purpose of a skills audit is to help a learner to identify, plan, develop and improve the personal skills needed to carry out the Enterprise and Employability Challenge successfully. Learners may wish to undertake multiple audits in order to develop a holistic picture of their current skills set. The information gathered from the skills audit will then inform their Pen Portrait.

The Pen Portrait is an informal description of the learner and must include evidence of the:

- Identification of current skills, competencies, attributes and experiences relevant to the Enterprise and Employability Challenge.

### Evidence for Task 2

#### ***Innovation Proposal and Presentation***

The Proposal should be a report which includes:

- An executive summary of innovation concept/idea
- Roles and responsibilities: critically assess suitability for roles and allocate responsibilities
- Innovation of an existing or new product/ service: conduct ideas screening; potential ideas, appraisal of ideas and rationale for decisions made
- A feasibility study: utilise business analysis techniques, market research, resources, commercialising and financial implications to include cash flow forecast and forecast profit & loss
- Project management schedule: establishing roles and responsibilities, tasks, priorities and goals
- Design: illustrations or a prototype of the innovation concept/idea; concept testing
- evaluation and justification of fitness for purpose.

The Proposal should be presented creatively to an appropriate panel of experts of at least two people. If working in a team, each team member must make a substantial contribution

to the presentation. The Presentation **does not** need to be in the form of an oral presentation. It could be in another format that still is purposeful in conveying the innovation concept/idea. For example, a visual display with opportunities for question and answer.

### **Evidence of Task 3**

#### ***Destination Plan***

Learners need to identify two potential **career** pathways and for each:

- Identify skills, attributes, experience and qualifications required
- Make direct contact with employers to enquire about their requirements when appointing
- Compile a selection of appropriate vacancies and their respective application processes.

In preparation for future destination decision learners should produce:

- Reflection on skills developed during the Innovation Proposal and Presentation
- Analysis of personal skills and attributes, experiences and qualifications and the gaps which need to be addressed in order to achieve the move to chosen destination
- An up to date CV providing a chronological account of qualifications, experiences and employment history
- A formal supporting letter of application for a post or a personal statement for UCAS application
- A cost analysis of personal financial demands of independent living and life style expectations.

### **Evidence for Task 4**

#### ***Personal Reflection Presentation***

The Personal Reflection Presentation should be a 5 -10 minute oral presentation in which the learner reflects on the skills they have developed from participating in the Innovation Venture, and articulates to the responsible person a positive promotion of their skills, qualities, attributes and suitability for their future destination. Learners should respond to competency-based questions and provide clear examples of how skills have been developed.

## 3.6 Assessment Guidance

<b>LO1 Be able to apply Creativity and Innovation</b>	
<p><i>Generation and analysis of ideas</i></p> <ul style="list-style-type: none"> <li>• Generation and analysis of multiple ideas for innovation venture</li> <li>• Effective and logical selection of one idea to take forward for the Innovation venture</li> <li>• Combining and developing concepts/ideas</li> <li>• Considering options of destinations</li> </ul>	<p><b>Task 2 – Innovation Proposal</b></p> <p><b>Task 3 – Destination Plan</b></p>
<p><i>Responses</i></p> <ul style="list-style-type: none"> <li>• Imaginative contributions in undertaking the Innovation venture</li> <li>• Development of innovation proposal and presentation through imagination, initiative and active engagement</li> <li>• Evidence of creativity through other features of the Innovation Proposal which may include the feasibility study, project management schedule and the design/prototype</li> <li>• Demonstrate imagination and initiative in creatively presenting pen portrait, destination plan, personal reflection presentation and the Destination Passport</li> </ul>	<p><b>Destination Passport</b></p> <p><b>Task 1 – Pen Portrait</b></p> <p><b>Task 2 – Innovation Proposal</b></p> <p><b>Task 3 – Destination Plan</b></p> <p><b>Task 4 – Personal Reflection Presentation</b></p>
<p><i>Evaluation of process</i></p> <ul style="list-style-type: none"> <li>• Evaluation of the application of creativity and innovation including consideration of fitness for purpose</li> </ul>	<p><b>Task 2 – Innovation Proposal</b></p> <p><b>Task 4 – Personal Reflection Presentation</b></p>
<b>LO2 Understand Personal Effectiveness</b>	
<p><i>Audit and development</i></p> <ul style="list-style-type: none"> <li>• Audit of individual and team work skills, competencies and attributes</li> <li>• Allocation of team roles based on audit information</li> <li>• Explanation of responsibilities associated with role, including priorities and goals</li> </ul>	<p><b>Task 1 – Pen Portrait</b></p> <p><b>Task 2 – Innovation Proposal</b></p>
<p><i>Management of own role and responsibilities</i></p> <ul style="list-style-type: none"> <li>• Demonstrating personal organisation and self-management skills including time management, personal skills and setting of priorities and goals to carry out role and responsibilities</li> <li>• Demonstrating team working skills including positive working relationships, cooperation, compromise, encouragement and respect of others views</li> </ul>	<p><b>Task 3 – Destination Plan</b></p>

<p><i>Evaluation of personal effectiveness</i></p> <ul style="list-style-type: none"> <li>• Personal effectiveness working as an individual and in a team</li> <li>• A positive promotion of skills, qualities, attributes and suitability for future destination</li> <li>• Responses to competency based questions</li> </ul>	<p>Task 3 – <b>Destination Plan</b> Task 4 – <b>Personal Reflection Presentation</b></p>
<p><b>LO3 Be able to apply Numeracy</b></p>	
<ul style="list-style-type: none"> <li>• Techniques and methods accurately applied to solve problems</li> <li>• Analysis of numerical data</li> <li>• Interpretation of numerical results.</li> </ul>	<p>Task 2 – <b>Innovation Proposal</b> Task 3 – <b>Destination Plan - Cost analysis of personal financial demands</b></p>
<p><b>LO4 Be able to apply Digital Literacy</b></p>	
<ul style="list-style-type: none"> <li>• Organisation, storage, management, sharing and protection of information and numerical data</li> <li>• Use of digital techniques to present a wide range of information and numerical data</li> <li>• Use of social media to promote self and innovation venture</li> </ul>	<p><b>Destination Passport</b>  All Tasks</p>
<p><b>LO5 Understand factors involved in an Enterprise and Employability Challenge</b></p>	
<p><i>Innovation Proposal and Presentation</i></p> <ul style="list-style-type: none"> <li>• Understand requirements of carrying out an Innovation venture</li> <li>• Industry Standards methods of producing the Innovation Proposal</li> <li>• Structuring and organising the Innovation Proposal</li> <li>• Quality of Innovation Proposal components</li> <li>• Structure, organisation and quality of Presentation</li> <li>• Demonstrating verbal and communication skills, where appropriate</li> </ul>	<p>Task 2 – <b>Innovation Proposal and Presentation</b></p>
<p><i>Personal Reflection Presentation</i></p> <ul style="list-style-type: none"> <li>• Organisation and structure of delivery of the presentation</li> <li>• Demonstration of appropriate verbal and communication skills, where appropriate</li> <li>• Oral presentation articulating their suitability for their future destination</li> <li>• Responses to competency-based questions including examples</li> </ul>	<p>Task 4 – <b>Personal Reflection Presentation</b></p>

# 4. GLOBAL CITIZENSHIP CHALLENGE

## 4.1 Introduction

The purpose of the Global Citizenship Challenge is to develop learners' skills, whilst providing opportunities to understand and respond appropriately to global issues. During the Global Citizenship Challenge learners will explicitly develop the skills of **Literacy**, **Critical Thinking and Problem Solving** and **Creativity and Innovation** and apply them in an appropriate manner.

## 4.2 Teaching and Learning Programme

WJEC have produced a **Global Citizenship Resource Pack** to help support teachers in planning and delivering a programme. It includes approximately 40 hours worth of teaching material. The **Global Citizenship Resource Pack** can be found at the following link: <http://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=47&lvlId=10>

The Global Citizenship Challenge will provide learners with the opportunity to build knowledge and understanding of complex and multifaceted global issues from six themes: **Health, Food and Shelter, Population, Transportation, Economy and Natural Environment**. Some examples of global issues arising from these themes can be found in the table below.

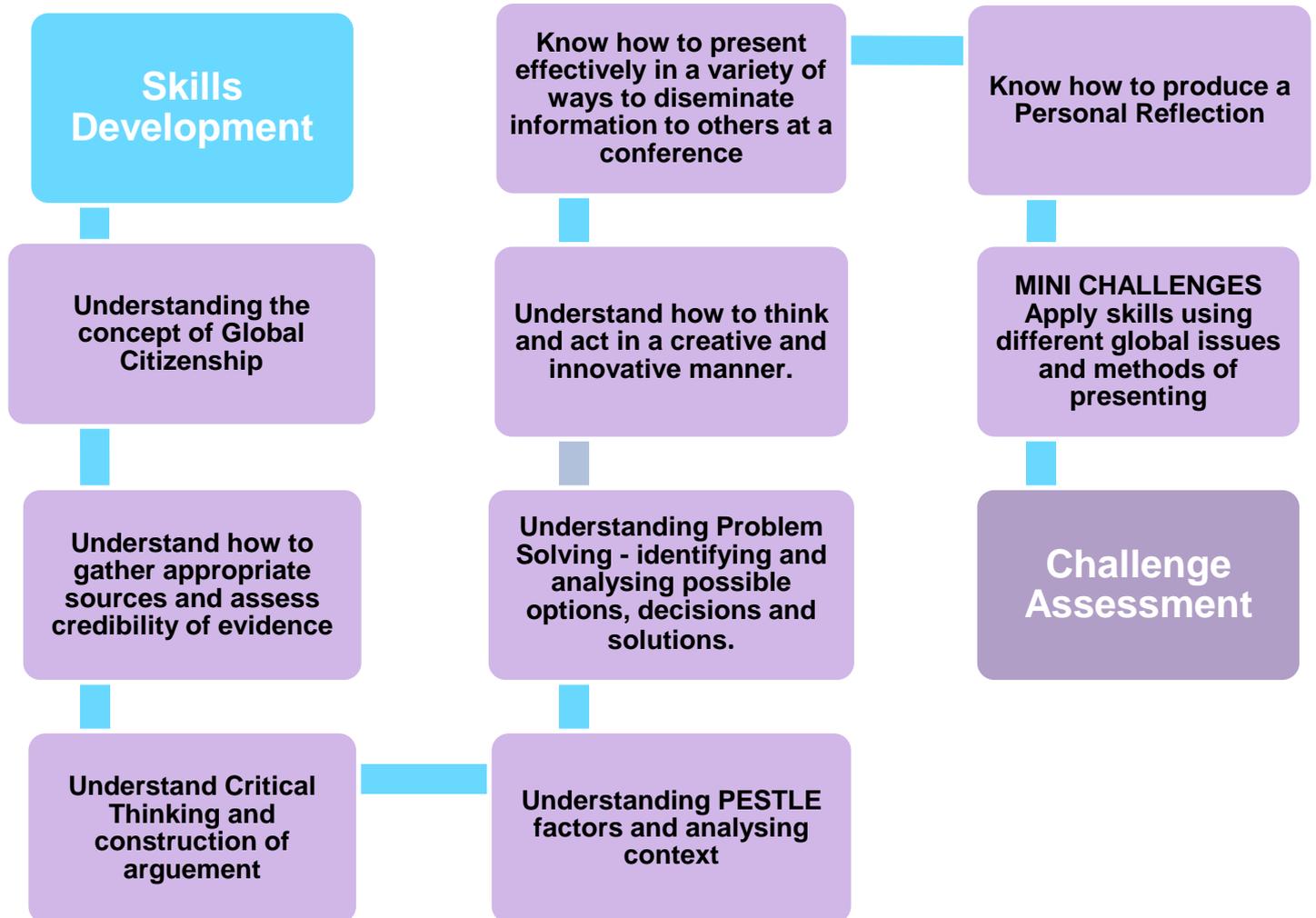
<b>Health</b>	<b>Food and Shelter</b>	<b>Population</b>
Disease control Ageing population Private v public health care Gene therapy	Food production GM crops Housing Urbanisation Waste disposal Population v resources	Education Human rights Gender equality Refugees and migration Identity and culture War and conflict
<b>Transportation</b>	<b>Economy</b>	<b>Natural environment</b>
Sustainable transportation Bio-fuels Hybrid vehicles Price of oil Increased pollution	Economic inequality International trade and finance World debt Arms sales	Global climate change Resource depletion Biodiversity Carbon footprint Industrial pollution

It is expected that the teaching and learning programme should be **at least 50 hours** to cover the following content.

Content
<p><b>Critical Thinking and Problem Solving skill</b></p> <ul style="list-style-type: none"><li>• Identifying, considering and using a variety of facts, opinions and viewpoints</li><li>• Recognising assumptions and examining the ethics of arguments</li><li>• Identifying, developing, analysing and critically assessing arguments</li><li>• Investigating the credibility, relevance and significance of sources - reliability, validity, bias, vested interest, corroboration, plausibility</li><li>• Expressing own well-reasoned and clearly expressed decisions and judgments</li><li>• Understanding and applying problem solving and decision making techniques</li><li>• Identifying problems and analysing possible options, decisions and solutions</li><li>• Implementing decisions and solutions</li><li>• Identifying, analysing and using information and data to solve problems</li><li>• Reflecting on problem solving and decision making process and implementation of solution</li></ul>
<p><b>Creativity and Innovation skill</b></p> <ul style="list-style-type: none"><li>• Learning to think creatively - generating new, original, innovative concepts/ ideas, lateral thinking, hypothesising, experimenting</li><li>• Inspiring ownership of own concepts/ideas and respect for those of others</li><li>• Identifying and challenging assumptions</li><li>• Understanding the importance of resourcefulness and initiative</li><li>• Considering options - making the most of opportunities</li><li>• Assessing and evaluating ideas - selecting the most feasible using a SWOT analysis</li><li>• Combining and developing concepts/ideas</li><li>• Identifying, selecting and applying solutions to meet new requirements</li><li>• Implementing solutions</li><li>• Reflecting on the process and outcome</li></ul>
<p><b>Literacy skill</b></p> <ul style="list-style-type: none"><li>• Comprehending e.g. differentiate, cite, compare, contrast, summarise, paraphrase</li><li>• Analysing and applying e.g. classify, prioritise, discriminate, demonstrate, determine</li><li>• Synthesising e.g. select, combine, collaborate, compile, rearrange, amalgamate, validate</li><li>• Communicating e.g. debate, discuss, present, illustrate, explain, articulate</li></ul>
<p><b>In context of the Challenge</b></p> <ul style="list-style-type: none"><li>• Understanding the concept of global citizenship</li><li>• Investigating a variety of global issues, identifying, analysing and evaluating relevant, alternative and conflicting perspectives</li><li>• Understanding, considering and applying political, economic, social, technological, legal and environmental (PESTLE) factors in global issues</li><li>• Understanding and selecting methods of presenting at a conference</li></ul>

## 4.3 Delivery Plan

This is a suggested delivery plan to prepare the skills of level 3 learners prior to them undertaking the Global Citizenship Challenge.



## 4.4 Managing Assessment

The controlled assessment must be carried out following procedures in the Centre Code of Practice and the Administrative Handbook. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the Challenge Brief controls.

**Summary Table of Controls for Global Citizenship Challenge**

Task	Controls	
Task 1	Time	5 hours
	Resources	Own Research - clean copy of articles (no notes), access to ICT - hardware/software to produce Personal Standpoint
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual task
	Feedback	No feedback allowed
Task 2	Time	5 – 10 hours
	Resources	Access to ICT hardware/software and other media or materials that may be required during production of outcome for conference; Access to Personal Standpoint
	Supervision	Candidates supervised at regular points during the task by a responsible person and the 15 min for the presentation
	Collaboration	Individual /team (3-6 members)
	Feedback	Feedback allowed on contribution to conference
Task 3	Time	1 hour
	Resources	Access to feedback on conference contribution, access ICT hardware/software
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual task
	Feedback	No feedback allowed
After Assessment	Feedback on application of skills should be provided when work has been assessed to support learner development.	

- **2 weeks** before the controlled assessment for the **Global Citizenship Challenge** begins learners should be given a list of the Global Choices Conference titles that will be offered.
- Learners should be allowed to make their own choice of which conference they wish to address.
- During the 2 weeks learners research the global issue and **gather information** from a variety of **secondary sources** e.g. internet, journals, books, magazines, newspapers, etc. which include differing opinions, views and arguments for use in producing a Personal Standpoint.
- There is **no limit** to the amount of articles and documents the learners can collect. However, they must consider that there are only 5 hours to complete the Personal Standpoint.

- Teachers must check to ensure that only **clean copies** of suitable articles and documents are taken into the controlled assessment. **NO** notes are allowed.
- **NO** more sources of information can be brought into the controlled assessment after the start.
- All learners work must be kept secure from one session to another.

## **Managing Global Choices Conferences in a centre**

When organising and arranging Global Choices Conferences centres should consider a number of points:

- a) Number of learners in a cohort;
- b) Ensuring that learners are given a choice of different conferences to allow them to choose the most relevant to them;
- c) Ensuring that every learner takes part in a conference;
- d) Facilitating an appropriate audience at the conference.

### ***Examples of organising conferences***

- a) A day of collapsed timetable can be used for a conference with 15 mins allocated per learner, this can allow for any questions after a speech or presentation.  
18 x 15 mins = 4 ½ hours, this means 18 learners can present.
- b) Five different conferences can be organised for the same day allowing 18 x 5 = 90 learners to present.

A number of centres may join together to organise the conferences. This could allow even more choice for learners to choose from - 2 centres offering 10 conferences ( 5 carried out in each).

- c) In F.E. colleges, a number of courses may join together to organise the conferences.

### ***Examples of contributions to a Global Choices Conference***

Learners may choose to present:

- A speech of 10 minutes;
- A short oral presentation of 5 minutes followed by own media creation e.g. a film clip; documentary; a song; an animation;
- A conference paper of at least 500 words including key recommendations to be discussed through Q and A session at the conference.

## 4.5 Generating Evidence

When learners carry out the Controlled Assessment, they will need to produce evidence of a **Personal Standpoint**, a **Global Choices Conference contribution** and a **Personal Reflection**.

When completing task 1 and task 2 learners must consider the following:

- **Task 1** is focussed on the broader consideration of differing views, opinions and arguments about the **global issue** to form a Personal Standpoint.
- **Task 2** is focussed on the **approach** to take in addressing the **problem** stated in the Global Choices Conference title.

### Evidence for Task 1

#### ***Personal Standpoint***

The purpose of the Personal Standpoint is for the learner to demonstrate that they are able to identify, consider and form a personal opinion on a global issue.

The Personal Standpoint must be produced in written form and include:

- Own views about the global issue
- Facts, factors, differing opinions and viewpoints
- Relevant, alternative and conflicting perspectives on the global issue
- Key components of differing arguments, claims and/or points of view
- Analysis of the credibility of sources
- Consideration of political, economic, social, technological, legal and environmental - (PESTLE) factors.

The Personal Standpoint should be around 1000 words in length. Quotations from the articles will **not** be counted in the word count. The word count must be clearly stated at the end of the Personal Standpoint.

### Evidence for Task 2

#### ***Contribution to Global Choices Conference***

Learners must include supporting evidence of generation and evaluation of ideas on how to tackle the global issue as well as their contribution to the conference.

When learners present a paper at the conference, evidence of the question and answer session must be evidenced.

A centre generated performance grid may be used to assess candidates contribution at a conference.

The contribution (which ever of the 3 options) that learners present at the conference must include evidence of:

- Creative and innovative approach to tackle a global issue
- Clear, coherent, well-argued and convincing argument, viewpoint or perspective
- Relevant information selected and presented in a balanced, coherent and well-structured way
- Complex global concepts and perspectives
- Convincing and well-supported lines of reasoning.

### **Evidence for Task 3**

#### ***Personal Reflection***

In the Personal Reflection the learner should focus on their own performance in developing and applying their skills and the processes involved in forming an opinion, participating in a Global Choices Conference and drawing on any feedback received. The Personal Reflection must include evidence of:

- Reflection on the development and application of skills and how they were implemented
- Reflection on the contribution to the conference.

## 4.6 Assessment Guidance

<b>LO1 Be able to apply Critical Thinking and Problem Solving</b>	
<ul style="list-style-type: none"> <li>Information on the global issue identified and selected from suitable secondary sources</li> <li>Consideration of alternative opinions, views and arguments on a global issue.</li> <li>Presentation of <b>OWN</b> opinion, views and arguments on a global issue</li> <li>Consideration and evaluation of the credibility of information used - currency, comprehensiveness, validity and reliability</li> <li>Use of decision making techniques to determine a preferred solution and give reasons</li> </ul>	<p>Task 1 – <b>Personal Standpoint</b></p> <p>Task 2 - <b>Global Choices Conference contribution</b></p>
<ul style="list-style-type: none"> <li>Reflection on the development and application of Critical Thinking and Problem Solving skills</li> </ul>	Task 3 – <b>Personal Reflection</b>
<b>LO2 Be able to apply Creativity and Innovation</b>	
<ul style="list-style-type: none"> <li>Evidence of original thinking and ability to identify and challenge assumptions.</li> <li>Presents and combines ideas, responses and generated solutions.</li> <li>Generates multiple ideas on how to tackle a global issue.</li> <li>Assesses and evaluates multiple ideas</li> <li>Presents combined ideas, responses and solutions.</li> </ul>	<p>Task 1 - <b>Personal Standpoint</b></p> <p>Task 2 – <b>Global Choices Conference (supporting evidence)</b></p>
<ul style="list-style-type: none"> <li>Reflection on the development and application of Creativity and Innovation skills</li> <li>Reflection on the contribution to the conference</li> </ul>	Task 3 – <b>Personal Reflection</b>
<b>LO3 Be able to apply Literacy</b>	
<ul style="list-style-type: none"> <li>Content and meaning is communicated using language and terminology accurately.</li> <li>Range of perspectives and interpretations expressed and communicated.</li> <li>Constructs and presents arguments.</li> <li>Reflection on the skills development and application and contribution to the Conference.</li> </ul>	<p>Task 1 – <b>Personal Standpoint</b></p> <p>Task 2 - <b>Global Choices Conference</b></p> <p>Task 3 - <b>Personal Reflection</b></p>
<b>LO4 Understand issues involve in a Global Citizenship Challenge</b>	
<ul style="list-style-type: none"> <li>Understanding and responding to a global issue demonstrated through analysis and synthesis of relevant information.</li> <li>Presents complex global concepts and perspectives.</li> <li>Applies principles of PESTLE (political, economic, social, technological, legal and environmental) relevant to global issue</li> </ul>	<p>Task 1 – <b>Personal Standpoint</b></p> <p>Task 2 – <b>Global Choices Conference contribution</b></p>
<ul style="list-style-type: none"> <li>Fitness for purpose of contribution at conference</li> <li>Quality of contribution at conference</li> </ul>	Task 2 – <b>Global Choices Conference contribution</b>

# 5. INDIVIDUAL PROJECT

## 5.1 Introduction

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity with an emphasis on future educational or career aspirations. During the Individual Project learners will explicitly develop skills in **Literacy, Numeracy, Digital Literacy, Planning and Organisation, Critical Thinking and Problem Solving** and apply them in an appropriate manner.

## 5.2 Teaching and Learning Programme

It is advised that learners approach the Individual Project having firstly developed the full range of essential and employability skills and the practical skills required in producing an artefact.

A sufficient amount of time, at least **40 hours**, should be allocated to a teaching and learning programme. Some of this time may be allocated to the teaching and learning time for the Challenges. This will enable the learners to develop research skills, knowledge and understanding to level 3 standard and for them to understand how this, together with the 7 essential and employability skills, can be applied to produce an Individual Project. Learners should spend approximately **80 hours** carrying out personal research and producing their Individual Project, this can be a combination of time in the classroom and time out of lessons. More time may be required if the learner is producing an artefact.

At this level learners should be taught and encouraged to work independently but also have support from a supervisor who monitors learners' progress throughout and provides advice when necessary.



It is acceptable for a section of the Teaching and Learning programme to be completed, followed by the learner completing that section of their Individual Project, before more Teaching and Learning is undertaken.

Guidance to learners can be provided but evidence produced should be exclusively that of the learners. It is vital that the teacher approves a learner's topic before they progress. The topic should not be too broad except for the most able learner. The topic should be such that the learner is able to gather appropriate information and numerical data to successfully meet all the learning outcomes.

It is good practice for the teacher to have a one-to-one session with each learner to check their title, aims and objectives before allowing the learner to actually begin their research. This will ensure that learners do not deviate from the main focus of the Project.

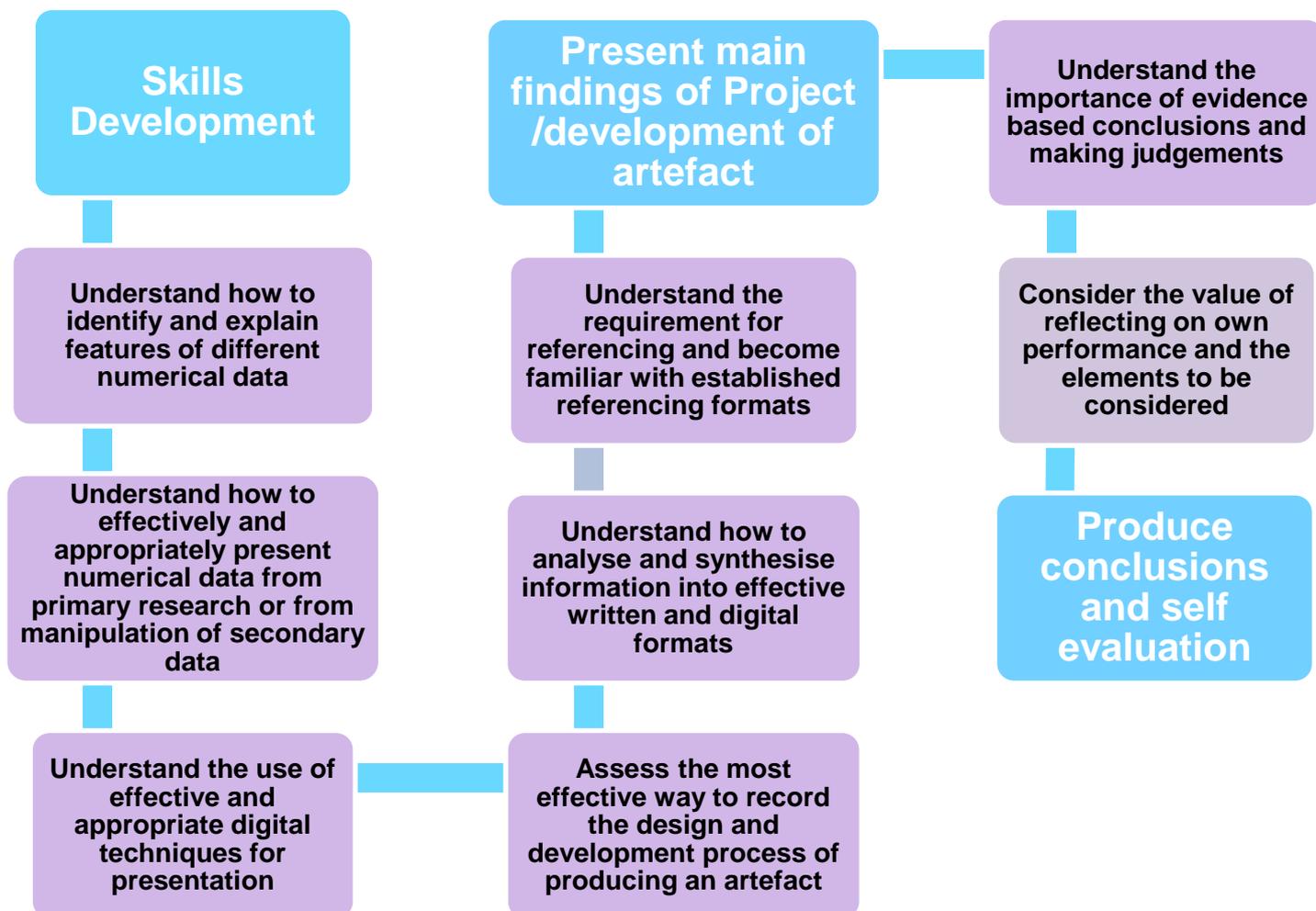
## Suggested Learning Activities

Suggested Learning Activities in preparation for the Individual Project are detailed in the specification. A typical teaching and learning programme might be structured as follows:

Time	Content
<p><b>Teaching and learning (40 hours)</b></p>	<p><b>Planning and Organisation skill</b></p> <ul style="list-style-type: none"> <li>• Plan and organise how to complete a complex project</li> <li>• Develop aims, objectives and a rationale</li> <li>• Conduct independent research</li> <li>• Select and record information, numerical data and evidence from a variety of sources</li> <li>• Select resources and materials required to complete complex project</li> </ul> <p><b>Critical Thinking and Problem Solving skill</b></p> <ul style="list-style-type: none"> <li>• Identify, consider and evaluate a variety of facts, opinions and viewpoints to solve complex problem</li> <li>• Assess reasons for conflicting viewpoints, extract and critically assess alternatives and weigh up the validity and rationality of arguments</li> <li>• Express own views and consider those of others</li> <li>• Identify key information and factors including causes, changes, consequences, similarities and differences</li> <li>• Formulate judgements, summarising and presenting findings</li> </ul> <p><b>Digital Literacy skill</b></p> <ul style="list-style-type: none"> <li>• Select and use appropriate digital technologies, tools and techniques to complete complex tasks and present solutions</li> <li>• Search for and use digital information to solve complex task</li> <li>• Critically evaluate the credibility of information and sources</li> <li>• Use a range of creative digital tools and techniques</li> </ul> <p><b>Literacy skill</b></p> <ul style="list-style-type: none"> <li>• Understand and synthesise information and numerical data from different sources</li> <li>• Communicate complex information using appropriate language and format</li> <li>• Present written outcome using compound sentences including accurate spelling, secure grammar and punctuation</li> <li>• Present information and ideas in logical and persuasive sequence</li> <li>• Methods of referencing source material</li> </ul> <p><b>Numeracy skill</b></p> <ul style="list-style-type: none"> <li>• Use appropriate methods to collect relevant data and information from range of sources</li> <li>• Use calculations to analyse numerical data and information</li> <li>• Select and use appropriate methods for effective presentation of results to show trends and make comparisons</li> <li>• Draw conclusions based on findings</li> </ul> <p><b>In the context of the Project:</b></p> <ul style="list-style-type: none"> <li>• Develop skills and techniques relevant to producing an artefact</li> <li>• Reflection on personal performance</li> </ul>
<p><b>Assessment (80 hours)</b></p>	<p>The production of a written project of 3,000 – 5,000 words in length or an artefact/product supported by written evidence (1,500 – 3,000 words). Written work should be word processed and include a variety of graphs, images, statistical tables, diagrams and drawings.</p>



## Carrying out and presenting the Project



## 5.4 Preparing for Assessment

### Managing the Project

It is advisable that each learner is allocated a number of one to one sessions to provide individual advice and guidance throughout the period the learner is completing their Individual Project to ensure that the learner remains focussed and meets internal deadline. Learners should approach subject staff with subject specific queries e.g. a learner choosing a medical topic could seek advice and guidance on the topic from a science teacher. As learners' work is produced teachers/tutors may provide formative feedback on progress, unlike the controlled assessment conditions required by the Challenges.

It is advisable for learners to keep a research diary/log. In this they can record:

- Their planning
- Information and ideas
- How their Project develops
- Why they have taken decisions
- Reflection for discussions with subject staff and from one to one
- Review the process of the Project as they carry it out.

### **Selecting the Project topic**

There is a wide range of topics that learners can choose as their focus for the Individual Project. They must explore an area that reflects their **future educational** or **career aspirations** but is underpinned by research. The topic area should be approved by the supervisor after the learner has completed their initial planning.

Supervisors should ensure that topics undertaken by the learners will allow them to demonstrate appropriate higher-level concepts and the necessary skills to access all the learning outcomes i.e. plan, research, analyse, evaluate and explain rather than simply describe and narrate. It is acceptable to provide learners with Project Proposals but teachers must ensure learners are able to make their own decisions and pursue their own independent research.

A variety of Project Proposals which have been produced by Higher Education departments and organisations will be available on WJEC website.

<http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/Advanced/>

### **Dissertation or artefact?**

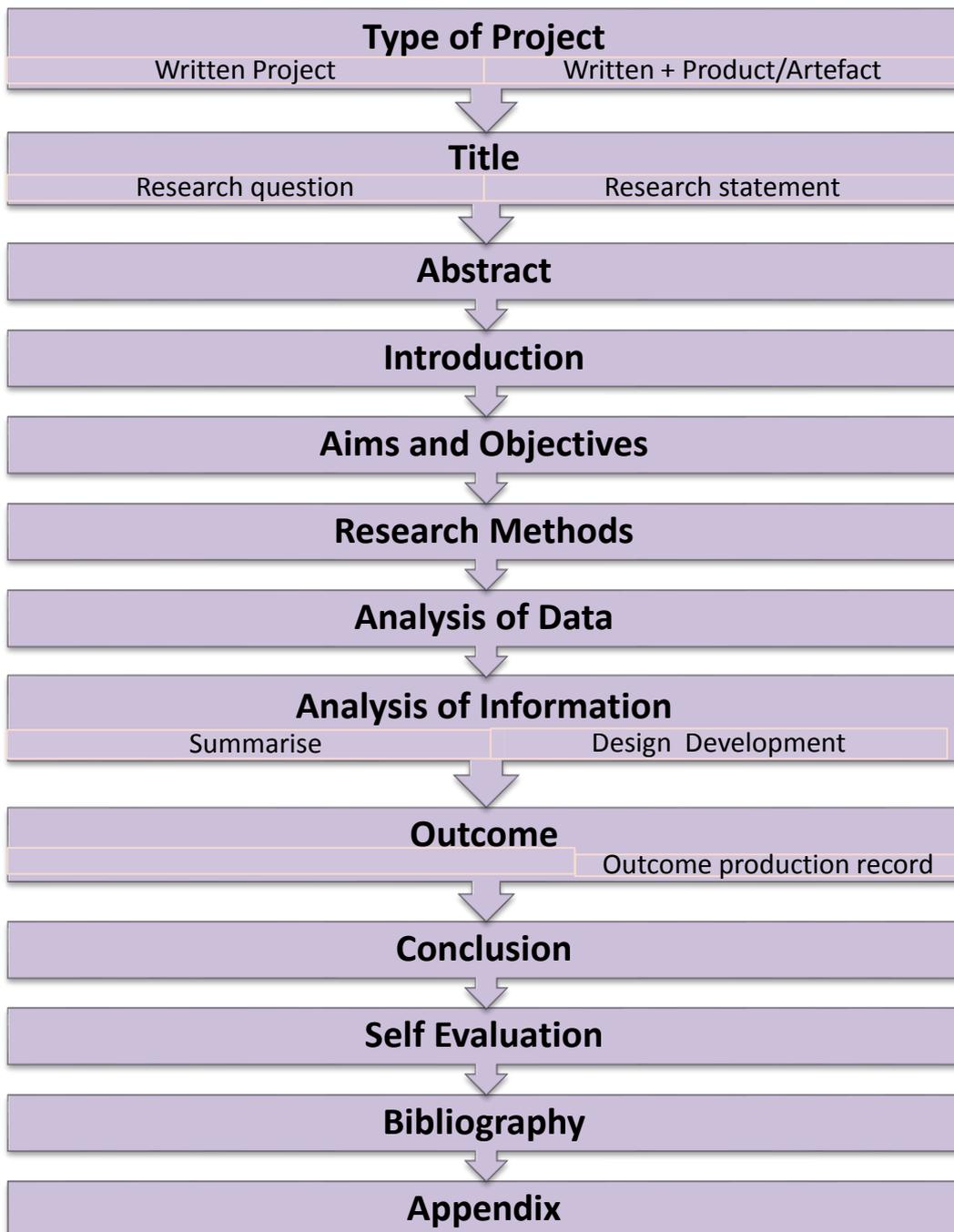
The learner has an option of presenting the work in the form of a dissertation or a research report with artefact. It should be the learner who decides which method is most appropriate and teachers should emphasise the usefulness in taking it to interviews at university or with an employer.

An artefact is a physical outcome such as a mural, a short film, a musical composition, a costume for a play. If learners opt to produce an artefact it must still be **research-based**. The learner must understand that the project should have a clear purpose and that the planned research will form the major part of their project and they should use a wide range of resources. For artefacts it is frequently the aims and objectives which demonstrate clarity and focus and the learners should understand they must have clear research aims in order to complete their projects. The production of the artefact should only commence once detailed and wide research is completed. Learners must analyse and evaluate the reliability and validity of the resources they are using. Learners need to demonstrate that they have made appropriate decisions throughout the project process – choosing the correct materials to work with. Learners should demonstrate a synthesis of the research and how the research has influenced the design decisions that underpin the final artefact. Depending upon the nature of the project being undertaken, these resources might be less conventional than for learners undertaking a written project but they should still be critically analysed and assessed in the same way. They must produce a finished artefact that is of a high standard. The conclusion should include a detailed evaluation of the artefact and its fitness for purpose. Learners should be encouraged to incorporate how they will measure the success of their artefact after they have created it. If the artefact is

3D then high quality photographic evidence of the artefact should be included in the learners work, the actual artefact does not have to be sent for moderation.

### Structuring the Individual Project

A clear structure to the Individual Project is essential for its success. It ensures that there is evidence for all the required learning outcomes that contribute to the assessment. Clearly labelled sections should be evident. A learner could structure their Individual Project as follows:



## 5.5 Guidance for Assessment

### Title

The title should lead to an Individual Project having clear intent, being manageable and focused.

### Abstract

This is a short summary of the whole of the learners' work. Approximately the last half of the abstract should be dedicated to summarising and interpreting the results.

### Introduction

The learner's introduction for their project should set the context and purpose of their work. There should be a personal explanation as to why they have chosen their title; that it is an extension of a topic encountered in an A level or vocational course, a topic related to future university study, or could be very relevant to their planned career. They should put the project title into context and with an overview to the topic they will be researching. It should **not** include discussion of research methods they will use.

### Aims and Objectives

The **primary focus of the Project** should be expressed in terms of aims and objectives.

- Aims are the strategy, objectives are the tactics.
- Aims and objectives should both consist of two essential parts; an **action verb** and a **subject content**.
- Generally **3 aims** are expected with **2 or 3 objectives** for each.
- Numbering the aims and objectives is helpful as they can be referred to later in the project – particularly when drawing conclusions.

**Aims** are general statements describing **what** the learner hopes to accomplish. They should be written in broad terms of the knowledge and understanding that is needed in order to answer the research question or to full fill the research statement.

**Objectives** are specific statements that are about **actions** which explain the outcomes of the steps of **how** the learner is going to go about the project. They are a list of tasks which should be **practical, measurable and achievable**. The objectives define the structure of the project.

Suitable **action verbs** that learners should use when writing aims and objectives are provided in the following tables. They state the information directly and concisely.

### Skills

To assemble	To chart	To collect	To construct	To design
To devise	To establish	To generate	To illustrate	To locate
To maintain	To produce	To organise		

## Knowledge

To analyse	To calculate	To classify	To compare	To contrast
To define	To describe	To differentiate	To discover	To explain
To explore	To identify	To interpret	To outline	To plan
To record	To review	To select	To solve	To evaluate

## Attitudes

To assess	To develop	To evaluate	To formulate	To judge
To justify	To manage	To model	To recommend	To specify

**Learners should not use the following weak verbs, they are not action verbs:**

*appreciate, consider, enquire, learn, know, understand, be aware of, listen, perceive*

## Research Methods

The following should be considered when writing the rationale:

- Use a descriptive writing approach
- Describe the overall design of the Project
- Describe what methods are to be used to collect all the information and numerical data required for each objective
- Justify the choices made including explaining why the methods are appropriate by considering the credibility of the sources
- Do not include questionnaires, interview transcripts etc. - these go in the appendix.

The following aspects related to primary information should be considered:

- Participants - who will be included in the research: gender, age groups? What is the sample size and how is it selected?
- Data collection - how will information be collected: survey, interview, observation, photos?
- Data analysis and discussion - what will be done with the information and numerical data? Will it be presented in charts/graphs or a transcript? These choices also should be justified.

## Analysing Data

The analysis of quantitative data (numbers) involves examining the data collected in ways that reveal patterns, trends, relationships, etc. that can be found within it. Whilst analysing data learners should make use of suitable statistical methods such as:

- Collate data using tallying, grouping etc.
- Display data using tables, charts, diagrams, graphs
- Compare frequency or percentage of people, behaviour, events etc.

- Use visual inspection of patterns to identify marked increases or decreases in the measures over time e.g. weeks, months, years
- Calculate an average of a series of measurements or observations - the mean, the median (midpoint), or mode (most frequent, rarely used)
- Calculate the spread of data – range, inter quartile range, standard deviation;
- Determine if there is a link between two measurements – scatter diagram, line of best fit, correlation
- Use ICT to do the calculations and display data
- Interpret what the display or calculation of the data implies. Does it answer the question?

## Analysing Information

The analysis of qualitative (descriptive) information should be a creative and critical process. Whilst analysing information, the learner should:

- Show how effective and focused research methods have been applied, utilised and have informed the analysis of the information
- Show detailed knowledge and understanding of the project title, with reference to information collected from primary and secondary sources
- Recognise the importance of accuracy, relevance and reliability of information to the analysis process
- Aim to summarise all relevant information that has been collected; recognising similar and different viewpoints.

## Presentation

For a project with or without an artefact the learner should show an efficient and effective use of a range of appropriate Digital Literacy skills and techniques in producing and presenting the written outcome of their project. Learners should incorporate tables, charts, diagrams, graphs and images.

## Artefact outcome

A learner who produces an artefact as part of their project should keep a **Development Record** of how the artefact has been designed and produced. The analysis of data and information should be contained in the Development Record as it must inform the design of the artefact. A copy of the final design should be included with some explanation of why the design has been chosen (critical thinking and problem solving skills). The learner must capture how they have produced the artefact and include evidence of any practical skills they have developed in preparation for the production of the artefact. Good practice would be to include a narrated video of the final outcome rather than one photo. The Development Record can be presented in any visual form and be as creative as possible e.g. a scrapbook, a PowerPoint, a Prezi, etc.

The Development Record could also include the following evidence:

- A detailed action plan for the development of the artefact
- Pictures or videos of every stage of artefact development
- Visual, audio or written diary documenting the development of the artefact

- Explanation, critical analysis and evaluation of each stage of production
- Feedback from tutors or peers during artefact production, with reflection and amended action points as a result.

## Conclusion

The conclusion must be based on the evidence used within the research. Learners should use a reflective approach showing how the stages are connected to give a convincing answer to the research question or statement in the title.

Consider:

- What did the evidence show in relation to the aims?
- Were the aims met, did they go beyond them, or in fact fail to reach the aims?
- Was the research question or research statement answered or completed?
- Was the artefact fit for purpose?

## Self-Evaluation

This is the opportunity for learners to consider their own progress and their pitfalls in carrying out an Individual Project by reflecting on their skill set and performance. Comments could be made on each of the seven skills included in the Welsh Baccaulaureate as the Project is the showcase these. Learners should aim to justify the comments they make.

## Bibliography

The bibliography should include a list of all of the sources used in the process of researching the project. An annotated bibliography also includes a brief description of the content, quality and usefulness of the source.

## Appendix

The appendix should include information that supports the project. A **clean copy** of any questionnaire that has been used (not completed questionnaires), the transcript of any interview carried out, record sheet of any observations, any calculation carried out etc. The analysis and interpretation of any information and numerical data should fall in the main body of the project.