



# WELSH BACCALAUREATE

## National/Foundation Key Stage 4 Skills Challenge Certificate

# DELIVERY HANDBOOK

**August 2017**

# CONTENT

	Page
1. Introduction	3
1.1 – Links to Contacts and Documentation	
1.2 – Teaching and Learning	
1.3 – Managing Assessment	
2. Community Challenge	6
2.1 – Introduction to Challenge	
2.2 – Teaching and Learning Programme	
2.3 – Delivery Plan	
2.4 – Managing Assessment	
2.5 – Generating Evidence	
2.6 – Assessment Guidance	
3. Enterprise and Employability Challenge	13
3.1 – Introduction to Challenge	
3.2 – Teaching and Learning Programme	
3.3 – Delivery Plan	
3.4 – Managing Assessment	
3.5 – Generating Evidence	
3.6 – Assessment Guidance	
4. Global Citizenship Challenge	19
4.1 – Introduction to Challenge	
4.2 – Teaching and Learning Programme	
4.3 – Delivery Plan	
4.4 – Managing Assessment	
4.5 – Generating Evidence	
4.6 – Assessment Guidance	
5. Individual Project	27
5.1 – Introduction to the Project	
5.2 – Teaching and Learning Programme	
5.3 – Delivery Plan	
5.4 – Preparing learners for assessment	
5.5 – Assessment Guidance	

# 1. INTRODUCTION

Welcome to your WJEC teaching support pack, which has been designed to assist you in the delivery of the National/Foundation KS4 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

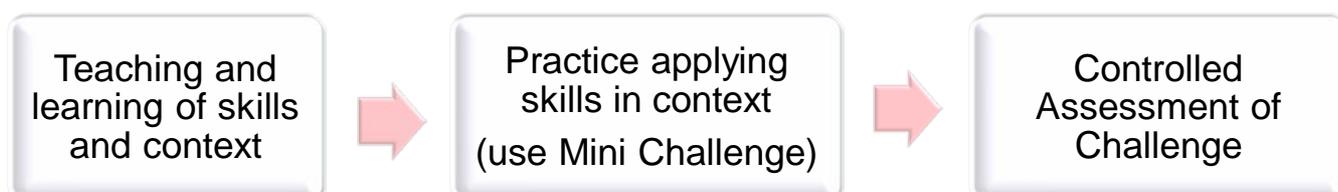
## 1.1 Links to Contacts and Documentation

Location	Content
Public WJEC Website <a href="http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/ks4-national-foundation/">www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/ks4-national-foundation/</a>	<ul style="list-style-type: none"><li>• Welsh Baccalaureate Officers and Regional Support Contact Details</li><li>• KS4 Specification</li><li>• Code of Practice</li><li>• Administration Handbook</li><li>• Generic and Approved Briefs</li><li>• Controlled Assessment Documentation</li></ul>
Secure Website – Password available from centres' Exams Officers <a href="http://www.wjecservices.co.uk">www.wjecservices.co.uk</a> Subject Specific Support Material including CPD> Welsh Baccalaureate	<ul style="list-style-type: none"><li>• Challenge task sheets and Assessment Grids</li><li>• Exemplar Material</li><li>• CPD Materials</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 of personal interest, or one 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
- Challenge task sheets 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.

For each of the three Challenges and the tasks, controls have been allocated for a set 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 Challenge assessments 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 for the three Challenges, teachers **must not** help learners, unless there is an issue of health and safety
- Each learner includes all of the Controlled Assessment hours on the WJEC Candidates Declaration and Time Sheet.
- Each learner includes their signature on the WJEC Candidates Declaration and Time Sheet to authenticate their work, this may be electronic
- Learners' work must be kept secure at all times by the Centre.

## 1.3c Collaboration

At least one Challenge must be carried out in a team and one as an individual. At this level the Enterprise and Employability Challenge must be completed as a team activity. Also, it is expected that many Centres are likely to complete the Community Challenge as a team.

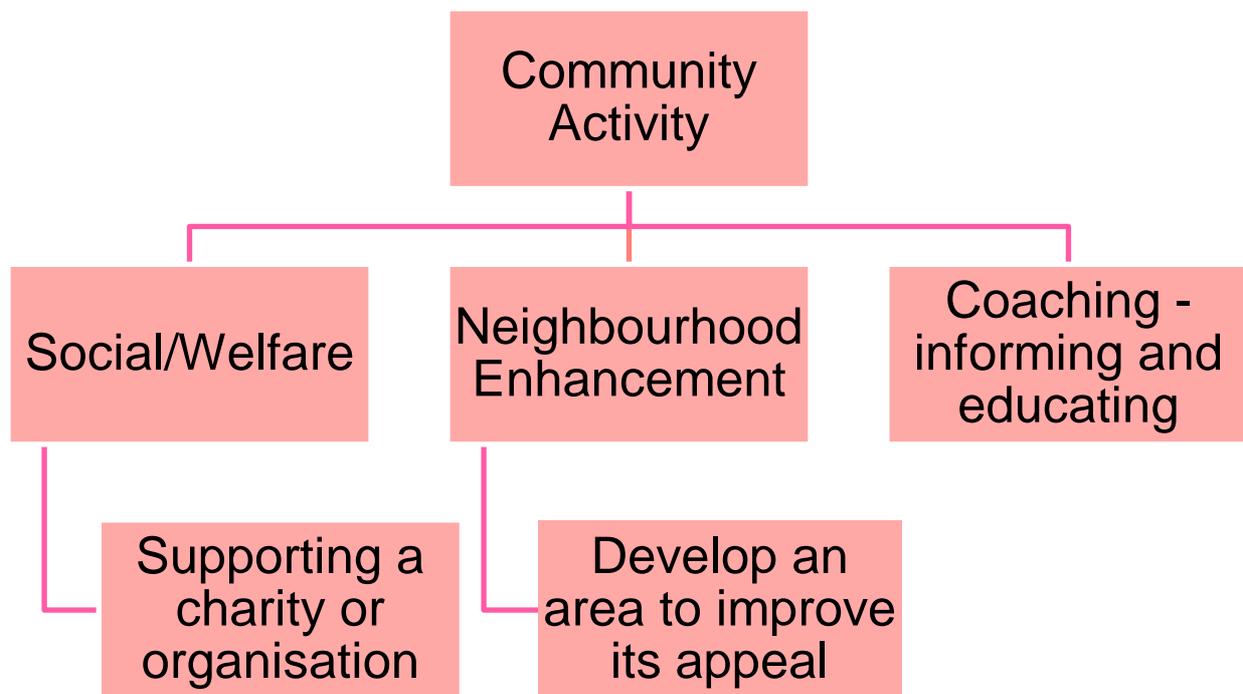
## 2. Community Challenge

### 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.



The Community Challenge at Key Stage 4 could lend itself well to a team Challenge, when considering the size of cohort and opportunities available. A team has between 3 – 6 learners, and could offer an opportunity for teams of mixed ability groups.

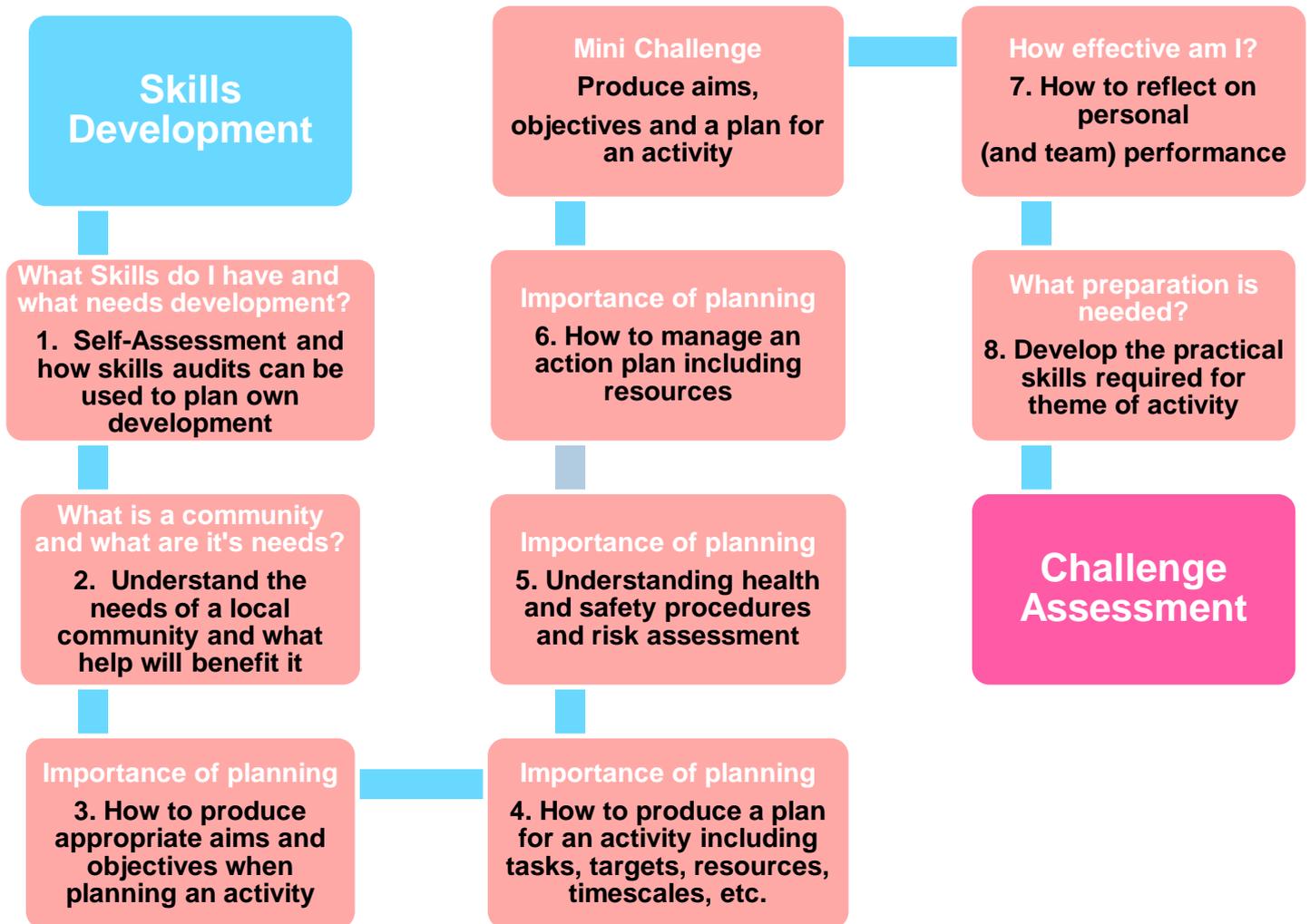
It is expected that the teaching and learning programme should be **at least 10 hours** to cover the following content.

<b>Content</b>
<p><b>Planning and Organisation Skill</b></p> <ul style="list-style-type: none"><li>• Identifying aims and objectives</li><li>• Identifying and allocating resources</li><li>• Setting targets, activities and timescales</li><li>• Identifying risks (health and safety, absence of team members)</li><li>• Identifying and allocating responsibilities</li><li>• Monitoring progress, lessons learned from planning process</li></ul>
<p><b>Personal Effectiveness Skill</b></p> <ul style="list-style-type: none"><li>• Assessing own strengths and weaknesses in respect to a specific role</li><li>• Planning the development of own skills in response to audit</li><li>• Identifying own role and responsibilities</li><li>• Deploying roles to team members</li><li>• Personal organisation and self-management skills including time management, personal skills and setting of priorities and goals</li><li>• Team working skills; positive working relationships, cooperation, compromise, encouragement and respect of others</li><li>• Lessons learned from collaboration</li></ul>
<p><b>Participation in a Community Challenge</b></p> <ul style="list-style-type: none"><li>• Identifying the purpose for carrying out the activity</li><li>• Identifying how the community will benefit from the completion of the activity</li><li>• Recording participation for Personal Digital Record (PDR), photos, session plans, etc.</li></ul>

## 2.3 Delivery Plan

### Level 2

This is a suggested delivery plan to prepare the skills of level 2 learners prior to them undertaking the Community Challenge.



## Level 1

This is a suggested delivery plan to prepare the skills of level 1 learners prior to them undertaking the Community Challenge.



## 2.4 Managing Assessment

Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the controls. When organising the assessment of the Community Challenge it is possible for Task 1 and Task 2 to be completed and then have a gap of a few weeks/months for learners to prepare before they complete the activity in Task 3 and then Task 4.

**Summary Table of Controls for Community Challenge**

Task	Controls	
Task 1	Time	1 hour
	Resources	Access to ICT hardware/software
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual task
	Feedback	No feedback allowed
Task 2	Time	3 hours
	Resources	Access to ICT hardware/software
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual/Team (3-6 members)
	Feedback	Feedback on the inappropriateness of the plan may be given if a matter of health and safety before starting Task 3 but marks allocated to original plan.
Task 3	Time	10 hours
	Resources	Access to any materials and resources required to complete the activity
	Supervision	Candidates supervised throughout by a responsible person
	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 10 hours before starting Task 4
Task 4	Time	1 hour
	Resources	Access to ICT hardware/software; results of feedback from peers/participants; Participation Record
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual task
	Feedback	No feedback allowed
<b>After Assessment</b>	Feedback on application of skills should be provided when work has been assessed to support learner development.	

## 2.5 Generating Evidence

When learners carry out the Controlled Assessment, they will need to produce electronic evidence in the form of a **Personal Digital Record**. This will include a **Skills Audit**, a **Plan** of the activity to be undertaken, a **Participation Record**, a **Confirmation Statement** and a **Personal Reflection**.

### Evidence for Task 1

#### ***Personal Skills Audit and Development Plan***

The purpose of a personal skills audit is to help individual learner to identify, plan, develop and improve the personal skills needed to carry out the Community Challenge successfully. The Personal Skills Audit and Development Plan must include evidence of the:

- Identification of current personal and team-working skills relevant to the Challenge
- Identification of any additional personal and team-working skills likely to be needed
- Plan for developing and improving relevant skills

### Evidence for Task 2

#### ***Plan***

The Plan must include evidence of:

- The purpose and benefit of the community activity
- Aims and objectives
- Targets and timescales
- Resources
- Individual and/or team responsibilities
- Opportunities and risks.

### Evidence for Task 3

#### ***Participation Record***

The Participation Record will document the implementation of the plan. A learner should show what they personally did during the 10 hours. This could include annotated photographic evidence, videos, session plans, community feedback etc.

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

The Confirmation Statement must provide testimony and validation of the learner's 10 hours of active and purposeful participation.

### Evidence for Task 4

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

In the Personal Reflection the learner should focus on the planning process, developing and applying personal and/or team work skills and their own performance in carrying out the community activity, drawing on any feedback received.

## 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>Plan a community activity</i></p> <ul style="list-style-type: none"> <li>Identifying aims and objectives for the 10 hours Community activity</li> <li>Identifying and allocating available resources to activities e.g. people and materials</li> <li>Setting targets, activities and timescales</li> <li>Identifying risks e.g. health and safety, absence of team members</li> <li>Identifying and allocating responsibilities if working in a team</li> </ul>	Task 2 - <b>Plan</b>
<p><i>Implementing plan to carry out activity</i></p> <ul style="list-style-type: none"> <li>Carrying out the plan</li> <li>Monitoring progress and updating plan accordingly</li> </ul>	Task 3 – <b>Participation Record and Confirmation Statement</b>
<p><i>Reflection of process</i></p> <ul style="list-style-type: none"> <li>Lessons learned from the planning process</li> </ul>	Task 4 – <b>Personal Reflection</b>
<b>LO2 Understand Personal Effectiveness</b>	
<p><i>Audit and development of skills</i></p> <ul style="list-style-type: none"> <li>Assessing strengths and weaknesses of personal and team work skills relevant to the Challenge</li> <li>Planning the development of personal and team work skills, and the improvement of required knowledge necessary to carry out the Challenge</li> </ul>	Task 1 – <b>Personal Skills Audit</b> including development plan
<p><i>Performance of own role and responsibilities</i></p> <ul style="list-style-type: none"> <li>Identifying own role and responsibilities</li> <li>Deploying roles and responsibilities to team members utilising individuals strengths (<i>if in team</i>)</li> <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>	Task 3 – <b>Participation Record and Confirmation Statement</b>
<p><i>Reflection on development and application of personal and team work skills</i></p> <ul style="list-style-type: none"> <li>Lessons learned from collaborating with others</li> <li>Assessment of personal and team work skills</li> </ul>	Task 4 – <b>Personal Reflection</b>
<b>LO3 Be able to participate in a Community Challenge</b>	
<p><i>Consideration of purpose and benefits of activity</i></p> <ul style="list-style-type: none"> <li>Identifying the purpose for carrying out the activity</li> <li>Identifying how the community will benefit from the completion of the activity</li> </ul>	Task 2 - <b>Plan</b>
<p><i>Participation in activity</i></p> <ul style="list-style-type: none"> <li>Recording of participation in community activity e.g. photos, session plans</li> <li>Carrying out the activity with commitment e.g. Confirmation Statement, feedback</li> </ul>	Task 3 – <b>Participation Record and Confirmation Statement</b>
<p><i>Personal Digital Record</i></p> <ul style="list-style-type: none"> <li>Demonstrating Digital Literacy skills to develop PDR in a creative manner</li> <li>Assess the impact of the activity in addressing its purpose</li> </ul>	Task 4 – <b>Personal Reflection</b>

# 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 **Digital Literacy, Creativity and Innovation** and **Personal Effectiveness** and apply them in an appropriate manner.

## 3.2 Teaching and Learning Programme

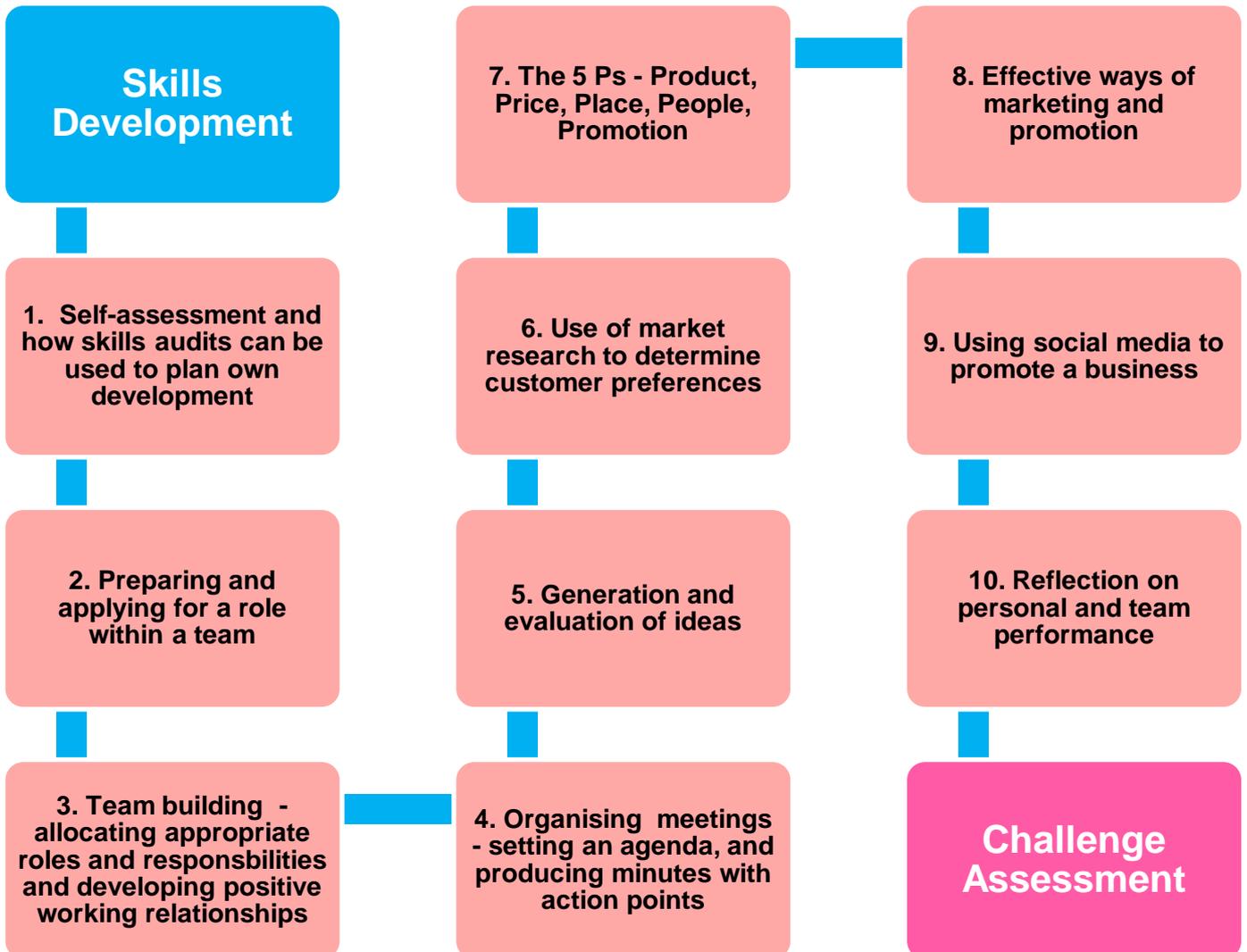
The Enterprise and Employability Challenge **must** be carried out as a team Challenge. A team has between 3 – 6 learners, and could offer an opportunity for teams of mixed ability groups. When preparing the learners it is vital that they experience a number of opportunities of working in a team. It is expected that the teaching and learning programme should be **at least 10 hours** to cover the following content.

Content
<p><b>Creativity and Innovation skill</b></p> <ul style="list-style-type: none"><li>• Generating multiple ideas for new concept</li><li>• In collaboration assessing and comparing strengths and weaknesses of multiple ideas</li><li>• Collaborating to determine the selection of one idea to take forward</li><li>• Developing new concept through combination of team members imagination, initiative and active engagement</li><li>• Reviewing creativity and innovation of new concept</li><li>• Lessons learned during the process</li></ul>
<p><b>Personal Effectiveness skill</b></p> <ul style="list-style-type: none"><li>• Assessing strengths and weaknesses of personal and team work skills relevant to the Challenge</li><li>• Planning the development of personal and team work skills identified as necessary to carry out the Challenge</li><li>• Deploying roles and responsibilities to team members utilising individuals strengths</li><li>• 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>• Team working skills including positive working relationships, cooperation, compromise, encouragement and respect of others views</li><li>• Lessons learned from collaborating with others to develop a new concept</li></ul>
<p><b>Participation in an Enterprise and Employability Challenge</b></p> <ul style="list-style-type: none"><li>• Understanding factors involved in developing a business proposal</li><li>• Applying principals of the 5Ps – product, price, place, promotion and people</li><li>• Organising multiple visual components of business proposal e.g. mood board, marketing materials, prototype. Quality of visual components</li><li>• Organising team delivery of pitch</li></ul>

## 3.3 Delivery Plan

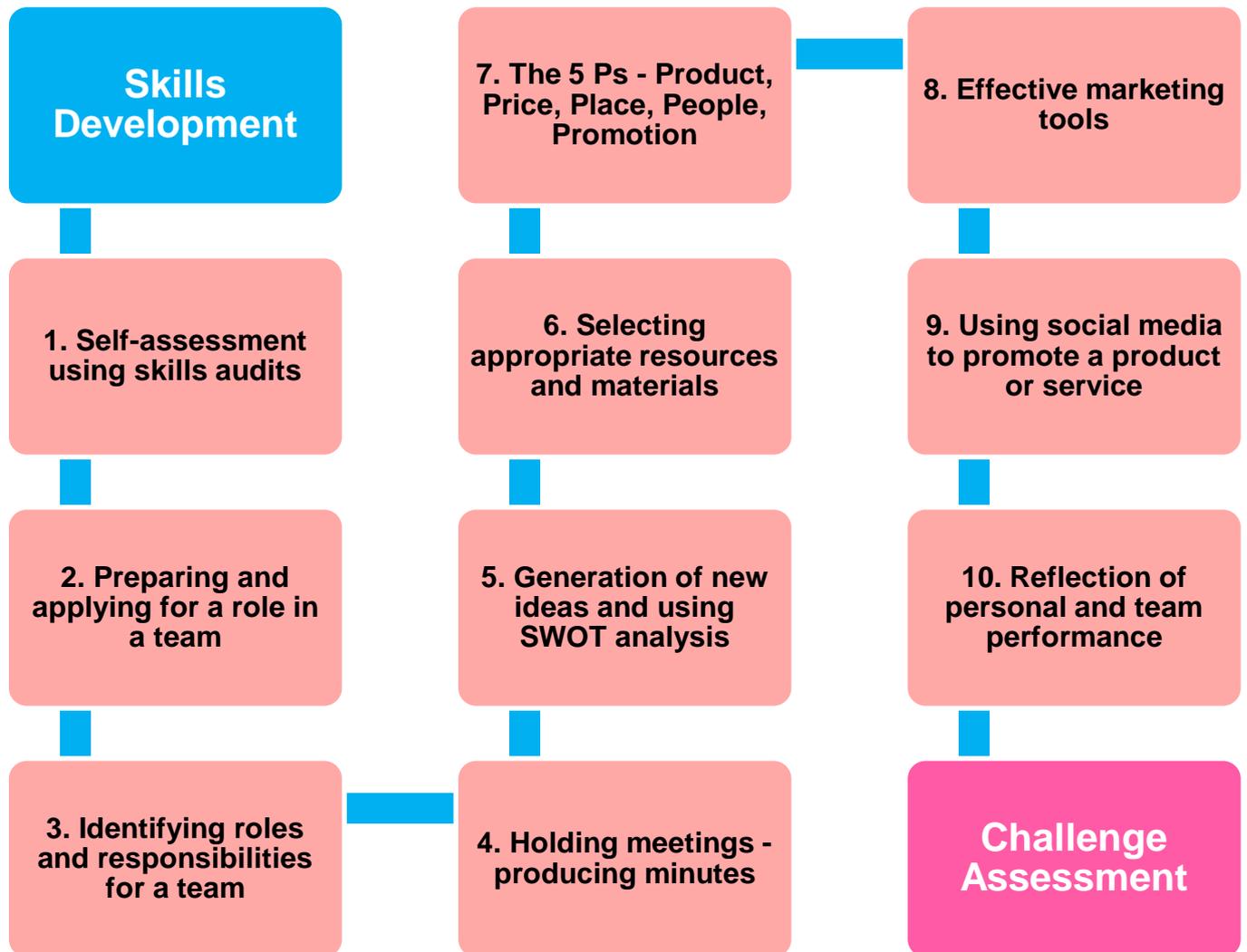
### Level 2

This is a suggested delivery plan to prepare the skills of level 2 learners prior to them undertaking the Enterprise and Employability Challenge.



## Level 1

This is a suggested delivery plan to prepare the skills of level 1 learners 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>	17 hours
	<b>Resources</b>	Access to ICT hardware/software; access to Internet; results of research previously undertaken, all materials required to produce visual display
	<b>Supervision</b>	Candidates supervised throughout by a responsible person
	<b>Collaboration</b>	Team (3-6 members)
	<b>Feedback</b>	No feedback allowed
<b>Task 3</b>	<b>Time</b>	15 minutes
	<b>Resources</b>	Access to ICT hardware/software; access to Internet; Visual Display; supporting evidence for Pitch
	<b>Supervision</b>	Candidates supervised throughout by a responsible person
	<b>Collaboration</b>	Team (3-6 members)
	<b>Feedback</b>	Feedback from the Pitch should be given to the learner before starting Task 4
<b>Task 4</b>	<b>Time</b>	1 hour
	<b>Resources</b>	Access to ICT hardware/software; feedback from peers/participants/ pitch panel
	<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.	

For assessment of this Challenge, learners are not required to produce and sell their product, although a prototype is helpful for the Pitch. However, this could enhance the learners' experience.

## 3.5 Generating Evidence

When learners carry out the Controlled Assessment, they will need to produce the following evidence.

### **Evidence for Task 1**

#### ***Personal Skills Audit***

The purpose of a personal skills audit is to help each learner to identify, plan, develop and improve the personal skills needed to carry out the Enterprise and Employability Challenge successfully.

The Personal Skills Audit must include evidence of the:

- Identification of current personal and team-working skills relevant to the Challenge
- Identification of any additional personal and team-working skills likely to be needed
- Plan for developing and improving relevant skills
- Application for a role in a team.

### **Evidence for Task 2**

#### ***Visual Display***

The Visual Display of the business proposal should include evidence of the:

- Aims, objectives and details of the product or service
- Potential customers/clients
- Premises, equipment and resources
- Financial implications including staffing costs, etc.
- Marketing and promotional materials for the product or service.

#### ***Minutes of team meetings***

These should be sufficiently detailed to demonstrate:

- Individual roles and the management of their responsibilities
- Team collaboration and task management.

### **Evidence of Task 3**

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

The Confirmation Statement of the Pitch must record the standard of presentational skills demonstrated. Learners must include any supporting evidence e.g. PowerPoint, speaking notes.

### **Evidence for Task 4**

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

In the Personal Reflection the learner should focus on their own performance in developing and applying personal and teamwork skills and the processes involved in developing a product or service; on any feedback received.

## 3.6 Assessment Guidance

<b>LO1 Be able to apply Creativity and Innovation</b>	
<p><i>Ideas generated</i></p> <ul style="list-style-type: none"> <li>Generating multiple ideas for new concept</li> <li>In collaboration assessing and comparing strengths and weaknesses of multiple ideas</li> </ul>	<p>Task 2 – <b>Visual Display</b> - Aims, objectives, details of concept, SWOT analysis, market research</p> <p>Task 3 – <b>Pitch, supporting aids</b></p>
<p><i>Selection, development and implementation of idea</i></p> <ul style="list-style-type: none"> <li>Collaborating to determine the selection of one idea to take forward</li> <li>Developing new concept through combination of team members imagination, initiative and active engagement</li> </ul>	
<p><i>Reflection of process</i></p> <ul style="list-style-type: none"> <li>Reviewing creativity and innovation of new concept</li> <li>Lessons learned during the process</li> </ul>	<p>Task 4 – <b>Personal Reflection</b> of the process in developing the concept</p>
<b>LO2 Understand Personal Effectiveness</b>	
<p><i>Audit</i></p> <ul style="list-style-type: none"> <li>Assessing strengths and weaknesses of personal and team work skills relevant to the Challenge</li> <li>Planning the development of personal and team work skills identified as necessary to carry out the Challenge</li> </ul>	<p>Task 1 – <b>Skills Audit</b> and development plan</p>
<p><i>Performance of own role and responsibilities</i></p> <ul style="list-style-type: none"> <li>Deploying roles and responsibilities to team members utilising individuals strengths</li> <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>Task 1 – <b>Skills Audit, Supporting Application</b></p> <p>Task 2 – <b>Minutes of Meetings</b></p>
<p><i>Reflection on development and application of personal and team work skills</i></p> <ul style="list-style-type: none"> <li>Lessons learned from collaborating with others to develop a new concept</li> <li>Assessing personal and team work skills</li> <li>Assessing how personal employability has been developed</li> </ul>	<p>Task 4 – <b>Personal Reflection</b> on skills developed and application of skills</p>
<b>LO3 Understand factors involved in an Enterprise and Employability Challenge</b>	
<p><i>Understanding factors involved in developing a business proposal</i></p> <ul style="list-style-type: none"> <li>Applying principals of the 5Ps – product, price, place, promotion and people</li> </ul>	<p>Task 2 – <b>Visual Display, Minutes of Meetings</b></p>
<p><i>Visual Display</i></p> <ul style="list-style-type: none"> <li>Organising multiple visual components of business proposal e.g. mood board, marketing materials, prototype</li> <li>Quality of visual components</li> </ul>	
<p><i>Pitch</i></p> <ul style="list-style-type: none"> <li>Organising team delivery of pitch</li> <li>Applying communication skills both individually and as a team</li> </ul>	<p>Task 3 – <b>Pitch Confirmation Statement, supporting aids</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 **Critical Thinking and Problem Solving** and **Creativity and Innovation** and apply them in an appropriate manner.

## 4.2 Teaching and Learning Programme

When planning the programme teachers must consider the context to use to develop the skill Critical Thinking and Problem Solving. There are **eight** global issues available (see table below) and it is expected that learners will be provided the opportunity to build knowledge and understanding of at least **one** of these issues. These global issues are broad and there are many topics which fall within the issue. Centres do not have to cover all eight global issues in the teaching and learning programme.

The broad global issue covered during teaching and learning can be the same as that in the Challenge Brief used for assessment but the topic should **not** be the same e.g. wind energy in teaching and learning, tidal energy in assessment.

Global Issue	Examples of Topics	Global Issue	Examples of Topics
<b>1. Cultural diversity</b>	<ul style="list-style-type: none"><li>• Minority languages</li><li>• Multicultural society</li><li>• Festivals, celebrations and public holidays</li></ul>	<b>5. Living sustainably</b>	<ul style="list-style-type: none"><li>• Recycling</li><li>• Sustainable transport</li><li>• Sustainable food production</li></ul>
<b>2. Fair Trade</b>	<ul style="list-style-type: none"><li>• Environmental products</li><li>• Ethical products</li></ul>	<b>6. Natural and human disasters</b>	<ul style="list-style-type: none"><li>• Famine relief</li><li>• Natural disaster relief</li><li>• Human disaster relief</li></ul>
<b>3. Future energy</b>	<ul style="list-style-type: none"><li>• Wind energy</li><li>• Tidal energy</li><li>• Nuclear energy</li></ul>	<b>7. Nutrition</b>	<ul style="list-style-type: none"><li>• Obesity</li><li>• Famine</li><li>• Healthy eating</li></ul>
<b>4. Inequality</b>	<ul style="list-style-type: none"><li>• Gender</li><li>• Rights to education</li><li>• Ageism</li></ul>	<b>8. Poverty</b>	<ul style="list-style-type: none"><li>• Child poverty</li><li>• Homelessness</li><li>• Water poverty</li></ul>

It is expected that the teaching and learning programme should be **at least 15 hours** to cover the following content.

## Content

### **Critical Thinking and Problem Solving skill**

- Identification, consideration and use of a variety of facts, opinions and viewpoints
- Expression of own views with consideration of those of others
- Identification of key information and factors - causes, changes, consequences, similarities and differences, PESTLE
- Identification, development and analysis of arguments and evaluation and credibility of sources
- Formulation of judgements and drawing of conclusions
- Use of problem solving and decision making techniques
- Identification of problems and exploration of possible decisions and solutions
- Identification, analysis and use of information and data to solve problems
- Reflection on problem solving and decision making processes and implementation

### **Creativity and Innovation skill**

- Generation and ownership of new ideas, whilst respecting the views of others
- Assessment and evaluation of ideas - use a SWOT analysis to select the most feasible
- Use of imagination and initiative
- Consideration of options - making the most of opportunities
- Combination and development of ideas
- Identification, selection, application and implementation of solutions
- Reflection on processes and outcomes

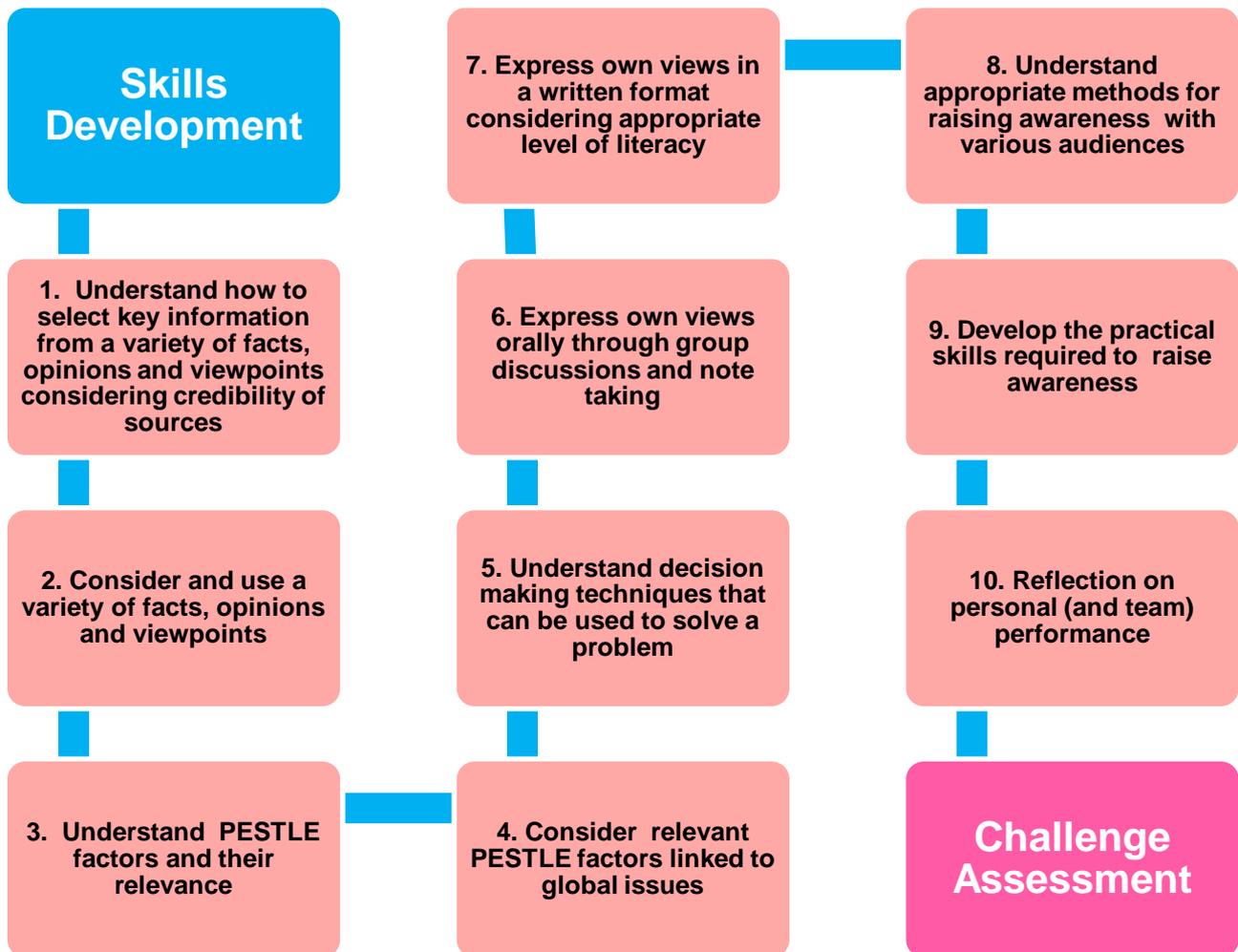
### **Participation in a Global Challenge**

- Identify, consider and form a personal opinion on a global issue
- Use relevant PESTLE factors to inform a written standpoint
- Develop ideas and evaluate methods of raising awareness

## 4.3 Delivery Plan

### Level 2

This is a suggested delivery plan to prepare the skills of level 2 learners prior to them undertaking the Global Citizenship Challenge.



## Level 1

This is a suggested delivery plan to prepare the skills of level 1 learners prior to them undertaking the Global Citizenship Challenge.



## 4.4 Managing Assessment

Learners must be provided with a **Resource Pack** which is produced either by the teacher or an organisation for approved Challenge Briefs.

### Resource Pack

The following guidelines should be considered when selecting material for the resource pack:

- There should be **4 sources** in total.
- Sources should include: written, numerical data and an image.
- Sources should cover a range of viewpoints on the topic.
- All sources should have a Global focus. One source should include a UK / Wales perspective.
- Sources should allow learners the opportunity to use relevant PESTLE factors.
- Sources should be appropriate for the learners who will use it.
- Sources should include government documents, voluntary organisations, newspapers, journals, blogs, social media, newsletters, etc.
- The time allocated to Task 1 must be considered when selecting a document; it should not be too large.

### Summary Table of Controls for Global Citizenship Challenge

Task	Controls	
Task 1	Time	5 hours
	Resources	Resource Pack, clean copy of articles of own research (no notes), access to ICT hardware/software to produce Personal Standpoint. <b>No internet access.</b>
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual task
	Feedback	No feedback allowed
Task 2	Time	4 – 10 hours
	Resources	Access to Personal Standpoint, access to ICT hardware/software and other media or materials that may be required during production of outcome for raising awareness
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Individual /team (3-6 members)
	Feedback	No feedback allowed
Task 3	Time	1 hour
	Resources	Access to feedback on raising awareness activity from target audience, 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.	

## How to manage Task 1 of Controlled Assessment

It is suggested that the 5 hours allocated for Task 1 in the Controlled Assessment could be managed in the following manner.

Hour	Actions of teacher and learner
1	Teacher distributes Challenge Brief and Resource Pack to learners. Learners use Resource Pack to identify factual information, credibility of sources and PESTLE factors.
	Between the first two hours learners can research the topic and select at most two extra sources relevant to the global issue. They can take <b>clean copies</b> of these sources into the controlled assessment but <b>no notes</b> .
2	Teacher to pose a question for the class discussion. Learners revisit their Resource Pack and together with clean copies of their own sources, produce preparatory notes in readiness for contributing to a purposeful class discussion.
3	Teacher oversees a class discussion. Learners should respond to a range of views and opinions of their peers and make notes.
4	Learners use all the sources and their notes compiled during the Controlled Assessment to draft Personal Standpoint
5	Learners finalise word processed Personal Standpoint

### Class Discussion

The following guidelines should be considered in order for learners to be fully equipped to participate in a class discussion:

- The class discussion should be based on a focused question relevant to the global topic. This should encourage learners to develop their problem solving skill in discussing solutions to the question from different viewpoints.
- The question should focus on the global issue in a local or national context. This will allow learners the opportunity to link the global issue to their local area or country.

## 4.5 Generating Evidence

When learners carry out the Controlled Assessment, they will need to produce evidence of a **Personal Standpoint**, a **Raising Awareness Pack** and a **Personal Reflection**.

### **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 could include evidence of:

- Identification, consideration and use of a variety of facts, opinions and viewpoints Identified from the resource pack
- Reference to relevant PESTLE factors from the resource pack and possibly their own knowledge
- Identification, development and analysis of arguments and evaluation and credibility of the sources in the resource pack
- Summary and justification of personal standpoint

### **Evidence for Task 2**

#### ***Raising Awareness Pack***

The Raising Awareness Pack could include evidence of:

- Identification of problems and exploration of possible decisions and solutions
- Generation of ideas and consideration of options using an appropriate evaluation tool
- Use of imagination and initiative methods to raise awareness
- Completion of the Raising Awareness Pack

### **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, raising awareness and drawing on any feedback received. The Personal Reflection could include evidence of:

- Reflection on problem solving and decision making processes and how they were implemented
- Reflection on processes and outcomes of the tasks.

## 4.6 Assessment Guidance

<b>LO1 Be able to apply Critical Thinking and Problem Solving</b>	
<p><i>Consideration of views, opinions, arguments and sources</i></p> <ul style="list-style-type: none"> <li>• Understanding and consideration of a variety of facts and opinions</li> <li>• Credibility and evaluation of sources</li> <li>• Demonstration of effective problem solving techniques whilst evaluating information</li> </ul>	Task 1 – <b>Personal Standpoint</b>
<p><i>Selection, development and implementation of information</i></p> <ul style="list-style-type: none"> <li>• Collaborating information to justify the personal standpoint</li> <li>• Develop a personal opinion demonstrating effective comprehension, analysis and evaluation of information provided</li> </ul>	
<p><i>Reflection of process</i></p> <ul style="list-style-type: none"> <li>• Review ability to apply Critical Thinking and Problem Solving methods to the task</li> <li>• Lessons learned during the process</li> </ul>	Task 3 – <b>Personal Reflection</b> on the process in forming a Personal Standpoint
<b>LO2 Be able to apply Creativity and Innovation</b>	
<p><i>Ideas generated</i></p> <ul style="list-style-type: none"> <li>• Generating multiple ideas for raising awareness</li> <li>• Assessing and comparing strengths and weaknesses of multiple ideas</li> </ul>	Task 2 – <b>Raising Awareness Pack</b> could include aims, objectives, details of concept, SWOT analysis, market research, generation of idea
<p><i>Selection, development and implementation of idea</i></p> <ul style="list-style-type: none"> <li>• Determine the selection of one idea to take forward</li> <li>• Raising awareness through a combination of imagination, initiative and active engagement</li> </ul>	
<p><i>Reflection of process</i></p> <ul style="list-style-type: none"> <li>• Reviewing creativity and innovation of raising awareness of a global issue</li> <li>• Lessons learned during the process</li> </ul>	Task 3 – <b>Personal Reflection</b> of the process in developing the concept
<b>LO3 Understand issues involved in a Global Citizenship Challenge</b>	
<p><i>Understanding of a global issue</i></p> <ul style="list-style-type: none"> <li>• Understanding the concept of global citizenship and issues involved within it</li> <li>• Discussions and debates - framing and responding to questions</li> </ul>	Task 1 – <b>Personal Standpoint</b> Task 2 – <b>Raising Awareness Pack</b>
<p><i>Coverage of PESTLE</i></p> <ul style="list-style-type: none"> <li>• Understanding relevant PESTLE factors</li> <li>• Applying knowledge and understanding of relevant PESTLE factors</li> </ul>	
<p><i>Production and presentation of Raising Awareness Pack</i></p> <ul style="list-style-type: none"> <li>• Methods for raising awareness</li> <li>• Organising delivery</li> <li>• Applying appropriate communication skills</li> </ul>	Task 2 – <b>Raising Awareness Pack</b>

# 5. INDIVIDUAL PROJECT

## 5.1 Introduction

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

The Individual Project should be completed in the second half of the course, generally after the Global Citizenship Challenge, to enable the learner to showcase their use of the 7 skills that have been developed through the Challenges. The ability to reflect on their development and use of these skills is an important aspect of the Skills Challenge Certificate. The Individual Project consists of two distinct sections.



## 5.2 Teaching and Learning Programme

A sufficient amount of time, at least **20 hours**, should be allocated to a Teaching and Learning programme. This will enable the learners to develop research skills to an appropriate level, either at level 1 or level 2, 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 **20 hours** carrying out personal research and producing their Individual Project, this can be a combination of time in the classroom and time out of school. During this time learners should have support from a teacher who monitors their progress throughout the completion of the project and provides advice when necessary but evidence produced should be exclusively that of the learner.

It is vital that the teacher approves a learners' topic, title, aims and objectives before they progress. The topic should not be too broad, and should be such that the learner is able to gather appropriate information and numerical data to successfully meet all the learning outcomes. Aims and objectives should be appropriate and realistic to ensure that learners do not deviate away from the main focus of the Project and can be completed within the word count.

Producing an artefact option may be more appropriate for some learners especially if they are studying a practical subject e.g. Art, D&T, Catering. It is good practice to involve some teachers from these backgrounds in the team delivering the Individual 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:

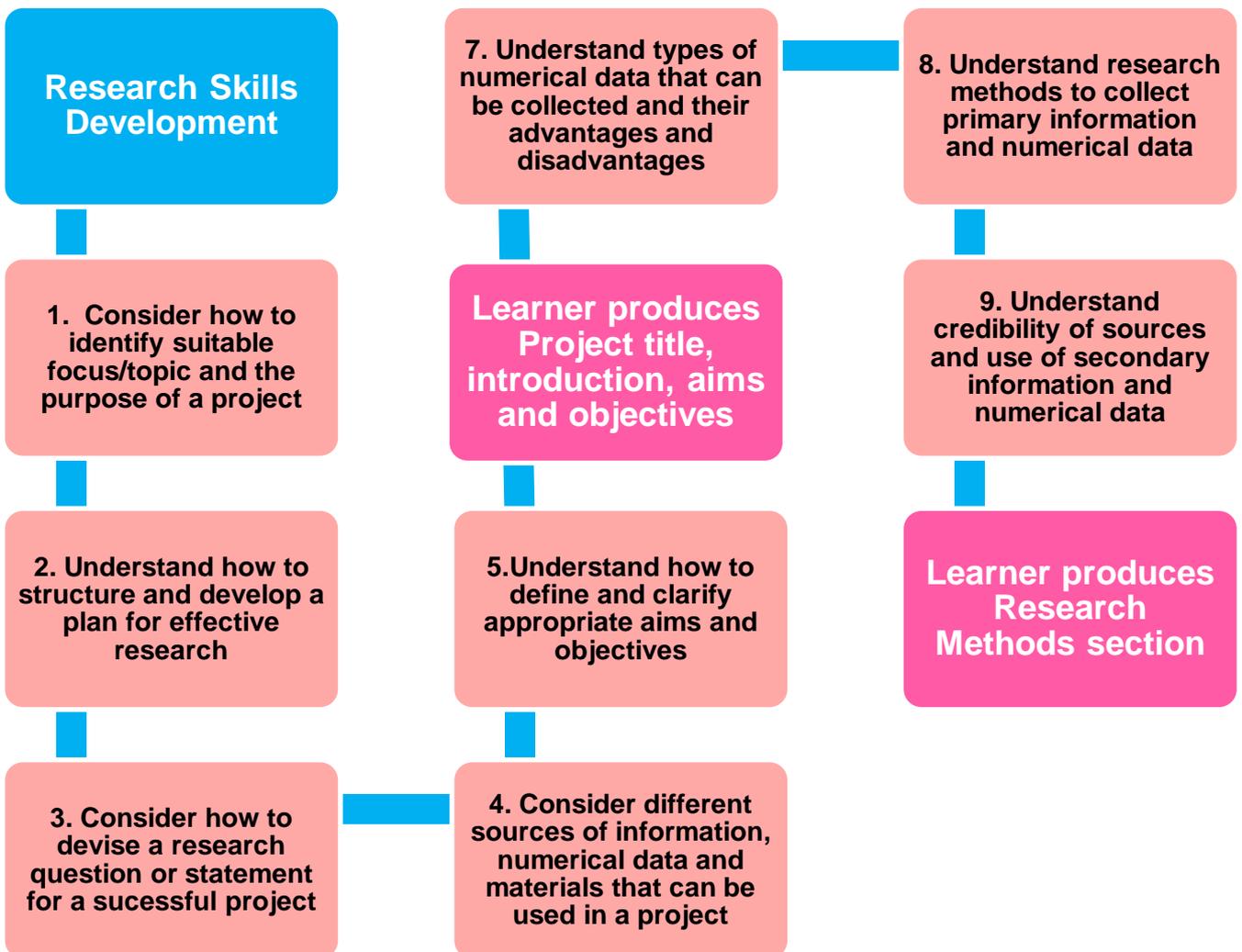
Time	Content
Teaching and learning (20 hours)	<p><b>Planning and Organisation skill</b></p> <ul style="list-style-type: none"> <li>• Development of aims and objectives</li> <li>• Production of action plans</li> <li>• Identification, selection and collation of information and numerical data from a variety of sources</li> </ul> <p><b>Critical Thinking and Problem Solving skill</b></p> <ul style="list-style-type: none"> <li>• Identification, consideration and use a variety of facts, opinions and viewpoints</li> <li>• Identification, development and analysis of arguments</li> <li>• Critical assessment and construction of arguments</li> <li>• Expression of own views and consideration of those of others</li> <li>• Identification of information, resources and materials to solve a problem</li> <li>• Identification of key information and factors including causes, changes, consequences, similarities and differences</li> <li>• Formulating judgements, summarising and presenting findings</li> </ul> <p><b>Digital Literacy skill</b></p> <ul style="list-style-type: none"> <li>• Using digital techniques to present tables, graphs and diagrams</li> <li>• Assessment of the credibility of information and sources</li> <li>• Store data in appropriate format</li> </ul> <p><b>Literacy skill</b></p> <ul style="list-style-type: none"> <li>• Writing compound sentences including accurate spelling, basic grammar and punctuation</li> <li>• Creation of a rationale</li> <li>• Methods of referencing source material</li> <li>• Collation and synthesis of information and numerical data</li> </ul> <p><b>Numeracy skill</b></p> <ul style="list-style-type: none"> <li>• Sources of information</li> <li>• Methods for collecting own information and numerical data</li> <li>• Methods for analysing numerical data</li> <li>• Methods to display information and numerical data</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 the context of Individual Project</li> <li>• Methods of presentation of outcome</li> <li>• Reflection on personal performance</li> </ul>
Assessment (20 hours)	<p>The production of a written project of <b>1,000 – 2,000</b> words in length, with or without a product/artefact.</p> <p>Written work should be word processed and include a variety of graphs, images, statistical tables, diagrams and drawings.</p>

## 5.3 Delivery Plan

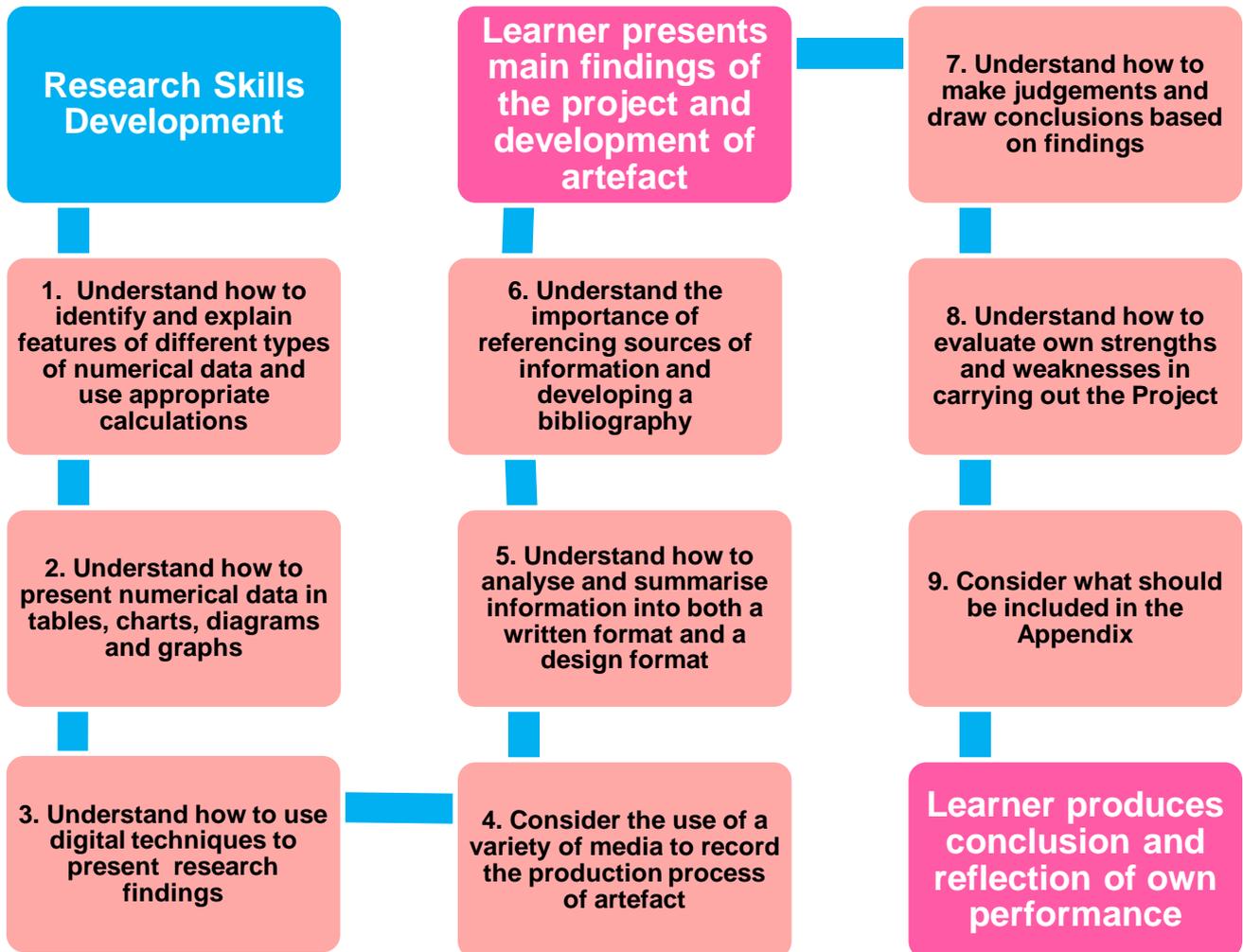
This is a suggested delivery plan for the Individual Project it is split into two parts: setting up the project and carrying out the project.

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.

### Setting up an Individual Project



## Carrying out and presenting the Project



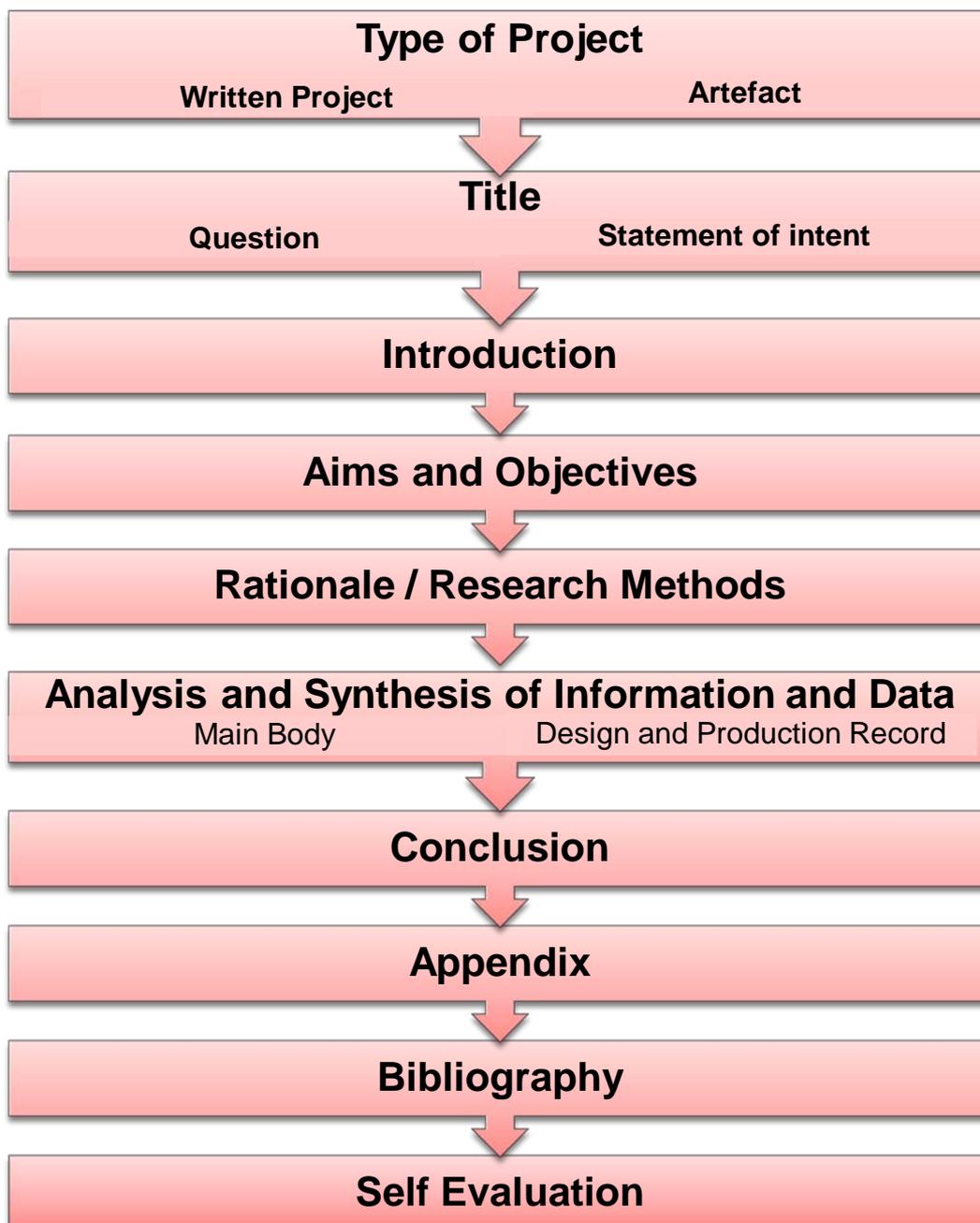
## 5.4 Preparing for Assessment

### Selecting the Project topic

There is a wide range of topics that learners can choose as their focus for the Individual Project. They should be encouraged to explore an area of **personal interest** or one that reflects **future educational** or **career** aspirations. Teachers should ensure that topics undertaken by the learners will allow them to demonstrate the use of all of the necessary skills for assessment purposes. 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.

### Structuring the Research Project

A clear structure to the Research 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 Research Project as follows, with the Self Evaluation as a separate section:



## 5.5 Guidance for Assessment

### Title

The title should lead to an Individual Project having clear intent, being manageable and focused. A title should be a focused statement or question, for example:

- 1) **How is my local community working towards meeting National recycling targets?**
- 2) **Design and produce 12 Disney themed cupcakes including 3 designs for a children's party.**
- 3) **Will relying on Green Energy meet the demands of a growing population in Wales?**
- 4) **How would decreasing the voting age in Wales to 16 lead to a population more engaged in politics?**

### LO1 - 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 area of personal interest, a topic related to future study, or could be very relevant to their planned career. They should put the project title into context, with an overview to the topic they will be researching and any conclusions they expect to make.

### LO1 - 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 objectives for each;
- Numbering the aims and objectives is helpful as they can be referred to later in the project.

**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 define the **actions** and type of **information** that will be needed to inform the aim. They are a list of tasks which should be **measurable and achievable**.

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.

### Knowledge

To analyse	To calculate	To compare	To contrast	To describe
To differentiate	To discover	To explain	To evaluate	To explore

To identify	To interpret	To outline	To plan	To record
To review	To select	To solve	To state	

### Skills

To assemble	To build	To collect	To construct	To create
To design	To devise	To draw	To establish	To generate
To illustrate	To locate	To make	To produce	To organise
To set up	To use			

### Attitudes

To assess	To choose	To develop	To evaluate	To judge
To justify	To manage	To model	To select	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

## LO2/LO3 - Rationale / Research Methods

The following should be considered when writing the research methods:

- Use a descriptive writing approach;
- Describe what methods are to be used to collect all the information and numerical data required for each objective;
- Explain why the methods are appropriate by considering the credibility of the sources;
- Do not include questionnaires, interview transcripts etc. - these go in the appendix.
- All sources used should be acknowledged and referenced throughout the project.

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?

## LO4/LO3 - Analysing and Displaying 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, behavior, 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?

### LO5/LO3 - Analyse, Synthesise and Use 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.

### LO6 – Production and Presentation of Outcome

- Demonstrate accuracy in grammar, punctuation, and spelling.
- Content and meaning 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
- Presented in a consistent manner using a range of digital skills and techniques
- Presentation enhanced by incorporating a variety of images e.g. tables, charts, diagrams, graphs, pictures, photos, designs

### LO4/LO5/LO6 Artefact Outcome

A learner who opts for an artefact should produce a **Production Record** of how the artefact has been designed using research and how it has been produced. They must capture every stage of how they have produced the artefact and include evidence of any practical skills they have developed and used for the production of the artefact. It is vital the final outcome is clearly displayed either through a number of high quality photos or through a narrated video. The Production Record can be presented in any visual form and be as creative as possible e.g. a scrapbook, a PowerPoint, a Prezi, etc.

The Production Record should include the following evidence:

- Analysis and synthesis of data and information
- Judgements made from the evidence to justify the design of the artefact
- A copy of the final design
- Visual, audio or written diary documenting every stage of the development of the artefact
- Photos or videos to demonstrate the quality of the final outcome
- Explanation, critical analysis and evaluation of each stage of production

## LO7 - 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.

Learners may make judgements and conclusions throughout the work not just in the conclusion section. When an artefact is produced there will be judgements made in producing the design and how this is implemented.

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?

## Appendix

The appendix should include information that supports the project but is not used in the main body. This might include a **clean copy** of questionnaire, tables of data or results of surveys, transcripts of interviews, observation records, any calculation carried out, etc. Reference to the appendices can be made within the project. The analysis and interpretation of any information and numerical data should fall in the main body of the project.

## LO3 - Bibliography

The bibliography should include a list of all of the sources used in the process of researching the project. An annotated bibliography can be helpful to many learners as it also includes a brief description of the content, quality and usefulness of the source.

## LO8 - 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 in planning and producing the project. Comments should be made on each of the seven skills included in the Skills Challenge Certificate. Learners should aim to justify the comments they make.

## Word count

The word count should be displayed on the front page of the project. The word count does not include:

- A front page
- A contents page
- Referencing and footnotes
- Appendix
- Self-evaluation