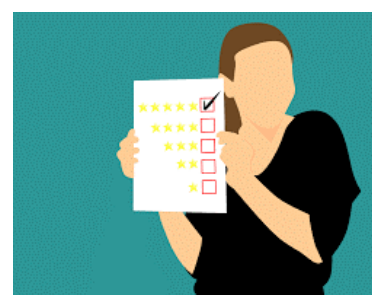
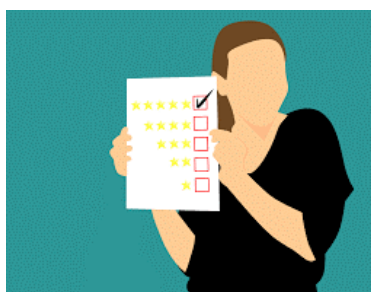


Welsh Baccalaureate

National/Foundation Skills Challenge Certificate



Teacher Handbook 2
Managing Assessment

November 2022 Specification

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1 INTRODUCTION

Welcome to your WJEC assessment handbook, which has been designed to assist you in the assessment of the National/Foundation Skills Challenge Certificate. This is the second in a suite of three handbooks:

- Managing teaching and learning
- **Managing assessment**
- Managing a Skills Challenge Certificate team

These handbooks are one of several ways in which WJEC provides assistance to teachers who are delivering any component of the National/Foundation Skills Challenge Certificate. They should be used in conjunction with the following range of services offered by WJEC to ensure both understanding and accurate assessment of the qualification:

- Centre moderation and Principal Moderators' reports on each assessment series
- Professional Learning events
- Access to WJEC Subject and Administration Officers
- Support provided by the Regional Support Officers
- Access to the specification and other key documents on the main website
- Access to assessment requirements on the secure website

1.1 Purpose

The National/Foundation Skills Challenge Certificate fully embraces and consolidates the core purposes of the Curriculum for Wales, allowing learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The focus of the National/Foundation Skills Challenge Certificate is on **applied learning** i.e. acquiring and applying a range of transferable skills:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

Learners will be required to complete three out of four components to achieve the qualification. Each learner must complete the Individual Project, and two out of the three Challenge components, which are:

- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge

1.2 Controlled assessment of Challenges

Each of the three Challenges must be carried out under controlled assessment conditions. These controls will be either direct supervision by a teacher, time constraints allocated to the tasks, or the length of response allowed by the learner. There is no specified date when the assessment must be taken, the centre can decide when is appropriate.

Centres **must** ensure for all components:

- the assessments are completed following the specified controlled conditions;
- learners do not have access to the tasks prior to the start of the controlled assessment;
- during the assessment hours for the Challenges, teachers **must not offer suggestions, solutions or improvements**, unless there is an issue of health and safety to consider;
- each learner includes all the assessment hours on the Time Sheet in the WJEC Controlled Assessment Booklet for Challenges completed;
- each learner includes their signature (this can be electronic) on the declaration page of the WJEC Controlled Assessment Booklet to authenticate their work;
- each teacher includes their signature (this can be electronic) on the declaration page of the WJEC Controlled Assessment Booklet to authenticate the work is that of the learner and no unfair practices have occurred;
- once assessment work has been submitted to the teacher, learners' work **must** be kept secure by the Centre.

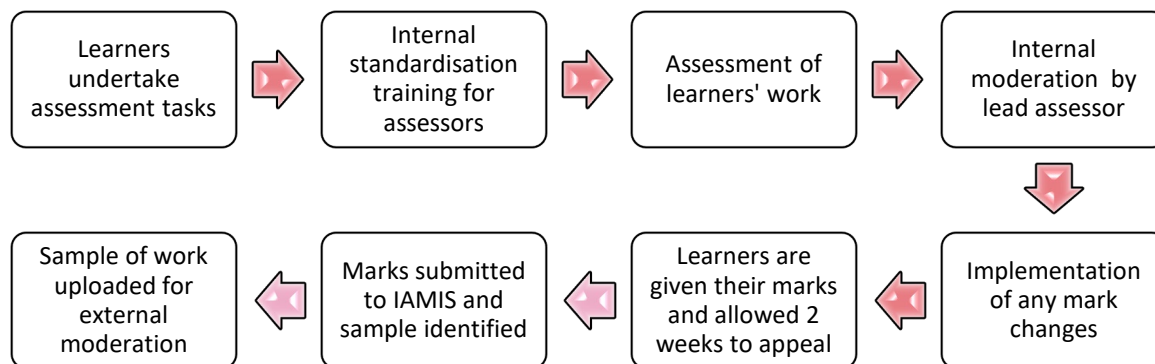
1.3 Collaboration

The National/Foundation Skills Challenge Certificate will assess learners on their ability to apply skills both as an individual, and in a team environment. The Enterprise and Employability Challenge **must** be completed as a team activity. The Global Citizenship Challenge **must** be completed as an individual. It is the choice of the learner whether they complete the Community Challenge as an individual or as a team.

Where specific tasks within a Challenge are undertaken as a team, it is acceptable for all members of the team to include work which has been developed collaboratively e.g. evidence of the Visual Display for the Enterprise and Employability Challenge. Further detail of how learners will be expected to work collaboratively for the Enterprise and Employability Challenge are written into the tasks for this Challenge.

1.4 Internal assessment process

All four components of the National/Foundation Skills Challenge Certificate are **internally assessed** and **externally moderated**. The purpose of assessment is to ensure that effective learning has taken place and that learners have applied the relevant skills for the component assessment to the best of their ability. The assessment process should follow these stages:



1.5 External moderation process

Learners work can be submitted to WJEC for external moderation twice a year during a January or June series. Samples **must** be sent to WJEC using the e-submission platform by the deadline dates for any given series. Information regarding e-submission can be found [here](#). Sample sizes will depend on the size of the cohort being entered, but every internal assessor will be required to submit at least 3 candidates' work as part of the sample. All centres will receive a moderator report on each component entered for each series, giving feedback on how the centre applied the assessment criteria and if improvements are needed by the next series of submissions.

1.6 Re-sit of a component

A candidate who has been awarded a result for a component can re-sit that component once.

Candidates who choose to re-sit a component must complete a different assessment from the originally assessed work. The same Challenge Brief can be re-visited, but all tasks must be completed as new. This means learners **cannot** improve Challenge or Individual Project work that has already been previously submitted for assessment.

Failure to meet these requirements could constitute malpractice and as such would be dealt with by WJEC Compliance.

2 ENTERPRISE AND EMPLOYABILITY CHALLENGE

2.1 Undertaking assessment

All assessment tasks for this Challenge can be found in the ‘Controlled Assessment Booklet’ which is on the [secure website](#). The **controls** that learners must follow for each task are outlined **in detail in the assessment booklet**, and are summarised below. Candidates should be given a WJEC ‘Candidate Booklet’ to record their evidence and completion of tasks. Again, this can be accessed on the secure website. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the controls. The Enterprise and Employability Challenge must be completed as a team.

Summary table of controls for Enterprise and Employability Challenge

Task	Controls	
Task 1	Time	2 hours
	Resources	Candidate Booklet; access to ICT hardware/software; access to the internet; results of skills analysis
	Supervision	No supervision required
	Collaboration	Individual task
	Feedback	No feedback allowed
Task 2 – split into sub-tasks	Time	10 hours
	Resources	Candidate Booklet; work from Task 1; access to ICT hardware/software; access to the internet; results of research undertaken, all materials required to produce a visual display
	Supervision	Candidates supervised for 5 out of the 10 hours by a responsible person
	Collaboration	Team (3-6 members)
	Feedback	No feedback allowed
Task 3	Time	10 minutes
	Resources	Access to ICT hardware/software; access to the internet; Visual Display; supporting evidence for the Pitch
	Supervision	Candidates supervised throughout by a responsible person
	Collaboration	Team (3-6 members)
	Feedback	Feedback from the Pitch should be given to the learner before starting Task 4
Task 4	Time	1 hour
	Resources	Candidate Booklet; access to ICT hardware/software; feedback from peers/participants/ pitch panel
	Supervision	No supervision required
	Collaboration	Individual task
	Feedback	No feedback allowed
Following the completion of assessment	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.

2.2 Generating evidence

When learners carry out the tasks for this Challenge, they will need to produce the following evidence.

Evidence for Task 1

Personal Skills Audit with analysis

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 within the team – No longer than an A4 page

The application for a specific role within a team should be a letter highlighting the personal skill set the learner has, identified by analysing the results of the skills audit, that are required for that role.

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
- 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 in preparation for the meeting
- 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 – No longer than an A4 page if written, or 5 minutes if an oral recording

In the Personal Reflection the learner should focus on the use and development of their Creativity and Innovation skills, and Personal Effectiveness skills as they completed the tasks.

2.3 Assessment guidance

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

LO1 Be able to apply Creativity and Innovation	
<i>Ideas generated</i> <ul style="list-style-type: none"> Generating multiple ideas for new concept In collaboration assessing and comparing strengths and weaknesses of multiple ideas 	Task 2 – Individual tasks, Business Proposal, Visual Display Task 3 – Pitch, supporting aids
<i>Selection, development and implementation of idea</i> <ul style="list-style-type: none"> Collaborating to determine the selection of one idea to take forward Developing new concept through combination of team members imagination, initiative and active engagement 	
<i>Reflection of process</i> <ul style="list-style-type: none"> Review ability to apply Creativity and Innovation skills to the tasks 	Task 4 – Personal Reflection
LO2 Understand Personal Effectiveness	
<i>Audit</i> <ul style="list-style-type: none"> Assessing strengths and weaknesses of personal and team work skills relevant to the Challenge Planning the development of personal and team work skills identified as necessary to carry out the Challenge 	Task 1 – Skills Audit
<i>Performance of own role and responsibilities</i> <ul style="list-style-type: none"> Deploying roles and responsibilities to team members utilising individuals' strengths Demonstrating personal organisation and self-management skills including time management, personal skills and setting of priorities and goals to carry out role and responsibilities Demonstrating team working skills including positive working relationships, cooperation, compromise, encouragement and respect of other views 	Task 1 – Skills Audit, Application for role Task 2 – Individual tasks in preparation for the meetings Minutes of Meetings
<i>Reflection of process</i> <ul style="list-style-type: none"> Review ability to apply Personal Effectiveness skills to the tasks 	Task 4 – Personal Reflection
LO3 Understand factors involved in an Enterprise and Employability Challenge	
<i>Understanding factors involved in developing a business proposal</i> <ul style="list-style-type: none"> Applying principals of the 5Ps – product, price, place, promotion and people 	Task 2 – Business Proposal, Visual Display, Individual tasks in preparation for the meetings Minutes of Meetings
<i>Visual Display</i> <ul style="list-style-type: none"> Organising multiple visual components of the business proposal e.g. mood board, marketing materials, prototype Quality of visual components 	
<i>Pitch</i> <ul style="list-style-type: none"> Organising team delivery of pitch Applying communication skills both individually and as a team 	Task 3 – Confirmation Statement, supporting aids

3 GLOBAL CITIZENSHIP CHALLENGE

3.1 Undertaking assessment

All assessment tasks for this Challenge can be found in the 'Controlled Assessment Booklet' which is on the [secure website](#). The **controls** that learners must follow for each task are outlined **in detail in the assessment booklet**, and are summarised in the controls table. Candidates should be given a WJEC 'Candidate Booklet' to record their evidence and completion of tasks. Again, this can be accessed on the secure website. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the controls.

The learners can complete the WJEC **National Candidate Booklet** or the WJEC **Foundation Candidate Booklet** for the Global Citizenship Challenge. It is at the teachers discretion which booklet is given to the learners to complete. However, if a learner is given a **Foundation Candidate Booklet** to complete, they will only be able to achieve a Level 1 pass for this Challenge. If a learner completes the **National Candidate Booklet**, they can access the range of marks from a Level 1 pass to a Distinction.

The Global Citizenship Challenge **must** be completed as an individual.

To complete the Global Citizenship Challenge, learners must be provided with a **Resource Pack** which is produced either by the school or an organisation for approved Challenge Briefs. Resource packs that have been collated by WJEC can be found on the [secure website](#).

Producing a Resource Pack on a Global Issue

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;
- sources should have a global focus. One source should include a UK / Wales perspective;
- sources could include government documents, voluntary organisations, newspaper articles, journals, blogs, vlogs, social media, newsletters, etc.;
- sources should allow learners the opportunity to use relevant PESTLE factors;
- sources should be appropriate to the level of the learners who will use it. **A differentiated resource pack is good practice;**
- the time allocated to Task 1a 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 – split into sub tasks	Time	5 hours
	Resources	National or Foundation Candidate Booklet; Resource Pack, access to ICT hardware/software to produce Personal Standpoint. No internet access for Task 1c.
	Supervision	Candidates supervised for 3 of the 5 hours by a responsible person
	Collaboration	Individual task
	Feedback	No feedback allowed
Task 2	Time	5 hours
	Resources	National or Foundation Candidate Booklet; 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	No supervision required
	Collaboration	Individual task
	Feedback	No feedback allowed
Task 3	Time	1 hour
	Resources	National or Foundation Candidate Booklet; access to feedback on raising awareness activity from target audience, access to ICT hardware/software
	Supervision	No supervision required
	Collaboration	Individual task
	Feedback	No feedback allowed
Following the completion of assessment	Feedback on application of skills should be provided when work has been assessed to support learner development.	

Task 1b - Class Discussion

The following guidelines should be considered 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 covered in the Resource Pack. 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;
- learners should be encouraged to participate, respond to a range of views and opinions of their peers and make notes.

3.2 Generating evidence

When learners carry out the tasks for this Challenge, they will need to produce evidence of a **Personal Standpoint**, a **Raising Awareness Pack** and a **Personal Reflection**.

Evidence for Task 1

Personal Standpoint – maximum word count of 800 words

The purpose of the Personal Standpoint is for the learner to demonstrate that they can 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 purpose of the Raising Awareness Pack is for learners to demonstrate the process of taking a creative idea to raise awareness of a global issue through stages of development, to produce a final outcome. The Raising Awareness Pack could include evidence of:

- generation of ideas and consideration of options using an appropriate evaluation tool
- justification and development of raising awareness method
- use of imagination and initiative methods to raise awareness
- completion of the Raising Awareness Pack

Evidence for Task 3

Personal Reflection - No longer than an A4 page if written, or 5 minutes if an oral recording

In the Personal Reflection the learner should focus on the use and development of their Critical Thinking and Problem-Solving skills and Creativity and Innovation skills as they completed the tasks.

3.3 Assessment Guidance

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

LO1 Be able to apply Critical Thinking and Problem-Solving	
<p><i>Consideration of views, opinions, arguments and sources</i></p> <ul style="list-style-type: none"> • Understanding and consideration of a variety of facts and opinions • Credibility and evaluation of sources • Demonstration of effective problem-solving techniques whilst evaluating information 	<p>Task 1 – Personal Standpoint, evidence from the class discussion, annotation of Resource Pack</p>
<p><i>Selection, development and implementation of information</i></p> <ul style="list-style-type: none"> • Collaborating information to justify the personal standpoint • Develop a personal opinion demonstrating effective comprehension, analysis and evaluation of information provided 	
<p><i>Reflection of process</i></p> <ul style="list-style-type: none"> • Review ability to apply Critical Thinking and Problem-Solving methods to the tasks 	<p>Task 3 – Personal Reflection</p>
LO2 Be able to apply Creativity and Innovation	
<p><i>Ideas generated</i></p> <ul style="list-style-type: none"> • Generating multiple ideas for raising awareness • Assessing and comparing strengths and weaknesses of multiple ideas 	<p>Task 2 – Raising Awareness Pack</p>
<p><i>Selection, development and implementation of idea</i></p> <ul style="list-style-type: none"> • Determine the selection of one idea to take forward • Raising awareness through a combination of imagination, initiative and active engagement 	
<p><i>Reflection of process</i></p> <ul style="list-style-type: none"> • Review ability to apply Critical Thinking and Problem-Solving methods to the tasks 	<p>Task 3 – Personal Reflection</p>
LO3 Understand issues involved in a Global Citizenship Challenge	
<p><i>Understanding of a global issue</i></p> <ul style="list-style-type: none"> • Understanding the concept of global citizenship and issues involved within it • Discussions and debates - framing and responding to questions 	<p>Task 1 – Personal Standpoint, evidence from the class discussion, annotation of Resource Pack</p> <p>Task 2 – Raising Awareness Pack</p>
<p><i>Coverage of PESTLE</i></p> <ul style="list-style-type: none"> • Understanding relevant PESTLE factors • Applying knowledge and understanding of relevant PESTLE factors 	
<p><i>Production and creation of Raising Awareness Pack</i></p> <ul style="list-style-type: none"> • Methods for raising awareness • Choosing and developing outcomes • Creating a final outcome 	<p>Task 2 – Raising Awareness Pack</p>

4 COMMUNITY CHALLENGE

4.1 Undertaking assessment

All assessment tasks for this Challenge can be found in the 'Controlled Assessment Booklet' which is on the [secure website](#). The **controls** that learners must follow for each task are outlined **in detail in the assessment booklet**, and are summarised below. Candidates should be given a WJEC 'Candidate Booklet' to record their evidence and completion of tasks. Again, this can be accessed on the secure website. Learners should personalise their Candidate Booklet to create their own Personal Digital Record of the Challenge. 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. Tasks 1 and 4 must be completed as an individual, Tasks 2 and 3 can be completed as an individual or in a team.

Summary Table of Controls for Community Challenge

Task	Controls	
Task 1	Time	1 hour
	Resources	Candidate Booklet; access to ICT hardware/software
	Supervision	No supervision required
	Collaboration	Individual task
	Feedback	No feedback allowed
Task 2	Time	3 hours
	Resources	Candidate Booklet; 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	Candidate Booklet; 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	Candidate Booklet; access to ICT hardware/software; results of feedback from peers/participants; Participation Record
	Supervision	No supervision required
	Collaboration	Individual task
	Feedback	No feedback allowed
Following the completion of assessment	Feedback on application of skills should be provided when work has been assessed to support learner development.	

4.2 Generating evidence

When learners carry out the assessment tasks, 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- No longer than an A4 page

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 analysis of 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;
- potential 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 - No longer than an A4 page if written, or 5 minutes if an oral recording

In the Personal Reflection the learner should focus on the use and development of their Planning and Organisation skills and Personal Effectiveness skills as they completed the tasks.

4.3 Assessment Guidance

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

LO1 Be able to apply Planning and Organisation	
<p><i>Plan a community activity</i></p> <ul style="list-style-type: none"> Identifying aims and objectives for the 10 hours Community activity Identifying and allocating available resources to activities e.g. people and materials Setting targets, activities and timescales Identifying risks e.g. health and safety, absence of team members Identifying and allocating responsibilities if working in a team 	Task 2 - Plan
<p><i>Implementing plan to carry out activity</i></p> <ul style="list-style-type: none"> Carrying out the plan Monitor progress and updating plan accordingly 	Task 3 – Participation Record and Confirmation Statement
<p><i>Reflection of process</i></p> <ul style="list-style-type: none"> Review ability to apply Planning and Organisation skills to the tasks 	Task 4 – Personal Reflection
LO2 Understand Personal Effectiveness	
<p><i>Audit and development of skills</i></p> <ul style="list-style-type: none"> Assessing strengths and weaknesses of personal and team work skills relevant to the Challenge Planning the development of personal and team work skills, and the improvement of required knowledge necessary to carry out the Challenge 	Task 1 – Personal Skills Audit including development plan
<p><i>Performance of own role and responsibilities</i></p> <ul style="list-style-type: none"> Identifying own role and responsibilities Deploying roles and responsibilities to team members utilising individuals' strengths (<i>if in team</i>) Demonstrating personal organisation and self-management skills including time management, personal skills and setting of priorities and goals to carry out role and responsibilities Demonstrating team working skills including positive working relationships, cooperation, compromise, encouragement and respect of others views 	Task 3 – Participation Record and Confirmation Statement
<p><i>Reflection on development and application of personal and team work skills</i></p> <ul style="list-style-type: none"> Review ability to apply Personal Effectiveness skills to the tasks 	Task 4 – Personal Reflection
LO3 Be able to participate in a Community Challenge	
<p><i>Consideration of purpose and benefits of activity</i></p> <ul style="list-style-type: none"> Identifying the purpose for carrying out the activity Identifying how the community will benefit from the completion of the activity 	Task 2 - Plan
<p><i>Participation in activity</i></p> <ul style="list-style-type: none"> Recording of participation in community activity e.g. photos, session plans Carrying out the activity with commitment e.g. Confirmation Statement, feedback 	Task 3 – Participation Record and Confirmation Statement
<p><i>Personal Digital Record</i></p> <ul style="list-style-type: none"> Demonstrating Digital Literacy skills to develop PDR in a creative manner Assess the impact of the activity in addressing its purpose 	Task 4 – Personal Reflection

5 INDIVIDUAL PROJECT

5.1 Undertaking assessment

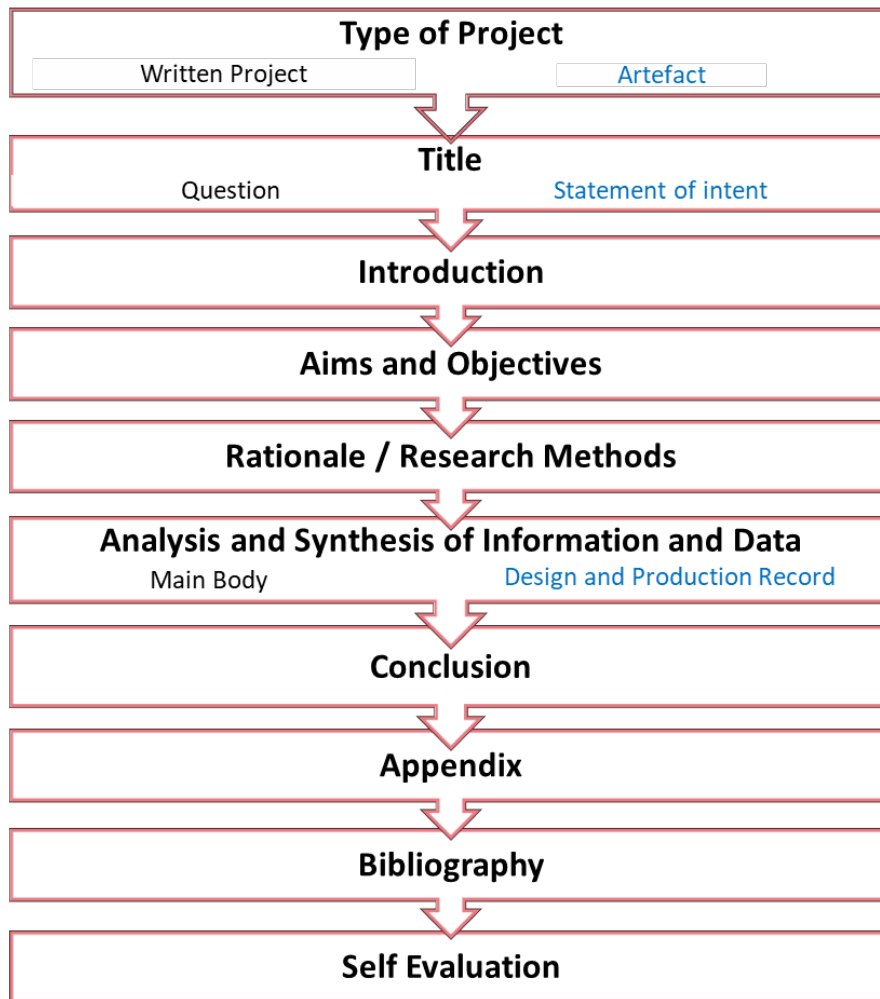
It is advisable that each learner is monitored closely whilst undertaking the Individual Project, with regular discussion sessions with a teacher to provide individual advice and guidance to ensure that the learner remains focussed and meets internal deadlines. Learners should approach subject staff with subject specific queries e.g. a learner undertaking an Individual Project on an environmental issue could seek advice and guidance from a science or geography teacher. As learners' work is produced teachers may provide **formative feedback**. However, once **summative assessment** (application of marks) has taken place the work must not be returned to the learner for improvement.

Selecting the Individual 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 the necessary skills for assessment purposes. It is acceptable to provide learners with Individual Project Proposals, but teachers must ensure learners are able to make their own decisions and pursue their own independent research. The title should lead to an Individual Project having clear intent, being manageable and focused. Time should be given to amending and refining the title to ensure that an outcome is achievable in the 2,000-word limit.

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 is shown on the infographic on the following page:



5.2 Generating Evidence

It is suggested that the generation of evidence for the Individual Project is done so in stages by the learner, which follow the structure of the infographic above. It is recommended that learners follow a programme of teaching and learning of specific sections of the Individual Project, and then write those sections before progressing further. This process of generating the evidence in bite size sections is often more manageable for learners and can highlight and address any issues with the choice of title and accessibility of information at an early stage in the process.

As a result, detail of what is required in the generation of evidence for the Individual Project has been placed in conjunction with the requirements for teaching and learning and can be found on pages 21-28 of the '[Teacher Handbook 1 - Managing Teaching and Learning](#)'.

5.3 Assessment Guidance

The table below summarises in which section of the Individual Project evidence for each of the Learning Outcomes could be found:

Learning Outcome	Evidence
LO1 - Understand how to identify the focus and scope of an individual project	<ul style="list-style-type: none"> • Introduction • Aims and Objectives
LO2 - Be able to select and plan research methods, resources and materials	<ul style="list-style-type: none"> • Rationale /Research Methods
LO3 - Be able to select, collate, reference and assess the credibility of information and numerical data	<ul style="list-style-type: none"> • Rationale / Research Methods • Referencing and footnotes • Throughout of the project • Bibliography
LO4 - Be able to analyse the numerical data collected and display using digital techniques	<ul style="list-style-type: none"> • Analysing and Displaying Data • Throughout the project
LO5 - Be able to synthesise, analyse and use information and viewpoints	<ul style="list-style-type: none"> • Analysing and Synthesising Information • Throughout of the project
LO6 - Be able to produce and present an outcome	<ul style="list-style-type: none"> • Throughout of the project
LO7 - Be able to make judgements and draw conclusions	<ul style="list-style-type: none"> • Conclusion • Throughout the project
LO8 - Be able to reflect on strengths and weaknesses of own performance	<ul style="list-style-type: none"> • Self-Evaluation

6 UNDERSTANDING ASSESSMENT AND TERMINOLOGY

When assessing any of the components for the National/Foundation Skills Challenge Certificate, assessment is carried out by using the assessment grid for that component (which can be found in the appendices). Each assessment grid is split into 4 differentiating bands of achievement for the Learning Outcomes. There are 4 main differentiating terms that influence the 4 bands of achievement. It is vital that these main terms are understood and applied to the evidence produced by learners across the components.

Band	Differentiator	Marks awarded	Understanding
1	Limited	1 - 3	Is the response restricted in size, amount, or extent? Are some elements missing?
2	Basic	4 - 6	Does the response contain a clear minimum; the essential, or fundamental points?
3	Detailed	7 - 9	Does the response have many details or facts; show attention to detail?
4	Detailed and effective	10 - 12	Does the response have many details or facts; show attention to detail and been successful in producing a desired or intended result?

An overall mark for a component is achieved by the accumulation of marks across the Learning Outcomes. The overall mark will then be awarded a grade of achievement. For the National/Foundation Skills Challenge Certificate components, these grades generally fall into the following achievement brackets:

Grade	Marks awarded for Challenges	Marks awarded for Individual Project
Level 1 Pass	5 – 13	15 – 35
Level 2 Pass	14 – 20	36 – 53
Merit	21 – 28	54 – 71
Distinction	29 - 36	72 - 96

Work which exemplifies these standards of achievement across all components can be found on the [secure website](#). The explanation and understanding of all other terminology used in the assessment grids can be found in the glossary section of the appendices.

A learner whose skills are indicative of the **Foundation level** of the qualification will be achieving, on average, Band 1 or Band 2 outcomes for assessment. Foundation level learners must pass the components entered to achieve the qualification.

A learner whose skills are indicative of the **National level** of the qualification will be achieving, on average, Band 2, Band 3 or Band 4 outcomes for assessment. National level learners must pass the components entered to achieve the National qualification.

7 APPENDICES

7.1 Enterprise and Employability Challenge Assessment Grid

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks	Band 4 10 – 12 marks
LO1 Be able to apply Creativity and Innovation	Limited ideas generated for an enterprise concept including consideration of strengths and weaknesses. A suitable idea selected, developed and implemented. Limited reflection of the process involved in developing a new concept.	Basic ideas generated for an enterprise concept including consideration of strengths and weaknesses. A realistic idea selected, developed and implemented. Basic reflection of the process involved in developing a new concept.	Appropriate ideas generated for an enterprise concept including consideration of strengths and weaknesses. An appropriate and feasible idea selected, developed and implemented. Detailed reflection of the process involved in developing a new concept.	Appropriate and realistic ideas generated for an enterprise concept including consideration of strengths and weaknesses. A feasible, realistic and effective idea selected, developed and implemented. Detailed and balanced evaluation of the process involved in developing a new concept.
LO2 Understand Personal Effectiveness	Limited audit of personal and team skills including plans for improvement. Basic performance of own role and responsibilities including time management, behaviours, personal skills and team work. Limited reflection on the development and application of personal and team work skills.	Basic audit of personal and team skills including plans for improvement. Adequate performance of own role and responsibilities including time management, behaviours, personal skills and team work. Basic reflection on the development and application of personal and team work skills.	Detailed audit of personal and team skills including plans for improvement. Effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and reasoned reflection on the development and application of personal and team work skills.	Detailed and effective audit of personal and team skills including plans for improvement. Efficient and effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and well-reasoned reflection on the development and application of personal and team work skills.
LO3 Understand factors involved in an Enterprise and Employability Challenge	Limited understanding of factors involved in developing a business proposal. Visual Display with limitations in structure and relevance. Pitch demonstrates limited communication skills.	Basic understanding of factors involved in developing a business proposal. Clear and appropriately developed Visual Display. Pitch demonstrates basic communication skills.	Detailed understanding of the factors involved in developing a business proposal. Structured and effectively developed Visual Display. Pitch demonstrates effective communication skills.	Detailed and effective understanding of the factors involved in developing a business proposal. Well-structured and creatively developed Visual Display. Pitch demonstrates highly effective communication skills.

7.2 Global Citizenship Challenge Assessment Grid

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3	Band 2 4 – 6	Band 3 7 – 9	Band 4 10 – 12
LO1 Be able to apply Critical Thinking and Problem Solving	Limited Personal Standpoint including own and alternative opinions, views, and arguments. Limited consideration of the credibility of sources. Limited problem solving and decision-making techniques. Limited reflection on the critical thinking and problem-solving process.	Basic Personal Standpoint including own and alternative opinions, views, and arguments. Basic consideration of the credibility of sources. Basic problem solving and decision-making techniques. Basic reflection on the critical thinking and problem-solving process.	Detailed Personal Standpoint including own and alternative opinions, views, and arguments. Detailed consideration of the credibility of sources. Effective problem solving and decision-making techniques. Detailed reflection on the critical thinking and problem-solving process.	Detailed, clear and effective Personal Standpoint including own and alternative opinions, views, and arguments. Detailed and effective consideration of the credibility of sources. Efficient and effective problem solving and decision-making techniques. Detailed and well-reasoned reflection on critical thinking and problem-solving process.
LO2 Be able to apply Creativity and Innovation	Limited ideas generated for raising awareness including consideration of strengths and weaknesses. A suitable idea selected, developed and implemented. Limited reflection of the process involved in developing a new concept.	Basic ideas generated for raising awareness including consideration of strengths and weaknesses. A realistic idea selected, developed and implemented. Basic reflection of the process involved in developing a new concept.	Appropriate ideas generated for raising awareness including consideration of strengths and weaknesses. An appropriate and feasible idea selected, developed and implemented. Detailed reflection of the process involved in developing a new concept.	Appropriate and realistic ideas generated for raising awareness including consideration of strengths and weaknesses. A feasible, realistic and effective idea selected, developed and implemented. Detailed and balanced evaluation of the process involved in developing a new concept.
LO3 Understand issues involved in a Global Citizenship Challenge	Limited understanding of the global issue. Limited coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of limited quality and suitability.	Basic understanding of the global issue. Basic coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of adequate quality and suitability.	Detailed understanding of the global issue. Detailed coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate and of good quality.	Detailed and effective understanding of the global issue. Detailed and effective coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate, effective and of high quality.

7.3 Community Challenge Assessment Grid

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks	Band 4 10 – 12 marks
LO1 Be able to apply Planning and Organisation	Limited plan for community activity including coverage of aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan partially implemented with limited evidence of suitable monitoring and development. Limited reflection on strengths and weaknesses of the planning process.	Basic plan for community activity including relevant aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan fully implemented with limited evidence of appropriate monitoring and development. Basic reflection on the strengths and weaknesses of the planning process.	Detailed plan for community activity including appropriate and realistic aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan fully implemented, with appropriate evidence of monitoring and development. Detailed reflection on the strengths and weaknesses of planning process.	Detailed and effective plan for community activity including appropriate and realistic aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan fully, effectively and successfully implemented and managed. Detailed, clear and effective reflection on the strengths and weaknesses of planning process.
LO2 Understand Personal Effectiveness	Limited audit of personal and/or team skills including plans for improvement. Basic performance of own role and responsibilities including time management, behaviours, personal skills and team work. Limited reflection on the development and application of personal and team work skills.	Basic audit of personal and/or team skills including plans for improvement. Adequate performance of own role and responsibilities including time management, behaviours, personal skills and team work. Basic reflection on the development and application of personal and team work skills.	Detailed audit of personal and/or team skills including plans for improvement. Effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and reasoned reflection on the development and application of personal and team work skills.	Detailed and effective audit of personal and/or team skills including plans for improvement. Efficient and effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and well-reasoned reflection on the development and application of personal and team work skills.
LO3 Be able to participate in a Community Challenge	Limited consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive manner with support and encouragement. Limited Personal Digital Record including organisation, storage, management, sharing and protection of information.	Basic consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive manner. Basic Personal Digital Record including organisation, storage, management, sharing and protection of information.	Detailed consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive and enthusiastic manner. Detailed Personal Digital Record including organisation, storage, management, sharing and protection of information.	Detailed and effective consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive, enthusiastic and effective manner. Detailed, well-structured and effective Personal Digital Record including organisation, storage, management, sharing and protection of information.

7.4 Individual Project Assessment Grid

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3	Band 2 4 – 6	Band 3 7 – 9	Band 4 10 – 12
LO1 Understand how to identify the focus and scope of an individual project	Limited introduction to research subject including basic aims and/or objectives.	Basic introduction to research subject including relevant aims and objectives.	Detailed introduction to research subject including appropriate aims and objectives.	Detailed and effective introduction to research subject including appropriate and realistic aims and objectives.
LO2 Be able to select and plan research methods, resources and materials	Limited rationale including plans to achieve aims and objectives. Basic research methods, resources and materials selected.	Basic rationale including plans to achieve aims and objectives. Relevant research methods, resources and materials selected.	Detailed rationale including plans to achieve aims and objectives. Appropriate research methods, resources and materials selected.	Detailed and effective rationale, describing the planning decisions to be made when addressing aims and objectives. Appropriate and effective research methods, resources and materials selected.
LO3 Be able to select, collate, reference and assess the credibility of information and numerical data	Limited secondary and primary information and numerical data selected, collated and referenced. Limited consideration of the credibility of sources used including currency, reliability and validity	Basic secondary and primary information and numerical data selected, collated and referenced. Basic consideration of the credibility of sources used including currency, reliability and validity.	Appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed consideration of the credibility of sources used including currency, reliability and validity.	A range of appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed and effective consideration of the credibility of sources including currency, reliability and validity.
LO4 Be able to analyse the numerical data collected and display using digital techniques	Limited analysis of the numerical data collected. Limited use of digital techniques to display numerical data.	Basic analysis of the numerical data collected. Basic use of digital techniques to display numerical data.	Detailed analysis of the numerical data collected. Appropriate use of digital techniques to display numerical data.	Detailed and effective analysis on the numerical data collected. Appropriate and effective use of digital techniques to display numerical data.

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3	Band 2 4 – 6	Band 3 7 – 9	Band 4 10 – 12
LO5 Be able to synthesise, analyse and use information and viewpoints	Limited knowledge and understanding of the subject. Limited synthesis, analysis and use of information and viewpoints.	Basic knowledge and understanding of the subject. Basic synthesis, analysis and use of information and viewpoints.	Detailed knowledge and understanding of the subject. Detailed synthesis, analysis and use of information and viewpoints.	Detailed and effective knowledge and understanding of the subject. Detailed and effective synthesis, analysis and use of information and viewpoints.
LO6 Be able to produce and present an outcome	Limited use of basic skills and techniques. Limited success in producing and presenting a final outcome to address project aims.	Basic use of relevant skills and techniques. Mostly successful in producing and presenting a final outcome that addresses project aims.	Effective use of appropriate skills and techniques. Successfully produces and presents a final outcome that addresses project aims.	Efficient and effective use of a range of appropriate skills and techniques. Successfully and effectively produces and presents a final outcome that meets project aims.
LO7 Be able to make judgements and draw conclusions	Limited judgements made. Limited conclusions on the outcome in addressing the focus and scope of the individual project.	Basic judgements made. Basic conclusions on the outcome in addressing the focus and scope of the individual project.	Detailed judgements made. Detailed conclusions on the outcome in addressing the focus and scope of the individual project.	Detailed and well-reasoned judgements made. Detailed and well-reasoned conclusions on the outcome in addressing the focus and scope of the individual project.
LO8 Be able to reflect on strengths and weaknesses of own performance	Limited strengths and weaknesses of own performance identified, including planning, problem solving and completion processes.	Basic reflection on the strengths and weaknesses of own performance including planning, problem solving and completion processes.	Detailed reflection of own performance including planning, problem solving and completion processes.	Detailed and well-reasoned reflection of own performance including planning, problem solving and completion processes.

7.5 Glossary of Assessment Terminology

Differentiators	
Accurate	To what extent is the response correct or precise?
Adapted	Has the response been suitably modified for a new use or purpose? Has a skill been successfully used in different contexts?
Adequate	Is the response satisfactory or acceptable in quality or quantity?
Appropriate	Is the response suitable or proper, taking account of the situation/location?
Basic	Does the response contain a clear minimum; the essential, or fundamental points?
Range	Does the response provide an assortment of coverage of the subject matter?
Clear	Is the response coherent and intelligible? Is it obvious and unambiguous?
Comprehensive	Is the response full and wide ranging?
Credible	Is the response able to be believed; convincing?
Depth	Is the response extensive, detailed and of appropriate complexity?
Detailed	Does the response have many details or facts; show attention to detail?
Effective	Has the response been successful in producing a desired or intended result?
Efficient	Did the learner work in a well organised and competent way? Does the response achieve maximum productivity with minimum wasted effort?
Feasible	Does the response relate to something possible and practical; completed easily or conveniently?
Independent	Was a learner able to act or provide response without support or guidance from others?
Justified	Is the response fully explained and supported? Are you persuaded of an argument and/or reasoning?
Limited	Is the response restricted in size, amount, or extent? Are some elements missing?
Logical	Is the response characterised by common sense, is clear and rational?
Realistic	Is the response sensible and practical in terms of what can be achieved or expected?
Reasoned	Is the response based on logic or good sense?
Relevant	Is the response closely connected or appropriate to the matter in hand?
Reliable	Is the response or source able to be trusted and accurate?
Straightforward	Is the response uncomplicated and easy to understand?
Structured	Is the response organised or arranged in a logical and sensible way?
Suitable	Is the response apt, apposite or well-fitted?
Substantiated	Has the learner drawn on evidence to support any conclusions made?
Valid	Does the response have a sound basis in logic or fact? Does the source successfully provide what it sets out to do?