Welsh Baccalaureate

National/Foundation Skills Challenge Certificate

Teacher Handbook 1
Managing Teaching and Learning

November 2022 Specification

CONTENTS

1 INTRODUCTION

Welcome to your WJEC teaching and learning handbook, which has been designed to assist you in the delivery of the National/Foundation Skills Challenge Certificate. This is the first 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 effective teaching and learning 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 AIMS AND OBJECTIVES

The **aims** of the National/Foundation Skills Challenge Certificate are to:

- develop and assess a wide range of integral and cross curricular skills;
- promote the value and development of skills for education, life and work;
- provide opportunities to develop and assess skills through purposeful, meaningful and engaging learning experiences;
- make learning relevant and set in real-life contexts for real-life purposes;
- build on and align with the wider curriculum and associated learning frameworks.

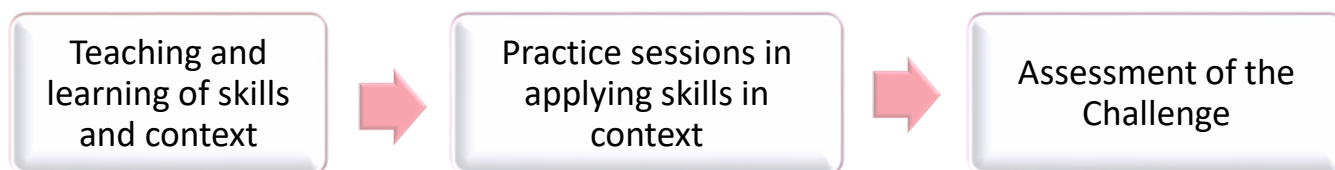The **objectives** of the National/Foundation Skills Challenge Certificate are for learners to be able to:

- develop an appreciation of the importance of skills development as a key aspect of life-long learning;
- engage in active, creative, open-ended and learner-led opportunities;
- enquire and think for themselves, plan, make choices and decisions, solve problems and reflect on and evaluate these;
- broaden their experience through engagement with external organisations;
- develop as effective, responsible and active citizens ready to take their place in a global society and in the workplace;
- develop initiative, independence and resilience;
- increase their confidence and their motivation for learning and skills development;
- work independently, take on responsibilities and work effectively with others.

1.3 TEACHING AND LEARNING PROGRAMME

The National/Foundation Skills Challenge Certificate specification outlines how 120 guided learning hours for the qualification should be applied. It is expected that teaching and learning time is allocated at the beginning of the qualification to develop and set an understanding of all the 7 skills, before concentrating in detail to those skills being assessed during the first Challenge. Whilst moving through the qualification, a revision or recap of skills might be all that is needed during guided learning hours as skills have already been taught for a previous Challenge.

This is a differentiated qualification, and thought must be given to how the teaching and learning programme can also be differentiated. Learners should be given the opportunity to develop level 1 (Foundation) and level 2 (National) skills based on their understanding and ability. The teaching and learning programme must give learners the chance to apply these skills **before** assessment is started during sessions where they practice the application of the skills. Learners should fully

understand the requirements of the skills before they undertake the **assessment** for each of the three Challenges.

| Teaching and learning of skills and context | → | Practice sessions in applying skills in context | → | Assessment of the Challenge |

1.4 CONTACTS AND KEY DOCUMENTS

Location	Content
Public WJEC Website	• Welsh Baccalaureate Officers and Regional Support Contact Details • National/Foundation Skills Challenge Certificate Welsh Baccalaureate Specification • Administration Handbook • Generic and Approved Challenge Briefs
Secure Website – Password available from your centres' Exams Officers	• Candidate Booklet for the Challenges • Controlled Assessment Booklet • Challenge Tasks • Exemplar Material • CPD Materials

2 ENTERPRISE AND EMPLOYABILITY CHALLENGE

2.1 PURPOSE

The essential focus of the Enterprise and Employability Challenge is to develop learners' **Creativity and Innovation** and **Personal Effectiveness** skills whilst providing opportunities to collaborate in a team environment. This Challenge will give learners the opportunity to showcase their entrepreneurial skills and attributes as they respond to a brief to design a product or service - helping them to become enterprising, creative contributors, ready to play a full part in life and work.

An enterprising individual is creative, adaptable, curious and resilient. Learners should develop a knowledge and understanding of how they can contribute to developing and implementing innovative ideas in a business environment. They will recognise how through business practises of application, refinement, team work, effective communication and time management they can produce a persuasive business proposal which addresses the needs of a target audience.

Along with the knowledge and values that they should gain from learning about being enterprising, learners will develop skills which will give them the ability and confidence to be creative contributors. Through the development of **Creativity and Innovation skills** learners will confidently generate ideas and select the most suitable to develop a new or improved product or service. By applying their **Personal Effectiveness skills**, learners will also be given opportunities to adapt personal and team working skills and qualities so that set targets are achieved successfully.

2.2 AIMS AND OBJECTIVES

Aim 1	Objectives
To develop and apply Creativity and Innovation skills	• To generate multiple ideas for new concept or service • To assess and compare strengths and weaknesses of multiple ideas collaboratively • To collaborate in order to determine the selection of one idea to take forward • To develop a new concept through combination of team members' imagination, initiative and active engagement • To review creativity and innovation of the new concept • To review lessons learned during the process

Aim 2	Objectives
To develop and apply Personal Effectiveness skills	- To assess personal and teamwork strengths and weaknesses - To plan the development of personal and teamwork skills - To deploy roles and responsibilities to team members utilising individuals' strengths - To develop personal organisation and self-management skills including time management, personal skills and setting of priorities and goals to carry out role and responsibilities - To develop team working skills including positive working relationships, cooperation, compromise, encouragement and respect of others' views - To review lessons learned from collaborating with others to develop a new concept

Aim 3	Objectives
To understand how to complete a team Enterprise	- To understand factors involved in developing a business proposal - To apply principals of the 5Ps – product, price, place, promotion and people - To produce visual components of business proposal e.g. mood board, marketing materials, prototype. - To produce quality visual components - To deliver a team pitch

2.3 PLANNING TEACHING AND LEARNING

The Enterprise and Employability Challenge **must** be carried out as a team Challenge. A team has between 3 – 6 members and could offer an opportunity for teams of mixed ability groups. When preparing the learners, it is vital that they have the opportunity to undertake several activities where they are working in a team during the teaching and learning programme.

If this is the first Challenge to be undertaken, it is expected that the teaching and learning programme should be at least **15 hours** to cover the following content. This is a suggested delivery plan to prepare the learners prior to them undertaking the Enterprise and Employability Challenge.

Session	What	How
1. **Understand own strengths, qualities, skills and abilities (1 hour)**	• What is self-assessment? • How to use skills audits • How to plan own development	• *Understanding a skills audit. How does it work and why is it useful?* • *Scrutinise exemplar skills audits* • *Use information and data from personal skills audit to identify strengths and weaknesses* • *Develop focused plans for improvement*
2. **How to make up a team (2 hour)**	• Understand different roles and responsibilities in a team • How to apply for a role within a team • How to allocate roles and responsibilities	• *Analyse different roles required within a team and identify the skill set needed for each role* • *Understand how personal skill set from skills analysis can be applied to a team role* • *Identify and acknowledge strengths and skills of other members e.g. information from skills audits* • *Discussion of individuals for roles and how to make compromises to build a strong team* • *Identify clear roles and responsibilities for all members of a group*
3. **How to work in a team (1 hours)**	• Importance of cooperation • How to communicate effectively within a team • Awareness of others' rights to communicate • How to recognise and respond to different behaviours • Set team and individual goals	• *Discuss and agree success criteria of what makes an effective team* • *Understand the importance of every member contributing and having input into team decisions and actions* • *Identify positive and negative team behaviours and how to respond e.g. role play scenarios* • *How to set team goals and individual tasks to achieve those goals e.g. goals and tasks to organise a school prom*
4. **How to manage a team (1 hour)**	• What is the purpose of a meeting? • Understand procedures of a meeting; setting an agenda, decision making, minutes with action points	• *Set success criteria of what makes a constructive meeting and how can this be achieved?* • *Undertake a meeting on a given scenario to understand processes and procedures e.g. organise a school trip* • *Analyse exemplar minutes of meetings to identify good practice and alternative ways of recording meetings.*
5. **How to create (2 hours)**	• To generate ideas • To assess ideas using SWOT • To select a feasible idea • What are the reasons for choice?	• *Identify different techniques to generate ideas e.g. mind map, list, mood board.* • *Apply a given technique to generate ideas for a scenario e.g. ideas for a healthy snack* • *Understand a SWOT analysis by its application to the ideas generated* • *Use a team meeting to share idea generation, SWOT analyses to select one feasible idea.*
6. **How to innovate (2 hours)**	• Combine and develop ideas • To carry out market research • To develop design of product or service • To produce prototype of product	• *Understand the process for developing and combining ideas e.g. mood board; first draft; second draft; feedback; prototype etc.* • *What is market research and how can it be used effectively?* • *Design and use a questionnaire to determine customer preferences e.g. on the ideas for a healthy snack* • *Use questionnaire feedback to influence design and development*

7. How to produce a business proposal? (2 hour)	• Understand 5 Ps - Product, Price, Place, People, Promotion • What is the target market? • Ways of marketing a product or service • What are costs in producing product or service? • What is cost to customer?	• *Scrutinise why marketing campaigns are successful for certain products e.g. Nike-Just Do It, Apple-Get a Mac* • *What is a target market and how do companies successfully sell to them? e.g. toy adverts for children* • *Understand how social media platforms can be used effectively* • *Design and refine marketing materials e.g. for the healthy snack* • *How to calculate costings for production and retail*
8. How to prepare for and plan a team pitch (2 hour)	• Understand the audience, aims, timing, use of visual aids and roles	• *Set success criteria for what makes an effective Pitch.* • Scrutinise exemplar pitches for strengths and weaknesses • *Explore tailoring presentations to different audiences* • *Understand the importance of timing, flow, professionalism, understanding of the product and using visual aids to a presentation*
9. How to reflect on own and team performance (2 hour)	• To reflect on the process of developing a new product, the ability to apply Creativity and Innovation skills to the task. • To reflect on the process of working as a team; the ability to apply Personal Effectiveness skills to the task.	• *Consider and reflect on the different aspects of Creativity and Innovation skills* • *Consider and reflect on the different aspects of Personal Effectiveness skills.*

TOTAL = 15 hours

2.4 SELECTING A CHALLENGE BRIEF

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

• Using or amending a Generic Brief with agreement from Regional Support Officer

• Using an Approved Enterprise and Employability Challenge Brief

A Challenge Brief for the Enterprise and Employability Challenge can be based on:

- A product -   an item to be sold in a museum shop
- A service -   re-conditioning old bicycles

There are opportunities with many of the approved Enterprise and Employability Challenge Briefs for learners to work directly with the organisations who have set the briefs. They can compete in national competitions; utilise workshops and resources; and work directly with the organisations for insight and guidance. For further information on these Challenges, please refer to the Approved Enterprise and Employability Challenge Briefs or contact your Regional Support Officer.

3   GLOBAL CITIZENSHIP CHALLENGE

3.1   PURPOSE

The essential focus of the Global Citizenship Challenge is to develop learners' **Critical Thinking and Problem-Solving Skills** and **Creativity and Innovation Skills** whilst providing opportunities to understand and respond appropriately to a variety of global issues, events and perspectives - helping them to become ethical, informed citizens of Wales and the world.

A global citizen respects and values equality, diversity, tolerance and sustainability. Learners should gain an interest in, enthusiasm for and understanding of various global issues through research, debate and discussion considering a range of facts, factors, differing opinions and points of view. Learners will learn about world problems and issues, think critically about them and consider how they can raise awareness of these issues.

Along with the knowledge and values that they should gain from learning about global issues, learners will develop skills which will give them the ability and confidence to be pro-active in making a positive difference in the world. Through the development of **Critical Thinking and Problem-Solving Skills** the learners will show that they can reason, make judgements and make decisions in order to create an informed personal standpoint on a global issue. Raising awareness will allow the learners to show how they have developed **Creativity and Innovation Skills** by communicating their ideas and presenting their message to other people.

3.2   AIMS AND OBJECTIVES

Aim 1	Objectives
To develop and apply Critical Thinking and Problem-Solving skills	- To identify, consider and use a variety of facts, opinions and viewpoints - To express own views with consideration of those of others - To identify, develop and analyse arguments - To evaluate credibility of sources - To formulate judgements and draw conclusions - To identify problems and explore possible solutions and make decisions - To identify, analyse and use information and data to solve problems - To reflect on problem solving and decision-making processes and implementation

Aim 2	Objectives
To develop and apply Creativity and Innovation skills	• To generate ideas, whilst respecting the views of others • To assess and evaluate ideas to select the most feasible • To combine and develop ideas • To consider options • To identify, select, apply and implement solutions • To use imagination and initiative to develop innovative raising awareness solution • To reflect on creativity processes and innovation outcomes

Aim 3	Objectives
To develop an understanding of Global issues	• To identify, consider and form a personal opinion on global issues • To identify key information and factors on global issues - causes, changes, consequences, similarities and differences • To consider PESTLE factors (political, economic, social, technological, legal, environmental) • To use relevant PESTLE factors to inform a written standpoint

3.3 PLANNING TEACHING AND LEARNING

When planning the teaching and learning programme consideration should be given to the context in which to develop the skills of **Critical Thinking and Problem Solving** and **Creativity and Innovation.** There are **eight** global issues available (*see table below*) and it is expected that learners will build knowledge and understanding of at least one of these themes if not more. These global issues are broad and there are many topics within them to focus on. Centres **do not** have to cover all eight global issues in the teaching and learning programme.

Global Issues	Examples of Topics	Global Issues	Examples of Topics
1. Cultural diversity	• Minority languages • Multicultural society • Festivals, celebrations and public holidays	5. Living sustainably	• Recycling • Sustainable transport • Sustainable food production
2. Fair Trade	• Environmental products • Ethical products	6. Natural and human disasters	• Famine relief • Natural disaster relief • Human disaster relief
3. Future energy	• Wind energy • Tidal energy • Nuclear energy	7. Nutrition	• Obesity • Famine • Healthy eating
4. Inequality	• Gender • Rights to education • Ageism	8. Poverty	• Child poverty • Homelessness • Water poverty

If this is the first Challenge to be undertaken, it is expected that the teaching and learning programme should be at least **15 hours** to cover the following content. As this is the only Challenge where the learners will be developing their Critical Thinking and Problem-Solving skills, there should be sufficient teaching and learning time applied to develop learners understanding of these skills. This is a suggested delivery plan to prepare the learners prior to them undertaking the Global Citizenship Challenge.

Session	What	How
1. What is a Global Citizen? (1 hour)	• To explore the meaning of Global Citizenship. • To identify global issues that exist today.	• *Explore different definitions of a Global Citizen – UN, government, NGOs* • *Develop a personal definition* • *Mind map of Global Issues* ***Extension task** – research in detail one global issue.*
2. How to analyse sources of evidence (2 hours)	• To consider and use a variety of facts, opinions and viewpoints. • To understand and develop skills of highlighting, annotating and synthesising key information in sources of information.	• *What is fact, opinion and viewpoint – similarities and difference* • *5W+1H - Who, Where, When, Why, What, and How* • *Different types of reading e.g. speed reading, close reading, scan and skim* • *Read – Highlight – Annotate* ***Extension task** – 5W+1H – on Global Issue research*
3. Understanding PESTLE factors (2 hours)	• To explore the meaning of each PESTLE factor • To be able to apply PESTLE in a specific context. • To be able to highlight and annotate PESTLE	• *Understand how PESTLE factors are linked with Global issues* • ***PESTLE** – Political; Economic; Social; Technological; Legal; Environmental* • *Highlighting and annotating sources – use of a key / legend* ***Extension task** – apply relevant PESTLE factors to research*
4. Understand Credibility of sources (1 hour)	• To explore the meaning of either RURU / CRAAP / PAARC credibility tools • To be able to evaluate sources of information for credibility.	• *Understand how to use a credibility tool effectively -* • ***RURU** – reliable; up to date; relevant; useful* • ***CRAAP** - Currency, Relevance, Authority, Accuracy, and Purpose.* • ***PAARC** – Purpose, Authority, Accuracy, Relevance, Currency*

Session	What	How
5. Hold class discussion (1 hour)	• To develop own and alternative opinion, views and arguments of peers on a global issue.	• *Collect peer views on a global issue.* • *Develop different strategies for making notes – tables, diagrams etc.*
6. How to write a Personal Standpoint (2 hours)	• To be able to apply Critical Thinking and Problem Solving to produce a Personal Standpoint, which includes own and alternative opinions, views and arguments.	• *Consider the different aspects that contribute to a Personal Standpoint – Own opinion and view, other opinions and viewpoints, PESTLE and credibility of sources.*
7. How to produce Raising Awareness item (4 hours)	• To think about ideas to raise awareness • What are the strengths and weaknesses of these ideas? • To be able to select and develop an idea	• *Explore different ways of raising awareness – poster; website; presentation etc.* • *Process for developing ideas* • *Mind map; SWOT analysis; first draft; second draft; peer feedback; mood board etc.*
8. How to reflect on own performance (2 hours)	• To reflect on the process of forming a Personal Standpoint, the ability to apply Critical Thinking and Problem-Solving skills to the task. • To reflect on the process of Raising Awareness; the ability to apply Creativity and Innovation skills to the task.	• *Consider and reflect on the different aspects of Critical Thinking and Problem-Solving skills* • *Consider and reflect on the different aspects of Creativity and Innovation skills.*
TOTAL = 15 hours		

3.4 SELECTING A CHALLENGE BRIEF

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

• Using or amending a Generic Brief with agreement from Regional Support Officer

• Using an Approved Global Citizenship Brief

For the Global Citizenship Challenge, it is possible for centres to choose different Challenge Briefs on different global topics for different sets of learners. Centres may want to set a more complex topic as the Challenge Brief for level 2 (National) learners i.e. extremism or refugees, where an easier topic could be the Challenge Brief given to level 1 (Foundation) learners i.e. healthy eating or recycling.

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.

There are opportunities with many of the approved Global Citizenship Challenge Briefs for learners to work directly with the organisations who have set the briefs. They can compete in national competitions; utilise workshops and resources; and work directly with the organisations for insight and guidance. Some organisations have also created bespoke resource packs for their Challenge Briefs. For further information on these Challenges, please refer to the Approved Global Citizenship Briefs or contact your Regional Support Officer.

4 COMMUNITY CHALLENGE

4.1 PURPOSE

The essential focus of the Community Challenge is to develop learners' **Planning and Organisation** and **Personal Effectiveness** skills, whilst encouraging learners to understand the real-life concerns and needs in their local community and identify opportunities for them to get involved - helping them to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

An active citizen will take responsibility and initiative to improve a situation. Learners should develop a knowledge and understanding of the community in which they live by focusing on real-life concerns and needs that are faced. They will be able to recognise the contributions and difference they can make in their local community: school, the local area, the nearest village, town or city. By helping to improve the community in which they live they will understand the benefits this will have for themselves, for others and for the environment.

Along with the knowledge and understanding that they should gain from learning about their local community, learners will develop skills which will promote a sense of self-worth, self-esteem and self-confidence. Through the development of **Planning and Organisation Skills**, learners will plan activities to benefit the people and/or the environment in the community by setting goals, making decisions and monitoring results as well as manage time, people and resources. Through the development of **Personal Effectiveness Skills** learners will recognise their own strengths and weakness, identify areas for development, along with taking on certain roles and responsibilities as an individual or working with others in a team to ensure successful outcomes.

4.2 AIMS AND OBJECTIVES

Aim 1	Objectives
To develop and apply Planning and Organisation skills	- To develop aims and objectives - To produce action plans – set timescales, milestones and deadlines, identify sub tasks and activities, set targets, identify resources, identify risks, use of planning tools - To select and organise information, resources and materials - To manage an action plan – monitor, adapt to change, respond to risks and review the planning process - To demonstrate responsibility and reliability

Aim 2	Objectives
To develop and apply Personal Effectiveness skills	• To commit to learning and self-improvement • To assess personal skills and qualities, strengths and weaknesses • To develop individual learning plan using SMART targets • To record and review achievements against targets • To manage time and resources • To set personal and team priorities and goals • To seek and act on help or advice • To reflect on personal performance, and use self-evaluation tools • To understand roles and responsibilities when working in a team • To understand positive working relationships when presenting own views and responding appropriately to others • To use appropriate behaviours - cooperation, compromise, encouragement, respect

Aim 3	Objectives
To understand the importance and effect of actively participating within a community	• To understand the local community • To identify the needs within the local community • To identify types of community activities • To understand the importance and benefits of actively helping others • To appreciate the needs of people of a variety of ages, backgrounds and situations • To complete relevant training • To develop relevant practical skills and techniques • To develop interpersonal skills • To understand and implement health and safety procedures • To understand risk assessment where relevant and appropriate

4.3 PLANNING TEACHING AND LEARNING

When planning the programme teachers must consider the themes of community activities in order to prepare learners appropriately.
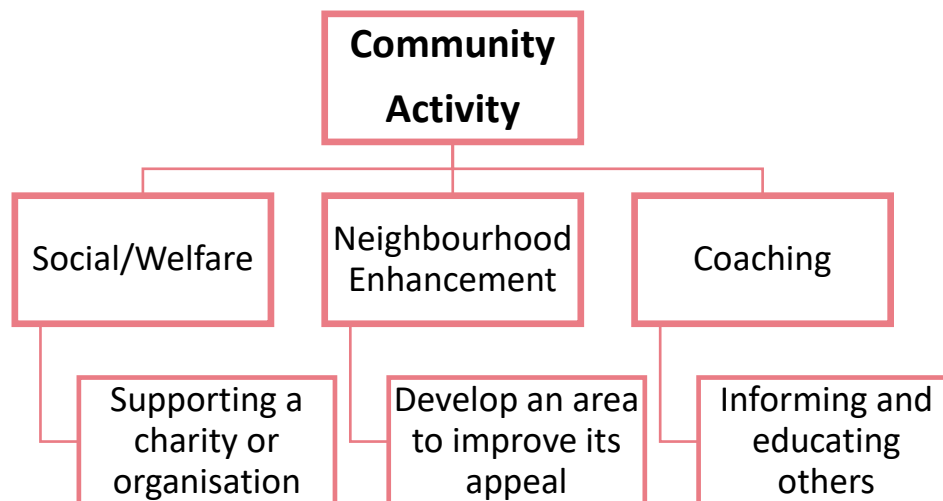
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If this is the first Challenge to be undertaken, it is expected that the teaching and learning programme should be at least **15 hours** to cover the following content. As this is the only Challenge where the learners will be developing their Planning and Organisation skills, there should be sufficient teaching and learning time applied to develop learners understanding of these skills. This is a suggested delivery plan to prepare the learners prior to them undertaking the Community Challenge.

Session	What	How
1. What is an active citizen? **(1 hour)**	• What is an active citizen? • Identify ways of being an active citizen	• *Class discussion about being an active citizen* • *Mind map - What is an active citizen?* • *Research ways of being an active citizen*
2. What is my local community and what are its needs? **(2 hrs)**	• What is a community? • To understand the needs of the local community • To explore the meaning of social welfare, neighbourhood enhancement and coaching • To identify what opportunities will benefit the community	• *Identify different communities and their needs* • *Develop questionnaires to identify the needs of a community* • *Understand the meaning of social welfare, neighbourhood enhancement and coaching Research- case studies, opportunities available, ways of actively helping etc.*
3. How to write aims and objectives **(2 hrs)**	• What are aims and objectives? • What are action verbs? • Produce appropriate and realistic aims and objectives	• *Identify what you want to achieve and how to achieve it* • *Use of key terminology* • *Contextual aims and objectives for a specific scenario*

Session	What	How
4. How to produce an action plan (4hr)	• Define what is to be achieved, having a clear goal • Set SMART targets • Set success criteria • Identify key tasks, sub-tasks and the need to prioritise • Set timescales and deadlines • Allocate resources • Create a visual action plan • What are the risks to completing the goal? • How to respond to risks? • Understand health and safety procedures	• *SMART targets -Specific, Measurable, Attainable, Relevant and Timely* • *Identify appropriate success criteria for different themes/scenarios* • *Identify key tasks, sub-tasks, deadlines, how to prioritise tasks etc.* • *Identify what resources (including people) are required* • *Understand how to allocate resources appropriately* • *Develop planning tools e.g. planning templates, digital tools* • *Identifying potential risks and how to control these risks. Use of risk assessment templates*
5. How to use an action plan (1 hour)	• How to monitor a plan • How to adapt a plan to changing circumstances	• *Identify a logical order to implement a plan* • *Use of manageable and focused sub-tasks* • *How to ensure clear communication of required steps e.g. deadlines, team meetings, check list etc.*
6. What skills do I have and what needs developing? (2hrs)	• Self-assessment of strength and weaknesses. • The use of skills audits to identify areas and plan own development • Planning tools for improvement	• *Use information and data from skills audits to identify strengths and weaknesses* • *Evaluation of results* • *Identify SMART targets* • *Understand the use of different planning tools e.g. templates, digital tools etc.* • *Develop focused plans for improvement*
7. How to interact with others and work in a team (1 hour)	• Develop positive personal relationships • Understand roles and responsibilities	• *Develop communication skills* • *Identify and acknowledge strengths and skills of other members e.g. information from skills audits* • *Identify clear roles and responsibilities for all members of a group*
8. How to perform to the best of your ability (1 hour)	• How to reflect on own performance • How to reflect on performance when working in a team • How to gather feedback from others	• *Identifying potential success criteria* • *Use of information e.g. feedback, session plans, results, photos, peer assessment, self-assessment etc.* • *Identify key terminology* • *How to use questionnaires, focus groups, feedback etc.*
9. How to collect and display visual information (1 hrs)	• Collecting and displaying evidence e.g. photos, diary video, blogs, vlogs	• *Discuss what evidence could be used to show positive participation* • *Understand the importance of data protection and permission e.g. use of photos, names etc.* • *Research different tools and methods to display evidence*
TOTAL = 15 hours		

4.4 SELECTING A CHALLENGE BRIEF

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

- Using or amending a Generic Brief with agreement from Regional Support Officer
- Using an Approved Community Brief

Example of these themes could include:

- Social/Welfare – Supporting a local charity
- Neighbourhood Enhancement - Improving the school grounds for a particular purpose
- Coaching - Coaching a sport, language or a craft to others

At this level of the qualification many centres choose to implement a coaching Challenge Brief where learners work in a team to inform and educate younger year groups within the school or a local primary school.

There are opportunities with many of the approved Community Challenge Briefs for learners to work directly with the organisations who have set the briefs. They can utilise workshops and resources or work directly with the organisations for insight and guidance. For further information on these Challenges, please refer to the Approved Community Challenge Briefs or contact your Regional Support Officer.

5 INDIVIDUAL PROJECT

5.1 PURPOSE

The purpose of the Individual Project is an opportunity for learners to consolidate and showcase the skills they have developed during the course, through a research activity in an area of personal interest or one that reflects future educational or career aspirations. Learners will explicitly develop **Digital Literacy**, **Planning and Organisation and Critical Thinking and Problem-Solving** skills however, all 7 skills will be showcased - demonstrating ambitious, capable learners.

The Individual Project should be completed in the second year of the course as the learners firstly need to develop the full range of transferable skills through the three Challenges. Learners will understand the importance for conducting accurate and truthful, evidenced-based inquiries, so they know how to make well-judged decisions and draw reasoned conclusions.

5.2 AIMS AND OBJECTIVES

Aim 1	Objectives
To develop and apply Digital Literacy skills	• To use search engines to gather information • To assess the credibility of information and sources • To present data in tables, graphs and diagrams • To collate and store data • To use spelling and punctuation tools • To combine text, tables, graphs, diagrams, images, photos

Aim 2	Objectives
To apply Planning and Organisation skills	• To develop aims and objectives • To use and monitor an action plan • To identify, select and collate information and numerical data from variety of sources • To produce a rationale • To demonstrate responsibility and reliability

Aim 3	Objectives
To apply Critical Thinking and Problem-Solving skills	• To Identify, consider and use a variety of facts, opinions and viewpoints • To Identify, develop, analyse and construct arguments • To express own views and consider those of others • To identify information, resources and materials to solve a problem • To identify key information and factors including causes, changes, consequences, similarities and differences • To formulate judgements, summarise, present findings and draw conclusions

Aim 4	Objectives
To understand how to carry out research	• To identify sources for primary and secondary information • To be able to reference sources • To understand methods for gathering primary information and numerical data • To understand methods for gathering secondary information and numerical data • To present information and numerical data • To write compound sentences including accurate spelling, grammar and punctuation • To understand project format and structure

5.3 PLANNING TEACHING AND LEARNING AND PRODUCTION

A sufficient amount of time, at least **20 hours**, should be allocated to a teaching and learning programme for the Individual Project. This will enable learners to develop research skills to an appropriate level, either level 1 (Foundation) or level 2 (National). Together with the 7 integral and cross curricular skills, learners should apply all skills to produce an Individual Project.

This is a suggested delivery plan to prepare learners to undertake the Individual Project. Rather than completing the teaching and learning programme in its entirety before learners embark on the project, it is suggested that teaching and learning is done in stages. Learners should complete sections of the Individual Project following the teaching and learning of that section, before teaching and learning continues, as illustrated in the following delivery plan.

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.

Session	What	How
1. **How to choose a topic and develop a title (2 hour)**	• To explore types of projects – written or artefact • To explore different topics • To select most feasible topic • To develop a title question	• *Understand need for sound research skill development* • *Scrutinise exemplar titles* • *Consider own interests and their suitability as a topic for artefact or written project* • *Create mind maps of possible titles* • *Discuss in groups possible topics considering their strengths and weaknesses* • *Devise a research question or possible project title*
2. **How to start a project (2 hour)**	• What is the structure of a project? • To write an introduction • What are aims and objectives? • What are action verbs? • To produce appropriate and realistic aims and objectives	• *Understand what aims and objectives are and their role in outlining and structuring realistic research* • *Possible project planning tools* • *Investigate exemplar introductions and consider their own motivation for topic choice* • *Introduce and use **Action Verbs** to write aims and objectives for a given context* • *Reconsider title- is it still feasible or does it need editing?*
Learner produces project Title, Introduction, Aims and Objectives		

SELECTING AN APPROPRIATE PROJECT TOPIC

When choosing a project topic, it must be individual to the learner and something which will inspire and motivate them in order to do their best.

When planning research there are several key considerations:

- Which format would be best for the learner **Artefact or Written Outcome?** Those who enjoy practical subjects may benefit from the Artefact format e.g. ICT, Business, P.E. Art and Design, Design Technology. Learner ability, strengths and interests should also be considered.
- Is the topic too broad or too narrow to be **feasible?** If the topic is too broad, an able learner could easily produce too much work and then be told to reduce it – at Advanced level the minimum is 3,000 words and a National level learner however able should not be producing this amount.

Does the topic have appropriate **sources of evidence**? It must allow the learner to gather both primary and secondary information including numerical data

WRITING AN INTRODUCTION

The learner's introduction for their Individual 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.

FORMULATING AIMS AND OBJECTIVES

The **primary focus of the Individual 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**;
- 2 or 3 aims are acceptable, 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 fulfil 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 below. Action verbs can be linked with acquiring and applying knowledge, or with the application of a skill if undertaking the artefact option. Action verbs can be considered in terms of those that will generate level 1 outcomes; those which will generate level 2 outcomes; and those which will cover both.

Level 1 action verbs - to apply, to assemble, to build, to carry out, to choose, to collect, to construct, to demonstrate, to describe, to design, to discover, to generate, to give examples of, to identify, to indicate, to know, to list, to locate, to make, to model, to organise, to outline, to prepare, to produce, to report, to select, to set up, to solve, to state, to test, to use

Level 2 action verbs - to adapt, to analyse, to assemble, to assess, to build, to calculate, to carry out, to choose, to collect, to compare, to construct, to contrast, to create, to define, to demonstrate, to describe, to design, to determine, to develop, to differentiate, to discover, to establish, to evaluate, to explain, to explore, to follow, to generate, to give examples of, to identify, to illustrate, to interpret, to judge, to justify, to locate, to maintain, to make, to manage, to modify, to monitor, to outline, to plan, to recognise, to record, to reflect, to review, to solve, to specify, to state, to summarise, to use

Session	What	How
3. How to gather information and numerical data (3 hours)	• To use methods to gather primary information - a questionnaire, an interview, take photos, market research • To gather secondary information using internet, newspapers, books • To explore a variety of facts, opinions and viewpoints.	• *Understand and rehearse collection of primary data- how to create an effective questionnaire (that generates numerical data), conduct interviews, case studies, surveys etc* • *Explore different sources of secondary information - websites, newspapers, magazines, books, blogs.* • *Understand to importance of using more than one source of information to prove accuracy* • *Explore then determine what numerical data could be generated/used for the project topic.* • *Understand the importance of examining opposing viewpoints*
4. Understand Credibility of sources (1 hour)	• To explore the meaning of either RURU / CRAAP / PAARC credibility tools • To be able to evaluate sources of information for credibility. • How to write a rationale	• *Understand credibility terminology and tools:* **RURU** – *reliable; up to date; relevant; useful* **CRAAP** - *Currency, Relevance, Authority, Accuracy, and Purpose.* **PAARC** – *Purpose, Authority, Accuracy, Relevance, Currency* • *Examine exemplar sources using tools to summarise their credibility* • *Understand the structure of a rationale and the need to include -methods used to collect data and information; credibility of source; primary, secondary and numerical data*
Learner produces project Rationale/Research Methods		

HOW TO WRITE A 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 Individual 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?

Session	What	How
5. How to reference sources and develop a bibliography (1 hour)	• To explore methods of referencing books, newspapers, websites • To produce a bibliography	• *Understand the need for bibliographies and the benefit of annotated bibliographies* • *Examine examples of bibliographies* • *Research how different software can be used to collate bibliographies* • *Practice producing an annotated bibliography*
6. How to interpret and present numerical data (3 hour)	• To use spreadsheets to - store data in a table - produce graphs - analyse data • To interpret data given in a table or graph • To interpret market research to inform design of artefact	• *Investigate how data can be displayed: tables; charts; graphs; diagrams.* • *Revisit mathematical principles including; frequency, patterns, percentage, averages, lines of best fit, correlation, range, mean, median, mode* • *Understand and practice how to analyse numerical data and identify patterns* • *Reflect on how analysis should inform project's aims and objectives*
7. How to interpret written information (2 hour)	• To understand the use of highlighting and annotating • To synthesise key information	• *Consider how written work can be annotated to summarise, synthesise and highlight key points/opinions* • *Compare different sources to find points of agreement and contention, different views and arguments.*
8. How to organise and combine information (2 hour)	• How does the information and numerical data fit the aims and objectives? • How to summarise information for written project • How to summarise information to develop the design of an artefact	• *Understand how numerical data and trends/patterns in analysis can inform aims and objectives* • *How large amounts of information can be considered, condensed, summarised and displayed- bullet points, tables, paraphrasing, editing etc* • *Showcasing literacy- SPG, language and terminology, clear and well-constructed*
9. How to produce an artefact (1 hour)	• What materials are required • How can it be produced? • What teachers could help	• *Planning for and carrying out production of an artefact- resources, time, advice and supervision* • *Risk assessment*
Learner produces main findings of the project or produces artefact		

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, behaviour, events etc.;
- use visual inspection of patterns to identify marked increases or decreases in the measures over time e.g. weeks, months, years;
- calculate an average of a series of measurements or observations - the mean, the median (midpoint), or mode (most frequent, rarely used);

- calculate the spread of data – range, inter quartile range, standard deviation;
- determine if there is a link between two measurements – scatter diagram, line of best fit, correlation;
- use ICT to do the calculations and display data;
- interpret what the display or calculation of the data implies. Does it answer the question?

ANALYSING AND SYNTHESISING 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 Individual 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.

PRODUCTION AND PRESENTATION OF OUTCOME

The production and presentation of the Individual Project should showcase both the learner's literacy and digital literacy skills. When considering the outcome, learners should ensure:

- accuracy in grammar, punctuation, and spelling;
- content and meaning are communicated using suitable language and terminology;
- composition of material is clear, concise and well-constructed;
- coverage of content flows smoothly and lines of reasoning are easy to follow;
- presentation is in a consistent manner using a range of digital skills and techniques;
- presentation is enhanced by incorporating a variety of images e.g. tables, charts, diagrams, graphs, pictures, photos, designs.

ARTEFACT OUTCOMES

A learner who opts for an artefact Individual Project 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 to produce 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 ideas behind of the artefact;
- visual, audio or written diary documenting every stage of the development of the artefact;
- explanation, critical analysis and evaluation of each stage of production;
- photos or videos to demonstrate the quality of the final outcome.

Session	What	How
10. **How to make judgements and conclusions (1 hour)**	• Use evidence to make a judgement for each objective • Make overall conclusion for each aim • Answer the title question	• *How to draw evidence-based conclusions from findings, data and other sources of evidence* • *Understand need for conclusions for each objective and how they 'answer' the title*
Learner produces Conclusion section		

WRITING A 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. Learners should 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?

Session	What	How
11. **What should go in an Appendix? (1 hour)**	• Clean copy of questionnaire • Collation of data	• *Consideration of which parts of research can go into appendices- clean copies of questionnaires, tables of data, interview transcription, calculations etc*
12. **How to review own performance (1 hour)**	• Review strengths and weaknesses of the 7 skills • Review strengths and weaknesses of the project outcome	• *Recap all 7 skills used in project* • *Recognise value of reflecting on skill development* • *Focus on skills used in planning and production of project*
Learner produces Appendix, Bibliography and Self Evaluation		
Teaching and learning hours – 20 **Research and production hours – 20**		

CREATING AN APPENDIX

The appendix should include information that supports the Individual Project but is not used in the main body. This might include a **clean copy** of a 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 Individual Project.

WRITING A BIBLIOGRAPHY

The bibliography should include a list of all sources used in the process of researching the Individual 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.

COMPLETING A 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 and how they were used and applied while completing the Individual Project. Learners should aim to justify the comments they make.

WORD COUNT FOR THE INDIVIDUAL PROJECT

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

- a front page;
- a contents page;
- referencing and footnotes;
- appendix;
- self-evaluation.

6 APPENDICES

6.1 GLOSSARY

5Ws + 1H	Who, Where, When, Why, What, How? – A tool for thinking critically about an issue
Action verbs	used when writing aims and objectives to state information directly and clearly
Aim	general statement about what the learner hopes to accomplish
Analysis	to examine in detail, break into component parts, examine relationships
Annotate	notes or comments on the side of text explaining content
Appendix	section at the end of the Individual Project that include additional information that supports work but is not used directly
Artefact	produced as a result of the Individual Project, they are created following research into their manufacture
Bibliography	a list of all the sources used for the Individual Project, some may be annotated
Coaching	educating or informing others to help develop their knowledge and/or skills
Community	a group of people living in the same place or having a common characteristic
CRAAP	credibility of sources tool: Currency, Relevance, Authority, Accuracy, and Purpose
Credibility	considered when looking at a source, what are its strengths and its limitations? Up to date? Reliable? Valid? Biased? Comprehensive?
Develop an idea	multi step approach for developing a finished presentation/product – from original ideas to implementation
Highlight	the use of colour to draw attention to specific aspects within a source e.g. fact, opinion, bias, viewpoint, PESTLE
Key / legend	a table that explains what different colours and symbols represents
Mind Map	a diagram showing ideas in words / pictures around a central theme / task.
Monitor	observe and check the progress or quality over a period of time
Neighbourhood Enhancement	making an area better, safer or more pleasant
NGOs	nongovernmental organisations e.g. Oxfam, Red Cross, Green Peace
Numerical data	data that is always collected and expressed in number form
Objective	specific statements that define the actions and type of information that will be needed to inform the aim
Opportunities	an occasion or situation that makes it possible to do something beneficial

PAARC	credibility of sources tool: Purpose, Authority, Accuracy, Relevance and Currency
Participation	the action of taking part in something
Personal Standpoint	extended writing where one forms a personal opinion
PESTLE	**P**olitical; **E**conomic; **S**ocial; **T**echnological; **L**egal; **E**nvironmental
Planning	the process of thinking about the activities required to achieve a desired goal
Primary Data/Information	data/information collected by the learner for the purpose of their own research
Production Record	created for artefact outcome Individual Projects only, they demonstrate every stage of the artefact production
Raising Awareness	to communicate and make others aware
Rationale /Research methods	a set of reasons offered by the learner as to how they will conduct their research
RURU	credibility of sources tool: Reliable; Up to date; Relevant; Useful
Secondary data/information	data/information used by the learner that was collected by someone else for some other purpose
Skills audit	process of measuring and recording the skills of individuals or groups
Social/welfare	provide support and assistance to individuals, animals or an organisation
SWOT analysis	to identify strengths and weaknesses, opportunities and threats of a concept
Synthesis	to combine information, objects or ideas