



# WELSH BACCALAUREATE

## Advanced Skills Challenge Certificate

# DELIVERY HANDBOOK

**September 2019**

## Revisions to previous version

<b>Page</b>	<b>Section</b>	
4	Introduction	1.1
5		1.3
6		1.4, 1.4a
7		1.4b, 1.4c
8		1.5
9	Community Challenge	2.2
12/13		2.4
15		Task 2
21/22	Enterprise and Employability Challenge	3.4
22/23/24/25		3.5
31/32	Global Citizenship Challenge	4.4
33/34		4.5
35		4.6
39	Individual Project	5.4

# CONTENT

	Page
1. Introduction	4
1.1 – Links to Contacts and Documentation	
1.2 – Teaching and Learning	
1.3 – Managing Assessment	
2. Community Challenge	9
2.1 – Introduction to Challenge	
2.2 – Teaching and Learning Programme	
2.3 – Delivery plan	
2.4 – Managing Assessment	
2.5 – Generating Evidence	
2.6 – Assessment Guidance	
3. Enterprise and Employability Challenge	17
3.1 – Introduction to Challenge	
3.2 – Teaching and Learning Programme	
3.3 – Delivery Plan	
3.4 – Managing Assessment	
3.5 – Generating Evidence	
3.6 – Assessment Guidance	
4. Global Citizenship Challenge	28
4.1 – Introduction to Challenge	
4.2 – Teaching and Learning	
4.3 – Delivery Plan	
4.4 – Managing Assessment	
4.5 – Generating Evidence	
4.6 – Assessment Guidance	
5. Individual Project	36
5.1 – Introduction to the Project	
5.2 – Teaching and Learning Programme	
5.3 – Delivery Plan	
5.4 – Preparing learners for assessment	
5.5 – Assessment Guidance	

# INTRODUCTION

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

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

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

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

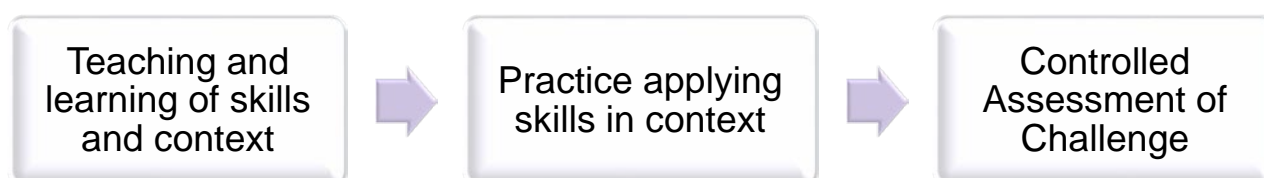
## 1.1 Links to Contacts and Documentation

Location	Content
Public WJEC website <a href="http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/Advanced/">http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/Advanced/</a>	<ul style="list-style-type: none"><li>• Welsh Baccalaureate Officers and Regional or F.E. Support Contact Details</li><li>• Advanced Specification</li><li>• WJEC Instructions for Conducting Controlled Assessment</li><li>• Administration Handbook</li><li>• Generic and Approved Briefs</li><li>• Individual Project Proposals</li></ul>
Secure Website – Password available from centres' Exams Officers <a href="http://www.wjecservices.co.uk">www.wjecservices.co.uk</a> Subject Specific Support Material including CPD Welsh Baccalaureate	<ul style="list-style-type: none"><li>• Candidate Controlled Assessment Booklet</li><li>• Exemplar Material</li><li>• CPD Materials</li></ul>

## 1.2 Teaching and Learning Programme

Sufficient time should be allocated to teaching and learning to enable the learners to develop the 7 skills to their full potential, and for them to understand the component specific context. The teaching and learning programme must allow learners the chance to apply the skills within context **before** assessment should be started.

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



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

## 1.3 Skills Development File

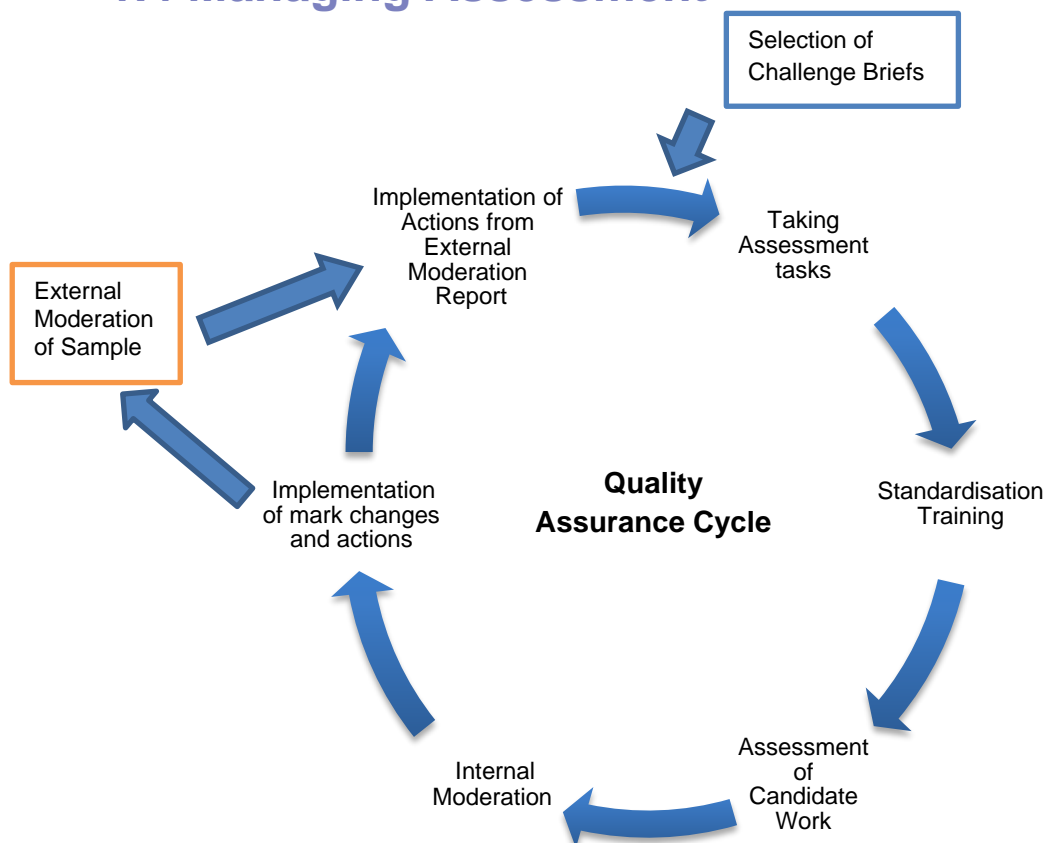
Centres are required to maintain a digital Skills Development File for the Advanced qualification. The Skills Development File provides evidence of the Centres' quality assurance procedures and their management of teaching, learning and assessment. It is a key component in WJEC Quality Assurance processes for the Skills Challenge Certificate.

The Skills Development File **must** include the following evidence:

<b>Schools</b> Evidence per year group	Management of Teaching and Learning	<ul style="list-style-type: none"> <li>• Staff profiles</li> <li>• A detailed year plan of the delivery model including all four components and scheduled hours</li> <li>• Scheme of work</li> </ul>
	Management of Assessment	<ul style="list-style-type: none"> <li>• Assessment schedule</li> <li>• Challenge Briefs used for assessment</li> <li>• Controlled Assessment log</li> </ul>
<b>Colleges</b> Evidence per course and year	Internal Quality Assurance procedures	<ul style="list-style-type: none"> <li>• Records of Standardisation training</li> <li>• Records of Internal Moderation</li> <li>• External Moderator reports</li> <li>• Results analysis and action points</li> <li>• Learner feedback</li> </ul>

The Regional or F.E. Support Officer allocated to your Centre will monitor the Centre's internal quality at regular points during the academic year.

## 1.4 Managing Assessment



All four Skills Challenge Certificate components are internally assessed and externally moderated. The purpose of assessment is to ensure that effective learning has taken place and that learners have developed the relevant skills for the component assessment. Learners should have the opportunity to achieve their full potential.

### 1.4a Selecting Challenge Briefs for Assessment

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

- Using or amending a Generic Brief with agreement from the Centre Regional or F.E. Support Officer
- Using an Approved Brief found in the Related Documents at <https://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/Advanced/>

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

- A Challenge Brief
- A component Candidate Controlled Assessment Booklet (WJEC Secure website)

## 1.4b Controlled Assessment of Components

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

For each of the tasks in the 3 Challenges, controls have been allocated with a set time, resources, supervision, collaboration and feedback. These controls can be found in the summary tables in this handbook, linked to each Challenge.

Centres **must** ensure for all components:

- The Challenges are completed under the specified controlled conditions;
- Learners do not have access to the Tasks prior to the start of the controlled assessment;
- During the controlled assessment for the components, teachers **must not offer suggestions, solutions or improvements**, unless there is an issue of health and safety to consider;
- Each learner includes all the controlled assessment hours on the Time Sheet in the WJEC Candidate Controlled Assessment Booklet for the 3 Challenges;
- Each learner includes their signature (this can be electronic) on the declaration page of the WJEC Candidate Controlled Assessment Booklet to authenticate their work;
- Each teacher includes their signature (this can be electronic) on the declaration page of the WJEC Candidate Controlled Assessment Booklet to authenticate the work is that of the learner and no unfair practices have occurred;
- Learners' work **must** always be kept secure by the Centre for tasks completed under high controls. Also, when final work for tasks with limited supervision controls is submitted.

Centres **must not** allow learners access to:

- Previous learners work from the centre
- WJEC exemplar candidate work available on the WJEC secure website. This work is to provide resources for assessor training.
- Examples from WJEC, Consortia and network events.

## 1.4c Collaboration

**At least one** Challenge **must** be carried out in a **team** of 3-6 members (Enterprise and Employability Challenge task 2 or Community Challenge) and **at least one** as an **individual** (Global Citizenship Challenge).

Where specific tasks within a Challenge are undertaken as a team, it is acceptable for all members of a team to include work that has been development collaboratively e.g. task 2 Innovation Proposal Report in Enterprise and Employability Challenge.

## 1.5 Resit of component

A candidate who has achieved a result for a component may have one re-sit.

Candidates who choose to re-sit a component must sit a different assessment from their originally assessed work. This means:

- they **cannot** improve on work that has already been previously submitted for assessment
- the title of the work must be different from that which has been previously submitted

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



## 2. Community Challenge

### 2.1 Introduction

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

### 2.2 Teaching and Learning Programme

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



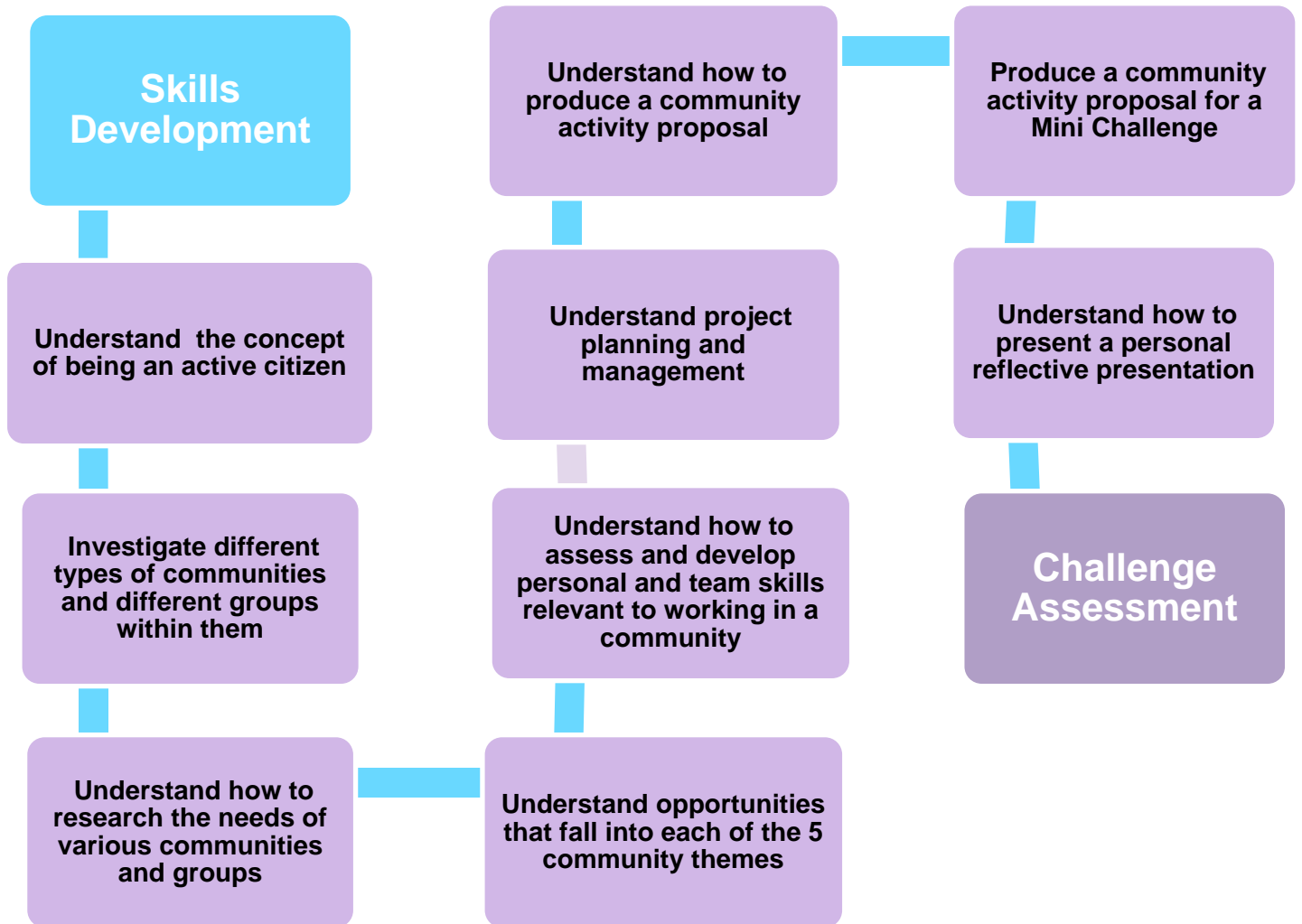
It is important that learners understand what these 4 themes encompass for Advanced level, they should not be the same as what is expected at Key Stage 4. The themes must appeal to post-16 learners to enable them to engage positively with the community and activities they will plan and carry out for assessment.

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

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

## 2.3 Delivery Plan

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



## 2.4 Managing Assessment

The controlled assessment must be carried out following procedures in the WJEC Instructions for conducting Controlled Assessment. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the Challenge controls below.

**Prior to the start of the controlled assessment** it is expected that learners, whether working as an individual or in a team (3-6 members), will have:

- identified the community they wish to support/help/work with;
- held consultations with organisations or relevant people within the community;
- researched the feasibility and health and safety of their ideas for the 30 hours community activity;
- made notes of their findings, these can be used in Task 1 of the controlled assessment.

It is the responsibility of the Centre to ensure the health and safety of their learners when carrying out the community activity in Task 2 of the assessment.

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

### Working in a team

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

### Task 1 – Community Activity Proposal

This task **must** be completed in the classroom under the following conditions and the work kept secure between each session.

Controls	
<b>Time</b>	4 hours if individual or 6 hours if in a team
<b>Resources</b>	Access to ICT hardware/software; access to Internet, research notes
<b>Supervision</b>	Candidates supervised throughout by a responsible person
<b>Collaboration</b>	Individual task but may include some team collaboration
<b>Feedback</b>	No feedback

## Task 2 – Community Activity

This task will be completed in learners own time, but they must be regularly monitored by a responsible person who could be from an organisation, a member of the community or a teacher. This person will be responsible for the completion of the Confirmation Statement and provide comments on the learners' personal effectiveness in completing the activities. Confirmation Statement should be kept securely with learners' work.

Controls	
<b>Time</b>	30 hours over a period of at least 4 weeks
<b>Resources</b>	Copy of plan for monitoring purposes and relevant materials to carry out activity
<b>Supervision</b>	Responsible person/persons as appropriate to activity
<b>Collaboration</b>	Individual/Team (3-6 members)
<b>Feedback</b>	No feedback

## Task 3 – Personal Reflection Presentation

Learners should prepare their digital 10 minutes presentation and speech notes prior to this task. A Q&A session may be included after learners have carried out their presentation. If working in a team each member may use the same photos and feedback gathered from community to contribute to Task 3.

Controls	
<b>Time</b>	Maximum of 15 minutes
<b>Resources</b>	Access to their digital presentation and other visual aids/materials
<b>Supervision</b>	Presentation in front of a supervisor
<b>Collaboration</b>	Individual task, even if worked in a team for community activity
<b>Feedback</b>	No feedback

## After Assessment

Feedback on learners' application of skills should be provided when the work has been assessed to support learner development of the skills for future components.

## 2.5 Generating Evidence

### Task 1 - Community Activity Proposal

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

The Proposal should be one document and include:

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

### A suggested structure for a Community Activity Proposal

The objectives in producing a community activity proposal are to

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

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

#### 1. Community Activity Summary

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

#### 2. Community Activity Background – Why?

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

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

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

#### 3. Community Activity Goals – What?

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

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

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

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

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

#### Task 2 - Confirmation Statement and Supporting Evidence

When carrying out the activity learners must ensure they monitor their progress in completing tasks in their plan. They must identify and highlight changes.

Learners should gather supporting evidence and materials when carrying out the activity to use in their presentation in Task 3 e.g. a diary/log, photos, session plans, worksheets, designs, etc.

All learners must be provided with a Confirmation Statement that will be used to provide testimony and validation of the learner's 30 hours of active and purposeful participation in completing the community activity.

Gathering feedback from the community can help learners apply their success criteria to decide if the objectives have been achieved.

#### Task 3 – Personal Reflection Presentation

The Personal Reflection Presentation should include an evaluation of:

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

Learner should also include in their evidence any relevant visual aids/materials and speaker notes used in the presentation.

## 2.6 Assessment Guidance

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

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



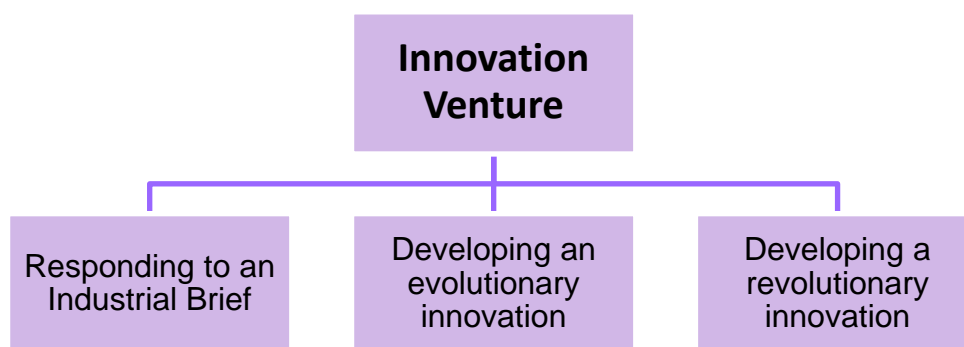
# 3. ENTERPRISE AND EMPLOYABILITY CHALLENGE

## 3.1 Introduction

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

## 3.2 Teaching and Learning Programme

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



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

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

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

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

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

### **Digital Literacy**

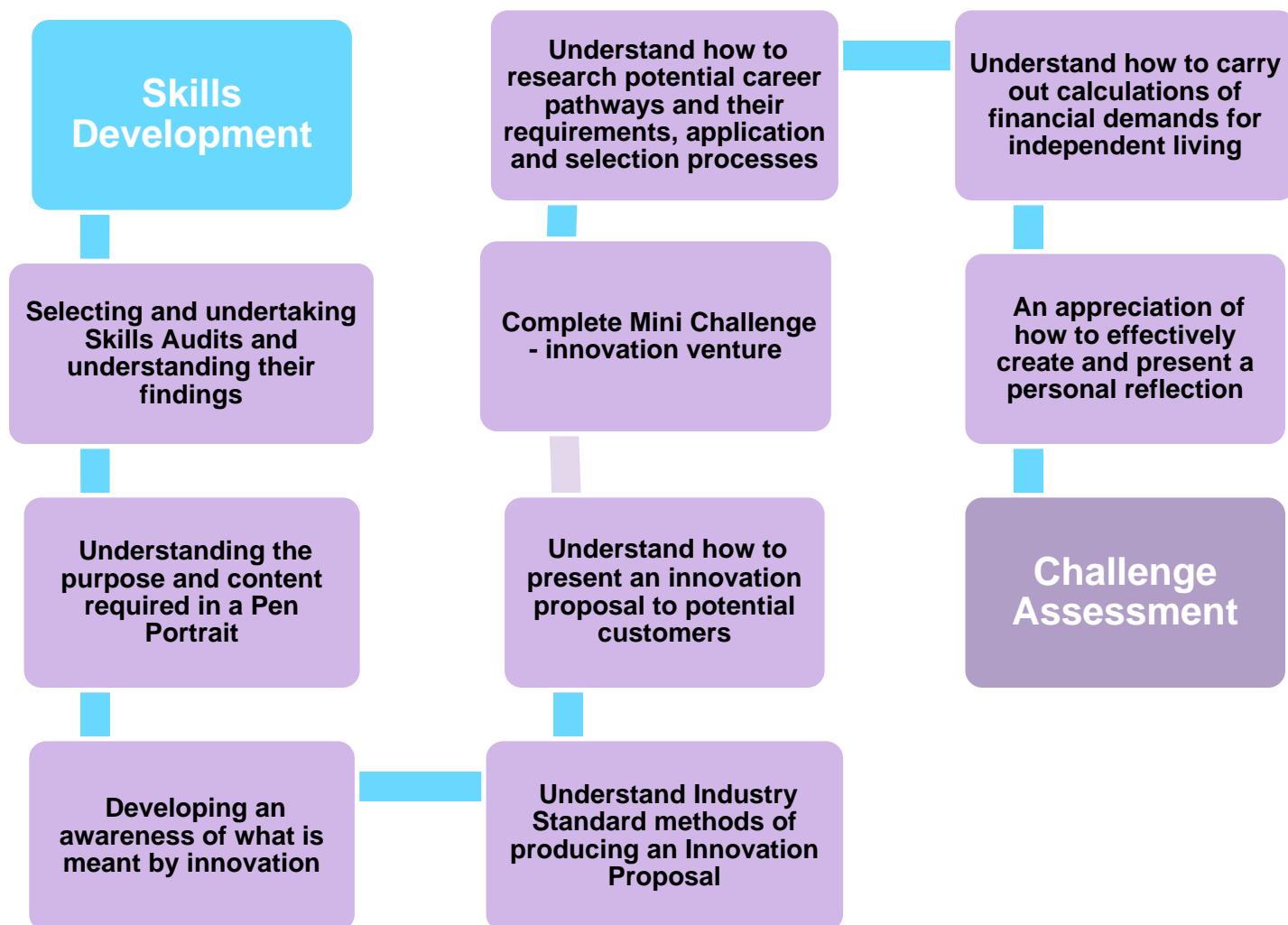
- Using digital techniques to present numerical data, tables, graphs and diagrams
- Methods for organising and presenting information and numerical data
- Using social media for marketing and promotion
- Using, manipulating or creating numerical data and information and presenting it digitally for different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

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

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

### 3.3 Delivery Plan

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



## 3.4 Managing Assessment

The controlled assessment must be carried out following procedures in the WJEC Instructions for conducting Controlled Assessment. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the Challenge controls below.

Prior to task 1 it is expected that learners will have carried out an audit of their skills, competencies, attributes and experiences. Skills audits should be analysed to help inform the Pen Portrait. Skills audit describes tools and techniques that allow for identification, measurement, comparison and analysis of skills, competencies and attributes.

### Task 1 – Pen Portrait

This task **must** be completed in the classroom under the following conditions and the work kept secure between each session.

Controls	
<b>Time</b>	2 hours
<b>Resources</b>	Access to ICT hardware/software; access to Internet; analysis of skills, competencies, attributes and experiences
<b>Supervision</b>	Candidates supervised throughout by a responsible person
<b>Collaboration</b>	Individual task
<b>Feedback</b>	No feedback allowed

### Task 2 – Innovation Venture

It is recommended that learners complete Task 2, the Innovation Venture, in a team although it may be completed as an individual.

Controls	
<b>Time</b>	30 hours in or out of the classroom over at least 8 weeks
<b>Resources</b>	Candidates can access notes/file/research/internet, and consultation with business professionals
<b>Supervision</b>	Candidates check in with supervisor at regular points during the task
<b>Collaboration</b>	Individual / Team (3-6 members)
<b>Feedback</b>	No feedback allowed

### Task 3 – Destination Plan

Controls	
<b>Time</b>	10 hours in or out of classroom
<b>Resources</b>	Candidates can access notes/file/research/internet, work conducted on CV and UCAS Personal Statement
<b>Supervision</b>	Candidates check in with supervisor at regular points during the task
<b>Collaboration</b>	Individual task
<b>Feedback</b>	No feedback allowed

## Task 4 – Personal Reflection Presentation

Learners should prepare their digital 5-10 minutes presentation and speech notes prior to this task. It is expected that the learner will respond to competency-based questions following their presentation.

Controls	
Time	15 minutes
Resources	Access to ICT hardware/software
Supervision	Candidates supervised throughout by a responsible person
Collaboration	Individual task
Feedback	No feedback allowed

### After Assessment

Feedback on learners' application of skills should be provided when the work has been assessed to support learner development of the skills for future components.

## 3.5 Generating Evidence

When learners carry out the Controlled Assessment, they will need to produce electronic evidence in the form of a digital **Destination Passport**. They can be as creative as they wish in demonstrating they can organise, store, manage, share and protect digital information.

### Destination Passport

The evidence required in the Destination Passport must include a A4 **Pen Portrait**, an **Innovation Proposal Report** and **Presentation of the Report**, a **Destination Plan**, and a **Personal Reflection Presentation**.

#### Task 1 - Pen Portrait

The required **Pen Portrait** is a A4 document that conveys self-promotion in a creative visual format. It can be considered in a similar way to a mini CV; where an individual presents themselves, their skills, competencies, attributes and experiences.

The skills audits **should not** be submitted.

#### Task 2 - Innovation Proposal Report

The report should be produced creatively and include:

- An executive summary of innovation concept/idea
- Roles and responsibilities: critically assess suitability for roles and allocate responsibilities
- Innovation of an existing or new product/ service: conduct ideas screening; potential ideas, appraisal of ideas and rationale for decisions made
- A feasibility study: utilise business analysis techniques, market research, resources, commercialising and financial implications to include cash flow forecast and forecast profit & loss

- Project management schedule: establishing roles and responsibilities, tasks, priorities and goals
- Design: illustrations or a prototype of the innovation concept/idea; concept testing
- Evaluation and justification of fitness for purpose.

The report should be produced jointly if working in a team clearly identifying who has contributed to which aspect i.e. all team members submit the same Report.

An external professional should be provided with a copy of the Report to familiarise themselves with the proposal before holding a discussion with the individual/team. If working in a team, each team member must make a substantial contribution to the discussion. One Confirmation Statement **must** be completed for the team and copied for each member.

## A suggested structure for an Innovation Proposal

The objectives in producing an Innovation Proposal are to:

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

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

### 1. Executive Summary

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

### 2. Why?

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

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

### 3. Who?

This section should describe the team including reference to each individual and their roles and responsibilities. There should be evidence that individuals have been considered in terms of their suitability for a certain role. Pen Portraits could be used in assessing suitability of roles and allocating responsibilities.

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

### 4. What?

In this section the innovation should be described.

- It should begin with discussion of ideas, ideas screening, appraisal of ideas and details concerning the rationale behind decisions made.
- A feasibility study concerning the selected idea should then be carried out

- The design/prototype of the final idea should be developed, which may have been modified in light of the feasibility study. Its Unique Selling Point should also be described.

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

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

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

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

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

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

## 5. When?

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

## 6. How?

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

## Task 3 - Destination Plan

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

### Destination Preparation:

Learners need to identify two potential **career** pathways (not university courses) that are relevant to them as an individual. They should develop knowledge about the careers, including skills, competencies, attributes, experience and qualifications that employers require. Direct contact could be made with employers to enquire about their requirements when appointing new employees.



By analysing personal skills, competencies, attributes, experiences and qualifications, any **gaps** can be identified, and a plan produced to overcome these.

### **Destination Departure:**

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

### **Destination Arrival:**

In preparation for future destination decision learners should produce a cost analysis of personal financial demands of independent living and life style expectations demonstrating a variety of complex numerical techniques.

Learners should select a scenario either related to travel expenses, accommodation expenses or general living expenses. (Examples can be found on the secure website.) They will be required to compare the financial demands of different options available and decide on which is financially feasible based on the salary expectation of the vacancies considered.

### **Task 4 - Personal Reflection Presentation**

This could be carried out in the form of an interview. With a 5 -10 minutes oral presentation where the learner reflects and positively promotes their skills, competencies, attributes and suitability for their future destination. Learners must provide a copy of their presentation and speech notes.

This should be followed by learners responding to competency-based questions.

**Competency based questioning** refers to asking questions which require individuals to give situational examples of times in the past when they have performed specific tasks or achieved specific outcomes using certain skills, competencies and attributes. A Confirmation Statement should be completed for each learner.

## 3.6 Assessment Guidance

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

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

# 4. GLOBAL CITIZENSHIP CHALLENGE

## 4.1 Introduction

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

## 4.2 Teaching and Learning Programme

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

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

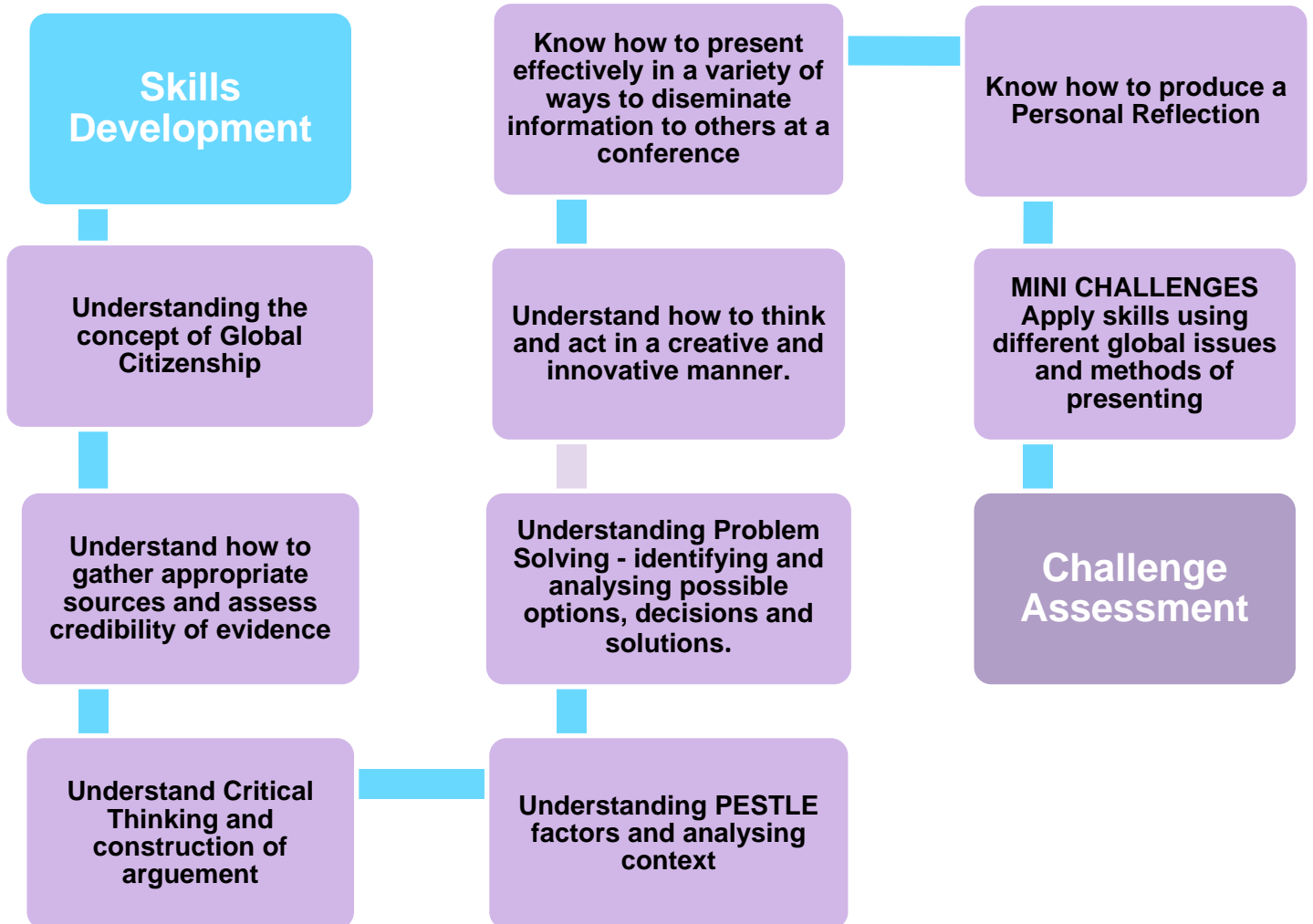
<b>Health</b>	<b>Food and Shelter</b>	<b>Population</b>
Disease control Ageing population Private v public health care Gene therapy	Food production GM crops Housing Urbanisation Waste disposal Population v resources	Education Human rights Gender equality Refugees and migration Identity and culture War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

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

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

## 4.3 Delivery Plan

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



## 4.4 Managing Assessment

The controlled assessment must be carried out following procedures in the WJEC Instructions for conducting Controlled Assessment. Once a task from the Challenge has begun, no lessons or guidance can be provided other than that stipulated in the Challenge controls below.

**2 weeks** before the controlled assessment for the **Global Citizenship Challenge** begins learners should be given a list of the Global Choices Conference titles that will be offered. The learners should be allowed to make their own choice of which conference they wish to address.

During the 2 weeks learners research the global issue and **gather information** from a variety of **secondary sources** e.g. internet, journals, books, magazines, newspapers, etc. which include differing opinions, views and arguments for use in producing a Personal Standpoint. There is **no limit** to the amount of articles and documents the learners can collect. However, they must consider that there are only 5 hours to complete the Personal Standpoint.

Teachers must check to ensure that only **clean copies** of suitable articles and documents are taken into the controlled assessment. **NO** notes are allowed. **NO** more sources of information can be brought into Task 1 after the start.

### Task 1 – Personal Standpoint

All learners work must be kept secure from one session to another by Centre.

Controls	
<b>Time</b>	5 hours
<b>Resources</b>	Own Research - clean copy of articles (no notes), access to ICT - hardware/software to produce Personal Standpoint <b>No internet access</b>
<b>Supervision</b>	Candidates supervised throughout by a responsible person
<b>Collaboration</b>	Individual task
<b>Feedback</b>	No feedback allowed

### Task 2 – Conference Contribution

Controls	
<b>Time</b>	5 – 10 hours
<b>Resources</b>	Access to ICT hardware/software and other media or materials that may be required during production of outcome for conference; Access to Personal Standpoint
<b>Supervision</b>	Candidates supervised at regular points during the task by a responsible person and the 15 min for the presentation
<b>Collaboration</b>	Individual /team (3-6 members)
<b>Feedback</b>	Feedback allowed on contribution to conference

### Task 3 – Personal Review

Controls	
Time	1 hour
Resources	Access to feedback on conference contribution, access ICT hardware/software
Supervision	Candidates supervised throughout by a responsible person
Collaboration	Individual task
Feedback	No feedback allowed

### Managing Global Choices Conferences in a centre

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

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

#### *Examples of organising conferences*

- A day of collapsed timetable can be used for a conference with 15 mins allocated per learner, this can allow for any questions after a speech or presentation.  
 $18 \times 15 \text{ mins} = 4 \frac{1}{2} \text{ hours}$ , this means 18 learners can present.
- Five different conferences can be organised for the same day allowing  $18 \times 5 = 90$  learners to present.

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

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

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

Learners may choose to present:

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



## 4.5 Generating Evidence

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

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

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

### Evidence for Task 1

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

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

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

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

The Personal Standpoint should be around 1000 words in length. Quotations from the articles will **not** be counted in the word count. The word count must be clearly stated at the end of the Personal Standpoint. Source material **does not** need to be included but can be stated in a bibliography.

### Evidence for Task 2

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

Learners must include supporting evidence of generation and evaluation of ideas for both how to tackle the global issue and how to present their contribution to the conference.

A centre generated performance grid may be used to assess candidates' contribution at the conference – in particularly communication skills and fitness for purpose and quality of the learner's contribution.

The contribution that learners present at the conference must include evidence of:

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

When a learner presents at the conference the evidence required for:

A speech is either speech notes with any digital presentation, or a recording of the learner's performance;

A presentation plus media creation is speech notes and copy of the media creation or recording of learner's performance and their creation;

A paper is copy of paper and recording of the question and answer session.

### **Evidence for Task 3**

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

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

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

## 4.6 Assessment Guidance

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

# 5. INDIVIDUAL PROJECT

## 5.1 Introduction

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

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



## 5.2 Teaching and Learning Programme

A sufficient amount of time, at least **40 hours**, should be allocated to a teaching and learning programme to develop the 7 skills together with the research skills to level 3 standard that demonstrates progression from key stage 4. Some of these hours may have been allocated as additional hours in developing the 7 skills within the Challenges.

Learners should spend approximately **80 hours** carrying out personal research and producing their Research Project and Self-Evaluation. This should be a combination of time in and out of the classroom. At this level learners should be working independently but also have support from a supervisor who monitors learners' progress throughout and provides advice when necessary. If learners opt to produce an artefact they will need to develop the required practical skills to produce the artefact, this may have been covered through delivery of another qualification e.g. A level Art, or the learner may need to make use of some of these hours.

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

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

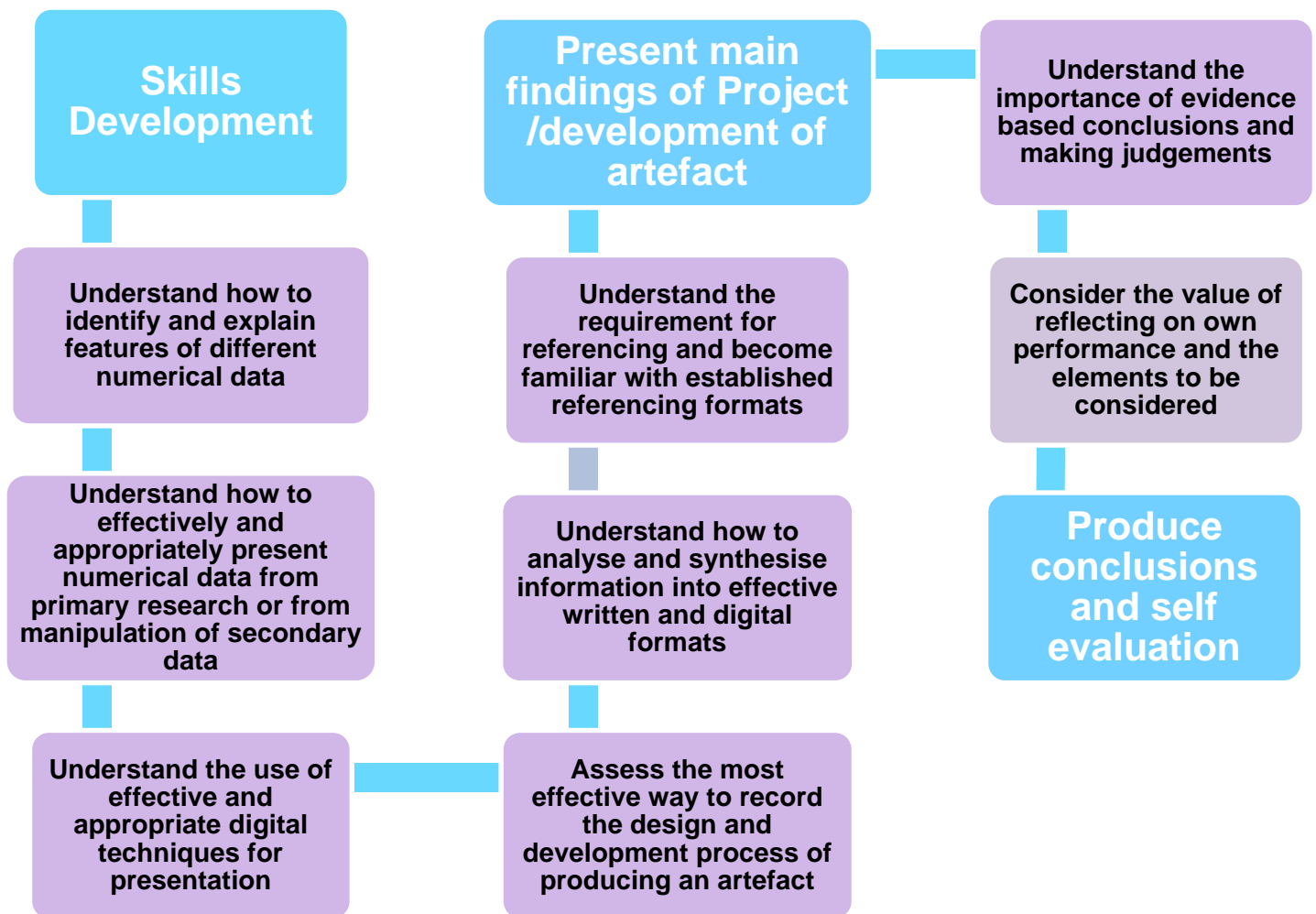
## Suggested Learning Activities

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

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



## Carrying out and presenting the Project



## 5.4 Preparing for Assessment

### Managing the Project

It is advisable for each learner to be allocated a number of one to one sessions with a teacher/supervisor to provide individual advice and guidance to ensure that the learner remains focussed and meets internal deadline. Learners should approach subject staff with subject specific queries e.g. a learner with a medical topic could seek advice and guidance on the topic from a science teacher. As learners' work is produced teachers/supervisors may provide **formative feedback** however, once **summative assessment** (marks issued) has taken place the work must not be returned to the learner for improvement.

It is advisable for learners to keep a **research diary/log** which should not be submitted. In this they can record:

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

## Selecting the Project topic

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

Supervisors should ensure that topics undertaken by the learners will allow them to demonstrate appropriate higher-level concepts and the necessary skills to access all the learning outcomes i.e. plan, research, analyse, explain and evaluate rather than simply describe and narrate. It is acceptable to provide learners with Project Proposals (not a title) but teachers must ensure learners are able to make their own decisions and pursue their own independent research.

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

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

## Type of Project

The learner has an option of presenting the work in written form as a dissertation or an artefact consisting of a research report with production record. It should be the learner who decides which method is most appropriate and useful especially if attending interviews at university or with an employer.

### Dissertation

In terms of organising their research, learners should be taught to organise their notes thematically rather than simply by source. Such an approach will certainly aid the synthesis of material at the final production or write up stage.

Referencing is important as it highlights exactly how the learner has applied his/her research. It also acknowledges that the material is not the learner's own theory or data and hence helps to avoid plagiarism. Thirdly, learners need to appreciate that footnotes can also be used to develop a point made in the dissertation, without interrupting the flow of the main argument.

### Artefact

An artefact is a physical outcome such as a mural, a short film, a musical composition, a costume for a play. If learners opt to produce an artefact the project must still be **research-based**. The learner must understand that the project should have a clear purpose and that the planned research will form the major part of their project and they should use a wide range of resources. The learner will not achieve a high mark unless they could demonstrate the research carried out and how this research had influenced the final outcome. Learners should be encouraged to incorporate how they will measure the success of their artefact after they have created it.

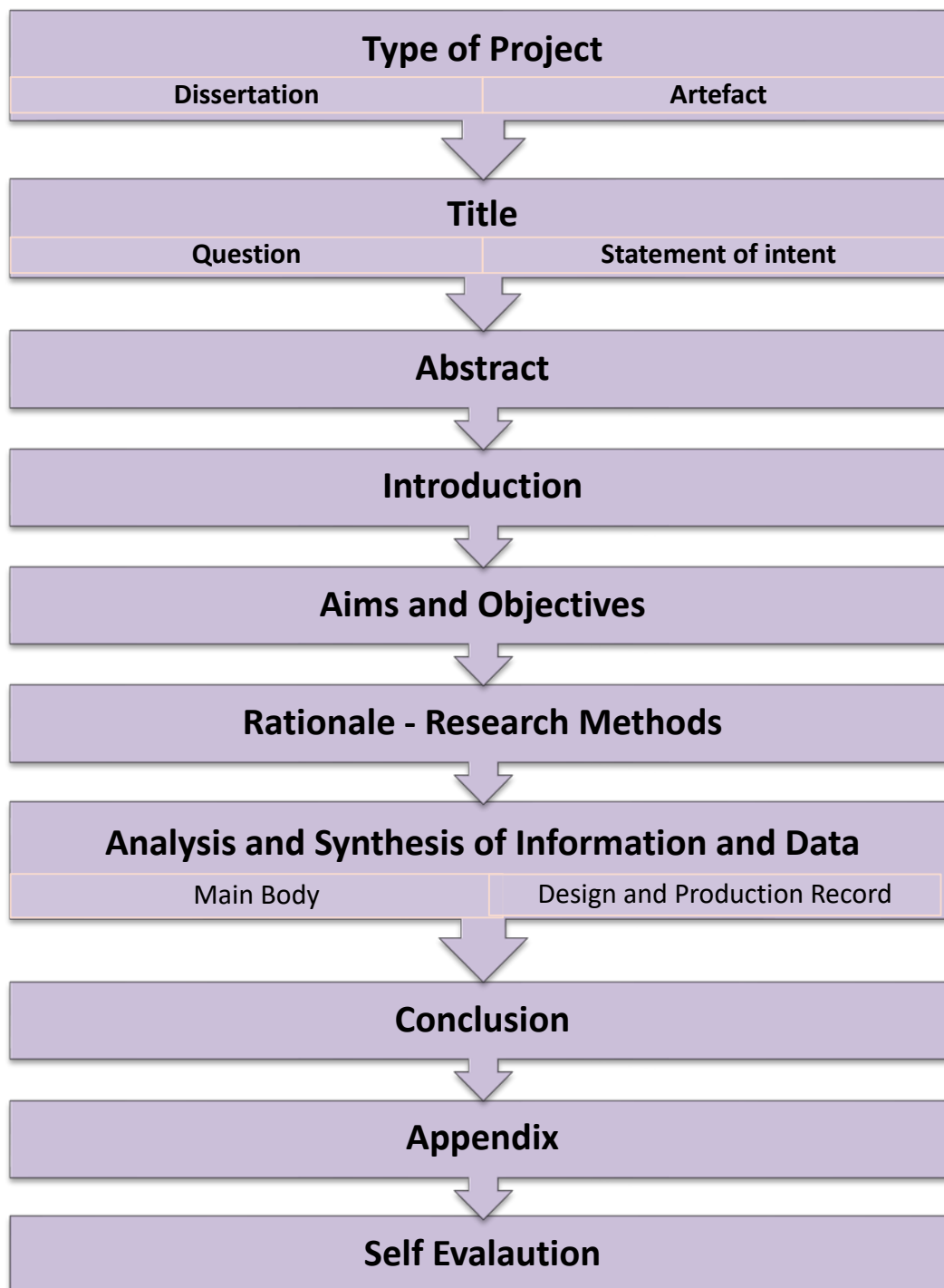
Learners must analyse and evaluate the reliability and validity of the resources they are using. Learners need to demonstrate that they have made appropriate decisions throughout the project process e.g. choosing the correct materials to work with. Learners should demonstrate a synthesis of the research and how the research has influenced the design decisions that underpin the final artefact. The production of the artefact should only commence once detailed and wide research is completed.



The finished artefact should be produced to a high standard. The conclusion should include a detailed evaluation of the artefact and its fitness for purpose. If the artefact is 3D then high quality photographic evidence of the artefact should be included in the learners work, the actual artefact does not have to be sent for moderation.

## Structuring the Research Project

A clear structure to the **Research Project** is essential for its success. It ensures that there is evidence for all the required learning outcomes that contribute to the assessment. Clearly labelled sections should be evident. A learner could structure their Research Project as follows, with the Self Evaluation as a separate section:



## 5.5 Guidance for Assessment

### Title

The title should lead to a Research Project having clear intent, being manageable and focused.

**Dissertation Project**, the title has to be in the form of a **question**. In other words titles such as 'Investigate the influences of Thomas Hardy's writing on 19th century English literature' are not appropriate. A dissertation question must be analytical, not descriptive. In other words, questions that begin 'to what extent' or 'how valid is it to say that' tend to work well, e.g. 'To what extent has the European Union been politically and economically successful in Spain?' or 'The artistic influence of Picasso's cubism was short lived. How valid is this statement?' These questions allow the learner to provide a balanced analytical argument and a final judgement based upon evidence.

Avoid questions that start 'What are' and 'How has' as they can lead to simply describing developments, e.g. 'How has the British aviation industry developed since 1950?' or 'What are the features of a democratic state?' At Advanced level it is not enough to simply 'tell the story' of a particular event or development. Rather the learner has to analyse the material to reach **their own** clear conclusions.

**Artefact Project**, the title should **not** be phrased as a question but rather a **statement of intent** with set criteria, e.g. 'To manufacture a small scale trebuchet for less than £50 that has the capacity to fire a tennis ball more than ten metres'.

### Abstract (Summary)

The abstract should be written after the project has been completed and should briefly describe the content of the project. It should cover the aims of the project, what was found and what, if any, action is called for. Aim for about 200 words in length and avoid detail or discussion; just outline the main points. Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the project.

### LO1 - Introduction

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

### LO1 - Aims and Objectives

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

- Aims are the strategy, objectives are the tactics.
- Aims and objectives should both consist of two essential parts; an **action verb** and **subject content**.

- Generally **3 aims** are expected with **2 or 3 objectives** for each.
- Numbering the aims and objectives can be helpful as they can be referred to later in the project – particularly when drawing conclusions.

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

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

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

### Skills

To assemble	To construct	To create	To design	To devise
To establish	To generate	To illustrate	To produce	To record

### Knowledge

To analyse	To calculate	To compare	To contrast	To differentiate
To discover	To evaluate	To explain	To explore	To interpret
To plan	To review	To select	To solve	

### Attitudes

To assess	To evaluate	To formulate	To justify	To manage	To model
-----------	-------------	--------------	------------	-----------	----------

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

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

## LO2/LO3 Rationale - Research Methods

The following should be considered when writing the **rationale**:

- Use a descriptive writing approach
- Describe what methods are to be used to collect all the information and numerical data required for each objective
- Justify the choices made including explaining why the methods are appropriate by considering the credibility of the sources
- Do not include questionnaires, interview transcripts etc. – clean copy should go in the appendix.
- All sources used should be acknowledged and referenced throughout the project, use of footnotes is good practice

The following aspects related to primary information should be considered:

- Data collection - how will information be collected: survey, interview, observation, photos, experiment, field work?
- Participants - who will be included in the research: gender, age groups?
- What sample size is to be used and how is it selected?

## LO4/LO3 - Analysing and Displaying Data

The analysis of quantitative data (numbers) involves examining the data collected in ways that reveal patterns, trends, relationships, etc. that can be found within it. For many projects the best source of data is The Office of National Statistics, at Advanced level a questionnaire is unlikely to provide the complexity of data required to demonstrate suitable analysis.

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, correlation coefficient, regression line
- Use of statistical testing such as t-test, chi-squared test
- Use ICT to do the calculations and display data
- Interpret what the display or calculation of the data implies. Does it answer the question?

## LO5/LO3 – Analyse, Synthesise and Use Information

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

- Demonstrate knowledge and understanding of the project topic, with reference to both primary and secondary information collected
- Recognise the importance of accuracy, relevance and reliability of information to the project
- Demonstrate how information from a variety of sources is creatively combined using own knowledge and understanding
- Summarise relevant information that has been collected; recognising similar and different viewpoints
- Summarise relevant information that has been collected to inform and justify the design of artefact

## LO6 – Produce and Present Outcome

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

## LO4/LO5/LO6 - Artefact outcome

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

The Production Record should include the following evidence:

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

## LO7 - Conclusion

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

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

Consider:

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

## LO3 - Appendix

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

The Appendix must include a **bibliography** listing of all of the sources used in the research process of the project. At Advanced level it is not expected that learners would use an annotated bibliography, credibility of sources should be included in the rationale or main body.

## LO8 - Self-Evaluation

This is the opportunity for learners to consider their own progress and their pitfalls in carrying out an Individual Project by reflecting on their skill set and performance in planning and producing the project. Comments could be made on each of the seven skills included in the Skills Challenge Certificate. Learners should aim to justify the comments they make.

### Word count

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

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