



**Level 3**  
**Extended Project**

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**Specification and Centre Guidance**

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**August 2008**

## **Organisational profile**

VTCT is a Government approved Awarding Body offering National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs) and other vocationally related qualifications (VRQs). VTCT has been in existence for over forty years and has been at the forefront of developing the vocational system of qualifications in the United Kingdom.

With a head office in Eastleigh, Hampshire, the company employs around forty staff and has a field force of over fifty external verifiers working on a contract basis.

VTCT is involved in many of the new initiatives being introduced into the education system, including the embedding of key skills, the move to functional skills and towards e-assessment. VTCT will continue to strengthen its presence in the vocational qualifications market in the United Kingdom.

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# 1. Introduction

## Why choose VTCT?

VTCT is a large specialist awarding body with over forty years experience of delivering vocational qualifications in the beauty therapy and hairdressing sectors. It has a field force of fully trained verifiers, who are kept updated to current industry and educational practice. VTCT qualifications are available from over 580 colleges of further education, private training providers, schools and prisons throughout the United Kingdom.

## VTCT Extended Project

The Level 3 Extended Project forms part of the generic learning skills within the Diploma or provides opportunity for further progression if studied as a separate qualification. Learners are to complete a project in order to demonstrate the skills and knowledge they have acquired. The Level 3 Extended Project will provide an opportunity for learners to draw on and integrate learning from and to other areas of study by demonstrating independent learning skills, whether completing this as a component of their Diploma or a 'stand alone' qualification.

### The Extended Project can be taken in two distinct ways:

- **As an individual qualification:** The Extended Project may be taken as an extension from studies for other qualifications at Level 3, for example, BTEC, A Level, other academic or vocational qualifications including apprenticeships. The learner may choose, however, to explore an area of personal interest or activity outside the main programme of study.
- **As part of a Diploma:** The Extended Project is an obligatory part of the Diploma qualification. If taken as part of the Diploma, the project topic must complement and develop the themes and topics of the Principal Learning component the learner is/has studied and identify how it supports learner progression.

## Unit Structure

The unit structure has been specifically designed for ease of use. It is intended that distinct sections will directly engage and be relevant to the learner, the tutor/assessor or the centre as a whole. It is anticipated that centres will make the 'learner material' available to learners to inform their study. The units are composed in the following format:

### Aimed directly at the Learner but informing the Assessor/Tutor

- **Level, Unit Title and GLH**
- **Purpose:** This part provides the learner, assessor/tutor and the centre with an introduction and overview of the unit.
- **Learning Outcomes:** These specify what the learner should know, be able to, or understand as an end result of completing the unit.
- **What you will cover:** This part clearly identifies all the taught content of the learning programme. It highlights the subjects that must be taught and the subject material that could be included but is not compulsory.

- **Assessment Criteria:** This is a description of how the learning outcomes will be demonstrated.
- **Assessment Method:** The method of assessment is variable. Assessment can be:
  - Internally assessed and externally moderated
  - Externally assessed and moderated
- **Mark Band Descriptors:** This describes aspects of learner performance against assessment criteria across three mark bands. The mark descriptions show that the upward progression across the bands is a result of improved performance by learners in relation to the specified assessment requirements rather than of their performing additional tasks not set out in this specification.

## What the learner needs to do

### The Extended Project requires learners where appropriate to:

- Select a topic/area of interest for an in-depth study that provides opportunities to develop skills, knowledge and understanding, and to negotiate the scoping of that project
- Identify and draft objective(s) for the extended project, providing a rationale for their choice
- Produce a plan for how they will deliver their intended outcome
- Conduct research as required by the project brief using appropriate techniques
- Develop the intended project outcome using selected tools and techniques safely, demonstrating the ability to pursue an extended project through to completion
- Share the outcome of the extended project, including an evaluation of the outcome and their own learning and performance, with another or others, using appropriate communication methods.

### During the course of completing their project, learners must demonstrate their knowledge and understanding of:

- Key concepts and principles underlying their studies or areas of interest
- Connections, links or complexities, where appropriate, between areas of study and/or areas of interest

### During the course of completing their study, learners must also be provided with opportunities to apply and develop:

- Personal learning and thinking skills
- The functional skills of mathematics, English and ICT
- Any further specialist technical skills, where they are relevant to the chosen topic.

## 2. Delivery of the Extended Project

### Prior learning

Identified prior learning is not required. The Extended Project supports the progression on to Higher education, apprenticeship or into the world of work by developing generic skills required to plan, research, manage a project through to completion, evaluate, self-evaluate and communicate.

## Delivery

The unit comprises 120 guided learning hours. This is an estimate of time that might be allocated to:

- Direct teaching
- Instruction and assessment
- Directed work
- Supported individual study

The guided learning hours do not take into account time spent on learner-initiated private study.

VTCT suggest centres note the GLH when considering the programme delivery setting reasonable time to deliver the GLH component. VTCT suggest 60 hours should be dedicated to preparatory learning and 60 hours to assessment, however, this is variable depending on the needs of learners.

It is recommended that centres devise a range of delivery methods for the taught component considering the needs of the learners. A range of delivery methods can be employed such as:

- Group work
- Individual directed study
- Whole class teaching
- E-learning

To cover construction styles, project management tools, project planning tools, range and types of research, analysis techniques and different presentation styles to communicate effectively. It is essential that learners completing this project, can evidence development and communicate their findings.

Employing ICT aspects within the learning is beneficial in exposing the learner to a wide range of products and services this could be provided through web-cams, CD-roms, interactive learning packages and virtual learning environments.

It is essential that learners are assigned an individual Assessor/tutor to mentor them through the Extended Project. Mentoring is considered to be an advisory role encompassing two-way communication and discussion. Mentoring is not when a tutor carries out a process or tells a learner the best route. An appropriate tutor should be selected in relation to the project topic and this person should act as a facilitator of the research and planning process. It is important that the learner should be autonomous

The taught element of this unit can be approached and delivered in a number of ways and should consider the most appropriate method for the learner. VTCT suggests delivery and/or incorporation of some of the following methods:

- Through lessons in other subjects such as A Levels or Principal Learning
- Structured lessons delivered throughout the duration of the unit on a regular basis
- Blocks of teaching – where aspects of the project are taught whereupon the learner carries out some study based on this before the next block of teaching
- All of the teaching component delivered prior to learner assessment
- A combination of the above

## What is an appropriate topic?

Each project topic must:

- Be chosen by the learner, through negotiation with the tutor/assessor or where appropriate the employer, HE collaborator.
- If taken as part of the Diploma, the centre must verify to VTCT that the chosen topic is relevant to the chosen Principal Learning.
- Learners may choose one of many different types of project, but the topic selected must have the potential to provide the learner with opportunities to meet all the assessment objectives shown in the table below.

## Group Work

Where group work will inform the individual learner's project then the defined contribution must be pre-approved by the assessor/tutor and learners must submit individual written reports evidencing their own contribution within the group.

## Experiential Learning

Learners will be expected to demonstrate knowledge and understanding of all Learning outcomes, therefore it is essential that the learner is provided with the opportunity to experience the testing and application procedures required to complete this unit. It is essential the learner can try-out a task, review it, reflect on their experience and discuss it with peers, tutors/assessors and a wider audience if necessary. This learning cycle should be an ongoing, repeating process that allows the learner to grow in confidence and to develop learning and thinking skills.

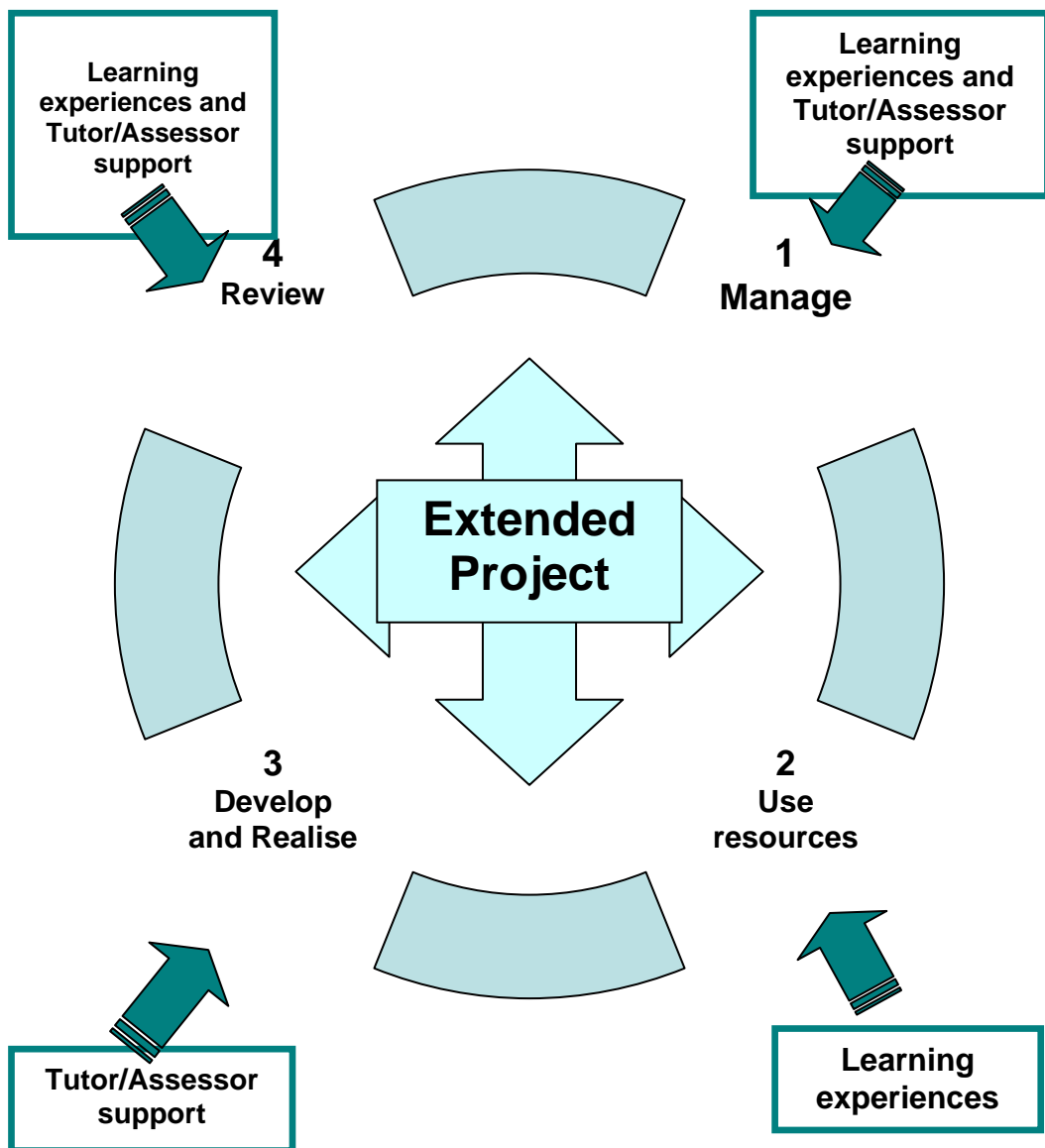
Tutors/assessors need to encourage learners to plan and develop a project that will provide them with opportunities to:

- ***develop and enquire as independent learners:*** this may include interviews with employees and employers, peers, and others, carry out questionnaires or use an e-testing platform to question others
- ***explore and be inspired by new methods or areas of study:*** this may include discovering new emerging trends, products, services within a chosen topic or researching the impact of technology and how it is used
- ***apply the experiential learning process (see experiential learning cycle below):*** this may include planning and implementing the project; using time management and organisational skills to advance the project, carry out the project aims, assess whether the objectives were met and then present/communicate the results
- ***use the learning experience to plan and support personal goals for further study and career development:*** this may include planning ahead by means of a long range educational/career plan
- ***Mature and grow as an e-confident learner and apply appropriate technologies:*** This may include using e-mail, powerpoint presentations, databases, website design.

Throughout the Project it is intended that the learner engage within a learning cycle which encompasses four stages:

- **Manage**
- **Use resources**
- **Develop and Realise**
- **Review**

# Learning Cycle



### 3. Guidance to the tutor assessor on assessment

#### Assessment Principles

VTCT is committed to ensuring that assessment is fit for purpose in that it provides a:

- **Valid** measure of the knowledge, skills and understanding required by the qualification specification.
- **Reliable** measure of the learners' performance
- **Rigorous** assessment that meets the appropriate standards regardless of the centre or assessment window
- **Fair** assessment, free from bias, using methods, subject matter and language which enable the diverse range of learners to demonstrate their attainment over the full range of the qualification specification
- **Authentic** measure of the learners own performance
- **Manageable** process that can be reasonably resourced and implemented by centres and the awarding body

VTCT will uphold these principles ensuring that assessment personnel are trained and managed, that proper controls are enforced within the assessment process and that assessment outcomes are standardised and moderated in accordance with the requirements set out in *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland (2004)* and *Code of Practice (2007)* and by complying with the overarching criteria for the Diplomas. A Chief Examiner will be responsible for making sure that internal and external assessment meets these principles and that standards are maintained from year to year.

#### Guidance for tutors/assessors and moderators on control of assessment

The tutor/assessor is central to the management of the assessment process within the project. VTCT will provide tutor/assessor and moderator training to ensure that the assessment meets the assessment principles and the controls listed below.

##### Extended Project setting:

- Learners must choose their project and project title but this is agreed and signed off by the tutor/assessor, through a process of negotiation
- The project must facilitate the achievement of the learning outcomes of the project qualification
- The project proposal form provides a framework for achievement of learning outcomes and facilitates the agreement of SMART targets
- Centres and consortia must have a mechanism in place to moderate the appropriateness of the project proposals. VTCT will provide feedback on this within the standards moderation process
- The assessment time for this unit is 60 hours (the remaining 60 hours should be used for learners' to develop their skills in preparation for the summative project).
- Learners must be given access to the resources required to complete their project having negotiated the resource requirement within the project setting stage.
- The learners may be shown sample/exemplar projects within supervised classes to give them an idea of the scope and quality of project that is anticipated. VTCT will provide some exemplar material for teaching purposes. The learner must not be issued with exemplar projects as a template for their own.

##### Extended Project taking

VTCT Level 3 Extended Project

- The assessment time for this unit is 60 hours (the remaining 60 hours should be used for learners' to develop their skills in preparation for the summative project)
- Learners to produce a written aspect of the project – **1500** words minimum
- Learners must be given access to the resources required to complete their project having negotiated the resource requirement within the project setting stage
- Learners must be given guidance on plagiarism and referencing prior to starting their project. A VTCT guidance sheet will be provided.
- The learner will be required to complete a project authentication record (appendix 2) that the work submitted is their own, that they have not plagiarised sources or received help other than from the tutor/assessor.
- The tutor assessor is required to monitor and supervise the individual closely enough to ensure that the project is authentic, representing the individual's own performance. This will require frequent checks on progress (a minimum of three tutorials within the 60 hour project) periodic verification of the learners progression of the Event Log (Appendix 3) This is generally achieved through mid-project individual tutorials and appropriate records.
- The tutor must avoid giving learners instruction within the assessment process but may provide guidance to enable learners to access assessment where not doing so would be a barrier to further progress. The tutor will keep a record of the support and guidance provided to learners in enabling them to access the assessment. This will be taken into account in marking the project and be included in the evidence for moderation.
- Acceptable evidence includes:
  - Evidence kept in an Event Log of the project outcomes being met, this could be:
    - a performance
    - a competition
    - a written report
    - a design
    - a product
    - an artifact
  - Evidence kept in Event Log of analysis, this could be:
    - statistical
    - audience feedback
    - technical expert feedback
    - relating to other similar project outcomes
    - whether it is successful
  - A written (minimum 1500 words) presentation for a non-specialist audience using appropriate media
  - Include a signed Project Authentication Record (Appendix 2)

### **Project marking and moderation**

- Projects will be marked by the Tutor Assessor using the marking grid provided within the unit specification. The marks allocated should be in accordance with the best-fit to the mark bands and marks allocated within the bands according to performance against the descriptors.
- The centre/consortium is required to have a robust system of internal moderation of marked work overseen by the Chief Moderator. This must sample the range of marks given by the each individual assessor. The Chief Moderator is required to provide a moderation report identifying the process and moderation decisions made.

- VTCT will identify a sample of marked projects (and associated evidence) to externally moderate. The sample will be the square root of the number of learners, chosen from across the range of marks.
- Learners can resubmit projects or submit new projects within subsequent assessment windows in an attempt to improve their grades. Since it is the process as well as the project outcome that is assessed it is essential that the learner spends further monitored/supervised time on the project in which their further work can be authenticated.



## Level 3 Extended Project

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**120 Guided learning hours (GLH)**

**Internally assessed (60 hours learning time with approx. 60 hours for assessment)**

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### **Purpose**

*The Level 3 Extended Project allows you to specialise and focus on an area of personal interest or activity. This maybe a topic that has inspired you while studying other qualifications, for example, you may want to develop your knowledge and understanding of genetic disorders which you would have been introduced to you during an A-level in Biology. Or you may have interest in an activity outside of your formal study, for example, musical theatre and would like to project manage a musical performance. Whichever topic or activity you choose, aspects of managing, resourcing, developing, realising and reviewing will apply.*

*To complete a project you will need to ask questions, design, plan and research your chosen topic. Using skills you presently possess and those you want to develop you will manage a project to meet the intended outcomes. You will be expected to use a range of resources and sources of information to achieve your purpose of study, making informed and justified links between and beyond the topic area. A range of skills, including using appropriate technologies, decision-making and problem solving are essential in developing as an e-confident learner and manager of a project plan. You will need to demonstrate flexibility, innovation and in some aspects provide constructive criticism of your own performance. Finally, you will be expected to transfer your skills already developed from other areas of study to reflect on your performance, evaluate your project and realise conclusions enabling you to effectively communicate your findings to a wider audience.*

*The extended project develops generic skills required to prepare you for higher education, an apprenticeship, a work environment and improves personal learning and thinking skills for everyday use.*

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## Learning outcomes (LO)

### On completion of this unit, you will:

**LO1:** Be able to identify, design, plan and carry out a project

**LO2:** Be able to select, organise and use a range of resources

**LO3:** Be able to analyse data and consider the links, connections and complexities of the topic

**LO4:** Be able to select and use a range of skills to develop and realise a project

**LO5:** Be able to evaluate a project upon completion and to draw your own conclusions

**LO6:** Be able to use a range of skills to appropriately communicate a project conclusion

**You should familiarise yourself with both the purpose and learning outcomes for this unit at the outset so that you are clear about what you will be trying to achieve and why.**

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## What you will cover

### In order to achieve the learning outcomes for this unit, you will learn the following:

#### **LO1: Be able to identify, design, plan and carry out a project**

##### **Topic and title:**

- A topic, interest or activity for an in-depth study identified as being able to provide opportunities to develop skills, knowledge and understanding; Individually or as part of a group

##### **Project proposal:**

- Identify a question, task or brief; *aims and outcomes; format of the project outcomes; Identify a: hypothesis; problem; challenge; issue to be investigated; commission for a client; aims of the project and the results expected; identification of resources required; guidance required to complete tasks identified;*
- scope negotiated and agreed with tutor/assessor

##### **Planning:**

- Plan a project to demonstrate how the intended outcomes will be completed
- The outcome *could be a design; a report with findings from an investigation or study; a dissertation presenting an argument; an artefact; a performance;*
- Action plans, timescales and milestones
- Plan using tools *such as mind maps, spider diagrams, flow charts etc; Identify the strengths and weaknesses; Identify timescales; format of the project; projected completion date;*

##### **Managing:**

- Project management tools; *Gantt Chart; spreadsheets, databases; resources; timescales; manageability; guidance required; milestones;*

**Organisational Skills and strategies:**

- *Take on an individual role or an identified role within a group; timekeeping; planning, methodical; analytical skills; well-prepared;*

**Event Log:**

- *Diary (electronic or written) recording: milestones; reviews with tutor/assessor; timelines; goals; personal review; problem-solving; actions in review of progress; IT logging;*

**LO2: Be able to select, organise and use a range of resources****Range of sources:**

- *Primary: observations; collection of samples; attended conferences; interviews; personal communication; experiential*
- *Secondary: books; journals; newspapers; websites; parliamentary and legal; EU publications; global publications; formal reports; reviews; visual and audio-visual;*

**Information:**

- *Note taking; summery evidence; use of a database; evidence of a range of sources used i.e. internet and book; information used should be referenced within the project but evidence kept in the appendices or other form of appendix; evidence; reliability; manageability*

**Selecting information:**

- *Identify how information is relevant to the study; how the information acquired has been used within the project i.e. photographs of experiential learning or observations; use of abstracts;*

**Analysing and evaluating information:**

- *Reliability; manageability; authenticity; validity;*

**LO3: Be able to analyse data and consider the links, connections and complexities of the topic****Links and connections:**

- *Between areas of study between areas of interest; internal and external factors*

**Complexities:**

- *The parts that make up a topic; i.e. the complexities of foreign policy*
- *Interrelationships: within area of study; factors considerations impinging on process or topic*

**Key concepts:**

- *Rationale for choosing the project topic; why it interests you; what impact does the chosen topic have on other study; how will it impact your interest in the area*

#### **LO4: Be able to select and use a range of skills to develop and realise a project**

##### **Range of Skills:**

- technological; *ICT, analytical equipment; decision-making; critical thinking; reflective; analysis; synthesis and evaluation; working as part of a team; communication; problem-solving; research skills; personal learning and thinking skills; functional skills; performance skills; technical skills; craft skills; initiative and innovative skills; be able to drive a project;*

##### **Tools:**

- Develop the intended outcome using selected tools: *reviews; milestones; develop and realise*
- Demonstrate capacity to see the project through to completion: *show perseverance and problem-solving etc,*

#### **LO5: Be able to evaluate a project upon completion and to draw your own conclusions**

##### **Evaluation:**

- Technical; *statistical e.g. ANOVA, chi-square, correlation, T-Test; review; reliability of findings; sources of bias/error; assumptions made; correlation between findings and evidence/literature. Comparisons to other projects; were the project outcomes met; conclusions; identification of strengths and weaknesses;*

##### **Draw own conclusions:**

- Personal performance; *peer review; questionnaire; skills learned and developed; outcomes correct and met; improvement considered; generic skills developed and how these have improved your progression; continuing personal development plan*

#### **LO6: Be able to use a range of skills to appropriately communicate a project conclusion**

##### **Range of skills:**

- Identify and appropriately target audience; *confidence; technical and media skills; communication skills; disseminate the outcomes appropriately; able to summarise information; engaging; interesting; illustrations; charts; tables etc,*

##### **Communication methods:**

- Presentation: *verbal; powerpoint; poster; conference*
- Written: *leaflet; poster; display; web page; blog;*

## Assessment criteria (AC)

### How learning outcomes will be demonstrated

Learning outcomes (LO)	Assessment criteria (AC)
<p><b>LO1: Be able to identify, design, plan and carry out a project</b></p>	<p><b>AC1:</b> Identify a topic area and title to research explaining the relevancy and progression opportunities</p> <p><b>AC2:</b> Design and construct intended project outcomes applying a range of skills, strategies and methods to achieve objectives</p>
<p><b>LO2: Be able to select, organise and use a range of resources</b></p>	<p><b>AC3:</b> Research, critically select, organize and use information using a range of resources</p>
<p><b>LO3: Be able to analyse data and consider the links, connections and complexities of the topic</b></p>	<p><b>AC4:</b> Analyse data, applying relevantly and demonstrating how the project topic links or connects with other areas of study or topical interests</p> <p><b>AC5:</b> Evaluate the complexities of the chosen area of research</p>
<p><b>LO4: Be able to select and use a range of skills to develop and realise a project</b></p>	<p><b>AC6:</b> Appropriately use and select a range of skills to inform decision making to achieve planned outcomes</p>
<p><b>LO5: Be able to evaluate a project upon completion and to draw your own conclusions</b></p>	<p><b>AC7:</b> Use analytical methods to provide a conclusion to the project outcomes and in reviewing own performance</p>
<p><b>LO6: Be able to use a range of skills to appropriately communicate a project conclusion</b></p>	<p><b>AC8:</b> Present and communicate project findings using a range of skills</p>

## 5. Assessment method – Internal

Assessment for this unit covers the full range of learning outcomes, promoting understanding of how the different aspects of project planning and management are linked to produce the outcomes set.

The extended project at level 3 is assessed internally by your assessor/tutor. You will use your knowledge and understanding of your chosen topic area to complete the following:

- II. A project proposal form should be researched and completed (appendix 1)
- III. Evidence kept in an Event Log (appendix 3) of range and types of research as listed in 'what you need to cover'
- IV. Evidence kept in an Event Log of how the topic links, connects and the complexities with other areas of study or interests
- V. Evidence kept in an Event Log of the project outcomes being met, this could be:
  - a performance
  - a competition
  - a written report
  - a design
  - a product
  - an artefact
- VI. Evidence kept in Event Log of analysis, this could be:
  - statistical
  - audience feedback
  - technical expert feedback
  - relating to other similar project outcomes
  - whether it is successful
- VII. A written (minimum 1500 words) presentation for a non-specialist audience using appropriate media, this may be:
  - *Verbal*
  - *Powerpoint*
  - *Poster*
  - *Conference*
  - *Written*
  - *Leaflet*
  - *Display*
  - *web page*
  - *blog;*
- VIII. Include a signed Project Authentication Record (Appendix 2)

### Assessment Band Descriptors

Learning Outcome	Assessment criterion	Mark band 1	Mark band 2	Mark band 3
LO1: Be able to identify, design, plan and carry out a project	<p><b>AC1:</b> Identify a topic area and title to research explaining the relevancy and progression opportunities</p>	<p>Topic area is <b>identified</b> and <b>attempt</b> is made to demonstrate the relevance of the research and how it will inform progression</p> <p>An <b>attempt</b> at constructing a project title is evident</p> <p style="text-align: center;"><b>Up to 5 marks</b></p>	<p>Topic area is <b>identified</b> and <b>well informed</b> demonstrating some depth of accuracy</p> <p>The relevance of the topic or area or interest is <b>clearly</b> relevant and <b>supports</b> progression opportunities</p> <p>The project title <b>clearly and concisely</b> reflects the project topic or activity</p> <p style="text-align: center;"><b>Up to 8 marks</b></p>	<p>Topic area is <b>explicitly identified</b> with <b>depth of accuracy</b></p> <p>The relevance of the topic or area or interest is <b>accurately</b> relevant and supports progression opportunities</p> <p>The project title is <b>accurate, innovative</b> and reflects, <b>with flair</b>, the project topic or activity</p> <p style="text-align: center;"><b>Up to 11 marks</b></p>
	<p><b>AC2:</b> Design and construct intended project outcomes applying a range of skills, strategies and methods to achieve objectives</p>	<p>An <b>attempt</b> is made to <b>design</b> and construct project objective/s evidencing limited depth of accuracy and including a <b>brief</b> rationale for choice</p> <p>A <b>limited</b> range of skills, strategies and methods applied to meet the outcomes</p>	<p><b>Design</b> and construction of objective/s provided evidencing some depth of accuracy including a <b>well-informed and concise</b> rationale for choice</p> <p>A range of skills, strategies and methods applied accurately to meet the outcomes</p>	<p><b>Accurately design and construct</b> project objective/s including a <b>justified and well-argued</b> rationale for choice</p> <p>A wide range of accurate and relevant skills, strategies and methods applied to meet the outcomes</p>

Learning Outcome	Assessment criterion	Mark band 1	Mark band 2	Mark band 3
		<p>Project proposal to include limited reference to a possible:</p> <ul style="list-style-type: none"> <li>• <b>risk</b></li> <li>• <b>timescale</b></li> <li>• <b>resource</b></li> </ul> <p>An <b>attempt</b> at using project management tools evidenced</p> <p style="text-align: center;"><b>Up to 5 marks</b></p>	<p>Project proposal to include some references to possible:</p> <ul style="list-style-type: none"> <li>• <b>risks</b></li> <li>• <b>timescales</b></li> <li>• <b>resources</b></li> </ul> <p>Evidence of using project management tools</p> <p style="text-align: center;"><b>Up to 8 marks</b></p>	<p>Project proposal to include <b>thorough reference</b> and detail to possible:</p> <ul style="list-style-type: none"> <li>• <b>risks</b></li> <li>• <b>timescales</b></li> <li>• <b>resources</b></li> </ul> <p><b>Broad use</b> of project management tools evident</p> <p style="text-align: center;"><b>Up to 11 marks</b></p>
<b>LO2: Be able to select, organise and use a range of resources</b>	<b>AC3:</b> Research, critically select, organize and use information using a range of resources	<p><b>Attempt researching</b> from at least <b>two</b> different sources</p> <p><b>At least one piece of critically selected primary and secondary research</b> is included</p> <p>An <b>attempt</b> is made to give reasons for use and a limited range of depth of its reliability</p> <p style="text-align: center;"><b>Up to 3 marks</b></p>	<p><b>Research</b> carried out from a range of different sources</p> <p>A <b>range of critically selected primary and secondary</b> research is included</p> <p><b>Clear and concise</b> reasons for use provided and an informed with some level of detail of its reliability</p> <p style="text-align: center;"><b>Up to 5 marks</b></p>	<p>Research carried out from a <b>broad</b> range of different sources</p> <p>A <b>broad range of critically selected primary and secondary</b> research is included</p> <p><b>Comprehensive and justified</b> reasons for use provided and a well argued, defined and detailed level of its reliability</p> <p style="text-align: center;"><b>Up to 7marks</b></p>
	<b>AC4:</b> Analyse data, applying relevantly and	Data analysed in limited detail, attempted to apply	Data analysed in detail and applied with some	Data analysed comprehensively and

Learning Outcome	Assessment criterion	Mark band 1	Mark band 2	Mark band 3
<b>LO3: Understand the links, connections and complexities between areas of study or interest</b>	demonstrating how the project topic links or connects with other areas of study or topical interests	relevantly to draw out how the project links or connects with other areas of study or topical interests  <b>Up to 3 marks</b>	relevance to clearly demonstrate how the project links or connects with other areas of study or topical interests  <b>Up to 5 marks</b>	accurately and explicitly demonstrated the relevance of how the project links or connects with other areas of study or topical interests  <b>Up to 7 marks</b>
	<b>AC5:</b> Evaluate the complexities of the chosen area of research	The internal <b>or</b> external aspects of the chosen area of research is <b>briefly</b> evaluated in limited detail  <b>Up to 3 marks</b>	The internal <b>and</b> external aspects of the chosen area of research is evaluated <b>in some depth</b>  <b>Up to 5 marks</b>	The internal <b>and</b> external aspects of the chosen area of research is <b>comprehensively</b> evaluated  <b>Up to 7 marks</b>
<b>LO4: Be able to select and use a range of skills to develop and realise project outcomes</b>	<b>AC6:</b> Appropriately use and select a range of skills to inform decision making to achieve planned outcomes	<b>Attempted to select and used</b> skills to <b>realise</b> the project outcomes including technological skills  Gave <b>brief</b> examples of <b>problem-solving</b> and <b>critical decision making</b> to develop and achieve the project outcomes  <b>Up to 14 marks</b>	<b>Clearly selected and used suitable and well-chosen</b> skills to <b>realise</b> the project outcomes including the use of technological skills  Gave examples of <b>problem-solving</b> and <b>critical decision making</b> to develop and achieve the project outcomes  <b>Up to 25 marks</b>	<b>Accurately selected and used suitable and acceptable</b> skills to <b>realise</b> the project outcomes including the use of technological skills  Gave <b>comprehensive</b> and <b>well-articulated</b> examples of when <b>problem-solving</b> and <b>critical decision making</b> has been employed to develop and achieve the project outcomes  <b>Up to 35 marks</b>

Learning Outcome	Assessment criterion	Mark band 1	Mark band 2	Mark band 3
<b>LO5: Be able to evaluate a project upon completion and to draw your own conclusions</b>	<b>AC7:</b> Use analytical methods to provide a conclusion to the project outcomes and in reviewing own performance	<p><b>Attempted to use</b> analytical techniques to conclude the project outcomes</p> <p>Own performance <b>reviewed briefly</b></p> <p>At least <b>two skills</b> learned or developed and making at least <b>one</b> suggestion on improving own performance</p> <p style="text-align: center;"><b>Up to 5 marks</b></p>	<p><b>Used a range</b> of analytical techniques to conclude the project outcomes</p> <p>Own performance <b>clearly reviewed</b></p> <p>Identify a <b>range</b> of skills learned or developed , making suggestions on improving own performance</p> <p style="text-align: center;"><b>Up to 8 marks</b></p>	<p><b>Used a broad range</b> of suitable analytical techniques to conclude the project outcomes</p> <p>Own performance <b>comprehensively reviewed</b></p> <p>A <b>broad range</b> of skills learned or developed, making <b>comprehensive</b> suggestions on improving own performance</p> <p style="text-align: center;"><b>Up to 11 marks</b></p>
<b>LO6: Be able to use a range of skills to appropriately communicate a project conclusion</b>	<b>AC8:</b> Present and communicate project findings using a range of skills	<p><b>An attempt</b> is made to match the <b>presentation</b> method to <b>communicate</b> the project findings with target audience and topic area or interest</p> <p style="text-align: center;"><b>Up to 5 marks</b></p>	<p>The <b>presentation</b> method chosen <b>clearly and concisely communicates</b> project findings with the target audience and topic area or interest</p> <p style="text-align: center;"><b>Up to 8 marks</b></p>	<p>The <b>presentation</b> method chosen <b>innovates and creatively communicates</b> project findings with the target audience and topic area or interest</p> <p style="text-align: center;"><b>Up to 11 marks</b></p>

<b>Mark Band 1</b>	<b>Up to 40 Marks (Up to 40%)</b>
<b>Mark band 2</b>	<b>Up to 70 marks (Up to 70%)</b>

<b>Mark Band 3</b>	<b>Up to 100 marks (Up to 100%)</b>
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The table below offers guidance on how to interpret specific words given in the assessment grid.

Word	Meaning
Identify/identification	Name or otherwise characterise
Describe/description	Set out characteristics – could be a diagram, report etc
Explain/explanation	Set out the purposes or reasons
Define	To give a definition, to state or explain
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
Most	At least 75% of the content which is expected has been included
Adequately	There is clear understanding of the concepts and principles but may not have provided the full details, expansions or examples needed in order to gain the highest marks
Breadth	Broadness of answer
Some	About 50% of the content which would have been expected is included
Brief	A summary of the facts
Clear/clarity (in relation to description)	The evidence related to a statement exists and is directly relevant to the task
Accurate/accuracy (in relation to description)	Exact, precise, free, or largely free, from errors to an extent of approx. 80% - 100%; a notion of being accurate
Reasonable	The work, whilst not ideal, is of a quality and type which is acceptable for the task and level
Outline	Set out the main characteristics
Just/Justified/Justify	Present a reasoned case
Detailed	Work includes item by item descriptions and includes or considers all the relevant information for the marking criterion statement
In depth	Thorough and intensive investigation
Limited	Up to 40% - the work comprises an attempt to include information – could be a list, label/s with little or no description
Reasoned	Supported with justification
Supported (when describing)	Using reference material, citations etc to support the point made
Supported (tutor/assessor)	One to one assistance, advice and questioning – providing answers

## Overview of Assessment

### How to use the Assessment Grid

To mark each learner's assessment evidence for this unit, assessors will have to use the assessment grid above. The grid has three mark bands expressing the characteristics of different levels of assessment performance and capturing progression across the full spectrum of attainment which learners can demonstrate.

The mark descriptions show that the upward progression across the bands is a result of improved performance by learners in relation to the specified assessment requirements rather than of their performing additional tasks not set out in this specification. However, it is not intended that a learner must fully fulfil one band to receive a mark in the band above.

Using the grid, assessors will choose those descriptors that represent the best fit with the performance of the learner whom they are assessing and will mark this performance accordingly. In other words, you will be following the 'best fit' approach of assessment.

### The Project Topic

The Level 3 Extended Project topic must be chosen by the learner, through negotiation with the tutor/assessor and or the employer. If taken as part of the Diploma, the centre must verify to VTCT that the chosen topic is relevant to the chosen principal learning. Learners may choose one of many different types of project, but the topic selected must have the potential to provide the learner with opportunities to meet all the assessment objectives shown below.

The assessment evidence must include at least one written piece of evidence. Overall this must include evidence of the planning and of the process of the project and of the decision making process. Sources and range of information accessed, the range of skills used, an evaluation of the outcome both of the project and of themselves. Finally, there should be evidence to demonstrate how the learner met the assessment objectives.

Learners will need to be instructed how to present their findings in the format of a report and where possible produce the work in a word processed format and all experiential learning i.e. performances etc, is observed by an assessor and a signed observation record provided.

### Assessment Objectives

Learners must meet the assessment objectives listed below. Each of the objectives is weighted to demonstrate their importance. The Extended Project topic must provide evidence for a range of assessment objectives and these provide the rationale for the development of the learning outcomes, and in turn, the assessment criteria.



<b>Assessment Objectives</b>	<b>Weighting</b>
<b>AO1: Manage</b> Identify, design, plan and carry out a project , applying a range of skills, strategies and methods to achieve objectives	<b>15 - 25%</b>
<b>AO2: Use Resources</b> Research, critically select, organize and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic	<b>15 - 25%</b>
<b>AO3: Develop and Realise</b> Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes	<b>35 - 45%</b>
<b>AO4: Review and Communicate</b> Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format	<b>15 - 25%</b>

### **Obligatory Requirements of the Extended Project Topic**

The Extended Project topic must be chosen by the learner, through negotiation with the tutor/assessor and or the employer. If taken as part of the Diploma, the centre must verify to VTCT that the chosen topic is relevant to the chosen Principal Learning. Learners may choose one of many different types of project, but the topic selected must have the potential to provide the learner with opportunities to meet all the assessment objectives shown in the table below.

The assessment evidence must include at least one written piece of evidence (word count between 1000 and 5000). Overall this must include evidence of the planning and of the process of the project and of the decision making process. Sources and range of information accessed, the range of skills used, an evaluation of the outcome both of the project and of themselves. Finally, there should be evidence to demonstrate how the learner met the assessment objectives.

Learners will need to be instructed how to present their findings in the format of a report and where possible produce the work in a word processed format and all experiential learning i.e. performances etc, is observed by an assessor and a signed observation record provided.

The learner will be assessed internally. VTCT will carry out centre quality assurance processes. Please see the 'Diploma Specification and Centre Guidance' for more details.

**The unit is assessed by the assigned assessor/tutor who will undertake the following:**

- Carry out and document an initial individual tutorial to discuss the learners ideas and how the learner proposes to develop the project
- Agree and sign-off the Project Proposal Form detailing the project topic and title considering SMART aspects of the learners project plan
- Carry out and document mid-project individual tutorials to review the project outcomes
- Carry out and document individual tutorial upon completion of the project
- Confirm that a diary or log of the project has been maintained by the learner
- Endorse an appropriate presentation has been carried out.
- Verify the written component

## **Grading**

The extended project qualification must be certified separately and include indication of the grade achieved. If awarded as part of the Diploma, the grade of the extended project qualification must be reported on the Diploma transcript.

The Extended Project qualification is graded according to the following grading scales:

- Attainment that is sufficient to lead to the award of a certificate is reported on a six-grade scale from qualification is reported as A\* to E, where A\* is the highest
- Attainment that is insufficient to lead to the award of a certificate is reported as unclassified (U)

## **Grade Descriptions**

**Grade A\*:** Learners identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and themes of their project and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Learners select and use a range of skills including, where appropriate, new technologies to achieve high quality outcomes that fully realise the intentions of the project and draw conclusions. Learners carry out full, in depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence. Learners show a deep and extensive knowledge of the project area of study through their responses to questions.

**Grade C:** Learners identify and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Learners use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills are employed and intended outcomes are generally achieved to a competent standard. In their evaluations, learners reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their project. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with sound supporting evidence. Learners show a good knowledge of the project area of study through their responses to questions.

**Grade E:** Learners identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Learners use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the sources of the project. Learners use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged and to their strengths and weaknesses in carrying out their project. Communication skills are used to present outcomes and conclusions with some supporting evidence. Learners demonstrate some knowledge of the project through their responses to questions.

## Appendices

### **1: Project Proposal Form:**

*To be completed by the learner and signed by the tutor/assessor and checked through moderation*

### **2: Project Authentication Record:**

*To be completed by the learner and signed by both the learner and tutor/assessor upon completion of the project and attached to the Project Proposal Form*

### **3. Event Log Record:**

*To be completed by the learner and verified by the tutor/assessor at each review tutorial (three in total). This is carbonated and a copy should be kept by the learner and the tutor/assessor*



## Level 3 Extended Project Proposal Form

**Centre Name:**  
**Centre Number:**

**Tutor/Assessor:**

**Learner Name:**

**Learner Number:**

### **Proposed Project Topic**

- *Give an overview of the topic you wish to study*
  
- *Provide details on links*
  
- *How many outcomes will there be and how do you think you will demonstrate them?*

**Working Title:**

**How will the Project Outcomes be developed?**

- Timescales?
  
- Possible risks?
  
- Resources required?
  
- Other aspects to consider?

\*Continue on additional sheets where necessary

**Project Management:**

- Tools required to manage the project

- Objective end dates



**Date:**



**Date:**



**Date:**

**Discussion points:**

✓

✓

✓

✓

✓

**Agreed Project Outcomes:**

✓

✓

✓

✓

✓

**Will you be working as part of a group? If so, please state your role:**

**Learner signature:**

**Tutor/assessor signature:**



## Project Authentication Record

### Extended Project

Centre Name:

Centre Number:

Learner Name:

Learner Number:

#### Learner information

The work you have submitted is your own. You may be disqualified from certification if you copy someone else's work or allow another learner to copy your work.

#### Learner Declaration

I can confirm that the work submitted for assessment is my own and I understand and agree with the learner information provided above.

Signed: \_\_\_\_\_

DATE: \_\_\_\_\_

Print Name: \_\_\_\_\_

#### Tutor/assessor Declaration

I can confirm, to the best of my knowledge that the work submitted for assessment is the learners own and was carried out under the controls specified in the Level 2 Guidance and Specification

Signed: \_\_\_\_\_

DATE: \_\_\_\_\_

Print Name: \_\_\_\_\_



## Event Log Record

Name:

Tutor/assessor:

### Mid-project individual tutorial

**Discussion:**

**Targets set:**

- 
- 
- 

**Evidence of planning, research etc. seen:**

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Signed by Learner:

Signed by tutor\assessor:

Date:

## **What are Personal Learning and Thinking Skills (PLTS)?**

The Personal, Learning and Thinking Skills (PLTS) are generic transferable skills vitally important for employability, progression to further study and effective functioning in life in general, which is why they will be assessed within Principal Learning and will be integrated also within the Project/Extended Project and work experience.

The PLTS framework comprises six groups of skills, listed below. For each group, there is a focus statement which identifies an overarching ability and a set of outcome statements which provide further detail. Many of the statements are sequential in nature.

Although each group is distinctive and coherent, the groups are also interconnected, and it is likely that any one learning experience will develop skills from more than one group.

All unit specifications in this document clearly indicate how relevant PLTS are integrated into the learning outcomes.

### **Independent enquirers**

#### *Focus:*

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve (IE1)
- plan and carry out research, appreciating the consequences of decisions (IE2)
- explore issues, events or problems from different perspectives (IE3)
- analyse and evaluate information, judging its relevance and value (IE4)
- consider the influence of circumstances, beliefs and feelings on decisions and events (IE5)
- support conclusions, using reasoned arguments and evidence (IE6)

### **Creative thinkers**

#### *Focus:*

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities (CT1)
- ask questions to extend their thinking (CT2)
- connect their own and others' ideas and experiences in inventive ways (CT3)
- question their own and others' assumptions (CT4)
- try out alternatives or new solutions and follow ideas through (CT5)
- adapt ideas as circumstances change (CT6)

## **Reflective learners**

### *Focus:*

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements (RL1)
- set goals with success criteria for their development and work (RL2)
- review progress, acting on the outcomes (RL3)
- invite feedback and deal positively with praise, setback and criticism (RL4)
- evaluate experiences and learning to inform future progress (RL5)
- communicate their learning in relevant ways for different audiences (RL6)

## **Team workers**

### *Focus:*

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to, and take account of, different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals (TW1)
- reach agreement, managing discussions to achieve results (TW2)
- adapt behaviour to suit different roles and situations (TW3)
- show fairness and consideration to others (TW4)
- take responsibility, showing confidence in themselves and their contribution (TW5)
- provide constructive support and feedback to others (TW6)

## **Self-managers**

### *Focus:*

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change (SM1)
- work towards goals, showing initiative, commitment and perseverance (SM2)
- organise time and resources, prioritising actions (SM3)
- anticipate, take and manage risks (SM4)
- deal with competing pressures, including personal and work-related demands (SM5)
- respond positively to change, seeking advice and support when needed (SM6)

## Effective participators

### Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for other as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed (EP1)
- present a persuasive case for action (EP2)
- propose practical ways forward, breaking these down into manageable steps (EP3)
- identify improvements that would benefit others as well as themselves (EP4)
- try to influence others, negotiating and balancing diverse views to reach workable solutions (EP5)
- act as an advocate for views and beliefs that may differ from their own (EP6)

## PLTS developed through this unit

The VTCT Level 3 Extended Project supports the development and application of a range of skills necessary for further learning, employment and personal development. Those skills include three Functional Skills (FS) in English, mathematics and ICT and six Personal, Learning and Thinking Skills (PLTS): Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers, Self-managers and Effective Participators. Throughout the Diploma programme, teachers should emphasise the considerable importance and universal relevance of those skills and highlight to learners the opportunities for their development.

PLTS	How PLTS will be developed through the activities for this unit
<b>Independent enquirers</b>	<p>When learners are selecting, planning and carrying out an individual project they will:</p> <ul style="list-style-type: none"><li>• <b>AC1:</b> Identify questions to answer and problems to resolve <b>[IE1]</b></li><li>• <b>AC4:</b> Plan and carry out research, appreciating the consequence of decisions <b>[IE2]</b>. Analyse and evaluate information, judging its relevance and value <b>[IE4]</b></li><li>• <b>AC6:</b> Explore issues, events or problems from different prospective <b>[IE3]</b></li><li>• <b>AC7/AC9:</b> Consider the influence of circumstances, beliefs and feelings on decisions and events <b>[IE5]</b>. Support conclusions, using reasoned arguments and evidence <b>[IE6]</b>.</li></ul>

Creative thinkers	<p>When learners are selecting, planning and carrying out an individual project they will:</p> <ul style="list-style-type: none"> <li>• <b>AC1:</b> Generate ideas and explore possibilities <b>[CT1]</b>. Ask questions to extend their thinking <b>[CT2]</b></li> <li>• <b>AC4:</b> Connect their own ideas and others' ideas and experiences in inventive ways <b>[CT3]</b></li> <li>• <b>AC7:</b> Question their own and others' assumptions <b>[CT4]</b></li> <li>• <b>AC6/AC7:</b> Try out alternatives or new solutions and follow ideas through <b>[CT5]</b>. Adapt ideas as circumstances change <b>[CT6]</b></li> </ul>
Reflective Learners	<p>When learners are selecting, planning and carrying out an individual project they will:</p> <ul style="list-style-type: none"> <li>• <b>AC9:</b> Assess themselves and other, identifying opportunities and achievements <b>[RL1]</b>. Invite feedback and deal positively with praise, setbacks and criticism <b>[RL4]</b>. Evaluate experiences and learning to inform future progress <b>[RL5]</b>.</li> <li>• <b>AC2:</b> Set goals with success criteria for their development and work <b>[RL2]</b></li> <li>• <b>AC3/AC5/AC8:</b> Review progress, acting on the outcomes <b>[RL3]</b></li> <li>• <b>AC10:</b> Communicate their learning in relevant ways for different audiences <b>[RL6]</b></li> </ul>
Team workers	<p>When learners are selecting, planning and carrying out an individual project they will:</p> <ul style="list-style-type: none"> <li>• <b>AC2/AC8:</b> Collaborate with others to work towards common goals <b>[TW1]</b></li> <li>• <b>AC8:</b> Reach agreements; managing discussions to achieve results <b>[TW2]</b></li> <li>• <b>AC8:</b> Adapt behaviour to suit different roles and situations <b>[TW3]</b>. Provide constructive support and feedback to others <b>[TW6]</b></li> <li>• <b>AC2:</b> Show fairness and consideration to others <b>[TW4]</b></li> <li>• <b>AC9/AC10:</b> Take responsibility, showing confidence in themselves and their contribution <b>[TW5]</b></li> </ul>

Self managers	<p>When learners are selecting, planning and carrying out an individual project they will:</p> <ul style="list-style-type: none"> <li>• <b>AC1/AC2:</b> Seek out challenges or new responsibilities and show flexibility when priorities change <b>[SM1]</b></li> <li>• <b>AC2:</b> Work towards goals, showing initiative, commitment and perseverance <b>[SM2]</b>. Organise time and resources, prioritising actions <b>[SM3]</b>. Anticipate, take and manage risks <b>[SM4]</b>. Respond positively to change, seeking advice and support when needed <b>[SM6]</b></li> <li>• <b>AC3:</b> Deal with competing pressures, including personal and work-related demands <b>[SM5]</b></li> </ul>
Effective Participators	<p>When learners are selecting, planning and carrying out an individual project they will:</p> <ul style="list-style-type: none"> <li>• <b>AC4:</b> Discuss issues of concern, seeking resolution where needed <b>[EP1]</b>. Propose practical ways forward, breaking these down into manageable steps <b>[EP3]</b>. Act as an advocate for views and beliefs that may differ from their own <b>[EP6]</b></li> <li>• <b>AC2:</b> Present a persuasive case for action <b>[EP2]</b></li> <li>• <b>AC6:</b> Identify improvements that would benefit others as well as themselves <b>[EP4]</b></li> <li>• <b>AC6:</b> Try to influence others, negotiating and balancing diverse views to reach workable solutions <b>[EP5]</b></li> </ul>

## What are Functional Skills?

These are the core elements of English, mathematics and ICT, which provide the essential knowledge, skills and understanding needed to operate confidently, effectively and independently in life and at work.

## Functional Skills developed through this unit

This unit will also provide learners with opportunities for the development of some aspects of the Functional Skills, specified below.

### English

<b>Functional Skill: English</b>	<b>How English will be developed through the activities for this unit</b>
<b>Listening and speaking</b>  Make a range of contributions to discussions and make effective presentations in a range of contexts	When learners are: <ul style="list-style-type: none"><li>• interacting with the tutor/assessor during the project</li><li>• contributing to discussions within a group</li><li>• communicating the project outcomes</li></ul>
<b>Reading</b>  Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	When learners are: <ul style="list-style-type: none"><li>• obtaining and selecting a range of information and applying it to the chosen project topic</li><li>• working as part of a group</li></ul>
<b>Writing</b>  Write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	When learners are: <ul style="list-style-type: none"><li>• producing and keeping a Personal Project Log (PPL)</li><li>• Communicating the project outcomes</li><li>• constructing leaflets, posters, etc.</li></ul>

## ICT

Functional Skill: ICT	How ICT will be developed through the activities for this unit
<p><b>Use ICT Systems</b></p> <p>Select, interact with and use ICT systems independently for a complex task to meet a variety of needs</p> <p>Evaluate the effectiveness of the ICT system used</p> <p>Manage information storage to enable efficient retrieval</p> <p>Follow and understand the need for safety and security practices</p> <p>Troubleshoot</p>	<p>When learners are:</p> <ul style="list-style-type: none"> <li>• obtaining relevant information about the project topic</li> <li>• using ICT as a communication tool</li> <li>• Using ICT as a project planning tool</li> <li>• obtaining and selecting a range of information and applying it to the chosen project topic</li> <li>• Checking the reliability of the sources used in the project</li> <li>• resolving ICT problems as they arise in the course of their work on the project</li> </ul>
<p><b>Find and select information</b></p> <p>Select and use a variety of sources of information independently for a complex task</p> <p>Assess, search for, select and use ICT-based information and evaluate its fitness for purpose</p>	<p>When learners are:</p> <ul style="list-style-type: none"> <li>• obtaining and selecting a range of information and applying it to the chosen project topic</li> </ul>

<p><b>Develop, present and communicate information</b></p> <p>Enter, develop and format information independently to suit its meaning and purpose, including;</p> <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul> <p>Bring together information to suit content and purpose</p> <p>Present information in ways that are fit for purpose and audience</p> <p>Evaluate the selection and use of ICT tools and facilities used to present information</p> <p>Select and use ICT to communicate and exchange information safely, responsibly and effectively, including storage of messages and contacts lists</p>	<p>When learners are:</p> <ul style="list-style-type: none"> <li>• constructing the Personal Project Log and Project Proposal Form</li> <li>• keeping the PPL up to date and consistent</li> <li>• providing conclusions to their outcomes</li> <li>• Communicating the project outcomes</li> <li>• using project planning and management tools</li> <li>• obtaining and selecting a range of information and applying it to the chosen project topic</li> </ul>
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## Mathematics

<b>Functional Skill: Mathematics</b>	<b>How Mathematics will be developed through the activities for this unit</b>
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	<p>When learners are:</p> <ul style="list-style-type: none"> <li>• recording the results of numerical tests</li> </ul>
Select and apply a range of mathematics to find solutions	<p>When learners are:</p> <ul style="list-style-type: none"> <li>• recording the results of numerical tests</li> </ul>
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	<p>When learners are:</p> <ul style="list-style-type: none"> <li>• recording the results of numerical tests</li> </ul>