

# **WELSH BACCALAUREATE**

## **FOUNDATION DIPLOMA GUIDANCE NOTES FOR TEACHERS**

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### Annex 1: Individual Action Plan

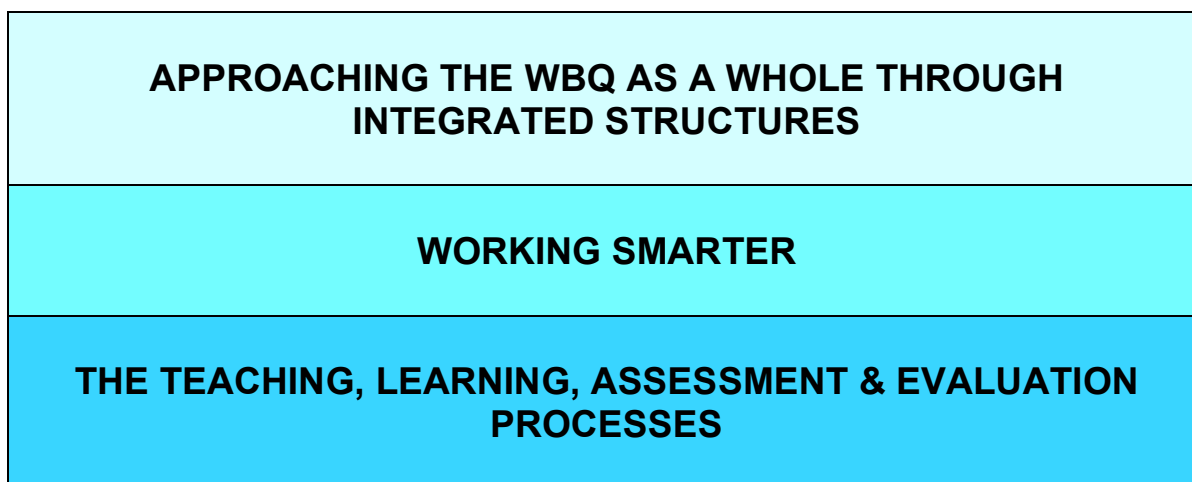
## 1. INTRODUCTION

These guidance notes for teachers suggest ways the Welsh Baccalaureate Foundation Diploma might be delivered within a centre. The guidance however, should not be seen as definitive or restrictive, and many of the suggestions made will be refined further and developed in the future in partnership with Pilot Centres.

The guidance should be read in conjunction with the Specification<sup>1</sup> and Specimen Assessment Materials<sup>2</sup>.

The WBQ is an overarching qualification that provides a curriculum model and structure that offers learning programmes that are relevant, accessible and deliverable to candidates in a range of schools and colleges. In achieving these aims, every effort is made to remove barriers to learning and achievement. The school, college or training provider is at the heart of the WBQ and this guidance aims to assist teachers in these centres in seeking to maximise the opportunities provided by the WBQ to stimulate and motivate their students.

Three central themes should be key in a centre's delivery strategy. These are;



This guidance is therefore divided into three sections each one based on one of the above key themes.

<sup>1</sup> The Specification can be obtained from the WBQ Project Team.

<sup>2</sup> The Specimen Assessment Materials are available in a separate document from the WBQ Project Team.

## 2. APPROACHING THE WBQ AS A WHOLE, THROUGH INTEGRATED STRUCTURES

The aims of the Foundation Diploma are to:

- provide a broad and balanced range of curriculum opportunities and experiences for all students aiming for level 1 qualifications in Wales;
- raise attainment levels at level 1 of the NQF;
- enable candidates to progress to further education, training or employment.

### Critical success factors

For a centre to achieve any of these aims it is suggested it needs to adopt a holistic approach with appropriate structures and planning mechanisms. By taking this type of approach, a successful learning programme and support system can be put in place for the benefit of the students. An important initial step in planning to deliver the WBQ is to carry out an audit of existing provision. The document '*Criteria for Success*' (available from the WBQ Project Team), devised by the internal evaluators the University of Bath, has been a useful self evaluation tool for existing Intermediate and Advanced centres. Parts of this document could be used to support the planning process within a centre. The document provides a useful framework against which a centre can record how well it is already working within a particular curriculum and support area. Once the exercise is completed, a list of areas that require attention will emerge. The main areas covered by the document look at the effects of the following upon the success of the WBQ:

- curriculum content, delivery and organisation;
- teacher/professional development;
- management/leadership;
- organisation.

*Figure 1* on page 5 gives an example of how the '*Criteria for success*' document can be used. It shows how a centre is performing against the indicative factors. They allow the centre to draw up a list of objectives that require action by the centre (an 'action plan').

Figure 1: Example of using the 'Criteria for Success' document

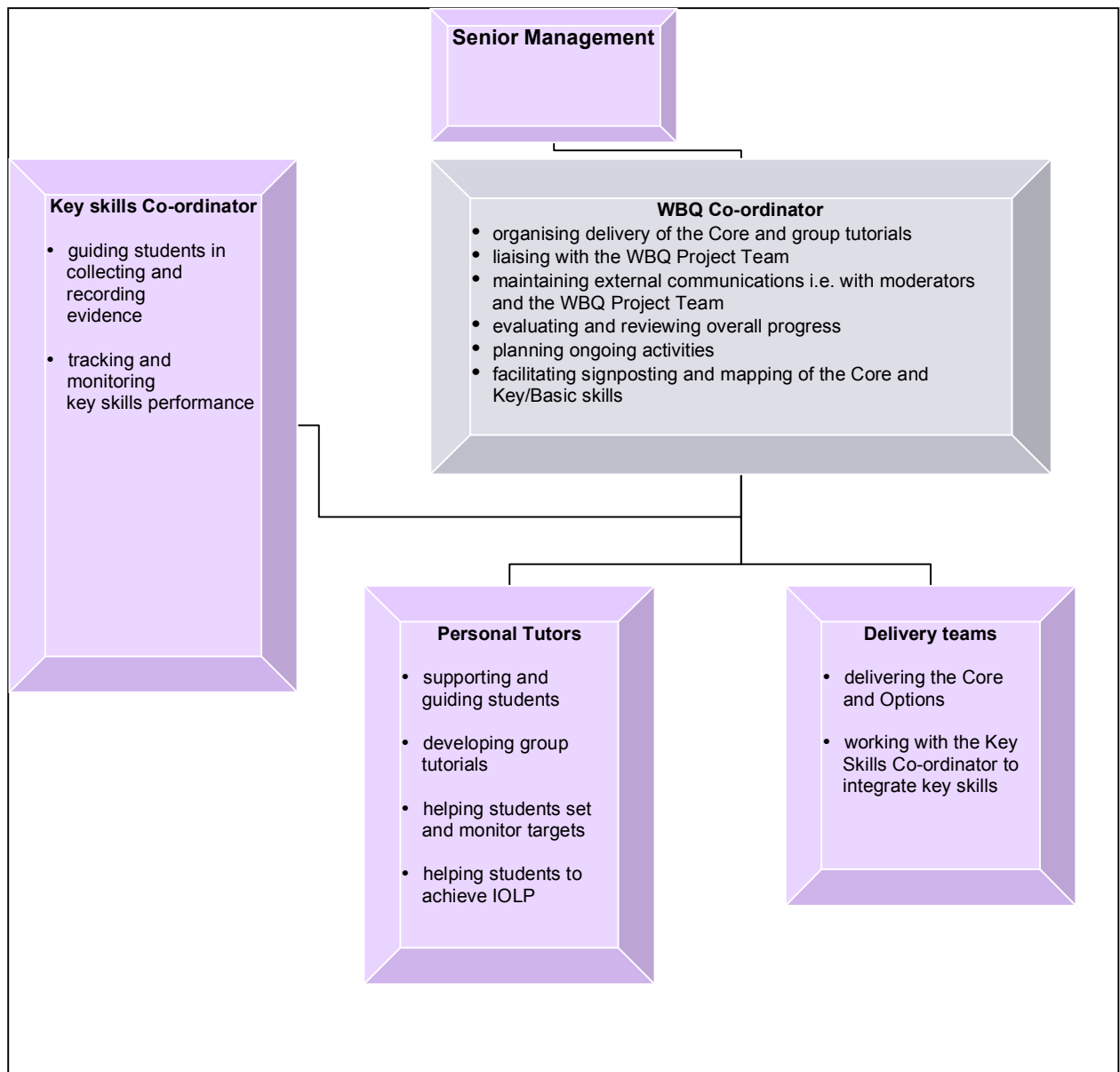
MANAGEMENT /LEADERSHIP EFFECTS for Centre A			
CRITICAL SUCCESS FACTORS	INDICATIVE FACTORS	CENTRE FEEDBACK	
2. A supportive management structure has been established within the centre for the effective delivery and development of the WBQ	WBQ Coordinator has appropriate status in the centre.	<input type="checkbox"/> Largely demonstrated <input checked="" type="checkbox"/> Working towards <input type="checkbox"/> Little or no evidence <input type="checkbox"/> Not important to centre	<i>Key Skills Co-ordinator appointed as WBQ Co-ordinator, under line management of the Head of Curriculum.</i>
	WBQ Coordinator has a clearly defined role.	<input type="checkbox"/> Largely demonstrated <input checked="" type="checkbox"/> Working towards <input type="checkbox"/> Little or no evidence <input type="checkbox"/> Not important to centre	<i>Clear job description drawn up prior to appointing the WBQ Co-ordinator. Objectives and targets for the Co-ordinator yet to be agreed.</i>
	WBQ Coordinator has a sufficient time allocation to carry out defined role effectively.	<input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input checked="" type="checkbox"/> Little or no evidence <input type="checkbox"/> Not important to centre	<i>Remitted time and other teaching commitments not yet resolved.</i>

This example shows the centre that it needs to ensure the WBQ Co-ordinator has clear targets and objectives to work towards, and that these objectives are mirrored within the centre's strategic planning processes and, importantly, are shared by the management team as a whole. The time allocation would also need to be resolved to ensure the WBQ Co-ordinator is able to spend dedicated time putting the centre's plans into action.

### Management and Operational Structures

It is essential that each centre appoints a senior manager whose cross-institution brief will include overall responsibility for both the delivery of and support structures for the WBQ. This person may be the current **WBQ Co-ordinator** for Intermediate and/or Advanced levels, or a WBQ Co-ordinator may be appointed under the direction of the Senior Manager. The WBQ Co-ordinator will operate as part of a team which will normally include the **Key Skills Co-ordinator**, a team of **Personal Tutors** and teachers. The structure and overarching responsibilities within which the team works could be modelled as follows in *Figure 2* on page 6:

Figure 2: An example of how the WBQ team could be modelled



### Who is the Foundation Diploma for?

One of the criteria that has to be fulfilled if students are to be successful in their WBQ is ensuring they are at the correct level of the WBQ and NQF. To assist teachers in doing this, the following definition of the Foundation level may prove useful:

*Any student between the ages of 14-19 working predominantly towards \*Level 1 qualifications as part of their learning pathway.*

*(\*GCSE D-G, any substantial level 1 qualification within the NQF)*

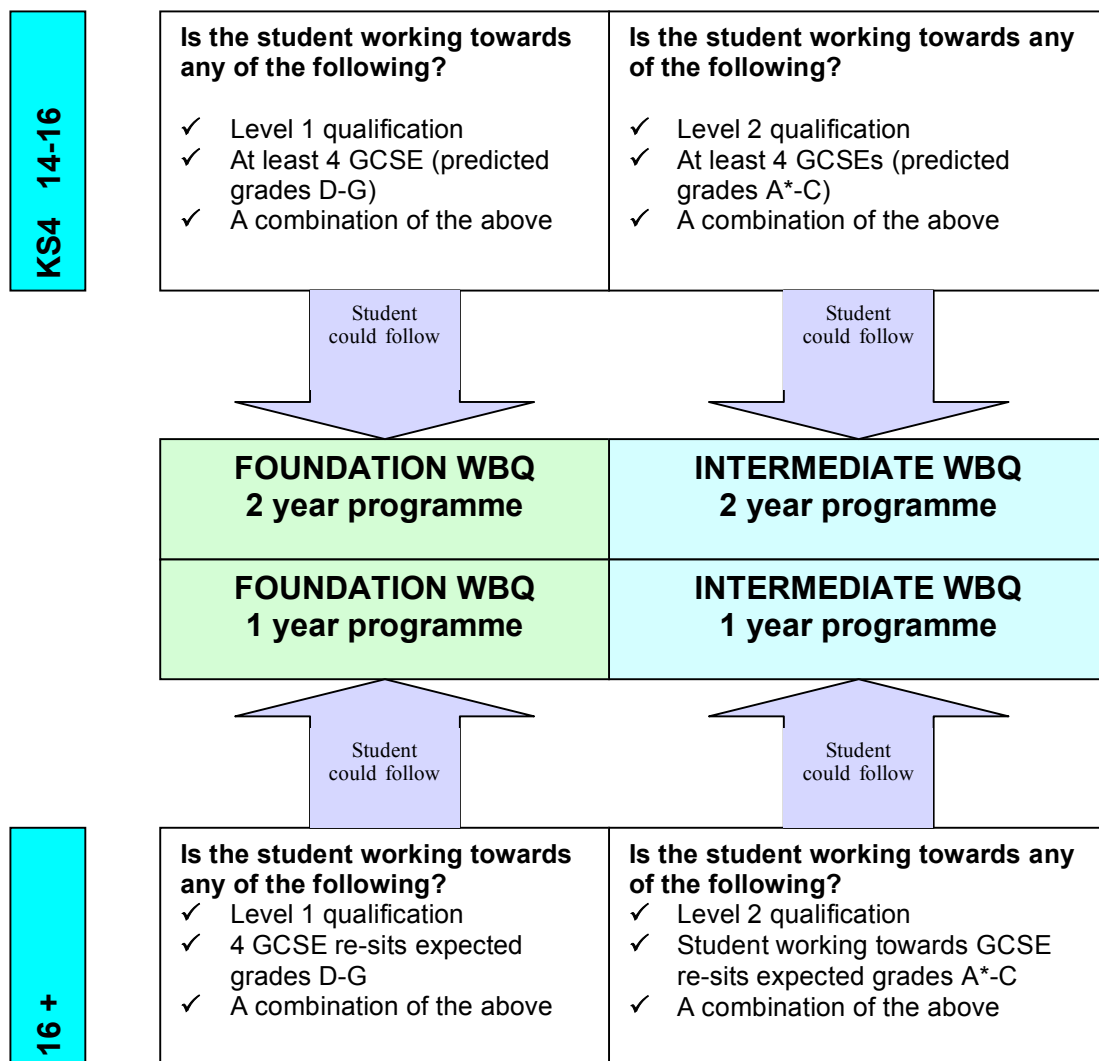
It is important to acknowledge that students could be:

- 14-16 year olds following the National Curriculum at school;
- or post-16 undertaking further GCSEs or vocational studies in school sixth forms, following full-time foundation programmes in colleges or on programmes with training providers.

Figure 3 below shows how to select the correct WBQ level for students. By identifying the qualifications a student is working towards, and their age, they can be guided into the appropriate level of WBQ Diploma.

It is also important to recognise and explain to students that they can progress from the Foundation Diploma to the Intermediate Diploma at any time if they are able to meet the demands of the higher level qualification.

Figure 3: Selecting the level of WBQ Diploma.



## Progression

### What is 'progression'?

The idea that a student can progress through the Foundation Diploma and into the Intermediate Diploma or an appropriate alternative, is central to the Foundation Diploma's aims and curriculum. Accordingly, the Welsh Bac Foundation Diploma has been developed to provide an appropriate framework and learning programme for students to develop their knowledge, understanding and skills, and so prepare them to enter the next stage of their learning, the adult world, employment and, hopefully, lifelong learning.

This framework, especially the tutorial system, allows individual action plans and learning pathways to be developed for each student, in which the individual is able to progress at an appropriate pace. As its name suggests, the Foundation Diploma is designed for those students, post-14, working towards the achievement of level 1 of the National Qualifications Framework (NVQ). This requires the student to progress from the standards achieved at Key Stage 3/Entry level to the highest possible GCSE grade or equivalent within the range G-D.

Clearly, we have to be aware of the students' prior achievements, their strengths and weaknesses, but also their aspirations. The rate of progress as they move through the Foundation Diploma depends on careful planning and guidance. Even though personal tutoring plays a key role in this process, the links and discussions between the Personal Tutor, the WBQ Coordinator, the Key and Basic Skills Tutors and the Core and Options teachers are also important if student progression is to be achieved. So, where does this leave us? With a simple description of what we mean by progression, that is, **a centre's provision of learning opportunities and guidance to allow the individual student to move successfully towards and into the next level, further training or employment.** This raises another question – 'Is the student aged 14-16 or post-16?'

The main consideration here is that resources and approaches to learning have to take account of not only the different learning experienced by students up to the beginning of the Foundation programme, but also their contrasting emotional and maturity levels. Attention also needs to be given to the nature of the students' Options courses and programmes. For example, the opportunities for contextualising knowledge, understanding and skills from within the national curriculum requirements and GCSE/VGSE at ages 15 or 16 are different from but comparable to those within vocational programmes at ages 16 and 17. Another, factor to be taken into account is whether the Foundation Diploma is a one year or a two year programme.

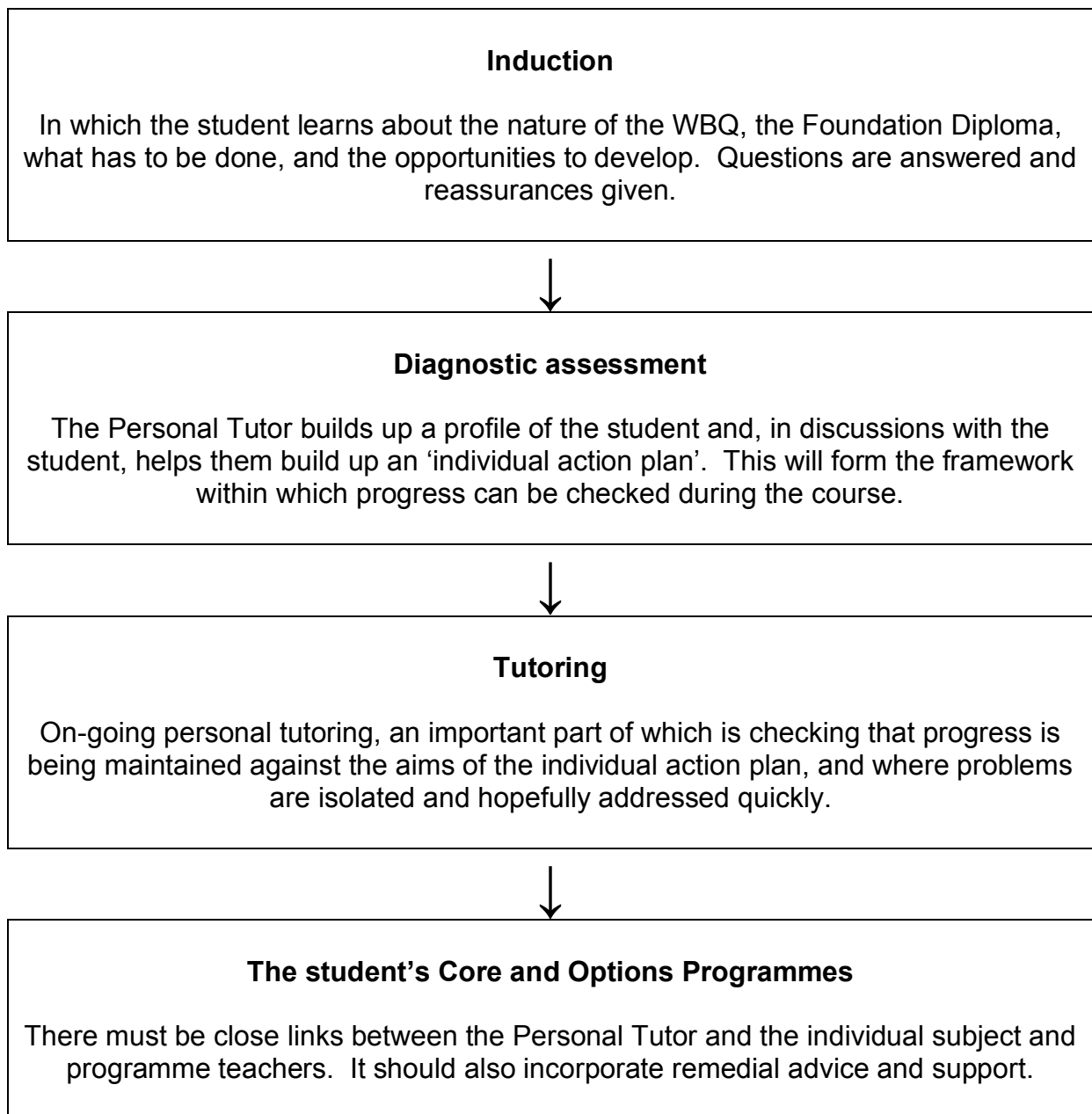
Progression, therefore, has two sides to it:

- we have to find out what skills and abilities students possess at the start of the Foundation programme; then

- develop courses that allow them to acquire the knowledge, understanding and skills to move through the Foundation programme to reach the highest possible level of achievement.

### **How to achieve this?**

The suggested way of developing a successful progression strategy is summarised in the diagram below. The keys to its successful implementation are (a) a relevant and interesting induction programme; and (b) an effective personal tutoring system that allows us to build up a clear picture of each student's strengths and weakness.



## Progression in the Core

There are two main factors which influence the following guidance:

- The Core components have been constructed to allow students to acquire and develop their knowledge, understanding and skills in such a way that they move on from their current level of competence and progress to the next level.
- Within these carefully constructed programmes the student is the focus. The information obtained by the Personal Tutor and other teachers will allow the student to be directed and guided so that progression can be achieved without repeating or unnecessarily revisiting parts of previous learning experiences.

So, the Core component.

### **PSE**

PSE is a statutory requirement for centres to provide a broad and balanced programme of PSE for 14-16 year olds. The provision should be based on the ACCAC PSE framework. All post 16 candidates should have access to personal, social, sustainability and health matters as an enhancement. PSE is a requirement of the WBQ for all candidates 14-19 and it is suggested that progression could be achieved through the content of the WBQ PSE component; however it must be considered alongside the statutory requirements and enhancements to ensure a comprehensive experience.

For example within the WBQ, in each of Elements 1-4 of the programme, the student (or teacher in charge of the delivery) will choose one of the three key issues listed. If the student is progressing from Foundation to Intermediate, they can choose one of the key issues in each Element for the Foundation (four in all), and different ones (a further different four for the Intermediate). This will allow students to focus on their preferred choice, avoid unnecessary repetition and gain a deeper and wider overall set of experiences. This will also allow them to progress to a higher level of thinking than just 'more but different' when they come to the Intermediate level or the next stage of learning.

***Task 1: Look at the PSE specification and choose one key issue from each Element that you think would help provide an interesting and rounded PSE programme.***

In addition, the Community Participation activity can be arranged to allow progression by requiring students to undertake within the centre at Foundation level pre-and post-16, and outside it at Intermediate, again providing far greater depth and, importantly, variety.

***Task 2: Draw up a plan for a Community Participation programme for Foundation Diploma students, the activity to be based within your centre.***

## **WRE**

Work experience is a statutory requirement for the 14-16 cohort and students will need to be guided into relevant and beneficial placements thus requiring a significant input on careers education and guidance, probably within both the group tutorial periods and the preparatory phase of WRE. We must be aware of what will happen in the next phase of education, the Intermediate. Intermediate students will be able to carry out additional work experience activities but should also be encouraged to make more decisions themselves with less guidance than at Foundation level. Undertaking a second period of work experience could provide additional opportunities for tasting different work and professions. The students' prior experiences will provide them with an insight into the skills they require in the workplace.

***Task 3: List 2 kinds of pre-16 work experience you currently use in your centre. Suggest ways in which these could be improved.***

Post-16 Foundation students will also be required to carry out 30 hours of 'Working with an Employer'. This could be based upon visits to different employers, links with industry and visiting speakers. Clearly, a student who is 16 and at Foundation level would benefit from a programme of activities based on skills acquisition and maturity prior to undertaking a 30 hour placement.

***Task 4: Draw up a plan for a programme for post-16 Foundation students.***

## **WEW**

At the Foundation level progression can be achieved through the student's involvement in a range of activities that address each of the four Elements. The emphasis should be upon exercises requiring the collection of data, their presentation, description and the opportunity to draw basic conclusions. Only limited demands should be made upon the skills of reflection and evaluation. This will provide them with a greater appreciation of the issues at a variety of scales.

***Task 5: Plan an outline WEW Foundation programme in which the emphasis is upon the provision of opportunities for students to acquire the basic skills of data collection and presentation, analysis and drawing conclusions. Suggest activities or visits that could further this work.***

At the Intermediate level, the WEW requirements could move on to the more demanding presentation of topics and analysis that call for reflection and evaluation. This will allow students to progress intellectually rather than on a 'more but different' basis.

***Task 6: Take your plan developed under Task 5 and show how it can be amended so as to challenge the Intermediate student.***

### **The Individual Investigation**

In contrast with the Intermediate level, success and progression at the Foundation level can be achieved through the use of a greater range of approaches, more accessible titles, together with the opportunity for greater teacher guidance. Accordingly, we should be prepared to develop more structured approaches to helping students think up interesting issues, getting a title, asking for help, using skills.

***Task 7: Plan an Individual Investigation for a Foundation level student. Support it with the kind of guidance you would anticipate giving to the student.***

### **Key/Basic/Adult Skills**

It is important we build up a portfolio of information about each student before they begin the key/basic/adult skills programme. This must be supplemented with a diagnostic assessment of where they 'are at the moment'. The aim is to arrive at the point where, by the end of the Foundation programme, the student has pursued courses in all 6 key skills and achieved level 1 standard in 4, including at least one of the first three key skills. However, many students will be working at Entry level in either Literacy or Numeracy, or both, at **entry**. For example, knowledge about the numbers of students **below Entry level** is important and will allow us see who needs intensive support over the period of the course and will highlight if the centre needs to set up pre-entry basic skills courses, or if departments need to timetable substantial amounts of discrete basic skills training to enable the students to cope with the main programme.

Those students working at **Entry levels 1-3** are further along but still need support. There is a long way to travel from E1 to E3, with students requiring different amounts and styles of support at the bottom and top of the level.

**Level 1** is the critical level, and the national target for basic skills. It is regarded as the 'functional level'.

**Key/basic/adult skills** should be delivered largely through a **combination** of specific targeted activities, especially Communication (Literacy) and Application of Number Numeracy), **and** activities integrated into the Core components or the student's Options programmes. It is possible that many Foundation students will benefit from the use of a small number of activities progressively more demanding.

***Task 8: How could the Individual Investigation be used to allow students to acquire the key skills of Communication (Literacy), Problem Solving and Working with Others?***

## Induction

The quality of the induction programme will have a major influence on how the candidates perceive the WBQ programme and on their confidence and ability to achieve the Qualification.

The aim of having an induction programme is to give candidates the advice, support and information they need as they start their WBQ programme, and to demonstrate how staff in the centre are able to guide and support them.

### Some questions for centres ....

- Do you already have an induction 'slot' in your timetable? If not, how would you set about planning for one?
- How would you encourage and train staff to take part?
- What could you include to ensure the students benefit from the experience?

*Figure 4* on page 14 shows one way of planning and delivering induction. This approach considers Induction as having three interconnected phases:

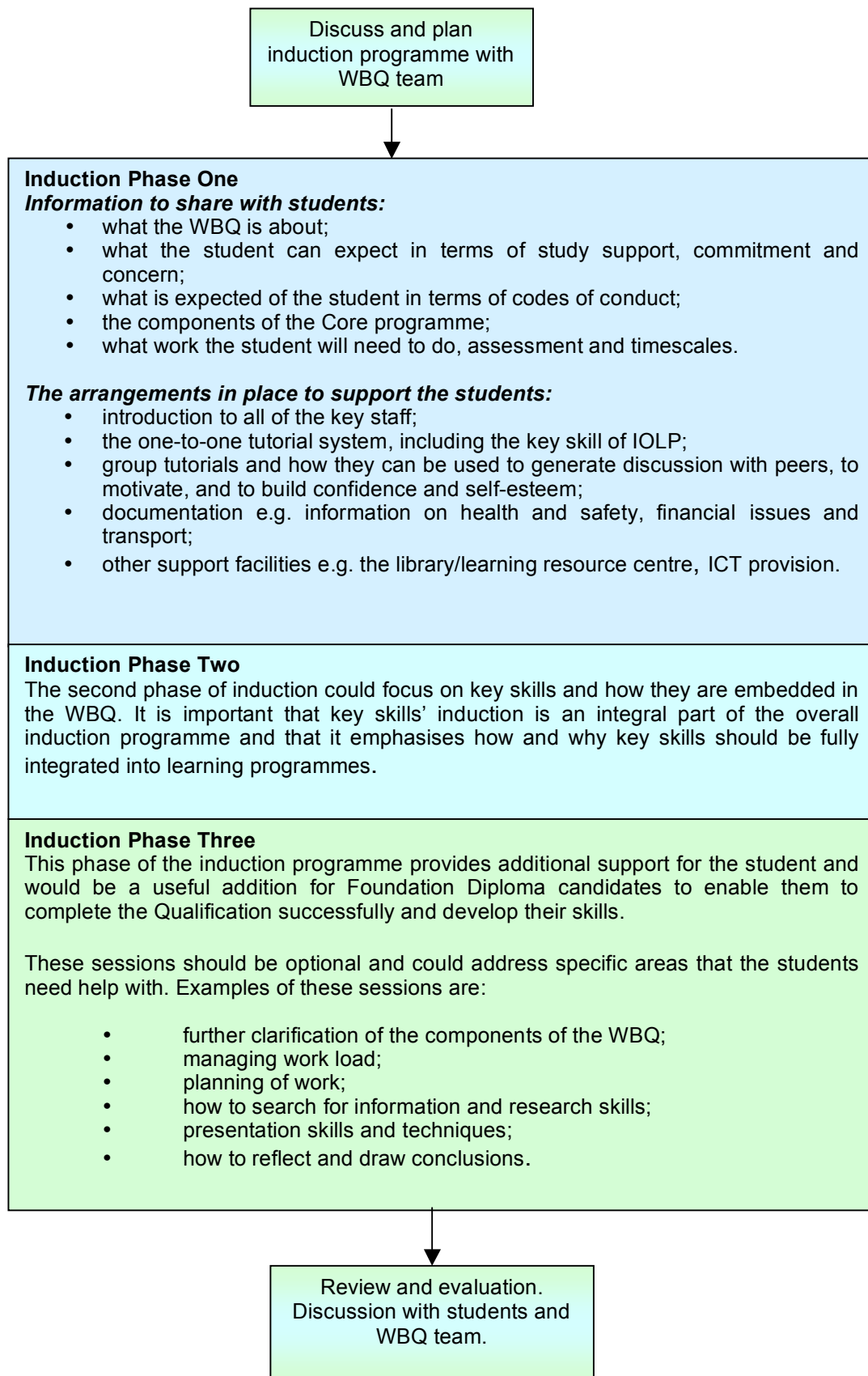
- the **first phase** is the most critical because student attitudes to the WBQ are formed during this period;
- **phase two** focuses on key skills and how they are embedded into the whole programme. It is important that key skills induction is an integral part of the overall induction programme;
- **phase three** is central in the development of skills for Foundation students. It provides opportunities to start developing a range of skills such as:
  - managing work load;
  - planning work;
  - searching for information and research skills;
  - acquiring presentation skills and techniques;
  - reflecting and drawing conclusions.

Early development of skills such as these will assist the students in their WBQ programme, help to boost their confidence and enable them to be active participants in the programme.

Experience from a range of induction programmes suggests that induction works best when it is:

- integrated and covers all aspects of the WBQ, including key skills and tutoring and mentoring;
- active and practical;
- fun and interesting;
- supported by staff from all parts of the programme;
- developing skills that will help the student achieve.

Figure 4: Planning and delivering induction



## Student support/tutoring

In order to become successful learners, all students need to be supported throughout their course of study. Tutoring and mentoring support and guidance are seen as key elements in the success of WBQ students following the Foundation Diploma. Clearly these students will need more structured guidance and support than those following the Intermediate and Advanced Diplomas.

### **Tutoring and mentoring**

Every student following the WBQ will be allocated a Personal Tutor. How this is organised within a centre will depend on its student support system, either through a Pastoral Care policy or through a Curriculum Management policy. The quality of the advice and guidance given to candidates will be the key to the success of each student's individual programme and the WBQ as a whole.

**Tutoring** involves the tutor in helping the students come to an understanding of what they need to know and do in order to progress their learning - either specifically or holistically.

**Mentoring** is a more informal supportive relationship, and is often provided by more than one member of staff. The Personal Tutor in the WBQ fulfils both roles, acting as both tutor and mentor.

However the programme is organised, it must be focused on:

- advising and supporting the student in the planning, tracking and pursuit of their studies;
- establishing a learning relationship with the student.

### **Individual tutorials**

Entitlement to a one-to-one tutorial of ½ hour every ½ term (6 hours over a two year course) must be built into the delivery model of the centre. This is important as candidates need to be helped to:

- recognise their strengths;
- develop their skills;
- improve their level of achievement;
- set realistic and achievable goals;
- recognise and record their positive achievement.

These aspects are particularly important with candidates aged 14-16 as many will be unfamiliar with the demands required by such a course.

The role of the Personal Tutor in the one-to-one tutorial will vary as the programme progresses, and it is suggested that the following are some of the key processes involved:

**The Induction stage:**

- ✓ establishing a learning relationship with the students;
- ✓ making students aware of learning opportunities;
- ✓ discussing the students' choices in their Options and Core in the WBQ;
- ✓ building up a profile of the student;
- ✓ setting up an Individual Action Plan;
- ✓ setting up tracking mechanisms.

**One-to-one tutorials throughout the programme:**

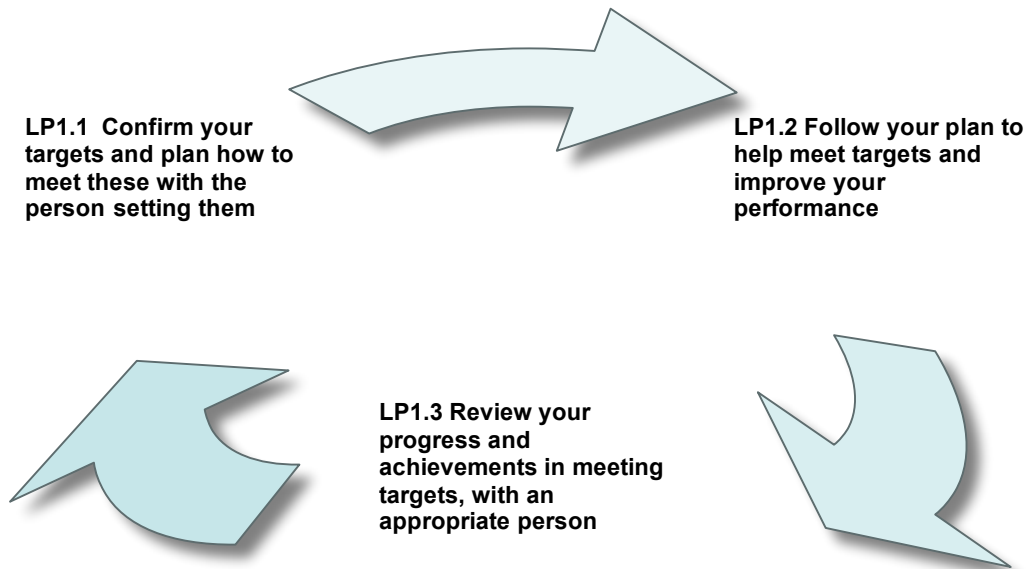
- ✓ guiding the students to appropriate learning opportunities;
- ✓ reviewing the Individual Action Plan;
- ✓ supporting the student in prioritising and setting goals;
- ✓ developing the key skill of IOLP.

**Addressing IOLP**

Tutoring and mentoring are ideal contexts for the student to develop the key skill of *Improving Own Learning and Performance*. The Personal Tutor could be the main support for the students as they develop this skill and assemble their portfolio of evidence. The Individual Action Plan is key in the development of the IOLP key skill as it acts as a record and planning tool for both the student and the tutor. (an example of an Individual Action Plan can be seen in **Annex 1**)

The IOLP units are structured into three components as seen in *Figure 5* below. This is the same process and the same set of skills that a student should be encouraged to follow throughout their WBQ programme.

*Figure 5: The IOLP cycle*<sup>3</sup>



<sup>3</sup> Further guidance and support for the delivery of key skills can be obtained from the Key Skills Support Programme Cymru and, for assessment of key skills, from the appropriate key skills awarding body.

## **Group Tutorials**

Group tutorials may be the responsibility of the Personal Tutor and form part of the overall pastoral/curriculum support programme of a centre. The responsibility for the links between group tutorials and one-to-one tutorials and the Core programme lies with the WBQ Co-ordinator.

These tutorials are an important part of the WBQ. They should complement the one-to-one tutorials and can help candidates to develop the skills they will need in the Core and in achieving the key skill *Working with Others*.

A great deal of good practice in running group tutorials already exists in centres in Wales. This shows that group tutorials can help students to:

- learn from and motivate one another;
- develop self-confidence and self-esteem;
- prepare for their one-to-one tutorials;
- develop a range of learning skills;
- discuss sensitive issues in a safe environment.

The focus of group tutorials will vary depending on a number of factors including the age of the students, the stage of the programme and the skills that need to be developed. Some examples of possible activities are as follows:

- ice breaking games;
- study skills;
- teamwork skills;
- discussions - how to participate and benefit from taking part;
- organisational skills, e.g. portfolio building;
- how to set targets and measure progress;
- developing skills needed for WRE and Community Participation;
- confidence raising games and activities;
- careers guidance.

## **Overview of the Core components**

The Core comprises a curriculum for students at each level, which together with signposted opportunities in the Options, will result in students developing their key skills and attaining the Key Skills unit certification at level 1, 2 or 3. This will be achieved through candidates' experiences in four components:

- Key Skills;
- Wales, Europe and the World, including a language module;
- Work-related Education, including Working With an Employer and a Team Enterprise Activity;
- Personal and Social Education, including Community Participation.

Arising from the Core is the *Individual Investigation*, which provides an opportunity to investigate an area of interest in more detail. The issue investigated may also relate to the student's Options. Through undertaking the investigation a student can develop their skills of enquiry, creative thinking, reasoning, information processing, presentation and evaluation.

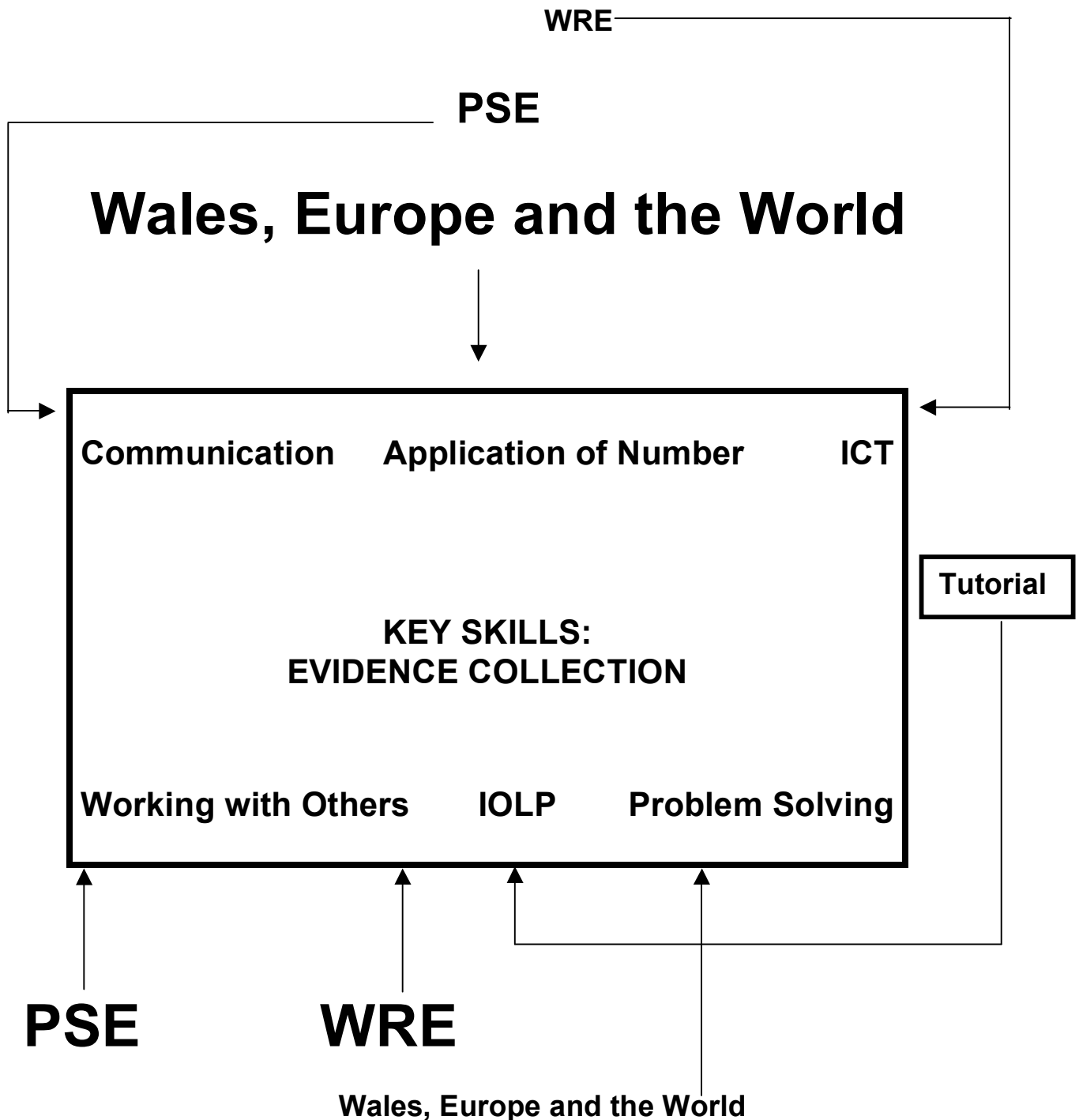
The details for each part of the Core, specific guidance and the scheme of assessment are set out in the specification.

Experience gained from the Intermediate and Advanced pilots indicates that taking an integrated approach and working smarter when planning delivery of the Core is a key indicator within successful centres.

An example of an integrated approach can be seen in *Figure 6* on page 19. This shows how the key skills evidence can be generated through the different components of the Core and achieved through the different types of activities that can be planned as part of the overall programme. This type of approach draws on the aspects covered in this section and emphasises the importance of:

- auditing existing provision prior to planning;
- having the support of Senior Management;
- ensuring staff have clear roles;
- selecting the correct programme for students;
- recognising the progression opportunities and planning these throughout the three levels of the WBQ;
- induction;
- student support.

Figure 6: How key skills evidence can come from the Core components



Further examples of planning and how to work smarter are explored in more detail in the following section.

### **3. WORKING SMARTER**

This section provides guidance of how careful planning can result in more efficient ways of teaching and learning the Foundation programme. Some of the guidance given is slightly different for students following the Foundation diploma 14-16 and for those 16+. This is because students 14-16 are subject to national and statutory curriculum requirements.

It is important to keep in mind the objectives of the Foundation Diploma when planning teaching strategies that are suitable for the Foundation cohort. These objectives are to:

- develop, empower and equip students with the knowledge, understanding, general skills and key skills, they need for further study or employment through the content of the Core and Options;
- provide a range of teaching, learning and assessment strategies that will motivate students to achieve the best they can.

#### **Planning the Core and Options**

In the first section, it was recommended that at the initial planning stage, teachers should take a holistic approach and consider organisation-wide factors such as curriculum auditing as a context. This section builds on these first steps and moves on to the next stage that of planning the content and its delivery through 'smart' strategies and associated team approaches. A starting point is to take an overview of the current teaching-learning patterns of delivery within the timetable and the factors that determine it. These factors could include:

- the teaching expertise of the staff;
- the Options followed by the students;
- specific course related activity such as work experience;
- the type of assessment (portfolio or external assessment).

Consideration also needs to be given to the centre calendar. This will enable the Co-ordinator to plan a 'course calendar' that incorporates key dates such as term and external assessment dates, together with special events planned within the centre.

The guidance that follows includes suggestions on approaches to the Core. Detailed information together with examples on individual Core components can be found in the specification.

#### **What is working SMARTER?**

Working SMARTER is the term used to describe the ways in which a teacher and student look at the learning programmes and map where it is possible to teach and learn one set of knowledge and the associated skills in one

situation and use these qualities in another. In the WBQ this leads to the process of integrating different parts of the Core and Options so that the best use can be made of time, resources and opportunities. The acronym SMART comes from the model of setting smart objectives to achieve these aims, which are:

- S – SPECIFIC
- M – MEASURABLE
- A – ACHIEVABLE
- R – REALISTIC
- T - TARGETED

This process is illustrated in the WBQ by the way in which teachers approach the delivery of the Core and Options. Students can cover more than one requirement at a time, e.g. by collecting evidence for ICT key skills through the Individual Investigation or an Options programme.

**How to work SMARTER**

Working SMARTER should be facilitated by the WBQ Co-ordinator and involve all the WBQ team if it is going to be implemented effectively. To be successful, there are four key messages that need to be kept in mind whilst looking for opportunities to work more efficiently. These are:

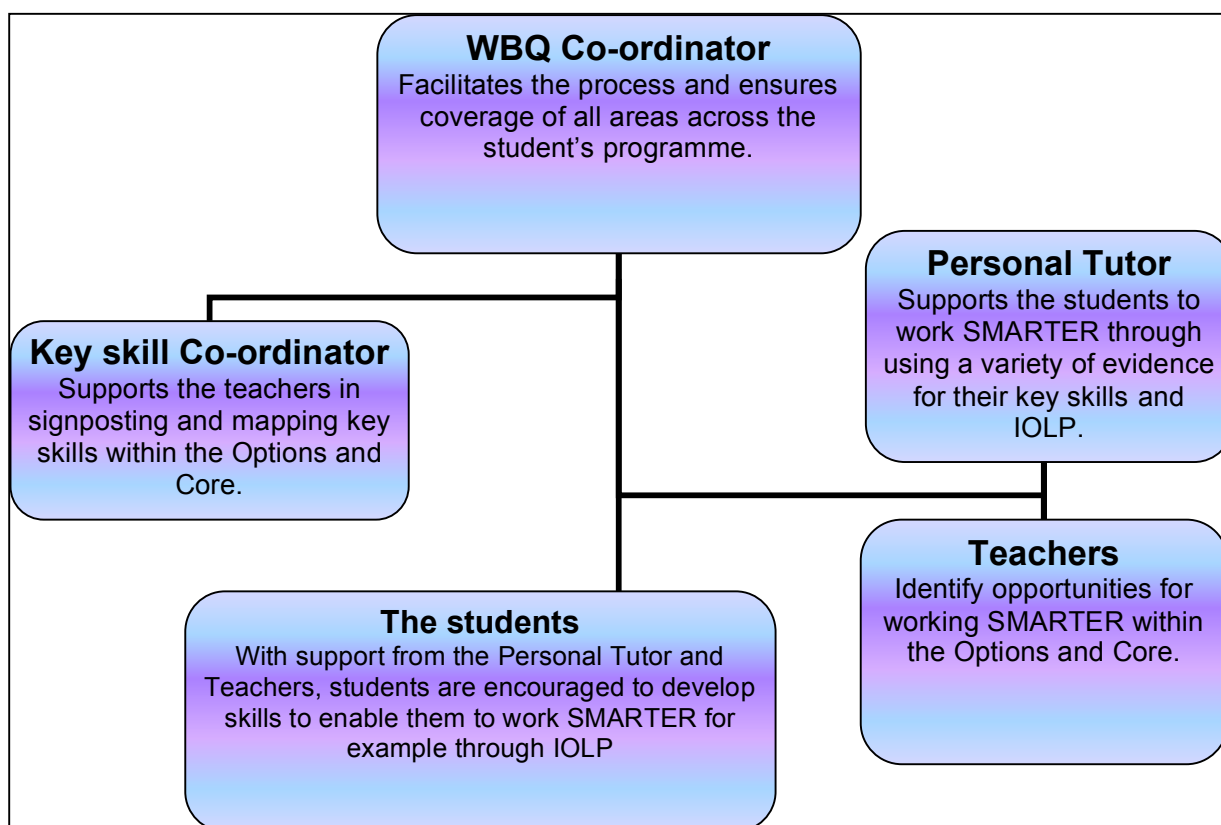
<b>SIGNPOSTING:</b> Drawing the curriculum map, deciding on the components that should be included	} Considering the Core, Options and the students' interests
<b>MAPPING:</b> Planning the route and identifying overlap	
<b>TRACKING:</b> Following the route	
<b>RECORDING:</b> Keeping a log of what has been done	

The following diagram, *Figure 7* on page 22, shows how the whole WBQ team has a part to play in this process and what their main responsibilities are within this process. It is important for the Co-ordinator to help this process along and recognise the support and development teachers will require to identify opportunities within their specialist areas. The process needs to be both manageable and reasonable for it to be successful. The WBQ and Key Skills Co-ordinators will need to ensure all components of the WBQ including the key skills have been mapped and most appropriate opportunities identified for the students.

The next step is to work with students to

- explain what working SMARTER is;
- work through ways of working SMARTER, for example, by using a number of students' programmes to illustrate what they have to do;
- provide opportunities for students to identify parts of their own courses which meets different aspects of the WBQ requirements. This can be achieved through developing organisational skills within the individual and group tutorials systems within centres.

Figure 7: How to work SMARTER showing the responsibilities of the WBQ team



For teachers to identify opportunities for working SMARTER they will need to signpost the appropriate areas against which to map and make use of opportunities available. Examples are shown in the following table:

14-16	16+
<ul style="list-style-type: none"> <li>✓ look for what is compulsory within the student's programme;</li> <li>✓ bring subject and WBQ Core teachers together to plan;</li> <li>✓ use Option subject guidance to find which key skills are already signposted (this can be found in subject specifications available from the awarding bodies).</li> </ul>	<ul style="list-style-type: none"> <li>✓ identify the common components of the student's course;</li> <li>✓ bring subject and WBQ Core teachers together to plan;</li> <li>✓ use Option subject guidance to find which key skills are already signposted (this can be found in subject specifications available from the awarding bodies).</li> </ul>

### The challenge

Schools with 14-16 students and colleges with those aged 16+ are both faced with the same challenge when they introduce the Foundation level into their teaching programme - how to reduce the students' workload by devising programmes of work that encourage them to 'work smarter' and allow them to achieve two or more rewards for the price of one? The answer lies in a process in which students, with teacher guidance, become aware of the value

of planning and using the same information and skills in a range of contexts. Examples of the process are illustrated below.

**Example 1:**

Students look at their learning programmes (Core Components and GCSE subjects or vocational programmes) and discover where knowledge, understanding and skills learned in one context **may** be transferred and used in another.

**For example:**

*The group discussion and planning of a piece of fieldwork in geography, together with carrying out and writing up the report, could meet the needs for geography coursework **AND** for one of the two examples required for meeting the Problem Solving Standards at level 1.*

**Example 2:**

The teacher draws up a simple plan to show where the same piece of work or exercise (or parts of it) can be used in another, including using a simple grid of a key skill to check and map that both curriculum areas are covered.

**For example:**

*Collecting the data for the fieldwork in the geography programme can be done in part through working as a group. The student needs to make sure that the issues raised in WO1.2 are addressed. In addition, if the student reflects on what went well and less well, how the individual helped achieve things and suggests ways of improving their work with others for the next time, they will be providing one example of meeting the Working with Others standards for WO1.3.*

**Example 3:**

Examples of how content and skills acquired in a Core Component can be used in a student's Option programmes.

**For example:**

*Work- related Education and Community Participation experiences can be used in a range of vocational programmes, as well as helping the student meet criteria for the Duke of Edinburgh Award.*

#### **Example 4**

Examples of how content and skills acquired in the Options programme, the Statutory Curriculum or wider experiences can be used in a student's Core programme.

#### **For example:**

##### *Religious Education:*

- *a discussion with a leader from an ethnic community on multi-cultural issues e.g. maintaining traditional religious and cultural values, inter-generational and life style issues;*
- *plan, carry out and present findings of a survey into student's opinions about religious matters;*
- *a photographic survey presented as a poster of the places of worship in the local community.*

The above emphasises that the centre's WBQ Team needs to bear in mind the importance of involving as many teachers as possible in the delivery of the WBQ, and to plan the delivery of each student's learning programme carefully.

**Task: Draw up a plan or grid to show how the knowledge, understanding and skills from a subject or a programme area can be used to show part of a Core Component, or in a key skill.**

**Figure 8 below and Figure 9 on page 26 show examples of how a vocational course could be mapped against the Core, including key and basic skills.**

Figure 8: Example of the **possible** links between the Core and a vocational course

<b>BTEC Introductory Diploma in Engineering</b>  Equivalent to 4 GCSE grade D-G	<b>WEW</b>				<b>WRE</b>		<b>PSE</b>				<b>Ind. Invest.</b>
	<b>Politic issues</b>	<b>Social issues</b>	<b>Economic &amp; technological issues</b>	<b>Cultural issues</b>	<b>Work experience or related activities</b>	<b>Enterprise activities</b>	<b>Positive relationships</b>	<b>Good Health</b>	<b>Rights &amp; responsibilities</b>	<b>Sustainable development</b>	
<b>All Core units must be studied</b>											
Unit 1 Starting work in Engineering			yes		yes	yes	yes	yes			
Unit 2 Working in Engineering	Yes				yes	yes			yes		
Unit 3 Developing skills in Engineering	yes				yes	yes					
<b>Personal skills – three units must be studied</b>											
Unit 4 Personal effectiveness					yes	yes	yes	yes			
Unit 5 Social responsibility			yes		yes	yes			yes	yes	
Unit 6 Financial management			yes			yes			yes		
<b>Optional units – three units must be studied</b>											
Unit 7 Planning & making a machined product			yes			yes				yes	yes
Unit 8 Assembling mechanical components & joining using welding techniques			yes			Yes				yes	yes
Unit 9 Electronic assembly & electrical wiring			yes			Yes				yes	yes
Unit 10 Routine servicing			yes			yes				yes	yes

Figure 9: Example of the links between the key and basic skills and a vocational course

<b>BTEC Introductory Diploma in Engineering</b>  Equivalent to 4 GCSE grade D-G	<b>Key skills</b>						<b>Basic skills</b>	
	<b>Communication</b>	<b>AON</b>	<b>ICT</b>	<b>Working with others</b>	<b>Improving own learning and performance</b>	<b>Problem solving</b>	<b>Literacy</b>	<b>Numeracy</b>
Unit 1 Starting work in Engineering	C1.1						Speaking & listening	
Unit 2 Working in Engineering	C1.1 C1.2 C1.3						reading & writing	
Unit 3 Developing skills in Engineering	C1.1 C1.3					PS1.1 PS1.2	Speaking, listening, reading & writing	
Unit 4 Personal effectiveness			IT1.1 IT1.2		LP1.1 LP1.2 LP1.3			
Unit 5 Social responsibility					LP1.1 LP1.2 LP1.3			
Unit 6 Financial management		N1.1	IT1.1 IT1.2					Mathematical information
Unit 7 Planning & making a machined product						PS1.1 PS1.2	Speaking, listening, reading & writing	
Unit 8 Assembling mechanical components & joining using welding techniques				WWO.1.1 WWO1.2			Speaking & listening	
Unit 9 Electronic assembly & electrical wiring				WWO.1.1 WWO1.2			Speaking & listening	
Unit 10 Routine servicing				WWO.1.1 WWO1.2			Speaking & listening	

### Key and Basic skills

This section provides teachers with additional guidance to help in the planning and delivery of key skills, or equivalent:

Students **pre-16** will follow the six Key Skills level 1 programmes contained in the 2004 Key Skills Standards. Students **post-16** may follow **either** the same six Key Skills level 1 programmes, **or** replace the Key Skills of

Communication and Application of Number with Adult Literacy and Numeracy Level 1, together with the other four as key skills Level 1. Students are required to achieve four of the key skills at Level 1 (including one of the first three key skills or equivalent), and show evidence of working towards all six.

60 hours are allocated to the delivery of the key/basic skills support programme. How this is organised and used is up to the centre.

In order to have a chance of being successful, working smarter must be firmly based on the principle that all teachers involved in the WBQ must have a basic knowledge of the key skills, including a more detailed awareness of the key skill(s) their subject or programme area is capable of delivering. At the very least they need to know the nature of the key skills and their assessment, in particular, the fact that the key skills specifications are divided into three parts:

### **Part A - What the candidate needs to know how to ...**

This section tells students about the techniques and knowledge associated with each key skill. It tells them what they need to learn and practise to feel confident about applying these key skills in their studies, work or other aspects of life.

### **Part B - What the candidate must do**

This section builds on Part A and describes the application of skills. It describes the skills that have to be shown. All the student's work for this section will be assessed. The student must have evidence that they can do all the things listed in the bullet points.

In addition, there is a third section that provides **Examples and Guidance** of the techniques and knowledge in Part A.

### **Basic skills**

The aim of the Adult Literacy and Numeracy standards is to specify the full range of skills required for an adult to communicate confidently, effectively and efficiently and to enable them to apply numeracy, efficiently and effectively.

The standards at level 1 consist of two parts:

- the standards;
- guidance and examples.

The **standards** provide a detailed specification of the skills and capabilities that comprise each skill, together with descriptors that define the level of performance of each capability. The **guidance** provides some examples of the roles, uses and contexts of the skills and capabilities at the specified level.

## **Working SMARTER and key/basic skills**

Centres are encouraged to work SMARTER and take a whole curriculum approach when planning their key and basic skills programme for WBQ students. The 60 hours can be used in a variety of ways, for example for delivering WEW and integrating the key skills of Communication, ICT and Working with Others. However, it is essential to use some of the time allocation to deliver Part A of the key skills standards to ensure the students develop the skills required to enable them to generate the evidence they will require to achieve the key skills. *Figure 2* on page 6 shows the responsibilities of the different members of the WBQ team and what part they can play in the planning and delivery of key skills.

## **Organising key skills**

The WBQ and Key Skills Co-ordinators need to work closely with the delivery team to identify when and how key skills will be planned and delivered within the programme. A possible approach is shown in *Figure 10* on page 29.

Figure 10

Consideration needs to be given to the following;

	<b>14-16</b>	<b>16+</b>
<b>Pre Induction</b>	During year 9 (late June) a pre WBQ event could be arranged for students e.g. problem solving activity to introduce key skills. Consideration of students' KS3 results will identify if they will cope with the key skills requirements.	It will be more difficult to bring students together prior to the start of the course. If possible a similar event to that given in the schools could be organised. Otherwise key/basic skills should be introduced at the student's interview prior to them joining the course.
<b>Induction programme</b>	Within the first two weeks of year 10 a series of induction events related to the WBQ should introduce key skills to students. This could include the introduction of a key skills/WBQ related project or a team building day which includes links to key skills.	Within the first two weeks of the course beginning a series of induction events related to the WBQ – these should introduce key/basic skills to students. This could include the introduction of a key skills/WBQ related project or a team building day which includes links to key skills. Diagnostic testing should also take place during this time to help decide whether students should pursue key or basic skills.
<b>Tutorial support</b>	An initial individual tutorial should take place within the first two weeks of year 10 to assist the student in understanding their role in the key skills process and the requirements. Individual tutorials should then take place at least once every half a term. These tutorials can also be used to develop and gain evidence for the key skill of IOLP using the Individual Action Plan. Group tutorials should also be established early in year 10 and should be planned to include activities which help develop the skills required to acquire key skills evidence, i.e. confidence building to help students participate in discussions.	An initial individual tutorial should take place within the first two weeks of the course to assist the student in understanding their role in the key/basic skills process and the requirements. Individual tutorials should then take place at least once every half a term. These tutorials can also be used to develop and gain evidence for the key skill IOLP using the Individual Action Plan. Group tutorials should also be established early in the course and should be planned to include activities which help develop the skills required to develop key skills evidence, e.g. organisational skills to help students put their key skills portfolio together.

Assessment of key skills is through the student producing a portfolio of evidence. The details of what needs to be in the portfolio can be found in the key skills standards which, along with further guidance, can be obtained from the awarding bodies. Evidence generated by students through key skills can often be used to show a student has met the requirements of parts of the Core. When this occurs, the student with support from the teacher can confirm in their WBQ diary/record that the requirements have been met and indicate where within the key skills portfolio the evidence can be seen. If this method is used the key skills portfolio will need to be made available for the WBQ moderator.

Students will need support and guidance in developing the skill of portfolio building. The key skill portfolio will normally contain the evidence the student has collected to demonstrate their competence in each of the key skills. To support the portfolio the teacher will need to track and record the student's progress in the key skills records. Many teachers new to key skills will benefit from the support of the Key Skills Co-ordinator and projects such as the KSPD (Key Skills Professional Development programme) to help them fully understand the key skills requirements.

### **Key skills or basic skills?**

Students 14-16 will normally follow the key skills route towards achieving the Foundation diploma. It is up to the centre and the individual student to determine which key skills that student will eventually achieve and which ones they will work towards. This could be determined by using the Key Stage 3 results alongside an individual tutorial to establish which key skills would most benefit them.

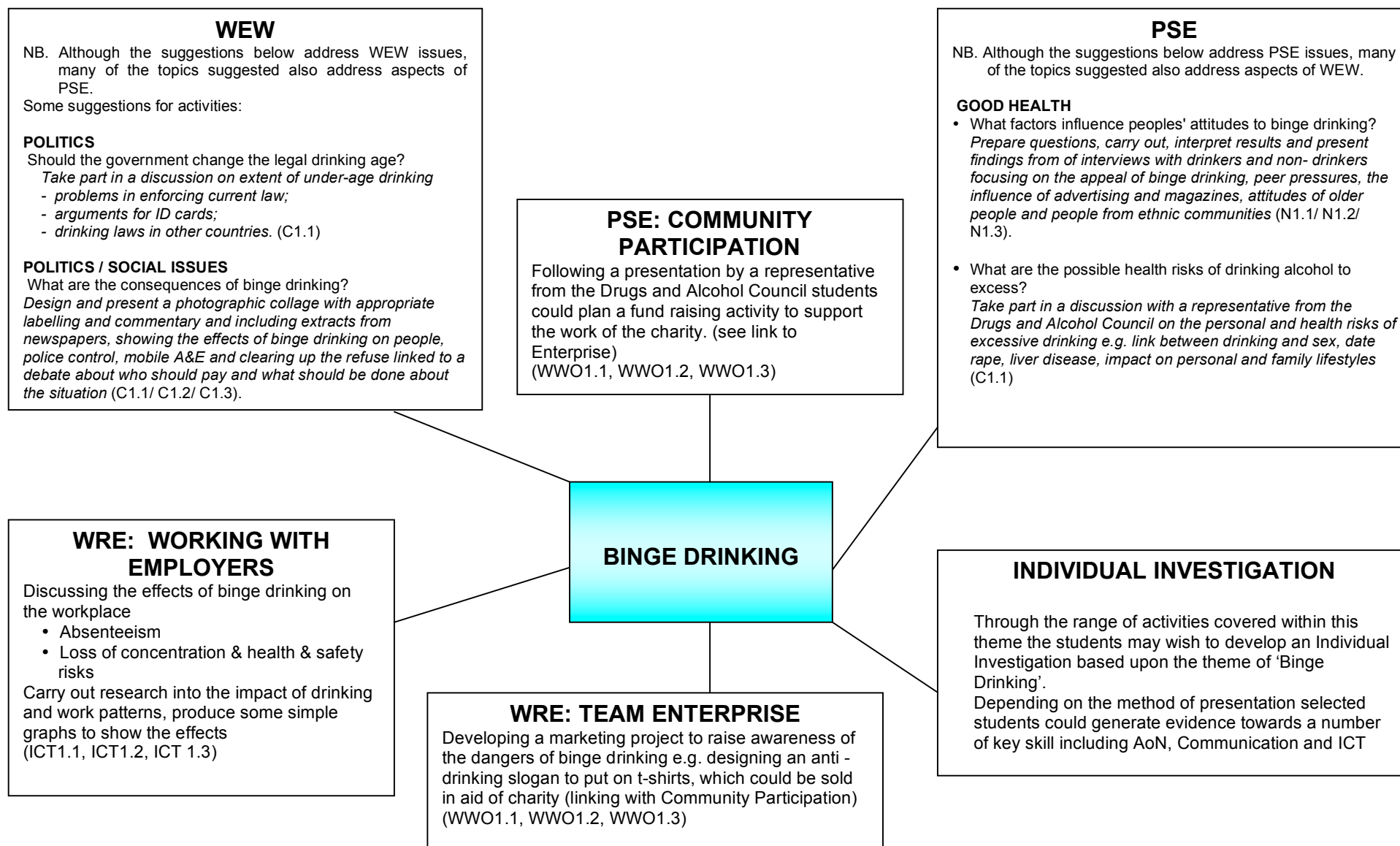
Students post-16 can follow the key skills or can substitute Communication and AoN with Basic Skills Literacy and Numeracy at level 1. To help the centre determine which route is best for the student, it is recommended that diagnostic testing takes place during the induction period. The results of these tests, alongside a discussion during an initial individual tutorial with the student, will help decide the best mix for the student.

### **Thematic approaches**

As discussed already there are potential links between the Core components, Key Skills and the Options. By identifying and focusing on a cross component issue or theme, activities can be devised that link a number of these.

*Figure 11* on page 31 gives an example of how a linking theme, in this case 'binge drinking', can be used to integrate several aspects of the WBQ and also help students develop key skills evidence through some of the suggested activities.

Figure 11: Example 1 shows how a linking theme such as 'Binge Drinking' can be used to integrate several aspects of the Core.



## 4. THE TEACHING, LEARNING, ASSESSMENT AND EVALUATION PROCESSES

Teaching, learning, recording, assessment, evaluation and reporting are all key elements in a student's programme. These processes are the responsibility of the individual centre, their reliability and comparability being measured by the WBQ moderation process.<sup>4</sup>

### Teaching and learning

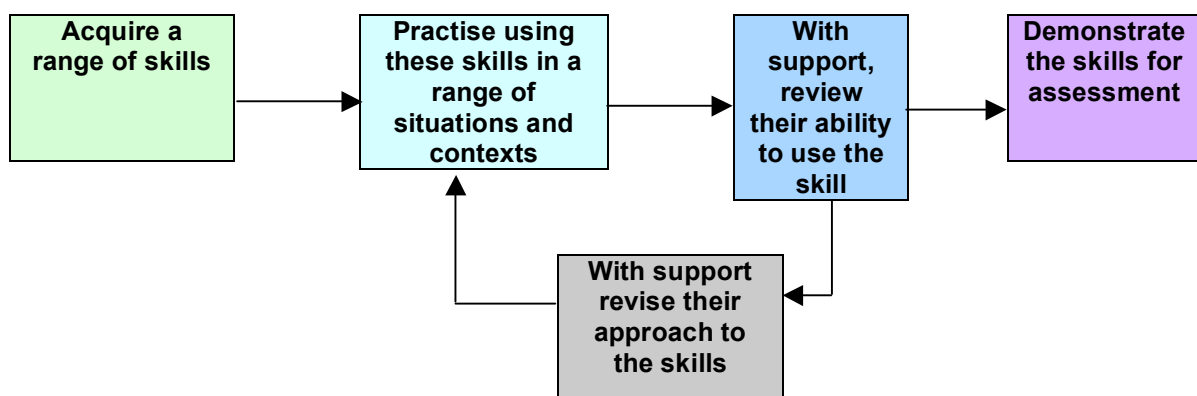
When considering teaching and learning within the WBQ the teacher should aim to:

- encourage students to think about how they can approach each component in creative ways;
- develop a programme that links to the Options and interests of the students;
- act as a facilitator, giving students opportunities to consider and discuss issues in experiential ways (e.g. use visiting speakers, videos, ICT, hands-on sessions and outside visits).

In existing pilot centres, good practice in teaching and learning has been demonstrated when the WBQ is considered as a whole programme not as an isolated curriculum development. This comes from the centre adopting a holistic approach to learning which, in turn, leads to smarter working. This combined with an innovative and enthusiastic approach to teaching and learning, provides the best opportunities for students to develop their skills.

Skills developed through the Core of the WBQ are lifelong skills which can be transferred to the students' Option programmes and to their future careers or studies. See *Figure 12* below.

*Figure 12: The Core provides opportunities for Foundation students to:*



<sup>4</sup> Details of the moderation process can be found in the specification.

This model provides a framework on which to model teaching and learning within WBQ programmes. Once the mapping of the Options against the components of the Core has taken place then the WBQ team can start to look at a variety of methods by which to deliver the programme and enable students to begin developing and acquiring essential skills. This suggests learning by doing, devising a programme which is varied, fun and relevant to the age and learning styles of the students. Although a practical ‘hands on’ approach is recommended it is important to ensure that over concentration on activities does not overlook skill development. Ongoing support through tutorials can help students identify and recognise the skills that are being developed and see how they might be transferred. Tutorials can also help the teacher to evaluate the value of the experiences the students are having and the subsequent impact on their progress.

## Assessment

The table below shows the summary of the assessment requirements for the WBQ Foundation Diploma. In addition, the moderator will need to see a sample of the students' completed diaries/records.

	Core	Options
<b>WJEC Level 1 Welsh Baccalaureate Foundation Diploma</b>	<b>Core Certificate at level 1</b> <ul style="list-style-type: none"> <li>• Four key skills at level 1, which must include one from the ‘first three’ and evidence of having pursued all six key skills.</li> <li>• Verification and evaluation reports for Working with an Employer, Team Enterprise activity and Community Participation.</li> <li>• Individual Investigation at level 1.</li> <li>• Specified curriculum requirements.</li> </ul>	NVQ level 1, BTEC Introductory Diploma, four grades D-G at GCSE or equivalent.

### Assessing WEW, WRE and PSE in the Core

A substantial amount of the assessment of the Core is based on the diary record kept by the student. The diary is an opportunity for the students to record their participation in a range of activities and to start developing the skill of reflection with appropriate support from their teacher or personal tutor. The records and self-assessments completed by the students are verified by the teacher and internally moderated by the centre. These records are evidence that the student has engaged in, completed and learned from a range of activities that are designed to meet the aims of the WBQ. The diary/record has been designed to require the minimum amount of input from the student and teacher. As part of the moderation process, Form WB2 (available from the WJEC) should be completed prior to the moderator’s visit to outline the WBQ activities that have taken place in the centre to support the diary/record of the students.

Details of the assessment requirements for the Core can be found in the specification in the following locations:

- each of the Core components;
- the scheme of assessment;
- the administration and moderation of the components.

An overview of the assessment requirements is shown in *Figure 13* on page 35.

Figure 13: Overview of assessment requirements

Core component	Element	Evidence required	Documentation	Assessed/ Verified by	Internally Moderated by	Externally moderated (sample) by
WEW	4 elements	Diary/record	WJEC pro forma	Teacher in centre	Teacher in centre	Moderator
	Language Module	Diary/record or other approved method of assessment	WJEC pro forma or other approved method of assessment	Teacher in centre	Teacher in centre	Moderator
Individual Investigation Level 1	Investigation	One of the following: oral presentation, written presentation, electronic diary, exhibition or annotated poster.	WJEC assessment grid	Teacher in centre	Teacher in centre	Moderator
PSE	Four key issues	Diary/record	WJEC pro forma	Teacher in centre	Teacher in centre	Moderator
	Community participation	Attendance record Student self-assessment Supervisor assessment	WJEC pro forma	Supervisor  Teacher in centre Supervisor	Teacher in centre	Moderator
WRE	Working with an Employer	Attendance record Student self-assessment Supervisor assessment	WJEC pro forma	Employer/ supervisor Teacher in centre Employer/ supervisor	Teacher in centre	Moderator
	Team Enterprise activity	Student self-assessment Supervisor assessment	WJEC pro forma	Teacher in centre supervisor	Teacher in centre	Moderator
Key skills Level 1	Communication	Portfolio	Awarding body log book	Teacher in centre	Internal verifier	Standards moderator
	Application of number	Portfolio	Awarding body log book	Teacher in centre	Internal verifier	Standards moderator
	Information technology	Portfolio	Awarding body log book	Teacher in centre	Internal verifier	Standards moderator
	Working with others	Portfolio	Awarding body log book	Teacher in centre	Internal verifier	Standards moderator
	Improving own learning and performance	Portfolio	Awarding body log book	Teacher in centre	Internal verifier	Standards moderator
	Problem solving	Portfolio	Awarding body log book	Teacher in centre	Internal verifier	Standards moderator
Adult basic skills	Literacy Entry level	Internal test	External test	Teacher in centre	Internal verifier	Standards moderator
	Literacy level 1	External test	External test	Teacher in centre	Internal verifier	Standards moderator
	Numeracy entry level	Internal test	External test	Awarding body	Standards moderator	Standards moderator
	Numeracy level 1	External test	External test	Awarding body	Standards moderator	Standards moderator

## **Assessing the Key, Basic Skills and the Options**

Details of the key and basic skills assessment requirements can be obtained from the awarding bodies.

Assessment of the Options (e.g. GCSE, NVQ) are subject to the normal procedures and regulations that apply to these qualifications, including rules for internal assessment, external moderation, registering for examinations, re-sits, appeals etc.

## **Assessing the Individual Investigation**

The student is faced with a number of criteria that have to be fulfilled:

- the work should be based on an area of interest arising from one or more of the Core components, i.e. WEW, WRE or PSE, and may be related to the Options. For example, the Investigation may be drawn from WEW (e.g. a study of the advantages and disadvantages of living where they live), or it may look at an issue that is common to PSE and WRE (e.g. an investigation into finding a job and some of the problems faced by those who don't have one);
- having a clear and simple plan, identifying and recording appropriate sources of information such as oral interviews, written notes, the internet, and presenting the outcomes in an appropriate form.

Students may focus on one area of interest in one area, e.g. the local area, Wales, the United Kingdom, Europe, or at a global perspective or on a combination of these. The focus of their investigation could come from an area of interest arising from a theme being studied e.g. if students were taking part in the approach shown in *Figure 11* they could carry out an investigation into 'The cost of drinking', 'How drinking makes us unhealthy' or 'The impact of binge drinking on families'.

**In order to meet the Foundation level standard candidates must achieve all of the assessment criteria listed in *Figure 14* on page 37.**

Figure 14

	<b>LEARNING OUTCOMES</b> <i>The student should be able to:</i>	<b>ASSESSMENT CRITERIA</b> <i>The student has achieved this outcome because they have:</i>
1.	<b>Draw up a plan</b> for the Investigation	Shown examples of planning the investigation.
2.	<b>Identify and use</b> a range of information for use in their Investigation	Demonstrated they can find information from more than one source by including examples in the finished presentation.  Selected relevant information for use in their investigation.
3.	<b>Present</b> findings of the Investigation	Selected a suitable format for presentation.  Communicated the outcomes of the investigation, demonstrating their basic understanding and knowledge of the area investigated.
4.	<b>Reflect</b> upon the outcomes of the investigation and the plan produced	Drawn conclusions about the work completed  Reviewed their progress against the original plan.

The completed Investigation can be presented in any of the following forms, as shown in *Figure 15* below;

*Figure 15*

<b>Outcome of Individual Investigation</b>	<b>Minimum evidence required for assessment</b>
Written presentation	A written presentation that will normally include graphs, photographs, statistical tables, diagrams, drawings, etc. Maximum 1000 words.
Oral presentation with support materials in either electronic or non-electronic form	A witness statement or confirmation from a teacher, accompanied by copies of materials used in the presentation (e.g. floppy disc/CD/OHT/pictures, maps/flowcharts, diagrams, etc) and any prompt notes used. Minimum 5 minutes in length.
Annotated poster	The poster and any supportive work, e.g. preparatory sketches, notes and information gathered.
A small exhibition	A wall display of about 2 or 3 posters containing text, photographs, newspaper cuttings, etc. The display must be accompanied by evidence of preparatory work e.g. sketches, notes and information gathered.
Electronic diary	A short diary in electronic form containing a commentary with supporting evidence (e.g. photographs, video, diagrams, notes, information found).

Candidates may use any other appropriate form of presentation after discussion with their teachers.

## Evaluation

The Foundation WBQ will be internally evaluated by the WBQ team through link officer visits and formal and informal feedback. It will also be internally evaluated by the team at the University of Bath, which carries out a range of activities including visits and questionnaires.

It is, however, equally important to evaluate the progress of the WBQ within the centre itself. This will mainly take the form of internally verifying student work. It is also a useful planning tool to carry out other structured forms of evaluation within the centre. These could include:

- focus groups with students;
- the inclusion of evaluation as an agenda item in WBQ team meetings;
- questionnaire completion by students and staff;
- using evaluation forms for students after different WBQ events.

The use of some of these approaches will help to inform future planning and can identify good practice and areas for improvement early within the development of the WBQ at a centre.

Internal centre evaluation should be seen as a mechanism for measuring success and spreading good practice across the centre.

This could take a two step approach which covers:

- monitoring the WBQ implementation plan regularly and asking the question 'How are we getting on?'
- evaluating the outcomes at a given point in the programme and asking the question 'How have we done?'

Monitoring will give the centre an opportunity to check how the WBQ is going and adapt the plans as necessary to achieve the required results, this could be carried out monthly and be included within focus groups with students and at WBQ team meetings.

Evaluation is best undertaken periodically, for example at the end of each term, it should draw on information gathered during the monitoring stage and the results of this process should inform future planning and strategy.

In section 1 'Approaching the WBQ as a whole through integrated structures' an example of measuring success is given in *Figure 1* on page 5, which shows how the critical success factors document can be implemented in planning. It is also a valuable evaluation tool and gives the centre an opportunity to identify the main areas covered by the document. These look at the effects of the following upon the success of the WBQ:

- students' experiences;
- curriculum content, delivery and organisation;
- teacher/professional development;
- management/leadership;
- organisation.

Looking at each of these key areas will help the centre take the whole approach suggested at the planning stage and include this same approach when evaluating, this will ensure that all aspects of the WBQ are included and that all areas that require action are identified.

## Annex 1

### Example of an Individual Action Plan

Name:		Personal tutor:	
Date of one-to-one tutorial:			
How am I getting on with my workload?			
Setting the scene What stage am I at with my work?			
What targets have I achieved since my last tutorial? (LP1.2 & LP1.3)			
What has gone well?			
What has not gone so well?			
My target(s) LP1.1		Deadline for achievement	
How will I know if I have achieved the target(s)?			
Action points (things to do, people to see, help that I need)		By when	✓ When done
1.			
2.			
3.			

An optional plan for organising myself for IOLP key skills evidence

**Change of plan!**

If I need to revise my plan of action between now and the next one-to-one interview, here is the revised plan and why.

Opportunities for showing:

How I used my action plan in setting targets.

How I asked for, and worked with support.

How I worked towards the plan on my own.

Signature of tutor:

Date:

Signature of student:

Date:

Date of next one-to-one interview with tutor:

LP1.3 By keeping a record of each one-to-one tutorial on a plan such as this you will generate evidence for IOLP level 1.