

## Module 1 - Independent Project

<b>Module code</b>	L/617/2786	<b>Guided Learning Hours (GLH)</b>	120
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<b>Module level</b>	2 (EQF 3)	<b>Total Qualification Time (TQT)</b>	120
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**Module aim**

The Independent Project will allow learners to develop as independent thinkers, be inspired and enthused by new areas or methods of study, direct their own learning and give them the opportunity to plan and review their own work. They will have a mentor to support them through the process of planning, developing, presenting and reviewing their project, who will act as a critical friend and adviser. It is strongly recommended that learners develop their project in the context of a peer group, who are also working on projects, and that they meet with their peers to give and receive informal feedback, share resources and teach and learn skills together.

Their project may give learners the opportunity to explore their aspirations for further study and career development, give them time to develop and present something that they are passionate about and develop and use a range of relevant technologies.

Learning outcomes	Amplification
<p><b>Learners will be able to:</b></p> <p>1. Select, plan and carry out an independent project, within a given framework.</p>	<p>Learners will describe why they have chosen this specific project. They will identify the skills and knowledge they already have and what they will need to acquire.</p> <p>Learners should meet regularly with their mentor to plan and review their project.</p> <p>Learners will be helped to identify objectives for the project and produce a project plan and timeline. They must discuss possible risks to achieving their objectives with their teacher or mentor and describe how they plan to overcome them.</p> <p>Learners must keep records of their progress with the project, referring to the project plan and timeline.</p> <p>They must complete a mid- and end-of-project review, reflecting on any changes that were made or challenges that were faced. Changes to the project are accepted and even celebrated as part of the learning journey, so long as they are reflected upon, and this process is sufficiently evidenced.</p> <p>A framework and structure for an Independent Project is available.</p>
<p>2. Research, compare and select information and resources from a range of sources across at least two curriculum areas that are relevant to their project.</p>	<p>Learners will be taught how to research information and resources from a range of given or easily accessible sources across at least two curriculum areas.</p> <p>They must select and compare the sources and identify which they have chosen to use, and why.</p> <p>They must keep records of their research and conclusions.</p>

Learning outcomes	Amplification
<b>Learners will be able to:</b>	
<p>3. Select and use a range of skills, including appropriate technologies and practical skills, to solve problems and work towards achieving their objectives.</p>	<p>They will be supported to develop and use at least three relevant skills to undertake their project. This may include appropriate technologies and practical skills.</p> <p>If necessary, learners will be taught specific skills and techniques that are necessary for safe and effective execution of their project; e.g. safe laboratory or workshop techniques, professional codes of practice.</p> <p>Learners must give an account of how they have solved problems that they encounter and the progress they have made in achieving their objectives.</p>
<p>4. Reflect on their project outcomes and draw their own conclusions. Communicate their project outcomes, presenting to a familiar audience in an appropriate format.</p>	<p>With their mentor, learners review the results of the project and their own role in it.</p> <p>Working with their mentor, learners decide how to present their project outcomes and their conclusions in a way that is appropriate to the project and their audience.</p> <p>Learners reflect on their learning and the journey of the project.</p>

## Requirements for Assessment

Evidence for achieving this module must include:

- A completed project topic and title form
- A completed project tracking and recording form
- A research record
- A 2,000 – 3,000 word written creative writing piece, dissertation or report OR a 20-30 minute presentation accompanied by notes, slides or handouts OR a performance of 15-30 minutes with evidence of 30-40 hours of rehearsal and preparation OR artefact(s) and/or artwork(s) with evidence of 30-40 hours of workshop or studio time
- A journal or log that has been completed at regular intervals (at least 10 times during the project)
- A presentation of the whole project, including personal conclusions. This should be 500 – 1,000 written words or a 5-10 minute live or recorded oral presentation.

Written dissertations or reports, presentations and journals or logs should demonstrate the ability to structure and use appropriate style and vocabulary. Relevant terminology should be used in relation to the subject of the project.

The word count or length of time of presentation given above is not mandatory but is recommended as the minimum required. Significantly shorter documents or presentations must be agreed in advance by the Internal Quality Assurer and referred to the External Quality Assurer to ensure that they are valid.

The project objectives set by the learner do not have to be met but should be reflected on in their personal conclusions and the mid- and end-of-project reviews.

All learning outcomes must be met to achieve this module. All outcomes are equally weighted.

Evaluation criteria statements are provided in four bands for each outcome. When assessments are made, the criteria statements will be used to judge which mark best fits the learner's work on their Level 2 Independent Project. The mark will be awarded on the basis of the general level of the learner's work in relation to the criteria statements for each level (i.e. an isolated example of performance at a different level should not be used to raise or lower the overall assessment). The work will clearly meet the evaluation criteria given for each learning outcome descriptor for the lowest available mark in that band as appropriate to the particular project. Higher marks for each band will be given where work is assessed to meet the evaluation criteria consistently and across various aspects of work. A minimum of 4 marks must be achieved for each learning outcome in order to attain this module.

## Grading guide for the Independent Project Module

Learning Outcome	8-9 marks	6-7 marks	4-5 marks	0-3 marks
<p>1. Select, plan and carry out an independent project, within a given framework, applying a range of skills, methods and resources.</p>	<p>Clear identification of a project and clear evidence of appropriate aims and objectives.</p> <p>Detailed project plan and timeline, with clear evidence of monitoring progress of project work against the agreed project plan.</p> <p>Actively initiates contact with mentor and peers to support progress of the project.</p>	<p>Has clear ideas to identify a project and is able to use a project plan and timeline with occasional prompting.</p> <p>Identifies clear aims and objectives.</p> <p>Confidently relates to peers and mentor to support the process of the project.</p> <p>Keeps records up to date.</p>	<p>Some identification of a project and able to follow project plan and timeline.</p> <p>Some evidence of setting suitable aims and objectives.</p> <p>Mostly keeps records up to date.</p>	<p>Not yet identified project plans or timelines.</p> <p>Not yet set suitable aims and objectives.</p>

Learning Outcome	8-9 marks	6-7 marks	4-5 marks	0-3 marks
<p>2. Research, compare and select information and resources from a range of sources across at least two curriculum areas that are relevant to your project.</p>	<p>Evidence of detailed research involving the selection and evaluation of a wide range of relevant resources from at least two curriculum areas.</p> <p>Clear evidence of data collation and application of research skills.</p> <p>Clear linkage between research and aims and objectives of the project.</p> <p>Keeps good records and can confidently articulate research process.</p>	<p>Evidence of sufficient research, involving selecting and comparing a range of relevant resources from across two curriculum areas.</p> <p>Data is well-organised and research skills consistently applied.</p> <p>The research is linked to the aims and objectives of the project.</p> <p>Records are kept consistently with minimal prompting.</p>	<p>Evidence of some research involving choosing and evaluating a range of relevant resources from across two curriculum areas.</p> <p>Some evidence of using data relevantly and applying research skills.</p> <p>Some linkage between research and aims and objectives of the project.</p> <p>Records are mostly kept.</p>	<p>Not yet shown evidence of research.</p> <p>Not yet demonstrated use of data or application of research skills.</p> <p>Not yet shown linkage between research, aims and objectives.</p> <p>Not yet kept records.</p>

Learning Outcome	8-9 marks	6-7 marks	4-5 marks	0-3 marks
<p>3. Select and use a range of skills, including appropriate technologies and practical skills, to solve problems and work towards achieving your objectives</p>	<p>Consistently selects and uses relevant skills and materials.</p> <p>Gives a sophisticated rationale for their choices.</p> <p>Manages a project plan and meets deadlines.</p> <p>Consistently maintains flexibility and creativity in adapting their project plans and aims and objectives.</p> <p>Reflects with perception and gives clear reasons for their adaptations.</p> <p>Demonstrates a wide range of research skills and the use of a variety of sources to meet the aims and objectives of the project.</p>	<p>Frequently selects and uses relevant skills and materials.</p> <p>Gives a clear rationale for their choices.</p> <p>Develops their ability to manage a project plan and meet deadlines.</p> <p>Frequently maintains flexibility and creativity in adapting their project plans and aims and objectives.</p> <p>Clearly reflects and gives sound reasons for their adaptations.</p> <p>Demonstrates a range of research skills and the use of a variety of sources to meet the aims and objectives of the project.</p>	<p>Selects and uses relevant skills and materials.</p> <p>Gives a rationale for their choices.</p> <p>Is aware of the skills needed to manage a project plan and meet deadlines.</p> <p>Maintains some flexibility and creativity in adapting their project plans and aims and objectives.</p> <p>Reflects and may give some reasons for their adaptations.</p> <p>Demonstrates some research skills and the use of sources to meet the aims and objectives of the project.</p>	<p>Not yet selecting or using relevant skills and materials.</p> <p>Not yet given a rationale for their choices.</p> <p>Not yet demonstrating awareness of the skills needed to manage a project plan and meet deadlines.</p> <p>Not yet demonstrating flexibility and creativity in adapting their project plans and aims and objectives.</p> <p>Not yet reflecting or giving reasons for their adaptations.</p> <p>Not yet demonstrating research skills or the use of sources to meet the aims and objectives of the project.</p>

<b>Learning Outcome</b>	8-9 marks	6-7 marks	4-5 marks	0-3 marks
<p>4. Reflect on your project outcomes and draw your own conclusions. Communicate your project outcomes, presenting to a familiar audience in an appropriate format.</p>	<p>There is evidence of a detailed review of the outcomes of the project, including strengths and weaknesses, and an evaluation of the process.</p> <p>The presentation of the project is consistent, well-structured and well presented in an appropriate manner.</p> <p>Findings are presented in a way that refers to research undertaken.</p>	<p>The learner is able to confidently reflect on the outcomes of the project and identify a variety of strengths and weaknesses.</p> <p>The learner can draw reasoned conclusions from the process.</p> <p>Presentation of the project and its outcomes is well planned and delivered for the audience.</p>	<p>There is some reflection on the outcomes of the project, and the learner is able to identify some strengths and weaknesses.</p> <p>The learner is able to draw some conclusions.</p> <p>The project findings are communicated adequately and appropriately for the chosen audience.</p>	<p>Not yet demonstrating sufficient reflection on the outcomes of the project.</p> <p>Not yet drawing sound conclusions.</p> <p>Not yet sufficiently communicated the project findings.</p> <p>Not yet chosen a format that is appropriate for the chosen audience.</p>

## Example of a Level 2 Independent Project

Project aim:

Build a safe and humane chicken run and successfully keep up to four hens in a way that meets good welfare standards.

Project objectives:

1. Design and build a chicken run in learner's back garden
2. Research how to look after chickens to keep them healthy and happy
3. Successfully keep some hens at home

This project requires subject skills from maths (geometry and calculations to design and build a chicken run, calculations to work out costs), biology (research into breeds of domestic hens, requirements of habitat, food, socialisation and pest control), woodwork and engineering (ability to use saw, hammer, power drill/screwdriver, wire cutters, design and build of run, including wooden joints and creating a functioning hinged door). Practical animal husbandry will also be involved, as the learner acquires and cares for four hens – which includes daily feeding, regular cleaning and checking for parasites, etc. Some ethical issues can also be explored concerning animal welfare and rights.

The project took place over a 6-month period, and the learner created and kept a project plan and journal of record. There was initial training in use of relevant tools by her mentor, and support with checking the design to ensure that it was feasible. The learner had assistance from a parent in the actual construction where two people were needed to physically construct the chicken run. The learner independently researched the requirements for keeping hens, using books and online materials. There was some initial teaching for a group of learners in how to research and reference material in support of a project. The learner drew up and updated a budget for the project and for the costs of purchasing and keeping hens. The aim was to offset the costs of feed by supply of eggs to the household.

The learner produced plans for the chicken run and a costed list of materials. The construction of the run was documented by photographs and some film clips. The mentor visited during the construction and questioned the learner about the process and observed some construction activity. The learner wrote an evaluation of the process. As a result of researching chicken keeping the learner wrote and illustrated their own manual on keeping hens in a back garden, identifying different breeds and their characteristics, the health and welfare requirements for keeping hens and common ailments and their treatment. The learner gave a presentation to teachers, fellow learners and their parents on the project, which included photographs, film clips, the illustrated manual and answering questions from the audience. This included answering a question about the ethics of keeping animals in captivity. Of particular note was the account of how one hen became unwell during the project period with sour crop, and the learner gave an entertaining account, accompanied by photographs of how they had diagnosed and successfully treated the hen.

Other ideas for the independent project can be found in the learner handbook and teaching guide.