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| Candidate name | |
| SCN | |
| Centre name | |
| Assessor name | |
| Project title | Early intervention and prevention in drug use |

How I presented my project findings *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

I presented my project to my peers in the form of a Power Point Presentation, I also had information from my report. I introduced my presentation with why I chose this project. I then conveyed statistics and problems in each country in regards to drug deaths, the availability of drugs and what drugs were present in the drug deaths. I then conveyed the services given in each country to help addicts with Scotland producing a high number of take-home naloxone kits, France's prevention is mainly carried out in secondary schools within education and Portugal has a program, PSBLE, which is orientated towards drug dependents who want help but don't want to go to heal services or treatment centres for various reasons. I then discussed the strategies used in each country, Scottish governments donations and the ways they are working to prevent drug deaths, North Ayrshire's Drug and Alcohol Strategy, Frances programmes and provision of naloxone and Portugal's Decriminalisation Law. I elaborated on these strategies further and presented the outcomes of these strategies. I concluded the presentation with giving my suggestions for each country. I suggest that Scotland should have an increase in educational services for drugs. I suggest that France should consider following Portugal's method of decriminalising drugs, but also consider the consequences and implications that come with it. Although Portugal's drug deaths numbers are extremely low, I suggest that Portugal introduce naloxone and take-home naloxone kits. I then received feedback and questions from my audience which I answered confidently with information I obtained in other areas of my project. I have also presented my presentation to the Scottish Government and to the Director of Education in South Ayrshire in the form of a letter to ensure that more attention is given to the drug education program in schools.

Assessor feedback to candidate

The fact that you told us that Scotland has the highest opiate overdose rate in Europe, with **by far** the highest number of Naloxone kits distributed, demonstrated the real severity of drugs in our country and demonstrated the fact that Ayrshire & Arran are 2nd worst council in Europe after Greater Glasgow. This sent chills down my spine and shocked your peers. The fact that you are proactively taking this information & have considered ways to educate others on how we can fight this battle demonstrates how fantastic your project is! You have contacted the relevant people and I couldn't have been more impressed by the

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| information and wealth of knowledge you demonstrated during your presentation through tears and all (mine especially!). | | |
| Candidate signature | Date | March 22 |
| Assessor signature | Date | March 22 |

Interdisciplinary Project

Evaluation of project

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| Project title | Early prevention in drugs | | | | | | | | |
| <p>How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>I believe that my project has been successful in various ways. I developed many strengths including independence skills and overcame my weakness of confidence in presenting in front of an audience. I followed my plan but went outside it to find more information which helped my project be of high standard. Although I received few responses from some countries, I still managed to get valid information that I could analyse and interpret into my project. This project developed my understanding of the dangers of drugs and the differences in drug culture in these countries. I believe that many people of my age and younger would benefit from this information, especially the statistics and they should be well educated on these in school through services including the police and the government.</p> | | | | | | | | | |
| <p>How effective were my communication methods throughout the project?</p> <p>I believe that my communication methods were somewhat effective as I could keep the e-mails as a permanent record to refer back to. However, nobody could give me their personal/companies opinion to any of my questions due to the Freedom of Information Act. They provided me with links that were very useful to my project and these links allowed me to further elaborate on my project and knowledge.</p> | | | | | | | | | |
| <p>Is there any aspect of my project that could be taken further? What might my next steps be?</p> <p>I think I should consider getting opinions of locals in Scotland, France and Portugal through the use of questionnaires. I need to gather further information for France in regards to outcomes of strategies and statistics for what drugs were present in drug related deaths. My next steps should be getting my information to the right people who will take</p> | | | | | | | | | |

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| action and make a difference to the world. | | |
| Candidate signature | Date | March 22 |
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Interdisciplinary Project

Self evaluation of generic and cognitive skills development

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In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills.

Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.

Application of subject knowledge and understanding

(Think about practical uses for the what you have learned. How did you use your knowledge of your chosen subject area effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)

My language skills were very useful in this project as they allowed me to contact numerous people who were of use to my project. I had to then translate their responses. My contacts gave me several links to articles, documents and reports which I also had to translate, analyse and interpret into my report. Using three languages was definitely challenging but they helped to broaden by knowledge of my project and therefore the knowledge of my audience.

Research skills – analysis and evaluation

(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)

I thought of six questions that I needed answered for each country and included them in an email along with a brief description of my project. I then sent this off to drug services, partnerships and councils in Scotland. I then translated my email and re-wrote them in French and Portuguese and sent them to drug services etc in these countries. This was an effective source as the information can be kept for future reference. However, they could not give me their own opinion/answer to the topic due to Freedom of Information Act, this meant I could not get all the information that I needed. Another problem was I did not get a lot of responses from France, this meant I could not get as much information as I needed, leaving some parts of my project requiring further research. All responses I gathered included links that they thought would answer my questions best and benefit my project. I also used reports, articles and websites to get information which gave me more information than I anticipated.

Interpersonal skills – negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)

I considered other peoples views and feedback when my audience gave me feedback after my presentation and asked me questions which we could discuss thoroughly. Due to the lack of responses and quality responses, I had to adapt to the situation and work with what I was given. I e-mailed more services and unfortunately didn't get any more responses. I showed positive self belief when I was bringing my project together and constructing it as I saw how much potential my project really has.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

I believe that my time management could have used some improvement in regards to commencing my project, I did not follow my timeline as much I planned but it did not have a negative impact to my project. I set targets and monitored my progress using a template I created myself. The main barriers were the responses to my e-mails but I overcame them and got the information I needed.

Independent learning – autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish

links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

I used my determination to find the answers I needed to answer my project question. My resilience helped me keep going when it was hard to get information and to not give up. I definitely found working and learning independently challenging and I feel that I have developed a very useful skill for life. However, I feel I need to go out of my comfort zone more to obtain more responses and information.

Problem solving – creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

Although my responses weren't of great quality, the links that my contacts gave me were useful as they gave me even more questions and allowed me to research more articles and reports to answer them. My problem solving skills were of great use in my project as they allowed me to overcome the issues I had in regards to the quality of my responses and work with what I had.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

My first audience I presented my project to was my peers and my mentor. I believe this was a suitable choice of audience as I feel as though I taught them something and discussions were highly encouraged, giving me feedback and honest opinions. I presented this in the form of a PowerPoint presentation which I structured my information clearly under headings for each country. I included the main, key information on this PowerPoint in a way that was easy for my audience to understand. I supported my information and evidence with more information from my report. My presentation did include lots of information and I reflected and concluded the presentation using my ideas and opinions for each country. My second presentation is to the Scottish Government and the Director of Education for South Ayrshire, I presented this in the form of a letter. I believe this method is of a high degree of formality as I gave detailed paragraphs of my suggestions for Scotland and reasons that I supported with evidence. This is a suitable audience to present my project to as they can take action and make a difference to aid Scotland into being a safe country with reduced drug problems and deaths.

Self evaluation – recognition of own skills development and future areas for development

(Think about how you have developed throughout your project. How did you deal with

feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

I took note of all my feedback and criticism to help me improve my project and to keep as a permanent record to look back on. The praise I received from my audience really helped me to have self-belief and to know that I have developed a lot as a person. The views of others really helped me to get an outside opinion which developed my knowledge and understanding of the project even more. The praise from my contacts for doing this project really emphasised how important this project is and how much it means to others. I asked for feedback at the end of my project/presentation, this feedback was also useful for my future development as a person. My confidence has developed a lot over this project, from contacting people overseas to presenting in front of an audience. My confidence was definitely my biggest weakness and I am proud that I managed to develop this weakness and will continue to in the future.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project *(eg things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future)*

I can definitely say that this project has made me develop and grow as a person at a high level. My presentation made my mentor emotional and I received a lot of praise from her due to how far I have come. This made me proud as this project is something I would usually shy away from. I have definitely achieved an increase in confidence and resilience as well as improving my ability to work and learn independently. If I were to do something similar in the future I would definitely try to go out of my comfort zone and challenge myself more.

Skills that I have used in this project that I would like to develop further *(eg using skills in even more challenging situations, more working on your own, more team working)*

I would like to develop my independent working skills more as this will be very useful to me for university and my future career. I believe that my confidence still needs a lot of development as this will help me to use my other skills in more challenging situations.

Interdisciplinary Project

Assessor Report

Candidate name -

Candidate number -

Subject area - Languages

Centre -

| Project proposal | Tick as appropriate |
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| Grade C criteria | |
| The title and aims of the project. | ✓ |
| Clear aims and reasoned arguments to support the relevance and practicability of the project. | ✓ |
| Identification of opportunities for: | |
| • own skills development | ✓ |
| • collaborative working | ✓ |
| • accessing less familiar learning environments | ✓ |
| • application of subject knowledge in a broad context | ✓ |
| • use of knowledge and skills across different disciplines | ✓ |
| • making connections between subject knowledge and the wider world | ✓ |
| Evidence of the ability to communicate clearly and concisely in advocating the proposal. | ✓ |
| Grade A criteria, includes all of above plus | |
| Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable. | ✓ |
| Robust and carefully argued justification of the proposal. | ✓ |
| Substantial links and understanding of possible connections across disciplines contributing to the project. | ✓ |
| Comments | |
| Candidate highlighted main problem in her society and attempted to gain an international overview on how other countries prevent drug use – she investigated not only France but also Portugal and the UK. | |

| Project plan | Tick as appropriate |
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| Grade C criteria | |
| Development of clear project objectives in line with the project proposal. | ✓ |
| Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated. | ✓ |
| Realistic timescales and achievable milestones for each stage of the project. | ✓ |
| Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback. | ✓ |
| Grade A criteria, includes all of above plus | |
| Careful selection and effective use of research/investigation techniques. | ✓ |
| Anticipation of probable and possible factors which may impact on the project. | ✓ |
| Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan. | ✓ |
| Outline the process for achieving own identified development needs. | ✓ |
| Comments | |
| Relevant resources highlighted and background research carried out – candidate understands who to contact and has highlighted contingencies for anticipated problems on the practical side as some base research has already started at this point. Log used and new weaknesses recorded to ensure recognition of skill set. | |

| Presentation of project findings/product | Tick as appropriate |
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| Grade C criteria | |
| Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring. | ✓ |
| Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context. | ✓ |
| Clear presentation of main findings/outcomes. | ✓ |
| Grade A criteria, includes all of above plus | |
| Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues. | ✓ |

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| Skilful and creative use of resources, including people, information and learning context to progress the project. | ✓ |
| Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established. | ✓ |
| Comments | |
| <p>The candidate's PowerPoint presentation to peers was extremely informative and highlighted our main drug issues in Scotland, which sparked a feeling of anger and frustration amongst the group. Pupils were angry that they were tasked with peer educating the BGE pupils on a topic that should be given attention like it is in France and Portugal, by experts! They also felt that they were not given sufficient input in the BGE or SP, as they were taught only a few lessons by Police Scotland with a focus on the criminal consequences, which ironically Portugal, with the lowest drug death rates in Europe, do not do – highlighting that this approach has very little impact on prevention. The candidate then went on to highlight her findings and her peer feedback/ concerns in a letter addressed to the Scottish Government and our Director of Education, hoping for a positive change and development in Scotland's drug education program.</p> <p>Super impressive presentation!</p> | |

| Evaluation of project | Tick as appropriate |
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| Grade C criteria | |
| A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points. | ✓ |
| Effective use of chosen communication method(s). | ✓ |
| Grade A criteria, includes all of above plus | |
| Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence. | ✓ |
| Careful choice and skilful use of communication and presentation methods(s). | ✓ |
| Comments | |
| Candidate has excelled – she gained stats, evidence and preventative approaches/ techniques applied across the health and education sector in three countries. Then analysed the information and presented it in a concise accessible way to a relevant audience. | |

| Self evaluation of generic/cognitive skills development | Tick as appropriate |
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| Grade C criteria | |
| A critical evaluation of own skills development against the list of specified generic/cognitive skills. | ✓ |
| A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project. | ✓ |
| Grade A criteria, includes all of above plus | |
| Insightful, balanced and well-structured self-evaluation of own development. | ✓ |
| Assertive and justified use of feedback from others in evaluation and identification of development areas. | ✓ |
| Comments | |
| The candidate is extremely shy and very humble. She worked through this project without asking for too much support, apart from at a few crucial points, and has totally excelled herself, to the point where I cried at how far she has come and how much she has progressed! She presented her information in a way that we could access it despite it coming from huge reports and she was able to report it to us and the relevant bodies in such a professional manner, especially as I had considered her a young, quiet girl with low confidence – | |

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| <p>she is still young, much more confident and has found out how to use her voice when it matters. Her confidence in her linguistic ability has also grown, she is confident reading technical language in French and Portuguese and can research in her second and third language very well!</p> | |
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The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces**
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

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| Overall Grade Awarded | A |
| Additional Comments/Overview | |
| <p>Quietly fantastic, she totally exceeded even her own expectations with her research, findings, presentation and overall project. At the beginning she had a few moments where I had to support and then put pressure on her to get out of her comfort zone but she started to gain confidence in herself and I genuinely feel that she surprised herself, she certainly surprised me! Impact – Scottish Gov, Director of Education and then me, I have actioned her findings and sent them to our Headteacher and Depute in charge of the PSE program to ensure that her voice, her findings and her project are heard in her school.</p> | |

Assessor signature

Date April 2022

Internal verifier signature _____

Date _____