

# Candidate 1 evidence

## Interdisciplinary Project

### Proposal

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                          |  |                                                     |  |  |  |  |  |  |
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| <b>Candidate name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                          |  |                                                     |  |  |  |  |  |  |
| <b>SCN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                          |  |                                                     |  |  |  |  |  |  |
| <b>Centre name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |  |                                                     |  |  |  |  |  |  |
| <b>Assessor name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |  |                                                     |  |  |  |  |  |  |
| <b>Project title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Women's prisons in Scotland              |  |                                                     |  |  |  |  |  |  |
| <b>Chosen subject</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> Expressive Arts |  | <input type="checkbox"/> Languages                  |  |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> Sciences        |  | <input checked="" type="checkbox"/> Social Sciences |  |  |  |  |  |  |
| <b>Project outline</b> <i>(what it is you want to do and how will you go about it)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |  |                                                     |  |  |  |  |  |  |
| <p>In this project I would like to research the similarities and differences between women's prisons in Scotland, more specifically, the Bella Centre in Dundee and HMP &amp; YOI Stirling. I'd like to find out if one is more effective than the other, and what it is that may make the prison have a better outcome on offenders. This is interesting to me as there has been a lot of controversy over the Bella Centre due to it being a new initiative and is different to more traditional prisons. I will use both primary and secondary research in my findings which will include looking at different news articles, government websites and I will contact a worker from the Bella Centre and Stirling prison to ask some more questions.</p> <p>I will also present my findings in a PowerPoint and present this to members of the social subjects department, or a modern studies class.</p> |                                          |  |                                                     |  |  |  |  |  |  |
| <b>Reasons for choosing this project</b> <i>(eg personal interest, future plans, links to other subjects you are studying/ have studied)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |  |                                                     |  |  |  |  |  |  |
| <p>I chose this project for a few reasons. I completed modern studies last year as a part of 5<sup>th</sup> year and I really enjoyed it, but I mainly took interest in the crime and law topic. I really enjoyed learning about all the different rehabilitation techniques and even completed my assignment on prisons, so I would like to find out more about these two specifically.</p> <p>I have also completed a criminology class within college which I took a real interest in, I found hearing the different reasonings behind why people commit crimes the most enticing and I was always wanting to hear more. We also covered different kinds of therapies which inmates may receive, and I thought this would tie in well for the rehabilitation aspect of this project.</p>                                                                                                                 |                                          |  |                                                     |  |  |  |  |  |  |

I'm very interested in forensics and criminology so this was another reason for choosing this topic as I was looking at going to University to study something within this industry so I think doing this research will help.

**The broad contexts this project will cover are**

*(Explain the ways in which the theme of your project is relevant to one or more of the broad contexts of citizenship, economic development, employability, enterprise, and sustainable development.)*

Economic development – my project will explore the context of economic development as I will look into the costs that these prisons bring and if it's worth it. The new Bella Centre cost £16 million to build and furnish compared to Stirling which cost £85.7 million. In this project I will research to find out if one is more effective in rehabilitating the prisoners and if the Bella centre is good value for money. I will also research to see if these prisons had any impact on costs within the communities.

**Learning environments I will access are**

During this project I will use the modern studies department at school to gather some information. My main sources of information will be from local and broader news sources online, emailing prison officers and the Scottish prison service website. I will also enquire about visiting both Stirling prison and the Bella Centre so I can observe them and have an in-person interview with a member of staff. I will also access the school library for books on crime and punishment to gather other information.

**How I will use my knowledge of my chosen subject area**

I will be using knowledge from modern studies to be able to properly research about the prisons and already have past knowledge about certain things regarding prisons due to our crime and law topic. I will also use skills from English as it will allow me to type up this report in a well-spoken manner as I've had past experience within that subject on writing essays and answering questions. I think having knowledge on the criminology topic will also help with this project as we have covered prisoners within the class, so it deepens my existing knowledge so I know what things to look out for in my research, e.g. re-offending rates

**The skills I will develop and/or improve in the course of this project are:**

*(carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)*

- **application of subject knowledge and understanding**

I have basic knowledge on prisons as I have previously done some research on prisons and understand their functions and how they aim to help inmates not re-offend through different types of rehabilitation. However I think by doing more in-depth research and speaking to prison officers I will gain a wider understanding of my topic.

- **research skills – analysis and evaluation**

I would say I already have fair research skills as I do research often for a few of my classes, such as childcare where there's lots of independent research for our write ups and modern studies where we have to research to find graphs and information for our

essays. And I have also had to do research projects in college in which I have practised this skill quite a bit.

- **interpersonal skills – negotiation and collaboration**

I would say I'm fairly confident in talking with people and working as a team, however I have never been in a situation where I need to contact people through email, and since this is a main way in gathering my research, I hope doing this will help me build confidence in this area and help toward my findings.

- **planning: time, resource and information management**

I would say I'm good at time management and keep to deadlines, so in order to keep this up I will make sure I'm staying on time and completing my work ahead of the deadline so I'm not rushing and doing it the night before so I give myself plenty of time to change things if needed.

- **independent learning – autonomy and challenge in own learning**

I have never had much experience in independent learning apart from covid, however I was not confident during those years and really struggled to learn and complete the tasks by myself with little help. This project will help me gain confidence in carrying out tasks and doing majority of the work by myself, this is useful as I will need to get used to independent learning as it's something I will do a lot in the future.

- **problem solving – critical thinking: logical and creative approaches**

I would say I can come up with a solution to a problem if needs be, however, problem solving is definitely not one of my strengths. In doing this project I will probably get stuck at points on what to write or research, so this project will hopefully help me figure out ways to overcome this and do so without getting stressed.

- **presentation skills**

My presentation skills definitely need improved as I often dismiss the opportunities to present things in front of larger crowds as I tend to get too nervous, in order to help this, if an opportunity arises in the lead up to presenting this project, I will take it so I will have gained some practise and won't find it as daunting when presenting my findings.

- **self evaluation – recognition of own skills development and future areas for development**

I would like to realise that the work I do is actually good as I've always had self-doubt all throughout school within my work, so I think this project will help me realise that if I put my mind to it I can come out with solid work on my own.

#### Assessor feedback to candidate

This will be such an interesting project and on a very current topic with the Bella Centre still being a very new initiative. I like how you are looking at the economic/value for money aspect of these two prisons and plan to come to a conclusion on which model is better from a financial perspective. Hopefully you are able to get visits to both prisons as this will really enhance your research and will be a great opportunity to make contacts in the 'real world'.

|                            |     |                              |                      |
|----------------------------|-----|------------------------------|----------------------|
| <b>Proposal approved</b>   | Yes | <b>Further work required</b> |                      |
| <b>Candidate signature</b> |     |                              | <b>Date</b> 30.09.24 |
| <b>Assessor signature</b>  |     |                              | <b>Date</b> 27.09.24 |

## Interdisciplinary Project

### Plan

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| <b>Candidate name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             |  |  |  |  |  |  |  |  |
| <b>SCN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |  |  |  |  |  |  |  |  |
| <b>Centre name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |  |  |  |  |  |  |  |  |
| <b>Assessor name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |  |  |  |  |  |  |  |  |
| <b>Project title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Women's prisons in Scotland |  |  |  |  |  |  |  |  |
| <p><b>Is this a group project?</b>    yes   <input type="checkbox"/>    no    <input checked="" type="checkbox"/></p> <p><b>If a group project my individual role or responsibilities will be:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             |  |  |  |  |  |  |  |  |
| <p><b>Timescales</b> (<i>this should be a detailed timeline, and any separate spreadsheets or charts should be included as evidence</i>)</p> <p><b>August</b> – I will look into different topic areas that I think would be interesting for my project, any ideas I like the sound of I will take notes so I can further research to solidify my idea.</p> <p><b>September</b> – I will contact both prisons and try and arrange a visit to the Bella Centre. I will also contact HMP &amp; YOI Stirling to see if a member of staff would be happy to carry out an email interview/answer my questions</p> <p><b>October</b> - I will complete my plan paperwork</p> <p><b>November</b> – I will make a start and hopefully finish my project paperwork and will have made a start to researching both prisons and start to gather the information that I will use in my presentation.</p> <p><b>December</b> – start narrowing down on my research and gather the information I will definitely use to begin preparing my PowerPoint presentation.<br/>I will also be revising for my college exam in this time.</p> <p><b>January</b> – I will finalise my project and get it ready to present.<br/>I will pick a date that suits the class I am going to present it to.</p> <p><b>February</b> – Present my PowerPoint to the class then gather feedback.<br/>I will then evaluate my project.</p> <p><b>March</b> – I will have done all the presenting work so I will finalise any last evaluating work I need to do before finishing.</p> |                             |  |  |  |  |  |  |  |  |

**Planning** (*how you are going to meet the agreed objectives of your project*)

I will try my best to stick to my timeline in order to keep up with deadlines and make sure I will get everything completed in time. I will also begin my research by contacting both the Bella Centre and Stirling prison in hopes to get a visit to the Bella centre and an email interview with Stirling prison to build up some starting information, I will then have a look at online resources such as the SPS website and visit Dundee Uni library to gather books to build on the research. Once all my research is completed, I aim to create a PowerPoint in which I will present to members of the social subjects faculty.

**Resources** (*eg people, materials, places*)

For my resources I will need access to a projector and a computer in order to carry out my presentation. I will also need access to the schools Wi-Fi so I can work on my research in class on my own laptop.

I will be contacting workers from both Stirling prison and The Bella Centre in order to get an insight into the prisons and I will try and arrange a meeting/tour at the Bella Centre where I will hold an interview with a member of staff.

**Research methods** (*eg contacting companies, surveys, focus groups, experimentation*)

A fair amount of my research will be secondary research and conducted online through online news articles. I will also be primarily focusing on the Scottish Prison service website where I will gather information on how both prisons differ or are similar. I will also use my school's library to access books on crime and punishment, so I have a greater understanding.

I will be doing some primary research where I will hold an interview with a member of staff within the Bella centre and will also carry out observation while I am there. I will contact HMP & YOI Stirling through email to get an insight into how it is run by carrying out an email interview.

**Presentation**

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**

I think a class of Nat 5 Modern Studies pupils, or the criminology elective class will benefit from my hearing about my project as crime and law is a main topic within that year and so learning about how different prisons operate could be beneficial to their learning. Teachers may also benefit as it will help give them a wider understanding. I also think I will benefit as I will get to have a greater understanding on this topic which I find interesting.

- **What methods are appropriate to my audience(s)** (*eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*)

I will use PowerPoint in order to show my findings as I will create a slideshow with the information and some pictures. I will talk the audience through each slide to ensure they have an understanding of my research. Once I have finished, I will make sure the presentation is available to the modern studies department in case it will be of use to them in future classes.

**Dependencies** (*what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting the next step*)

My project will rely on responses from the prison staff that I have emailed as that will give me first hand answers to my questions. If I don't get replies, then I won't have any information from the prisons directly which would be a let-down for my project as it would help to have first-hand information and not all from news sources and the prison website. I am also dependant on being allowed a tour of the Bella Centre so I can see for myself what it is like. I am also dependant on a modern studies teacher to give up a period of their class time for me to do my presentation and gain feedback from the class. I am also relying on being able to find suitable information online because if I can't then I will only be left with what the prisons themselves have told me and not any secondary information.

**Contingencies**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                                                                                                                                                                                                                                                                                                                                                                                                       |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><b>Any anticipated problems</b></p> <p>I may not be able to arrange a tour of the Bella Centre</p> <p>After presenting my project I might not get sufficient feedback from the pupils</p> <p>It might take a while for HMP &amp; YOI Stirling to reply to my email</p>                                                                                                                                                                                                                                                   |   | <p><b>My plans for overcoming the anticipated problems.</b></p> <p>If I cannot arrange this with a member of staff through email, I will carry out an email interview instead</p> <p>If this happens, I can turn to the staff of the Modern Studies department for their feedback</p> <p>I can start my other research and wait as long as possible for a reply but won't let my work fall behind</p> |            |
| <p><b>Method for recording my skills development and future areas for improvement</b></p> <p>I will use a project diary to keep track of the skills i use throughout this project and to keep track of my progress. I will also use my timeline to keep me on track so i can get it all finished in time without having to rush. This will be useful as I will have somewhere to write down if things don't go to plan so I can evaluate this at the end of my baccalaureate to see what I could have improved on.</p>      |   |                                                                                                                                                                                                                                                                                                                                                                                                       |            |
| <p><b>Assessor feedback to candidate</b></p> <p>You have created a good plan for carrying out this project. Much of your research depends on contact from the Bella Centre and Stirling Prison so ensure you start this process early and you may need to persist with contacting them to get the information you need.</p> <p>Your plan could be a little more detailed with more specific tasks set out each month. Your choice of presentation will work well for this topic and should produce a good presentation.</p> |   |                                                                                                                                                                                                                                                                                                                                                                                                       |            |
| <b>Plan approved</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓ | <b>Further work required</b>                                                                                                                                                                                                                                                                                                                                                                          |            |
| <b>Candidate signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   | <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                           | 17.11.24   |
| <b>Assessor signature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   | <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                           | 11.11.2024 |

## Interdisciplinary Project

### Progress log

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| <b>Candidate name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |  |  |  |  |  |  |  |  |
| <b>SCN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |  |  |  |  |  |  |  |  |
| <b>Centre name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |  |  |  |  |  |  |  |  |
| <b>Assessor name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |  |  |  |  |  |  |  |  |
| <b>Project title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |  |  |  |  |  |  |  |  |
| <p><i>You may use this form to record and reflect on progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/lecturer, your presentation and final evaluation. Things you might want to record are:</i></p> <ul style="list-style-type: none"> <li>• <i>what you have done (eg from one week to the next)?</i></li> <li>• <i>what skills have you used and how you feel they have developed?</i></li> <li>• <i>if you are working in a group, what discussions you have had?</i></li> <li>• <i>any changes that you have (or will need) to make to your plans and reasons why</i></li> <li>• <i>what resources you have found/hope to find?</i></li> <li>• <i>any problems you are encountering and how you are resolving them</i></li> <li>• <i>what you are going to do next?</i></li> </ul> |                 |  |  |  |  |  |  |  |  |
| <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Comments</b> |  |  |  |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |  |  |  |  |  |  |  |  |
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### Interdisciplinary Project

**Record of Interim Review to be completed by candidate and teacher/lecturer**

(This should not be submitted to SQA but is a very valuable opportunity for you to discuss progress with your teacher/lecturer.)

|                                                                                                                                                                                 |  |  |  |  |  |             |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|-------------|--|--|--|
| <b>Candidate name</b>                                                                                                                                                           |  |  |  |  |  |             |  |  |  |
| <b>SCN</b>                                                                                                                                                                      |  |  |  |  |  |             |  |  |  |
| <b>Centre name</b>                                                                                                                                                              |  |  |  |  |  |             |  |  |  |
| <b>Assessor name</b>                                                                                                                                                            |  |  |  |  |  |             |  |  |  |
| <b>Project title</b>                                                                                                                                                            |  |  |  |  |  |             |  |  |  |
| <b>My progress</b> <i>(describe what you have done so far and how it meets your plan eg changes, successes, difficulties encountered, how you resolved issues, targets met)</i> |  |  |  |  |  |             |  |  |  |
| <b>My skills</b> <i>(What skills have you used and how far have they developed?)</i>                                                                                            |  |  |  |  |  |             |  |  |  |
| <b>My next steps</b>                                                                                                                                                            |  |  |  |  |  |             |  |  |  |
| <b>Assessor feedback to candidate</b>                                                                                                                                           |  |  |  |  |  |             |  |  |  |
| <b>Candidate comments</b>                                                                                                                                                       |  |  |  |  |  |             |  |  |  |
| <b>Candidate signature</b>                                                                                                                                                      |  |  |  |  |  | <b>Date</b> |  |  |  |
| <b>Assessor signature</b>                                                                                                                                                       |  |  |  |  |  | <b>Date</b> |  |  |  |

## Interdisciplinary Project

### Presentation of Project Findings/Product

|                       |                             |
|-----------------------|-----------------------------|
| <b>Candidate name</b> |                             |
| <b>SCN</b>            |                             |
| <b>Centre name</b>    |                             |
| <b>Assessor name</b>  |                             |
| <b>Project title</b>  | Women's prisons in Scotland |

**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 chose to present my findings orally alongside creating a PowerPoint presentation to which I presented to a criminology elective class that was made up of fifth and sixth year pupils, plus one modern studies teacher, I presented for around 10 minutes.

I chose to present to a criminology class as I thought the pupils would find the topic interesting as you learn about offending behaviours within the class and so the topic of prisons can be related. Part of presenting to this class was also due to the teacher being primarily a modern studies teacher and therefore I thought she would find this topic interesting as crime and law is a main unit within my school. Presenting to the age groups that I did was useful too as I knew they would have found the topic more interesting than the younger years would have.

The reasonings behind me choosing to present my findings in PowerPoint format were mostly due to being able to include pictures and make it slightly more exciting for the audience. I added in pictures of the different kinds of prisons so the pupils could see the differences, I also added in photos of the Bella Centre and HMP & YOI Stirling and different relevant images of the inside of each prison that were relevant to the information on each slide. I included all the information I gathered on each slide, but I decided I didn't want it to be too crammed and so the pupils could read each slide with ease, I left the most interesting parts on each slide and took out the rest and wrote it on flash cards. During presenting I read the information on the slides and took breaks within some sections to read out what was written on the flashcards, this also meant the pupils had some time to read the slides without me moving on too fast. Near the end of the PowerPoint included a little conclusion on which prison I thought was better so the pupils could understand my own thoughts of this topic.

The PowerPoint concluded with a QR code for the pupils to scan in order for me to gain feedback of my presentation/findings. I included a question for if they found the topic interesting and then a section for two stars and a wish. Mostly everyone in the class responded to the questionnaire which has given me a good collection of feedback, both positive and aspects I could have done better.

**Assessor feedback to candidate**

This was a brilliant presentation – well done! Such an interesting topic and the choice of presenting to a Criminology class was a good choice – I know the pupils enjoyed this. Your presentation was clear, well structured and easy to follow with a solid conclusion at the end.

It was good that you included a QR Code at the end in order to get feedback. Next time, perhaps a little less content on each slide.

|                            |  |             |            |
|----------------------------|--|-------------|------------|
| <b>Candidate signature</b> |  | <b>Date</b> | 17.03.25   |
| <b>Assessor signature</b>  |  | <b>Date</b> | 17.03.2025 |

## Interdisciplinary Project

### Evaluation of project

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| <b>Candidate name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             |  |  |  |  |  |  |  |  |  |
| <b>SCN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |  |  |  |  |  |  |  |  |  |
| <b>Centre name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |  |  |  |  |  |  |  |  |  |
| <b>Assessor name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |  |  |  |  |  |  |  |  |  |
| <b>Project title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Women's prisons in Scotland |  |  |  |  |  |  |  |  |  |
| <p><b>How successful has my project been overall?</b> (<i>consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments</i>)</p> <p>Overall, I have really enjoyed this project and feel I have gained a lot more knowledge within the topic. I had stated that within this project I wanted to research the similarities and differences between the Bella Centre and HMP &amp; YOI Stirling and understand how they operate, and which one appears to be more effective. I feel as though I have met those aims during researching about these prisons and I am satisfied that I could draw a conclusion on which one I thought appeared more effective.</p> <p>I believe the information gathered was to a high standard and covered all points that I wished to, I managed to find out information on rehabilitation techniques within the prisons and the different costs which they spend on a daily basis, both necessary and potentially unnecessary. However, given more time I would have wished to go into slightly deeper details on some points within the presentation, but time was tight as I had other classes to do revision for during my time carrying this project out, and so I found myself putting the Baccalaureate towards the back of my work loads, which lead me to cramming to try and complete it all and give my presentation in a timely manner while still having enough time to complete the last of the paper work. If I was to carry this out again, I would try and stick to my plan even more in order to keep up and not stress myself out with tons of work.</p> <p>I wished to have received a response from the prisons so I could have included some primary findings into my work. However, I worked with what I had found and completed what I believed to be a successful presentation with information in which the pupils I presented too found interesting. I should have followed up both prisons with another email or possibly have phoned them in order to really push for a reply.</p> <p>Throughout this project I also feel as though I have developed skills that will help me as I move forward in higher education and University. Some of these skills included independent working, I have always struggled to work on my own as I tend to greatly rely on the teacher or a peer to steer me in the right direction or tell me I am completing my work right before I continue with it, however through carrying out this project I have worked independently the whole way and I have</p> |                             |  |  |  |  |  |  |  |  |  |

completed a great deal of work myself which I am proud of. I have also worked on my confidence as I had to present my work in front of a class. I have never been much of a confident person and have always stayed clear of presenting things to audiences, however by presenting to a class I feel as though I have gotten slightly better at this and don't have the constant worry of being judged whilst standing up talking. I am appreciative for this project to have given me skills in which I will carry with me throughout life.

**Outcomes:**

The form I created proved to be an effective way to gather feedback from the pupils I presented to. The majority of the class, 60%, voted 'yes' to if they found the topic interesting with only 33% stating they found it interesting but it wasn't their thing.

I asked for 2 stars and 1 wish for the next part of the form. The most frequent answers for 'star' was that I had used good information, spoke clearly and I had included solid points for and against each prison. Some pupils also liked how I displayed the information in a simple way that was easy to understand.

Within the 'wish' section answers included for me to leave all information on the boards rather than taking some out and reading it off the flash cards. Some answers included to look at the audience more and not read directly off the board for most of the time. If I was to complete this again, I would definitely take the feedback on board as I feel like this would make the presentation even better for the audience. I would really try and engage more and make more eye contact, so the pupils feel more involved in the presentation rather than just watching. I would also try and find a way to leave all the information on the board without over crowding it as this is what some people prefer. However, the feedback was mostly positive and I am happy with the results I gained.

**How effective were my communication methods throughout the project?**

Using email to contact the prisons proved to be ineffective. I emailed both the Bella Centre and HMP & YOI Stirling asking if I could get access to an in-person interview and visit at the Bella Centre and conduct an email interview with a member of staff at Stirling prison. I emailed with the hopes of the requests happening so I would have a deeper understanding of what each prison is like and how they run, however I didn't get a response from either, and so this left me with no internal information to present and could only use information I found out from online sources or books. I would have wished to contact an individual who worked within each prison for a higher chance of a response, however I found it difficult to find another email and so could only move forward with the one I emailed. I also could have sent a follow up email to heighten my chances of a response.

I was also having one period a week with my teacher and so I could query anything I was unsure on, and she is also a modern studies teacher and so she was there if I had any underlying questions about prisons as she has previous knowledge from teaching a crime and law unit. I had a short talk with the teacher I would be presenting my findings to about what would happen on the day but other than

emailing and speaking with these two teachers I didn't use any other forms of communication. So overall I would say my communication methods were both effective and ineffective as I did still gain a large amount of information.

**Is there any aspect of my project that could be taken further? What might my next steps be?**

I wish I could have gotten an interview or answers from both prisons as this would have heavily benefitted my research, plus I would have found it interesting. I should have tried to phone both prisons instead of email as this would have been a more direct approach without having to wait and possibly get an email reply.

I feel as though I could have added in a lot more information and go into deeper comparisons between the prisons, however knowing I was presenting to a class I didn't want to over-do my information and risk losing the pupil's interest. If I was to present this topic again, I would present to teachers within the social subject's department and give an invitation to any other teachers or pupils who wanted to come along and watch too.

|                            |  |             |            |
|----------------------------|--|-------------|------------|
| <b>Candidate signature</b> |  | <b>Date</b> | 17.03.25   |
| <b>Assessor signature</b>  |  | <b>Date</b> | 17.03.2025 |

## Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

|                       |                             |  |  |  |  |  |  |  |  |
|-----------------------|-----------------------------|--|--|--|--|--|--|--|--|
| <b>Candidate name</b> |                             |  |  |  |  |  |  |  |  |
| <b>SCN</b>            |                             |  |  |  |  |  |  |  |  |
| <b>Centre name</b>    |                             |  |  |  |  |  |  |  |  |
| <b>Assessor name</b>  |                             |  |  |  |  |  |  |  |  |
| <b>Project title</b>  | Women's Prisons in Scotland |  |  |  |  |  |  |  |  |

*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)?)*

Using my previous knowledge from completing National 5 and Higher Modern Studies, this helped me to already have an idea of what prisons were like and the different approaches they can take towards rehabilitation. This was beneficial as I had a starting point for my research and knew what direction to go in. This allowed me to cover my broad context – economic development – as I was able to go in depth on the spendings of each prison to gather a comparison.

Having undertaken criminology, this also gave me a brief understanding of the different prison sentences offenders can get and how they are helped when they are in prison.

#### **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.)*

In order to gather my information for this project I researched using lots of different websites and news articles and a book I had borrowed from Dundee University. By using different websites, I was able to gather the standard information in which I needed to be able to present an interesting PowerPoint and gain enough findings to meet my aims, however online sources are limited and some information such as

costs is hidden to the public and I was also wary of using certain websites or news articles as they could be giving fake news and I didn't want to gather incorrect information, due to this I tried to stick to the Scottish Prison Service website as much as possible.

I also emailed the Bella centre and HMP & YOI Stirling to try and organise a phone interview and in person meeting so I could get some information first hand and possibly have access to information I couldn't get online. However, I was not successful in securing these interviews as I got no reply, but I now feel more confident in reaching out to people I don't know as I was nervous to send the email at first.

In order to gain feedback on my presentation I created a Microsoft form which I would definitely use again if I ever needed to create a form as it was very straightforward to navigate and easy to create a QR code for the pupils to scan. I could view my replies in a pie chart which was an easy way to see the percentages of answers which I liked. It was also easy to read the typed feedback, and I think I received a good mix of feedback as I got a lot of positives and some critical which will help me going forward.

#### **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.)*

During this project I had one period a week with my teacher, which was a great help, being able to ask any questions then receiving feedback on my work helped me make sure I was going in the right direction and was keeping up to date so I did have lots to do at once. I took her feedback on board which was greatly appreciated as I was quite confused by the project at first and so I was glad to know I was understanding it, I was also able to ask for support when needed as I already had a close relationship with the teacher and so I felt comfortable asking any question even if it seemed silly.

I enjoyed undertaking this new experience as I hadn't had much experience in mostly independent working and then presenting to a class, this has definitely improved my confidence and interpersonal skills as I've had to use communication well and take on feedback lots throughout this. I had to adjust my research as I didn't gain any responses from my emails, so I had to turn to only using websites and books. This was annoying at first, but I learnt to work with it as I got the hang of where to look for information to get the best of out my project.

I also took on the feedback which I received from my audience when presenting and listened to what the teacher had to say afterwards. This was helpful as it allowed to recognise what I could have done better or how I could have presented in a better way.

**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 created a timeline as my way of keeping on top of the workload within this project. It started in August and led all the way to March in hopes that I would have an idea of what to do each month. However, I underestimated how long it would take to actually complete the research, and I ended up having to rush at points as I fell out of line with the timeline. I could improve in terms of time management as I should have followed the plan more strictly as I would be able to relax about Baccalaureate as I would've known I was caught up on work for that month and could've got a head start for the next.

I also didn't keep a progress log of what I had done in terms of research/presentation which could have been useful, so if I was to carry this out again I would definitely keep a log so I could see what I had completed and still had to do, plus it would make me feel more productive as I would have a clear idea of how far I had come along.

**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.)*

Taking part in Baccalaureate has definitely improved my confidence when it comes to independent working as before this, I never had much experience so was kind of wary when going into it. I did actually find myself enjoying it however as I liked that I became aware I am able to work independently and not have to rely on knowing I'm doing things right all the time. It was helpful that we had scheduled meetings with a teacher to know what the next steps were and to have some kind of guidance but for the most part it was up to us, it was also a benefit being able to work at our own paces as long as we got the work done by certain deadlines which allowed for more attention being able to go into other classes at points.

I also took initiative during this when I reached out to the different prisons, this was out of my comfort zone and even though I never got a reply I am glad I did it as I now feel more confident in reaching out to people I don't know. Overall, I think this project has proved I can take initiative when needed and it has helped grow my independent learning skills greatly.

**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?)*

Thankfully I didn't come across many problems during my time carrying out this project, the main problem I faced was not receiving a reply from the prisons. However, I used my problem-solving skills in order to still complete this without setting myself back on time. I used logical and critical approaches to gain information from websites which was both helpful and relevant to my research. I was also careful in choosing where to get my information from to make sure it wasn't fake news or bias. This was important to my project as I didn't have any first-hand information from the prisons themselves and so it was all on me to gather everything and meet my aims.

My creative approaches shone through when I was creating my PowerPoint presentation so that it was eye-catching, easy to read and interesting for the audience but still containing everything I needed it to.

**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 presentation method was a PowerPoint presentation, and I chose to present to a criminology elective class with a mix of fifth- and sixth-year pupils, plus the teacher. I chose to present to this class as they learn about criminals and the justice systems so I thought my topic of prisons would be of interest to them. I think my choice of presentation method was effective in getting my information across, however I don't know if it was the most effective way for me personally. I have never been one for public speaking so when it came to actually presenting, I was pretty nervous. I wrote some information down on flashcards, so I had something to read rather than looking at the board the whole time, but I still struggled to make eye contact and only looked around the room a couple times during which was probably not the most engaging for my audience.

I believe the way in which I laid my presentation out was easy to follow and read which was what I wanted out of it, I didn't want to over complicate it so I broke each slide down into a section e.g. positives of the Bella centre, and then I would have a following slide for the positives of HMP & YOI Stirling. This led to most of my feedback being that I had made it easy to read and they liked how there wasn't too much going on in each slide. I also had a short conclusion at the end to show what my thoughts were on which appeared to be more worth it in terms of rehabilitation and money, I thought this would be useful to give the pupils a brief run down on what I had previously covered.

**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 appreciated the feedback in which I received both during the research stage and after presenting my project. It was always helpful as it highlighted areas that I needed to improve on. Hearing from the teacher what I had done well was always nice as it meant I could relax for a bit, but equally, hearing what I should expand on what helpful also as I wanted to get the best out of this project and criticism can be a good motivator. I feel the way I asked for feedback from the audience was successful as I did get a range of answers and mostly everyone answered. I took on board what I could improve on, and I would put this into place if I carried out another project like this one.

I feel as though I have improved a lot throughout this project as I have worked on man skills. I'm more aware of how I should manage my time when carrying out tasks and how to utilise it effectively, so I'm not left catching up on lots at once. I also feel as though I have improved my communication skills as I've had to discuss next steps with my teacher and use email to contact prison officers. I also had to give an oral talk alongside my PowerPoint, so I have worked on public speaking which is something I'm sure I will use again in the future. This project has also made me realise I can work independently and not have to rely on peers or teachers for praise, I now know I am capable to producing work to a high standard and keep myself in line with tasks.

I am also glad I decided to carry this project out on Women's prisons in Scotland as I now have a deeper understanding on what goes into the facilities and the different setbacks they may face from the communities. I also found it very interesting, so it made it easier to enjoy the research side. Due to doing lots of research I have definitely improved my data handling skills as I was able to decide what information was relevant and sift through a lot of unnecessary reading. Overall participating in baccalaureate has been very beneficial in many ways and I will carry the skills I have improved on with me through out university and after, also it was enjoyable being able to have free reign on a topic and how I chose to go about completing it.

*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)*

**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*)

## Interdisciplinary Project

### Assessor Report

Candidate name

Candidate number:

Subject area: Social Sciences

Centre:

| Project proposal                                                                                                                    | Tick as appropriate |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Grade C criteria</b>                                                                                                             |                     |
| 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.                                            | ✓                   |
| <b>Grade A criteria, includes all of above plus</b>                                                                                 |                     |
| 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.                         |                     |
| <b>Comments</b>                                                                                                                     |                     |
|                                                                                                                                     |                     |

| <b>Project plan</b>                                                                                                                | <b>Tick as appropriate</b> |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Grade C criteria</b>                                                                                                            |                            |
| 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.               | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>                                                                                |                            |
| 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.                                                                |                            |
| <b>Comments</b>                                                                                                                    |                            |
|                                                                                                                                    |                            |

| <b>Presentation of project findings/product</b>                                                                                                                                                                                    | <b>Tick as appropriate</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Grade C criteria</b>                                                                                                                                                                                                            |                            |
| 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.                                                                                                                                                                                      | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>                                                                                                                                                                                |                            |
| 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.                                            | ✓                          |
| 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.                                                                              | ✓                          |
| <b>Comments</b>                                                                                                                                                                                                                    |                            |
|                                                                                                                                                                                                                                    |                            |

| <b>Evaluation of project</b>                                                                                                                                                     | <b>Tick as appropriate</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Grade C criteria</b>                                                                                                                                                          |                            |
| 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).                                                                                                                                 | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>                                                                                                                              |                            |
| 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).                                                                                                     | ✓                          |
| <b>Comments</b>                                                                                                                                                                  |                            |
|                                                                                                                                                                                  |                            |

| <b>Self evaluation of generic/cognitive skills development</b>                                                                                                                                                   | <b>Tick as appropriate</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Grade C criteria</b>                                                                                                                                                                                          |                            |
| 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. | ✓                          |
| <b>Grade A criteria, includes all of above plus</b>                                                                                                                                                              |                            |
| 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.                                                                                                       |                            |
| <b>Comments</b>                                                                                                                                                                                                  |                            |
|                                                                                                                                                                                                                  |                            |

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Overall Grade Awarded</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>B</b> |
| <b>Additional Comments/Overview</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
| <p>This was a well developed project which you clearly did lots of research for and came to a suitable conclusion based on the evidence you had found. Initially you were hesitant to 'get going' but as your confidence in the project grew, you were able to develop your independent learning skills and show some initiative in contacting people associated with the Scottish Prison Service. Your project was concluded with a clear and interesting presentation – well done!</p> <p>As you have met some, but not all, of the A criteria, you are being awarded a B.</p> |          |

**Assessor signature**

**Date** 22.03.25

**Internal verifier signature**

**Date** 23.03.25