The Scottish Baccalaureate in Languages

Interdisciplinary Project - Exemplar 3

"Les 35 heures – does it work in France, could it work in Scotland?"

Grade: B

Languages: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	"Les 35 heures" - does it work in France - could it work in Scotland?								

Project outline *(what it is you want to do and how will you go about it)*

In this project, I aim to research the impact of shorter working hours on businesses in France and whether this approach would be effective in Scotland. I will carry this out by contacting individuals involved in small and medium sized companies in Scotland and France to gather information through interviews and surveys. I will also do background reading, particularly of articles in the French media. I will conduct the surveys over a specific time scale, allowing time to compose survey questions, issue the question set and allow time for response. With the information I receive, I plan to use the findings to compile a report and/or presentation.

Reasons for choosing this project *(e.g. personal interest, future plans, links to other subjects you are studying/ have studied)*

I have a keen interest in business from studying the subject at school and I love learning about other cultures. From this interest, I plan to study International Business at University. Therefore, I think that this is the perfect opportunity to link this project with this area. I am aware that Europe has been greatly affected by the global recession. With this realisation, I have decided to study this subject as I believe that it has a vast significance in Britain and Europe today.
I am going to explore both the benefits and disadvantages of shorter working hours to a business and to an extent, Scotland and France as countries.

The broad contexts this project will cover are

(x)   Citizenship   (x)   Enterprise   (x)   Employability

(x)   Economic development   ( )   Sustainable development

Learning environments I will access are

I will access IT both from school and home. I will establish links with companies initially through family friends and email. I will then arrange for further contact i.e. telephone/face-to-face interviews and postal/email surveys. I will also be supported by staff at my school that may be able to suggest links to businesses.

How I will use my knowledge of languages

I believe that although I do have a fair knowledge of the French language, I believe that the demands of this project will allow me to improve my confidence not only in French but also generally when communicating with people. I am confident that my use of the language, when speaking in interviews and writing when creating emails and surveys, will further develop my French overall.

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 studied Business management at school therefore I have a basic understanding of how a business functions and how important Human Resources are to a company. By having studied Modern Studies at school and also by reading quality newspapers regularly, I have kept up to date with current events regarding the global economic climate. I also have studied French at school and can speak and understand the language competently. However, by using the language directly I can improve my knowledge of French. I will take this knowledge and understanding into account when approaching this subject.

research skills – analysis and evaluation
I hope to learn to conduct research properly and efficiently. I aim to improve my organisation skills and to better my knowledge and understanding of the business world. My research will consist of desk research (i.e. use of internet, books, newspaper articles both in English and French) which will then lead me on to asking the right questions when speaking to professionals. I expect to get a wide variety of answers and my research skills will help me to evaluate these.

interpersonal skills – negotiation and collaboration
I believe that I have gained valuable interpersonal skills through my part-time job as a waitress and through my Duke of Edinburgh Award Service. Interpersonal skills require the ability for effective communication including clarity and understanding. I feel I will improve my awareness of these skills through meeting professionals in different business environments. I will be applying these skills mostly when I persuade professionals to let me interview them.

planning: time, resource and information management
I believe I am an organised person as I am a good time-keeper. However, I do feel there is room for improvement. This project, especially as large as it is, requires a great deal of organisation and time management and therefore is the perfect opportunity to improve this skill. I will plan my time using a Gantt chart and a work diary.

independent learning – autonomy and challenge in own learning
With school work I have been greatly supported by teachers. However, I am aware that this project requires a higher level of independent learning. I feel I am prepared and I look forward to this as I think it will help me understand and prepare me for the new challenges of studying at university.

problem solving – critical thinking: logical and creative approaches
I understand that this project will bring about challenges which I will have to face in a logical manner which I believe that I am fully capable of tackling. If there is not a solution to a problem, I will seek advice and devise an alternative plan of action. I look forward to these challenges as I believe that I will learn from them and discover a new way of thinking.

presentation skills
I think I have reasonable presentation skills- both when speaking and when writing but I am looking for an opportunity to improve. I have not yet chosen how my presentation will be delivered – i.e. whether it will be PowerPoint presentation or a display which I can expand on when asked. I believe that either option will be beneficial to my communication skills which will help me in my academic and working careers.

self-evaluation – recognition of own skills development and future areas for development
Throughout the project, I aim to keep a record of my research, my opinions at the time, what I was good at, what I could have improved in. I may use an online work blog called "Pebblepad". This will help me to learn how to manage and evaluate my work using an online application. I hope that this will help me when evaluating my skills and areas for development. I believe that making mistakes is an important part of learning and although I hope that I do not make many mistakes, I know that I can learn from them and hopefully avoid them in the future.

Assessor feedback to candidate

You set out your proposal very clearly, and I know from our conversations that you have real enthusiasm for the project.

The theme which you plan to investigate is a significant contemporary issue which is well worth researching, but you have identified a way of approaching the topic which is manageable and achievable, while still at the same time setting you a very real challenge.

You will be developing your language skills at a suitably high level to read, negotiate, create and run surveys, and in addition your French will be used and developed along with your understanding of business and economics, so that the project is of clear interdisciplinary value.

The learning environments which you access will include the very unfamiliar territory of direct contact with businesses in Scotland and France. Although you will be depending on collaboration with a number of partners, you have already shown me that you have a considerable list of possible contacts, so that the project will not depend too heavily on any one individual respondent.

Running the project successfully will depend on a wide variety of skills across different disciplines, and you show that you have already begun to reflect on your strengths and the areas where you will need to develop your experience and abilities.

I am happy to approve the proposal and look forward to seeing the project progress!

Proposal approved	✔	Further work required	
Candidate signature		Date	
Assessor signature		Date	

Languages: Interdisciplinary Project

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	"Les 35 heures" - does it work in France - could it work in Scotland?								

Is this a group project?   yes   ☐   no   x

If a group project my individual role or responsibilities will be:

Timescales *(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)*

October 2011
Finish project plan and have approved
Begin desk research (including companies my contacts work for)
Construct surveys
Make contact with links in Scotland and France

November 2011
Conduct surveys/interviews
Continue with desk research

December 2011
Christmas Holidays
Continue with desk research

January 2012
Collect results of surveys and interviews from resources having used the researched and use the methodologies to collect information.
Begin to come to conclusions

February 2012
Continue analysis and evaluation by recording data and compare responses
Prelims

March 2012
Construct presentation with results
Present results to panel

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

Objectives
  1) **Research the impact the shorter working week has had in France**

This will involve talking with professionals who live and work in France and hopefully gaining a first-hand perspective of what the shorter week has on the work/life balance of the people as French citizens. Also, by discussing this topic with them I hope to gain an insight of the outcome of the legislation on the French economy and what differences, politically, socially and economically, France has experienced as a result. I will conduct my own research through various media including books, newspapers, magazines and the internet. This will involve researching legislation and in order to gain adequate knowledge on this subject before approaching those involved in the business sector but also I will also carry this on after I have sent out the surveys to further my knowledge. I hope by doing this, this will help me with my findings for the final presentation.

  2) **Investigate the potential impact in Scotland**

The information derived from my research in objective 1 should give me a clear understanding of the circumstance in France and why they did this. Meanwhile I will be asking Scottish firms for their views on the possible impact of similar working practices in Scotland. This will help me decide whether I can come to a conclusion as to whether it would be feasible for Scotland to adopt a 35 hour working week and what potential outcomes it would have on the Scottish population.

Resources *(e.g. people, materials, places)*

Internet websites- blogs, government websites, company websites (regarding working hours), newspaper archives
Newspaper articles- I will keep up-to-date with any current articles on the impact the shorter working week has in France and the impact the longer working week has in Scotland.
Professional contacts (both locally and in France) – This will be my main resource. I will be making contact with people in France as well as Scotland
School will support me where I feel I need help with specific French language or business questions.
Libraries- I will look at books regarding legislation/ history of working hours.

Research methods *(e.g. contacting companies, surveys, focus groups, experimentation)*

Desk research
Company/government websites will hopefully help with my understanding of the political and economic influences this has had on France.
Newspaper articles will help me keep an up-to-date knowledge of how this topic is affecting Scotland and France in everyday life.
Online blogs will help me learn how people feel about this subject and the

controversies that surround it.
Books regarding the historic elements of working hours will help me understand the history behind working hours.

Field research
(primarily through use of email and telephone calls)
Surveys and interviews with company professionals will allow me to gain first hand insight into the impact it has had on working people.

Presentation

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

Anyone with an interest in issues of employment or working practices
Business studies students
Firms which I have contacted
Local businesses
Working people, particularly those going into work
Organisations representing unemployed people

What methods are appropriate to my audience(s) *(e.g. demonstration, presentation software, websites, oral, report, piece of theatre, DVD, wiki/blog or any combination)*

I will present my findings in an oral presentation to my support group and also a written presentation because I feel a written report will be appropriate for those who wish to find out more about my project but did not have the opportunity to see the final presentation. In this presentation I aim to show the impact in terms of statistical facts and perhaps through accounts of individuals' experiences. The points which I will make will be backed up with comprehensive evaluation and analysis and be presented in an interesting manner.

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

I am reliant on contacts' cooperation and eagerness to help me, on occasional support from school staff, and working communications systems.
Contacts: I need to secure co-operation in a variety of firms, and to make sure that I receive responses in time.
School staff: I will be in regular touch with my assessor, and other staff on the support group, who will advise on language and business etiquette.
Communications: I will be dependent on the Internet and e-mail and will need back-up options e.g. school computers. – e.g. bad winter weather last year led to limited communication.

Contingencies	
Any anticipated problems	**My plans for overcoming the anticipated problems.**
Making initial contact	Have wide and varied list of contacts
Slow reply from contacts	Be insistent
Too much school work	Prioritise and plan time efficiently
Communications failure	Backup options e.g. computers located elsewhere, school, public library

Method for recording my skills development and future areas for improvement

I will keep a progress log and use a Gantt chart to record my progress both in my research and in project management.
I will also use the Pebblepad computer software to organise and record my activities. This will also allow me to note easily any improvements to my documents or approaches that I need to make as I learn more about negotiating and persuading firms to respond.
I will also be stretching my language skills, and will keep drafts of letters and documents as well as final versions so that I can chart my progress in French.
IT resources will also help me to structure my work in analysing the data and reaching a conclusion.

Assessor feedback to candidate

Your objectives are clear, and you show good insight into the complexity of the question you are asking when you recognise that you might not be able to reach a conclusion about the impact of such legislation in Scotland!
Your planning is suitably detailed, and we have discussed the fact that you will choose your background reading carefully and avoid becoming bogged down in too much theoretical research, given the restricted timescale.
You have already set up a number of the necessary contacts and resources, and you will be using a variety of sources and approaches in order to gather your information.
In your planning you have been realistic about the extent to which you are dependent on firms' responses, and the likelihood of the need for follow-up contact and adjustments to your plans.
You have set yourself a real but achievable target in developing your understanding and skills, and suitable structures for monitoring your own progress.
I look forward to the next phases of the project!

Plan approved		**Further work required**	
Candidate signature		**Date**	
Assessor signature		**Date**	
for **Local Quality Forum**		**Date**	

Languages: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	"Les 35 heures" - does it work in France - could it work 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 presented my findings in a spoken presentation with a "Prezi" presentation as a visual presentation. I chose this method of presentation to give me experience in a different presentation setting which is probably a regular skill I will use in a work scenario particularly in the Business sector. Overall I think my presentation went well however I felt afterwards that although it contained mostly headings, giving me a structure for the presentation, it possibly should have had more visual aids in the form of graphs, statistics and possibly an example of the survey questions I asked.

My audience included a panel of teachers from my school (a business teacher, language teachers) and the Head of Languages from another secondary school who has worked in the International Business sector.

My project had the following objectives:
1)   Research the impact the shorter working week has had in France
2)   Investigate the potential impact in Scotland

I began my presentation by explaining why I chose the subject of the working week. I explained that I believe this is a very relevant topic currently due the media's constant portrayal of impact of the recession -redundancy statistics and business closures. I demonstrated this by a statistic from one of my sources – a BBC news report in December last year, a survey by 11,000 people was conducted over 23 countries which revealed that employment is the world's fastest growing concern. I then explained my personal link with this subject- my father's redundancy from a company where he was employed for 28 years, my interest in business, my aspirations to study the subject at university and my fears of failing to find work after completing my education.
France chose this strategy in an attempt to reduce unemployment which was at a

record level of 12%. With the current unemployment situation here in Britain, I thought it was a very up-to-date topic.

I made initial contact with professionals in Scotland through Tesco Bank and Recruitment Agencies, asking individuals whether they would be interested in helping me, and I received responses from a number of people. Once I had gathered what sort of audience would be receiving the surveys, I then started to construct the questionnaires. The aim of my survey was to find out how a small cross-section of Scottish people feel about Scotland's longer working week and what they think of France's strategy to tackle unemployment.

At the end of my presentation I invited questions, and the group's questions made me realise that they were interested in seeing more detail, so I passed around samples of the survey responses.

I felt my presentation was interestingly presented by my chosen method of "Prezi" for a visual depiction as well as the oral presentation. On reflection, it might have been good to include examples of the surveys as part of the visual presentation, but I was glad that I had materials to hand which I could share with my audience. Their response was very encouraging.

Assessor feedback to candidate

We were struck by your confidence and the clarity of your delivery as you spoke your presentation. Your text was very well-organised, and you gave a very clear idea of how you had run the project, the skills which you had found yourself developing, and how you coped with timing issues and other problems. You had some interesting reflections on how slight differences in the composition of groups surveyed might have an effect on their responses. Your presentation emphasised the structure of your talk by providing headings.
When you answered questions at the end of the presentation, you realised that we had not actually seen any of the documents you spoke about. You had brought files with you, however, and were able to hand round examples of the survey responses. You pick up in your own comments on the possibility of using more variety in the visual presentation, and will no doubt think about that in future tasks.

Candidate signature		Date	
Assessor signature		Date	
for Local Quality Forum		Date	

Languages: Interdisciplinary Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	"Les 35 heures" - does it work in France - could it work in Scotland?								

How successful has my project been overall? *(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)*

I think overall my project has been successful. With regard to my strengths of the project, I felt the planning was very successful as it gave me sound basis on how and where to begin my project. I was then able to carry out my project which was similar and successful in most areas except for a few elements in the desk research stages where I struggled to find information on working hours. My intended sources for legislation and company policies were not as relevant as I had hoped. This was because companies tended to keep such information confidential. I feel my overall aims were achieved. My initial research was derived mainly from articles and blogs online, both in English and French. This gave me several opinions and different interpretations of the 35 hour working week and the varied sources gave me a confident overview of the overall situation.

I received some support the Language Department at my school when writing my surveys. Some areas of my surveys were clear and concise whereas other areas needed work and I could see where I had gone wrong. I feel my French has improved as a result.

I found out quite a lot about the 35 hour working week but also about other employment strategies, working practices and the impact culture can have on the way an idea is perceived.

What was not possible was to draw definite conclusions: there was a wide variety of opinion, and my sample was quite small and restricted to the firms which I could contact. I had hoped to uncover an indication of a majority opinion, which up to a point I did, as most French respondents felt that the measure was not as effective in France as had been hoped, and most Scottish respondents felt that corporate culture here was different, and that it would therefore not have the effect of reducing unemployment.

While I might have gained more detailed information if my questionnaire had asked more detailed questions, perhaps the lack of firm conclusion is inevitable since the legislation does not seem to have had the impact in France that I had expected to find.

My key learning points included the ability to research properly and efficiently. I feel my organisation skills have improved as well as my knowledge and understanding

of the business world. Furthermore, I feel my vocabulary and grammar in French has benefited as I have been able to use the language in more significant and, I feel, interesting context.

How effective were my communication methods throughout the project?

My communication was primarily through email and this was a very effective method as it was quick and allowed me to draft my emails before sending them.

I also had to communicate in French in order conduct my research. I did this through surveys which I sent directly to individuals along with an email explaining why I was sending them the survey and what I hoped to achieve with the results. I liked the opportunity to try writing a piece of French independently which was different to what I had done previously at higher but I was able to incorporate some of my knowledge of the language that I had learned from last year.

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

I hope to study International Business so I feel this project has given me a good insight and a potential starting point for any future projects or dissertations that I might need to do in my course at University.

Assessor feedback to candidate

You see clearly the different phases which you needed to conduct successfully to bring the project to completion, and you have reflected well on adjustments which with hindsight you might make in any future similar project as well as on the skills which you have developed. Your communication in French and English in conducting the surveys was a real strength.
You gained a general picture of opinions in France and Scotland which were fairly similar and might have allowed you to reach a more distinct conclusion. You recognise that your presentation audience found the presentation very interesting, and would have liked to see more details in the course of the presentation rather than during the question phase.
You write very positively about the experience of conducting the project, and we hope that you feel proud of your achievements.

Candidate signature		**Date**	
Assessor signature		**Date**	
for Local Quality Forum		**Date**	

Languages: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	"Les 35 heures" - does it work in France - could it work 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 languages you have learned. How did you use your knowledge of languages effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)   My use of French which I learnt at Higher was important when contacting professionals in France. I feel that constructing the surveys gave me confidence in structuring my French. The primary research I conducted included articles in French which allowed me to exercise my translating.   I liked the opportunity to try writing a piece of French independently which was different to what I had done previously at Higher but I was able to incorporate some of my knowledge of the language that I had learned from last year.   Overall, I feel that my French has improved significantly, particularly since using it in relation to a business situation and in the contexts of Employability, Citizenship, Enterprise and Economic Development.
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.)   My plan for my research involved various stages: background research reading both on-line and printed materials; contacting firms in Scotland and France; constructing survey questions in both languages and suitable for both contexts; analysing the returns; drawing conclusions.   I planned my research by the use of a Gantt chart to manage my time efficiently.

Once I had begun my research, mainly through the Internet, when I discovered different areas of research I wanted to pursue I printed the web pages which were of use to me and took note of the ideas and then linked them to what I already knew.

On reflection I should perhaps have kept more notes and perhaps used some sort of computer organisational software similar to "Pebblepad" which would have allowed me to store all of my notes, emails and other data in one place rather than having several, often duplicates of my paper notes in a folder. This would have ensured the files were backed up and reduced the risk of losing work (which I fortunately did not).

Family, friends and school staff helped me identify potential contacts in Scotland and France, and I took the initiative to contact MSPs and MEPs. My contacts were all made by e-mail, and I was delighted that almost all the people contacted were prepared to take part, even if some of them took some time to reply. In fact I received more responses than I had sent questionnaires, as some contacts sent my questions on to their colleagues.

To analyse the data, I constructed some printed charts to help me sort the information, clarify the material, and identify trends.

Although my sample size was very small I do feel that the data has a certain reliability, as it covered various sectors and areas of industry, from insurance to construction, and a wide spread of levels of responsibility within companies.

My various sources gave me a diverse range of comments, but on some issues there was a clear consensus, for example on the possible benefits for life-work balance.

My analysis led me to conclude that the impact of the reduced working week on individuals and businesses was not obvious in France to French people. In fact, in 2003 a survey showed that the reduced week had brought France's average working hours in line with the rest of the EU, rather than reducing them below the level of other countries.

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.)

To start with I was anxious about contacting professionals since it was so different to anything I had undertaken before. However, once I had begun my primary research and had gained adequate knowledge on the subject I felt more prepared. I believe the use of the business and employment vocabulary will be very helpful in my future university studies.

When I was creating the surveys the language support and feedback I received,

where language accuracy was very important, helped me to adjust my survey questions accordingly to a more professional and sophisticated use of French. For example, feedback helped me to consider other factors such as whether the nature of a person's job and age might affect their opinion on working hours. I was very wary of how to ask these questions without offending people but I managed to overcome this particular problem by putting age brackets in.

I was also able to discuss problems I encountered in the project with my friends and family which helped me to devise new ways of overcoming them in a creative format.

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 considered the possibility that my survey responses would be slow. In order to minimise the potential impact on my project I ensured that my drafted list of potential contacts was diverse, spreading the risk by aiming my questionnaires over a range of sectors of industry. Building up a list of contacts before I began my project was very important and useful. When I didn't receive responses from some contacts, others were more helpful by sending the surveys out to their colleagues which helped compensate for those who did not respond.

I planned my research by the use of a Gantt chart which helped me to see clearly areas which I was progressing on and areas I needed to focus more on whilst enabling me to manage my time efficiently.

Through regular contact with my assessor and through the use of a progress log, I was able to monitor my progress, successes and failures of my practical activities and my generic skills.

A problem which presented itself with time implications was when I didn't receive a response from the MSPs I had tried to contact, I changed my approach emailing MEPs in addition to the MSPs broadening my range of potential responses which paid off as I received a number from the MEPs.

Independent learning – autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

I feel I was able to work independently and take the initiative to establish links with my survey contacts though the use of email followed by the questionnaires. However, I was not afraid to ask for help and my mentor did help me with a few contacts in France when my contact range was limited. I also took the initiative to contact MSPs and MEPs for a political stance. I believe this project has stressed the importance of taking responsibility for my learning but has also helped me understand that discussing problems with others can hugely beneficial as it helped me think of different strategies to deal with them.

A number of challenges presented themselves in the course of this project. Although I feel I am competent with my French, I was unfortunately not able to continue my French studies this year and this posed potential problems when using the language as my knowledge was limited, however I took the opportunity to use my French as much as possible and fell it has improved because of the experience.

I have learned the need and importance of keeping records of work and copies of my work as my research progressed. I did not anticipate the vast workload of this project and sometimes I felt I was unable to keep up with its demands. Nevertheless, my organisational skills and my ability to prioritise, consequently, have improved dramatically.

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?)

I think my detailed planning of ideas and potential problems were important in the success of this project.

Before beginning the project I created a mind-map to help me generate ideas, and to see how they linked to each other, and also to what I was discovering through my background research.

I discussed ideas with my mentor and with a personal contact in the business world, and this contact helped me reflect on the creation of the questionnaire.

When I was analysing the responses, I was able to relate the findings to my background research and to put them in context.

Perhaps in future if I were to do a research project like this again i would construct the surveys at the same time, keeping all of the questions as similar as possible instead of producing one survey at a time because I found sometimes found it difficult to compare responses when the questions were asked slightly differently in each language. This might however be due to the difference in my target audience. In Scotland, my surveys were sent predominantly to managers whereas in France, most of the recipients tended to be more often managed than managers themselves. This may have be a factor which skewed my results. This would have been a difficult problem to overcome due to my limited number of contacts. Possibly, if I had taken a slightly different approach such as contacting similar companies in each country directly and asking them for a response I may have been able to overcome this problem. However, this would have been a big risk to take, especially when considering a potential lack of responses, and I was also limited to the firms with which I could make contact.

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?)

I presented the findings and processes of my project by means of a spoken presentation supported by a "Prezi" Software presentation to highlight the key areas I discussed. I feel I presented the findings of my project in a clear and confident manner. Although I believe my presentation was successful in explaining my processes, the skills I learned and my findings, perhaps I should have been more clear when concluding my findings, possibly by flagging up my results in the conclusion as I felt afterwards that I had not been specific enough about what I had found out. Perhaps I should have also shown my surveys on-screen instead of just discussing them to illustrate my ideas to my audience. Although my survey samples were small, I should have expanded on my analysis of the responses to the core questions.

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 think this project has improved the way I express myself particularly in writing and also help me to maintain and improve my French. It has been a very interesting and relevant topic to study and the independent nature of the project has given me an insight as to what studying at university will be like, that I am capable and have the motivation to study by myself.

Overall I think my confidence has increased significantly since beginning this project as I have gained invaluable experience dealing with professionals in a business context, which I believe will help me in later life. Also I feel the feedback I received from my assessing panel was very beneficial, as my strengths and areas I needed to improve on were highlighted to me, allowing me to see where I could have improved my approach. I could then assess my skills and areas for future development.

Over the course of this project I have areas of my learning and skills which I was able to improve on in the course of the project.

These include:

Time management - I felt before I began the project I was an organised person but the nature of this project and the workload it presented highlight to me the importance of planning my activities more efficiently and allowing time for any anticipated potential problems.

Background Research - I feel that my abilities here developed considerably: identifying sources, selecting relevant information, analysing and applying what I read.

Self Belief - When I began the project I was not confident I was capable of tackling a assignment of this scale. However, as I progressed I felt a great sense of achievement and increased confidence.

When problems arose which set back my project progression, such as the lack of response I received from MSPs, I re-adjusted my approach emailing MEPs in addition to the MSPs broadening my range of potential responses which paid off as I received a number from the MEPs. The area in which I most needed feedback in the course of the project was language. I drafted a French survey and covering letter, but did ask a native French-speaker in my languages department for feedback, and was happy to use her advice in finalising the documents.   Otherwise I discussed progress and time-management with my mentor, who helped me ensure that I kept on track.

I am very pleased with my project and my presentation. I feel that the learning experiences and feedback I had have been invaluable and will help me with my future studies.

Assessor feedback to candidate

You have thought carefully about the wide range of experiences you have had in conducting the project, and you have evaluated well the many ways in which you have developed insights and skills.   Your confidence also developed in the course of the project, and you are right to pick an example like contacting MEPs and MSPs as an example of something which reflects your flexibility and growing confidence. You might have benefited from requesting feedback on a wider range of issues during the course of the project, although it is always difficult in an IP to strike a comfortable balance between independence and consultation.

I am sure that you will find this very rich experience has prepared you for a very successful future in your chosen career.

Candidate signature		Date	
Assessor signature		Date	
for Local Quality Forum		Date	

Languages Interdisciplinary Project
Assessment checklist and comments

Project proposal

Grade C criteria	Assessor comments (where required)
Title and aims	✔
Clear aims and reasoned arguments	✔
Clear identification of TL use	✔
Opportunities for: skills development	✔
collaborative working	✔
less familiar learning environments	✔
application of subject knowledge in broad context different disciplines	✔
connections with wider world	✔
evidence of ability to communicate in advocating	✔

Grade A criteria	Assessor comments (where required)
Well-conceived proposal - challenging and creative goals, achievable	✔ *The balance of realism and challenge is well-judged, and the candidate has already identified some of the potential contacts on whom she will depend*
Robust justification	✔ *The project relates to a major current issue in Scotland and across Europe, and the candidate makes clear that she wants to look to France in order to examine a possible way of addressing the problem.*
Links across disciplines	✔ *The twin disciplines of language and business are both key to the success of the project, and the candidate shows good understanding of their inter-connectedness.*

Project Plan

Grade C criteria	Assessor comments (where required)
Clear objectives	✔
Detailed planning strands	✔
Realistic timescales	✔
Identification of resources needed	✔
Grade A Criteria	**Assessor comments**
Careful selection of techniques	✔ *The candidate has planned a range of approaches to build a picture of both the background and business reactions to the measure, and has thought carefully about how to engage with the task.*
Anticipation of probable factors which may impact	✔ *She shows realistic anticipation of possible issues concerning timing and the implications of her reliance on respondents, and has foreseen reasonable measures to deal with difficulties.*
Identification of dependencies	✔ *See above*
Outlilnes process for achieving development needs	✔ *The candidate identifies needs in organisation, language, and data handling, and has strategies in place to address them.*

Presentation of Project Findings/Product

Grade C Criteria	Assessor comments
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.	✔ The candidate's presentation gave a very cogent account of her reasons for choosing this area of research, and the various processes she went through in approaching firms, gathering views and doing background research. She reflected on time-management issues which arose, adjustments which she made in the course of conducting the research, and other adjustments which she now thought she could have made in the light of her experience. Her research depended entirely on eliciting collaboration from others, and she showed that she had developed her skills in managing monitoring her own research and use of time and resources.
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad theme(s).	✔ The candidate's use of French was core to her research reading and communications. This all the more impressive because this is a stand-alone project and she is not studying the language as a subject this year.
Clear presentation of main findings/product.	✔ The visual presentation supported a well-structured text, and her spoken delivery was very mature and assured.
Grade A criteria	
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.	X The candidate did not show that she had constructed rigorous arguments or drawn convincing conclusions. She had reflected on the responses which she received, and had an overall impression of the majority views in both France and Scotland. She offered interesting observations on some of the factors which might have shaped these views, but a strong final analysis/synthesis was lacking.

Skilful and creative use of resources, including people, information and learning contexts to progress the project.	✔ It was obvious that the candidate had used a wide range of resources, including contacts with firms in Scotland and France, to carry out the project. She had accessed various media in order to do background research, and had successfully undertaken work in unfamiliar contexts.
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	✔ The presentation made it clear that the candidate's understanding of both French and Business had been deepened and enriched, and that both disciplines had combined in equal measure to make the project possible and successful.

Evaluation of project	

Grade C criteria	Assessors' comments
Critical and justified evaluation of all stages of the process	✔ The candidate demonstrates a clear vision of what she wanted the project to achieve, and the various phases and stages which it comprised. She has identified strengths in the methods she used, and also areas where she would now want to make adjustments were she to undertake a similar exercise again. She is clear about the many ways in which she has learned to deal with practical issues, use of language, negotiating, and dealing with results data.
Effective use of chosen communication methods	✔ Most communication within the project was made by e-mail, and the candidate showed good awareness of the issues involved in approaching members of the business community both in France and in Scotland. Her requests generally met with a full response, which is testament to the effectiveness of her communication methods.
Grade A criteria	
Insightful, balanced evaluation of outcome, supported by well-chosen evidence	X While the candidate reflects in interesting ways on the overall impression which she gained from the responses to her survey, she did not in her presentation or documentation show that she had brought the project to a well-evaluated outcome. In her presentation she was very clear about the processes and skills development involved, and has obviously benefited greatly from seeing the project through. However she came to only a very vague conclusion about the implications of her research. She spoke of the general tendencies in responses, whereas she could have used specific examples from the comments made supplemented by evidence from her background reading in order to support a more distinct conclusion.

Careful choice and skilful use of communication and presentation methods	X In running the project the candidate's communication was very skilful. Her presentation however did not take advantage of the format she had chosen: spoken presentation with digital projector display. Her use of displayed headings supported the structure of her talk, but she did not use the opportunity to show her audience anything else. A stronger presentation could have included the documents to which she was referring, analysis of her findings, images, quotations or clips from the media etc. This "headings-only" approach to presentation really needed to be accompanied by some printed material, such as samples of the questionnaires, examples of her correspondence in French etc. After the presentations there was the opportunity to ask to see material, and she handed round some original survey responses.

Self evaluation of generic and cognitive skills development	
Grade C criteria	**Assessors' comments**
Critical evaluation of own skills development against the list of specified skills	✔ The candidate shows that she is aware of a very wide range of skills in which she has developed her abilities, experience and confidence in the course of the project. She has not only thought about specific skills such as research and language use, but also at "soft" skills, for example in negotiation.
Reasoned evaluation of own strengths and key goals for development, taking account of feedback .	✔ The candidate shows good awareness of ways in which her project work has shown strengths, some of which perhaps surprised herself. She has also highlighted ways in which she might want to adjust her approach were she to undertake a similar project in the future, and made it clear in her presentation that she is looking ahead to building on her learning in a future career in the business sector. She has reflected on the feedback in the form of support for her language use and comments offered in response to her questionnaires.
Grade A criteria	
Insightful, balanced and well-structured self-evaluation of own development	✔ In her self-evaluation the candidate looks coherently at a very wide range of aspects of the ways in which she has developed, from use of

	time-management tools to subtle issues of language in approaching foreign businesses. She is rightly proud, for example, of having discovered in herself the flexibility and confidence to approach MSPs and MEPs, and shows that in the course of the project she has greatly broadened her vision of both the issues involved and the range of skills needed to research it.
Assertive and justified use of feedback from others in evaluation and identification of development areas	X The candidate operated very independently in managing the project, but tended to limit the dialogue and feedback which she sought to time-management issues. She would have benefited from seeking feedback on some of the content in the course of carrying out the project, for example the structuring of the questionnaires, which would have enabled her to identify skills-development needs in the course of her work. She received feedback on the presentation which she has not fully incorporated into her own understanding of her development needs.

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

Overall Grade Awarded	B
Additional Comments/Overview In the initial and middle phases of the project, the candidate's work was well-planned and skilfully carried out. The final phases of presentation and analysis, and her use of feedback, were not so strong. The project was however successful in many of its aims and shows considerable skill.	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____