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| --- | --- | --- | --- | --- | --- | --- |
| Initial Project Proposal | | | | | | |
| Learner Name | The Official One!! | |  | Learner number | Last 4 digits of your student number |  |
|  |  | | |  | |  |
| Centre Name | Godalming College | |  | Centre Number | 64395 |  |
|  |  | | |  | |  |
| Teacher Assessor | Your mentor’s name | |  | Date | Now!! |  |
|  |  | | |  | |  |
| Unit | Dissertation/Investigation/Performance/Artefact delete those that do not apply | |  |  | |  |
|  |  | | |  | |  |
| Proposed Topic Area | |  | | | |  |
|  | | | | | | |
| Proposed Title | | | | | | |



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| Working title of project (in the form of a question, commission or design brief)  This is very important. It may evolve a little but unless the “question” is right, you will do a lot of work for nothing.  Dissertation: it **must** be a question that enables you to **discuss** an issue, there MUST be a debate. You must also be able to find out relevant information for/against or argue which interpretation is the better. Ensure the issue is NOT one-sided.  Investigation/Field Study: it should be the hypothesis you intend to prove/disprove. There should be data available/relevant information that you can research that is relevant to it.  Performance: your “question” should be in the form of a commission/brief for a particular audience/type of outcome. This will guide your research.  Artefact: your “question” should be in the form of a commission/brief from a client (real or imaginary) i.e. who are you producing the artefact for and why and how. This will guide your research. |
| **Comments and agreement from mentor** |
| Comments (optional):  I confirm that the proposed project is appropriate.   |  |  |  | | --- | --- | --- | | Agreed: (signed) | Mentor’s name (in capitals) | Date | |  |  | / / | |
| **Comments and agreement from project proposal checker** |
| Comments (optional):  I confirm that the proposed project is appropriate.   |  |  |  | | --- | --- | --- | | Agreed: (signed) | Checking Mentor’s name (in capitals) | Date | |  |  | / / | |