Estyn

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Her Majesty's Inspectorate for Education and Training in Wales

Supplementary guidance for inspecting the Welsh Baccalaureate Qualification

September 2010

Iechyd ar Waith
CYRRAEDD Y NOD
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What is the purpose?

To provide guidance to secondary schools for evaluating the Welsh Baccalaureate Qualification when it is a line of enquiry.

For whom is it intended?

Secondary schools and special schools

From when should the guidance be used?

From September 2010

1 Introduction

The Welsh Baccalaureate Qualification develops learners' personal skills with existing qualifications like A Levels, NVQs, BTECs, GCSEs and Principal Learning Diplomas to make one wider award.

The Welsh Baccalaureate Qualification is nationally approved and learners can undertake it at three levels; foundation (level 1), intermediate (level 2) and advanced (level 3).

To achieve the full Welsh Baccalaureate Qualification students must achieve the full requirements of the Core Programme together with the necessary Options. The core programme has five key areas:

- Essential Skills;
- Work Related Experience – including working with an employer and team enterprise;
- Individual Investigation;
- Wales Europe and the World, including the study of a 20-hour language module; and
- Personal and Social Education including Community Participation.

In order for a learner to achieve the relevant diploma, they must achieve a specified number of qualifications in the core and in a set of options at the appropriate level.

See appendix 1 for the detailed requirements of the Welsh Baccalaureate Qualification at each level.

2 Evaluating the Welsh Baccalaureate Qualification

This guidance is organised around the way the qualification relates to the different key questions of the common inspection framework. It describes where you might find evidence and some questions you might use.

Key Question 1: How good are outcomes?

1.1 Standards

Inspectors need to analyse data on learners' attainment of the Welsh Baccalaureate Qualification, normally over the last three years, to identify trends in performance. You also need to look at a sample of Welsh Baccalaureate Qualification sessions, scrutinise learners' work and talk to learners to judge the quality of their progress. Inspectors need to give particular attention to the development of learners' essential skills.

Questions to consider:

- What proportion of learners complete the qualification successfully?
- Are learners achieving the qualification at a good rate (that is with a pass rate at least equal to the average for Wales)?
  [It is important to ask the school for numbers of learners joining the programme at the start and comparing it to those who successfully gain the qualification as pass rates may mask the number who drop out of the qualification along the way.]
- If learners fail to achieve the qualification, is it because they fail to achieve one element or many elements? Do they fail because they do not get all the required essential skills awards?
- What progress are learners currently making towards achieving the qualification?
- Do learners participate well in the sessions? Do they find them interesting?
- What impact is the Welsh Baccalaureate Qualification having on learners' progression routes into further study or higher education?
- What is the quality of learners' work in Welsh Baccalaureate Qualification sessions, in the work linked to Wales, Europe and the World and in their individual investigations?

1.2 Wellbeing

The focus in this key question is on outcomes rather than provision.

Questions to consider:

- Do learners relate and work well together, behave in a courteous, considerate way, and display pride and confidence in their work?

- Do learners display a good attitude to their learning and show interest to all aspects of the qualification?

- Do learners take responsibility for their own work and develop the skills needed to improve their own learning?

- Does the Welsh Baccalaureate Qualification have a beneficial impact on learners' attendance and behaviour?

Key Question 2: How good is provision?

2.1 Learning experiences

Inspectors should note that schools may organise and deliver the Welsh Baccalaureate in a way that best suits the circumstances of the school provided all of the experiences of the qualification are included. Inspectors will need to interview the member of staff with overall responsibility for co-ordinating the WBQ.

Questions to consider:

- To what extent do learners have a say in what and how they learn within the Welsh Baccalaureate Qualification?

- How effective is the planning for the Welsh Baccalaureate programme? How well do the elements of the Welsh Baccalaureate fit into the school timetable? Is there sufficient time for the required tutorial support?

- To what extent does education for sustainable development and global citizenship (ESDGC) impact on a learners' experience in the programme?

- Has the school successfully integrated all the elements of the Welsh Baccalaureate programme into an appropriate, coherent package for learners?

- Are the arrangements for developing learners' essential skills working well and are most learners on target to achieve the essential skills they need to achieve the Welsh Baccalaureate Qualification at the appropriate level?

- What is the impact of the Welsh Baccalaureate on improving learners' progression routes into further study or higher education?

- Has the school marketed the Welsh Baccalaureate effectively to learners and parents?

- Are there a good range of extra-curricular activities in place to support the Welsh Baccalaureate?

- How effective is the planning for the Welsh Baccalaureate programme?

- How well do the elements of the Welsh Baccalaureate fit into the school timetable?

- Is there sufficient time for the required tutorial support?

2.2 Teaching

Inspectors need to visit a sample of Welsh Baccalaureate sessions to judge the quality of teaching and assessment. The focus in this quality indicator should be on the impact of teaching and learning and not on a particular process in isolation. You should judge whether teachers have good up-to-date subject knowledge using a range of teaching methods to stimulate and challenge learners to achieve their potential.

Questions to consider:

- What is the overall quality of teaching and assessment in Welsh Baccalaureate sessions? How well do teachers present specific aspects of the Welsh Baccalaureate programme, such as Wales, Europe and the World, the language module, and essential skills?

- Do learners have a good understanding of what they need to do to achieve the Welsh Baccalaureate Qualification, including those elements that they need to work harder to achieve? Do they receive good feedback on their progress?

2.3 Care, support and guidance

Inspectors should be aware that there is a clear link to the judgement for this quality indicator and those for standards and well being. The support and guidance a pupil receives is a fundamental part of the success of the qualification within a school.

Questions to consider:

- What is the quality of tutorial support in relation to the Welsh Baccalaureate? What guidance and support do learners receive to keep them on track with all the elements of the qualification?

- Are monitoring and tracking procedures in place to make sure that teachers and learners are fully aware of the progress that learners are making? Do these arrangements identify quickly and effectively those learners who may be struggling to achieve all the elements of the Welsh Baccalaureate?

- Does the personal and social education programme encourage learners to achieve emotional and physical health and well being? What are the views of learners and parents / carers?

- Do reports to learners and parents / guardians give a clear summary of how well learners are doing in the qualification?

- Do learners receive appropriate guidance about the qualification before they undertake it?

2.4 Learning environment

The learning environment should reflect the diversity of learners' backgrounds. It should make sure that all learners have equal access to resources that support and encourage success in the qualification.

Questions to consider

- Does the qualification establish an ethos that is inclusive?
- Is there equal access to the qualification by all groups of learners?
- Is there sufficient and appropriate accommodation and learning resources to create a stimulating learning environment?

Key Question 3: How good are leadership and management?

3.1 Leadership

Inspectors should evaluate the extent to which leaders and managers have supported the development of the Welsh Baccalaureate and whether it has had an impact on learners' personal development and widening choice.

Questions to consider:

- How well do leaders and managers promote, sustain and manage the delivery of the Welsh Baccalaureate? Are there clear targets for attainment in relation to the Welsh Baccalaureate?
- Is there a detailed plan for the implementation of the qualification and do senior staff and governors monitor its success closely?
- Are roles and responsibilities for leading and managing the Welsh Baccalaureate clear and effective? Do these fit well with other roles and responsibilities in the school, for example, the co-ordination of essential skills?
- Are governors fully aware of the qualification, how the school plans to implement it, and of the success of learners in attaining the qualification?

3.2 Improving Quality

Inspectors should evaluate the current provision in the light of the requirements of the qualification and how well the school is planning to improve provision over the short term and long term.

Questions to consider:

- Is the Welsh Baccalaureate fully integrated into the school's quality assurance systems? Does the co-ordinator review the course regularly and systematically?
- Do senior staff undertake periodic visits to Welsh Baccalaureate sessions to monitor their quality?
- Is there clear data on attainment (pass rates and successful completion) so that leaders and managers can monitor outcomes robustly?

- Do self-evaluation reports contain clear assessments of the strengths and weaknesses of the standards and quality in the Welsh Baccalaureate programme?

- Do the school's improvement plans set out to address clearly and effectively any shortcomings in the programme?

3.3 Partnership

Partnership arrangements can support the development of the Welsh Baccalaureate in a number of ways, for example, including education partnerships to deliver the enterprise element and with colleges to support the delivery of the language module.

Question to consider:

- Has the school developed partnership arrangements to successfully deliver the qualification?

3.4 Resource Management

Inspectors should consider whether teachers are suitably qualified and deployed effectively to deliver the Welsh Baccalaureate and whether resources are efficiently used to ensure the success of the qualification.

Questions to consider:

- Have senior managers costed the impact of the Welsh Baccalaureate on the school in terms of curriculum time, staffing and resources?

- Is the school making effective use of any additional funds it received for participating in the Welsh Baccalaureate?

- Does the school achieve value for money in relation to the Welsh Baccalaureate?

Appendix 1

The Welsh Baccalaureate Qualification is available at three levels as outlined in the following table[1]:

Level	Learning Level	Core Element	Option Element
Welsh Baccalaureate Advanced Diploma	A Level, or NVQ Level 3	• Core Certificate at Advanced Level (3) • Three essential skills at Level 3, one of which must be Communication, Application of Number or ICT, together with the other three essential skills at Level 2 • Working with an Employer, Team • Enterprise and Community Participation • Individual Investigation at Level 3 • Specified curriculum requirements	• Two grades A – E • at A Level • or NVQ Level 3 • or BTEC National • Certificate at pass level • Or Principal Learning • Level 3 + Extended Project Qualification and an additional Level • 3 qualification • or equivalent.
Welsh Baccalaureate Intermediate Diploma	A* – C grade at GCSE, or NVQ Level 2	• Core Certificate at Intermediate Level (2) • Four essential skills – two at Level 2 and two at Level 1 – which must include • Communication, Application of Number • and ICT. In addition, there must be • evidence of having pursued all six essential skills • Working with an Employer, Team Enterprise and Community Participation • Individual Investigation at Level 2 • Specified curriculum requirements	• Four A* – C grades • at GCSE • or NVQ Level 2 • or Principal Learning Level 2 and Higher Project Qualification • or BTEC First Diploma • at pass level or equivalent
Welsh Baccalaureate Foundation Diploma	D – G grade at GCSE, or NVQ Level 1	• Core Certificate at Foundation Level (1) • Four essential skills at Level 1, which must include at least one of the following: Communication, Application of Number and ICT. In addition, there must be evidence of having pursued all six essential skills • Working with an Employer, Team • Enterprise and Community Participation • Individual Investigation at Level 1 • Specified curriculum requirements	• Four D – G grades at GCSE • or NVQ Level 1 • or BTEC Introductory Diploma • or Principal Learning • Level 1, Foundation • Project Qualification • and an additional Level1 qualification • or equivalent.

[1] http://www.wbq.org.uk/