

## Inspection Matters

**Issue No 11**

**April 2009**

### Information about inspection arrangements

Relevant to: inspections of all schools, including pupil referral units

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## **1 General information**

### **1.1 Estyn 2010**

Estyn is seeking views on proposed changes to the way education and training providers in Wales are inspected. Feedback from this public consultation will be used to design new inspection arrangements which will be implemented in 2010.

The aim of the new arrangements is to develop a shorter, clearer and more streamlined approach to inspection. Learners in Wales are at the heart of the new arrangements, which will be designed to meet their needs as well as the needs of teachers, parents and other stakeholders.

The proposals and the questionnaire can be found on the Estyn website [www.estyn.gov.uk](http://www.estyn.gov.uk). Hardcopies can be requested by contacting [consult@crgresearch.co.uk](mailto:consult@crgresearch.co.uk) or 02920 343 218. Responses can be made anonymously and will be treated as confidential. The consultation closes on 7 April 2009.

### **1.2 Supplementary guidance on inspecting provision for more-able and talented learners**

The Welsh Assembly Government wants all learners to have the best start in life with opportunities and encouragement to achieve their full learning potential. In May, 2008, the Welsh Assembly Government published a set of Quality Standards to support schools and local authorities to meet the needs of more-able and talented learners. Supplementary guidance for independent and additional inspectors on inspecting standards and provision for more-able and talented learners aged 3 to 19 years of age in schools in Wales can be found on the website at:

[www.estyn.publications](http://www.estyn.publications).

### **1.3 Writing guide**

Following the publication of the Estyn writing guide, an abridged version has been produced which can be accessed through the link below. This document provides basic guidance on writing style, and it is intended to be a more portable and more easily accessible version of the full writing guide. This document is bilingual and the same version will be found on both the Welsh and English parts of the website. If you have any queries regarding this guide, please contact the publications team at [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

Website link:

[http://www.estyn.gov.uk/about\\_estyn/abridged\\_writing\\_guide\\_august\\_2008.pdf](http://www.estyn.gov.uk/about_estyn/abridged_writing_guide_august_2008.pdf)

## 1.4 Terminology

### Using 'additional learning needs' and 'special educational needs' as terms in Estyn reports

In line with the requirements and guidelines of the common inspection framework and associated guidance many inspection reports have numerous references to both special educational needs (SEN) and additional learning needs (ALN).

On occasions the frequent inter-changeability of these terms in reports can present a confusing picture to the reader. Therefore, it is suggested that inspectors use 'special educational needs' (SEN) at all times in the report except when setting out **Key Question 4**. If the report is organised using the three reporting requirements for this key question as sub-headings then 'the quality of provision for additional learning needs' should be used for the aspects covered by sections 4.10 to 4.12 of the guidance.

However, once the sub-heading, 'the quality of provision for additional learning needs', has been used the report writer should revert to the use of the term 'special educational needs' for coverage of the issues outlined in sections 4.10 to 4.12 in the guidance.

Furthermore, in reporting on Key Question 4 inspectors should not include judgements on **standards** by:

- pupils with SEN,
- pupils learning English as an additional language (EAL),
- looked after children,
- traveller children,
- children who are disabled or have medical needs,
- children with emotional, social and behavioural difficulties and; those who are more able and talented.

Judgements about achievement by any of these groups should be in Key Question 1 as part of the reporting requirement on pupils' success in attaining agreed learning goals.

## 1.5 Workforce remodelling

Registered inspectors are required to report on issues associated with workforce remodelling in Key Question 7. The QMR checklist for 2008/09 identifies two aspects that must be reported on:

- how the school uses resources for workforce remodelling; and
- the effective use of time for teachers' planning, preparation and assessment.

Most inspection reports contain specific references to teachers' planning, preparation and assessment time but very few mention any other aspects of workforce remodelling. Registered inspectors should refer to Estyn's 'Supplementary guidance

on the inspection of workload and remodelling issues, including the introduction of planning, preparation and assessment (PPA) time', published in February 2006. This guidance refers to further aspects associated with workforce remodelling including:

- fewer clerical and administrative tasks undertaken by teachers;
- improved work/life balance for teachers and headteachers;
- leadership and management time for school leaders;
- a limit on the amount of time teachers must spend in covering for absent teachers;
- no invigilation of external examinations;
- dedicated time for headteachers' leadership responsibilities; and
- role changes for some support staff.

When coming to a judgement about how the school uses resources for workforce remodelling, Registered Inspectors should consider how the school has taken account of the above related issues.

## **2 Inspection issues for primary schools**

### **2.1 Athene**

#### **Completing profiles**

Registered inspectors must ensure that all figures quoted in inspection reports are accurate and correspond exactly with those figures entered into Athene.

If inaccuracies in figures are noted during quality monitoring (QMR), registered inspectors will be awarded lower grades.

#### **Changes in the subject report headings**

The Athene report templates have been changed to show the new subject headings for key stage 2. The way in which our report templates are configured means that there is a common title for both key stage 1 and key stage 2. Consequently, the subject headings now read:

- Information and communications technology for both KS1 and KS2; and
- Art and design for both KS1 and KS2.

As the Foundation phase works its way incrementally into key stage 1 the subject headings will no longer apply and will be replaced with areas of learning.

### **2.2 Checking the language status of a school at pre-inspection stage**

Inspectors need to check the language status of a school at pre-inspection stage. If a school is a Welsh-medium school or a bilingual school the school follows the programmes of study for language, literacy and communication skills. However, an English-medium school follows the Welsh-language skills programmes of study.

### **2.3 Foundation phase and key stage 1**

Inspectors are reminded about the implementation timetable of the Foundation Phase Framework for Children's Learning for 3-7 year olds in Wales:

- September 2008 for all 3 to 4 year olds;
- September 2009 for all 4 to 5 year olds;
- September 2010 for all 5 to 6 year olds; and
- September 2011 for all 6 to 7 year olds

It is perfectly acceptable that, during this phased introduction, some schools may wish to adopt the philosophy and the more practical methods of teaching associated with the Foundation phase with children aged five to seven years of age who are currently in key stage 1.

Inspectors need to be sensitive to the reasons for the different stages that schools may be at in introducing the Foundation phase. However, it must be stressed that during this phased introduction, schools and their governing bodies have a legal duty to ensure that pupils in key stage 1 continue to receive their statutory entitlement to the National Curriculum Programmes of Study. The only exceptions are primary schools that since September 2004 have been designated by the Welsh Assembly Government as pilots for the Foundation phase and the 22 schools which implemented the Foundation phase one year early, the early start schools. In such schools the National Curriculum Programme of Study for key stage 1 is disapplied.

Prior to the introduction of the Foundation phase many of the smaller primary schools in Wales with mixed age classes already combined their curriculum for the early years with teaching of the Programmes of Study of the National Curriculum effectively through well planned topic or thematic work. While the delivery of the National Curriculum Programmes of Study remains a requirement, inspectors will continue to evaluate pupils' knowledge skills and understanding in relation to the existing statutory curriculum in key stage 1 up until the end of summer term 2011. Where the philosophy and methodology of the Foundation phase have been adopted in key stage 1, schools will need to demonstrate in their planning how they intend to teach, assess and cover all the National Curriculum Programmes of Study for key stage 1 through the areas of learning of the Foundation phase.

This explanation is useful for registered inspectors in explaining to schools the context in which inspectors will continue to seek subject evidence in coming to a judgement on pupils' standards of achievement in key stage 1. This evidence is also required in order to evaluate whether leadership and management of schools are fulfilling their statutory duty in meeting legal requirements.

#### **2.4 Foundation phase training**

The next Foundation phase training event will take place during spring 2010. This training will be offered to suitably qualified and experienced primary inspectors to enable them to inspect pupils of 3-7 years of age in the Foundation phase.

#### **2.5 Peer assessor monitoring by registered inspectors**

Registered inspectors are reminded that they should monitor the feedback given by new peer assessors to teachers when they go out on their first inspection.

Registered Inspectors should also scrutinise the first few lesson evaluation forms (LEFs) and general evaluation forms (GEFs) which new peer assessors produce **before** they give feedback to teachers.

#### **2.6 Reporting on religious education and the under fives**

Inspectors should expect to see religious education being taught as a subject in reception classes and not through areas of learning. This is because if parents/carers choose to withdraw their child from religious education this means that they are also being withdrawn from areas of learning and important aspects of the child's education may be missed. However, rather than produce a separate subject report for reception children, inspectors should report on children's standards in religious education under the most appropriate area of learning.

## **2.7 Reporting on attainment in Key Question 1**

Sections on attainment in a primary school report on Key Question 1 should be no more than two paragraphs in length and should be written clearly. These two paragraphs should include the following information:

- the latest end-of-key-stage teacher assessments;
- a commentary on performance over three years during inspections held in the the summer term 2009;
- a commentary on performance over four years from the autumn term 2009, when inspector will receive additional information;
- a commentary on core subject indicator (CSI) performance of the Year 6 cohort in relation to when they were in year 2: the percentages that attained level 2/3 in year 2 as compared to levels 4/5 in year 6; and
- a statement on the relative performance of boys and girls over three years.

This should not be accompanied by statements such as “The school is aware of the situation and is taking measures to improve boys’ performance”. However, such ‘measures’ can be referred to in Key Question 6 as part of planning for improvement.

- the school performance against that of local authority and national averages; and
- the school performance against that of similar schools.

The report must include an explanation if the inspection grade does not reflect National Curriculum assessments and examination results.

## **2.8 Reporting on standards in classes where pupils numbers are 5 or fewer**

In small schools, where pupil numbers are 5 or fewer at the end of key stage 1 (KS1) and/or key stage 2 (KS2), the following statement should be included in Appendix 3 of the report, instead of the tables setting out the school’s National Curriculum end-of-key-stage assessment data:

‘As there were fewer than five pupils assessed at the end of KS1 and/or (delete as appropriate) KS2, no summary of National Curriculum assessment information is included in this report, to avoid identifying individual pupils’.

In schools where pupil numbers are low, inspectors should still report generally on standards in Key Question 1 and in the subject reports for standard and full inspections, but should avoid quantifying the actual numbers of pupils to avoid the identification of individual pupils.

Inspectors should also consider trends in performance over a three year period. This may be helpful in making judgements about overall performance, but results should still be treated with caution, especially if pupil numbers are consistently low.

However, inspectors will need to grade standards in subjects on LEFs and GEFs as grades for standards of achievement must be completed for the Athene database to

accept the profile. This information is confidential to Estyn and is used for the purposes of the Chief Inspector's Annual Report and for survey work.

## **2.9 The role of curriculum co-ordinators and subject leaders in primary schools**

Improving or strengthening the work of curriculum co-ordinators and subject leaders is one of the most frequent recommendations in Section 28 reports.

When inspection teams are coming to judgements on these roles, inspectors must keep in mind whether the post-holder is in receipt of a remunerated post or not.

Teachers who have responsibility for a curriculum area but for which their post is unremunerated can be expected to undertake the following in respect of that subject:

- co-ordinate planning;
- review developments and update staff;
- advise;
- co-operate with other teachers; and
- maintain resources for the subject throughout the school.

Judgements about how effective the role is being carried out should be made in relation to the above responsibilities. Inspectors **should not include** aspects such as monitoring of pupils' work or undertaking classroom observations when arriving at their judgements.

Teachers who have responsibility for a curriculum area for which their post is remunerated can be expected to undertake the following in respect of that subject:

- co-ordinate planning;
- review developments and update staff;
- advise;
- co-operate with other teachers;
- maintain resources for the subject throughout the school
- lead and manage other teachers;
- looking at standards of teaching in the subject area; and
- looking at pupils' standards of achievement in the subject.

Judgements about the effectiveness of these remunerated roles should be made in relation to the above responsibilities. Aspects to be considered in coming to judgements will include the extent and quality of co-ordinators' monitoring and evaluation of both pupils' work and teaching in the subject concerned.

## 2.10 The use of safety sockets in nursery schools

Estyn has no policy or guidance on whether socket covers should be used or not in nursery schools. Our inspection handbook's advice to inspectors on health and safety issues is as follows:

“Estyn is not a health and safety inspectorate. If you observe anything that you think constitutes an obvious danger to the safety of staff, visitors or pupils, you should alert school managers. You should also notify school managers if less than obvious threats are noticed and a note should be made on the evidence file. However, there is no duty to describe breaches of health and safety legislation which are less than obvious in the body of the inspection report.”

## 2.11 Welsh second language issues

### Time allocation

Inspection Matters 10 (issued in September 2008) advised that ‘the recommended time allocation for Welsh second language at key stage 2 is 90 minutes a week.’ This was based on the recommended subject time allocations issued by ACCAC when the Welsh Office revised the previous version of the National Curriculum.

The guidance from the Welsh Assembly Government to schools on implementing Curriculum 2008 makes it clear that there are no longer any constraints on schools relating to time allocation or organisation of subjects. However, it is very unlikely that pupils will gain the anticipated levels of competence in Welsh second language unless the school provides adequate time. In schools that allocate less than 90 minutes each week for Welsh second language at key stage 2, you should consider carefully whether this is having an adverse impact on pupils' achievements. As advised in Inspection Matters 10, you should also consider whether pupils have sufficient additional opportunities to consolidate and use their skills in Welsh.

### Assessment of Welsh second language

End-of-key-stage 2 teacher assessment of Welsh second language will become a statutory requirement from the school year 2009/10. From summer 2010, schools will be required to report National Curriculum level outcomes to parents for Year 6 pupils. Learners' levels for the three attainment targets are combined to provide a subject level. They are weighted as follows:

Key stage 2 attainment target	Weighting	Key stage 3 attainment target	Weighting
Oracy	70%	Oracy	60%
Reading	15%	Reading	20%
Writing	15%	Writing	20%

Inspectors need to consider these weightings carefully in evaluating standards in Welsh second language.

## **3 Inspection issues for secondary schools**

### **3.1 Data issues**

The purpose of this section is to give inspectors of secondary schools information about recent changes to datasets provided by Estyn. This provides an update to parts of Annex 7 of the secondary guidance handbook published in September 2008.

#### **KS3 benchmark information**

Benchmark figures for all National Curriculum subjects at key stage 3 are now provided to registered inspectors. These should continue to increase in validity as moderation procedures develop further.

#### **Summary of secondary school performance**

The summary of secondary school performance (SSSP) was introduced for the first time in 2008. Some of the new indicators were introduced as provisional indicators in 2007 as an addition to form RE2.

In 2008, a reduced RE2 was published alongside the SSSP during the phased changeover to SSSP. This provides schools and inspectors with an ongoing trend analysis of RE2 indicators until the new SSSP indicators build up three years' worth of data.

The new SSSP threshold indicators include a wider range of qualifications than those on form RE2. When reporting on 2008 attainment, inspectors should refer to indicators on the SSSP in place of indicators on form RE2. In particular, they should refer to the percentage achieving the level 2 threshold in place of 5 or more GCSE grades A\*-C or equivalent.

It is intended that the percentage achieving the level 2 threshold including English or Welsh first language and mathematics will become the headline indicator at KS4, reflecting the importance of achievement in the core skills of literacy and numeracy. The SSSP has also retained the core subject indicator, although its definition has changed to include a wider range of qualifications.

The new threshold indicators should be briefly explained in each inspection report so that reports are as accessible as possible to readers. A brief definition is provided below:

Level 1 threshold – a volume of qualifications at level 1 equivalent to 5 GCSE grades A\*-G

Level 2 threshold – a volume of qualifications at level 2 equivalent to 5 GCSE grades A\*-C

Level 3 threshold – a volume of qualifications at level 3 equivalent to 2 GCE A level grades A-E

For further details on qualifications, points scores and contributions to thresholds, refer to SSSP guidance at:

<http://new.wales.gov.uk/statsdocs/schools/datacollection/ssspnotese.pdf>

Where there is a significant difference between the level 2 threshold and the percentage achieving 5 or more GCSE grades A\*-C, it is likely to be an indication that the school offers courses other than GCSE at KS4, particularly vocational courses. This may have implications for the inspection of Key Question 3 where inspectors evaluate the extent to which learning experiences meet learners' needs and interests.

### **3.2 Commenting on examination results in Section 28 subject reports**

This is to remind inspectors that comments on examination results in subject reports should:

- refer to results over at least the last two years;
- refer to a longer period when possible, especially if small teaching groups make a judgement difficult (for example A level groups);
- compare results to Wales averages;
- state if results represent good achievement when put into the context of pupils' abilities or similar schools using benchmark and WED information (but do not provide a lot of detail);
- at GCSE, refer to higher grades A\*/A as well as Grades A\*-C; and
- at A level, refer mainly to higher grades, and only refer to the pass-rate (A-E) if it is significantly different from the national average (if pupils are sitting A level we would normally expect them to get a pass, otherwise they should be taking a different qualification).

### **3.3 14-19 Learning Pathways: Learning and Skills (Wales) Measure**

**The Learning and Skills (Wales) Measure** is proceeding through the legislative process in the National Assembly. Inspectors need to be aware of the main aims of the legislation, and especially:

- the number and type of courses that need to be offered at key stage 4 and post-16;
- the phasing in of the legislation by age and local authority area; and
- the likely requirement for collaborative working.

The proposed arrangements in terms of the number of choices in key stage 4 are shown in Table 1. The process involves assigning a local authority area to one of three bands; each band will represent progression towards achievement of the full minimum entitlement by a specified date. All bands will have reached the full minimum entitlement by 2012.

**Table 1: Key stage 4 – number of courses and local authority bands**

Year	2009	2010	2011	2012
Band A	28	30	30	30
Band B	26	28	30	30
Band C	24	26	28	30

Detail about choices post-16 will be copied to you in due course.

Although the Measure is not yet law and details may change, you will need to consider how well schools are planning to implement it. You can keep up-to-date on the progress of the Measure from the National Assembly website: [National Assembly for Wales/Legislation/Measures/Proposed Learning and Skills Measure.](#)

### **3.4 Teacher assessment in key stage 3**

Inspectors are reminded about the following reporting requirement for Key Question 2:

‘You should report on arrangements, based on standardisation and moderation, to strengthen teacher assessment in key stage 3.’

In practice this means that, if a school has received a visit from external verifiers to verify the school’s systems and procedures for teacher assessment, the inspector responsible for Key Question 2 should ask to see the verifier’s feedback report and check that the school has responded to any recommendations. All schools will have received a feedback report from verifiers by summer 2010.

The above refers to the report by external verifiers on overall systems and procedures and should not be confused with the subject **moderation** of sample evidence which is being carried out for each subject over a three year period. We do not expect subject inspectors to check moderation reports and sample evidence for individual subjects.

### **3.5 Terminology**

A few terms are sometimes used inconsistently in inspection reports. Please use the terms below as described.

*Accreditation:* Courses are accredited, not learners.

*Retention:* Refers to those *finishing* a course. The term ‘retention’ should not be used for those staying on in the sixth form. ‘Completion’ can also be used to describe whether learners finish their courses.

*Progression:* According to context, this can refer not only to progress in learning but also to progress to other places or courses, e.g. the local college, employment, the sixth form. To make the meaning clear, other words often need to be added.

Note: In describing progression, reports should give an indication of what pupils do after Year 11. They should refer not just to those staying on in the sixth form, but also to those progressing to further or higher levels of study elsewhere and also those moving on to employment. Staying on in the sixth form may be a good thing for many pupils but for some it is not, and they would be better off going elsewhere.

### **3.6 The Welsh BaccaLaureate Qualification**

An increasing number of schools are involved in the Welsh BaccaLaureate Qualification (WBQ), with many delivering it to whole cohorts of pupils. By September 2009, 62% of all 11-18 schools in Wales will offer the BaccaLaureate in the sixth form, and 24% of all secondary schools will be offering it at KS4. It is therefore increasingly likely that we will inspect more and more schools who are offering the Welsh BaccaLaureate Qualification.

From September 2009, as part of the Welsh BaccaLaureate Qualification, 11 schools will start on the new principal learning and project qualifications in construction and the built environment, engineering and ICT. Further information is provided at :

<http://www.wjec.co.uk/index.php?subject=30&level=112>.

More information on Principal Learning is provided below in this edition of Inspection Matters.

The Welsh BaccaLaureate qualifications at all levels have a common structure. Pupils in key stage 4 are currently working towards either the foundation or intermediate diplomas. Post-16 pupils could be working towards foundation, intermediate or advanced diplomas, depending on the level of their main qualifications.

## Welsh Baccalaureate Qualification Structure (GLH = Guided Learning Hours)

	Core Studies	Options
<p><b>Welsh Baccalaureate Foundation Diploma</b></p> <p>(National Qualifications Framework level 1)</p> <p>Available pre-16 and post-16</p>	<p><b>Core Certificate at level 1 (250 notional teaching hours)</b></p> <ul style="list-style-type: none"> <li>Four Key Skills at level 1, which must include one from communication, application of number and ICT, and evidence of having pursued all six Key Skills.</li> <li>Individual Investigation at level 1 (20 hours, not required if candidates choose Foundation Project in the options, provided it meets WBQ requirements).</li> <li>Specified curriculum requirements as detailed below (hours are notional). <ul style="list-style-type: none"> <li>i) Wales, Europe and the World (WEW) - 60 hours on four elements covering political, social, economic and cultural issues and a 20 hour Language Module.</li> <li>ii) 15 hours of a 'Team Enterprise Activity'.</li> <li>iii) PSE - 30 hours and 15 hours of 'Community Participation'.</li> <li>iv) Work-related Education (WRE) - 30 hours of 'Working with an Employer</li> </ul> </li> </ul>	<p><b>Approved external qualification at NQF level 1 equivalent to 480 GLH</b></p> <ul style="list-style-type: none"> <li>Four grades D-G at GCSE or equivalent; or</li> <li>NVQ level 1 or BTEC Introductory Diploma (480 GLH); or</li> <li>Principal Learning level 1 (240 GLH = 20% of curriculum in KS4) + Foundation Project level 1 (60 GLH) + any approved qualification(s) at NQF level 1 equivalent to or a minimum of 180 GLH</li> </ul>
<p><b>Welsh Baccalaureate Intermediate Diploma</b></p> <p>(National Qualifications Framework level 2)</p> <p>Available pre-16 and post-16</p>	<p><b>Core Certificate at level 2 (250 notional teaching hours)</b></p> <ul style="list-style-type: none"> <li>Four Key Skills, including communication, application of number and ICT. At least two to be achieved at level 2 and two at level 1. There must be evidence of having pursued all six Key Skills.</li> <li>Individual Investigation at level 2 (20 hours, not required if candidates choose Higher Project in the options, provided it meets WBQ requirements).</li> <li>Specified curriculum requirements as for Foundation Diploma above</li> </ul>	<p><b>Approved external qualification at NQF level 2 equivalent to 480 GLH</b></p> <ul style="list-style-type: none"> <li>Four grades A*- C at GCSE or equivalent; or</li> <li>NVQ level 2 or BTEC 1st at Pass level (6 units); or</li> <li>Principal Learning level 2 (420 GLH) + Higher Project qualification L2 (60 GLH)</li> </ul>
<p><b>Welsh Baccalaureate Advanced Diploma</b></p> <p>(National Qualifications Framework level 3)</p> <p>Available post-16</p>	<p><b>Core Certificate at level 3 (280 notional teaching hours)</b></p> <ul style="list-style-type: none"> <li>Three Key Skills at level 3, one of which must be from communication, application of number and ICT, together with the other Key Skills at level 2.</li> <li>Individual Investigation at level 3 (20 hours, not required if candidates choose Extended Project in the options, provided it meets WBQ requirements).</li> <li>Specified curriculum requirements as for Foundation Diploma, but Team Enterprise and Community Participation for 30 hours each instead of 15</li> </ul>	<p><b>Approved external qualification at NQF level 3 equivalent to 720 GLH</b></p> <ul style="list-style-type: none"> <li>Two GCE A level grades A-E or equivalent; or</li> <li>NVQ level 3, or BTEC National Certificate at Pass (12 units); or</li> <li>Principal learning level 3 (540 GLH) + Extended project qualification L3 (120 GLH) + any approved qualification(s) at NQF L3 (60 GLH)</li> </ul>

Supplementary guidance on inspecting the Welsh Baccalaureate is available on the Estyn website and provides inspectors with guidance on using the seven key questions to evaluate WBQ – see:

[http://www.estyn.gov.uk/publications/Supplementary\\_Guidance\\_for\\_Inspecting\\_the\\_Welsh\\_Baccalaureate\\_Qualification\\_May\\_2007.pdf](http://www.estyn.gov.uk/publications/Supplementary_Guidance_for_Inspecting_the_Welsh_Baccalaureate_Qualification_May_2007.pdf)

### **3.7 Principal learning and the Welsh Baccalaureate Qualification**

#### **Background**

In June 2008, DCELLS launched the new applied qualifications of principal learning for first teaching in September 2009. There are four lines of learning:

- construction & the built environment
- engineering;
- information technology; and
- creative & media

Providers, working with their local authority 14-19 network coordinators, can access these qualifications from a range of awarding bodies, including Edexcel, WJEC and OCR. The aim is to introduce a wide range of courses over the next three years.

#### **What is principal learning?**

Principal learning is a sector-related qualification at levels 1, 2 and 3. It has an emphasis on learning by doing, and a defined proportion of the programme is concerned with the application of knowledge and skills through relevant work and work-related tasks, problems and contexts. Principal learning enables generic skills to be developed and applied, including key skills.

#### **How does principal learning fit into the Welsh Baccalaureate Qualification?**

Principal learning is one of the possible choices that could fulfil the options requirement for the Baccalaureate. Other choices could include GCSEs, GCE/A level, BTECs, OCR Nationals, NVQs and other approved external qualifications recognised within the National Qualification Framework (NQF).

Elements of the Baccalaureate core may be achieved through the options, and principal learning can contribute in the following ways:

- *Key skills*: opportunities to develop key skills are clearly identified in the principal learning specification.
- *Work experience*: the sector emphasis within principal learning provides opportunities to satisfy this requirement.
- *Wales, Europe and the World and PSE*: some aspects may also be covered within principal learning.

## Phased introduction of principal learning

Phase 1 – first teaching in Wales Sept 2009	Phase 2 – first teaching in Wales Sept 2010	Phase 3 – first teaching in Wales Sept 2011	Phase 4 – policy for Wales awaited Sept 2011
<ul style="list-style-type: none"> <li>– engineering;</li> <li>– construction and the built environment;</li> <li>– IT;</li> <li>– creative &amp; media</li> </ul>	<ul style="list-style-type: none"> <li>– society, health and development;</li> <li>– business, administration and finance;</li> <li>– environment and land-based;</li> <li>– hair and beauty studies;</li> <li>– hospitality;</li> <li>– manufacturing and product design</li> </ul>	<ul style="list-style-type: none"> <li>– public services;</li> <li>– retail;</li> <li>– sport and active leisure;</li> <li>– travel and tourism</li> </ul>	<ul style="list-style-type: none"> <li>– humanities;</li> <li>– languages;</li> <li>– science</li> </ul>

### 3.8 Project/extended project levels 1, 2 and 3

#### Background

Project and extended project qualifications will be available in Wales from September 2009. These projects will be available as stand-alone qualifications, but it will also be possible to use them as proxy qualifications for the Individual Investigation within the Welsh Baccalaureate. The project will be available at level 1 and level 2, and the extended project at level 3, where it will be equivalent to an AS qualification, and be worth 60 UCAS points.

The level 1 and 2 projects are allocated 60 guided learning hours and the extended project 120 guided learning hours.

The project provides students with an opportunity to carry out a study in depth, based on personal interest or an aspect of their studies. The project can take the form of a written report, a field study, a scientific report, an artefact, a performance based study, a leisure based study, or a media based submission. The project must be the original work of the learner and not be based on assignments to be submitted for other qualifications.

If schools use the project as a proxy for the individual investigation within the Baccalaureate, they must liaise with the awarding body (WJEC) to ensure that the project meets all the requirements of the individual investigation.

#### The role of the supervisor

Each learner is allocated a supervisor to provide one-to-one help and advice during the course of the project. The supervisor signs a declaration in the supervisor assessment log to certify that each learner has worked independently on the project.