

Welsh BaccaLaureate Qualification  
Self-Evaluation Programme

**CRITERIA FOR SUCCESS**  
Self-Evaluation Programme



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## Introduction

- This document is intended principally, though not exclusively, as a self-evaluation tool for WBQ centres, in helping with judgements as to the success of their implementation of the Welsh Baccalaureate programme.
- It also contains a final section intended for use by centres intending to adopt the Qualification; this is a check list of issues to bear in mind in designing and implementing a successful WBQ programme.
- The Indicative Factors in this document were generated by the WBQ Internal Evaluation Team as a result of their work on evaluating the pilot stage of the project. The relevance and phrasing of the Critical Success and Indicative Factors were validated and supplemented by the experience of the WJEC Project Team and representatives of the pilot centres. The document as a self-evaluation manual was trialled in a representative selection of pilot centres.
- It is not the intention to present this document as a 'formula for success'. There are too many differences between centres for there to be a single route to success. Variations between the strategies and experiences of schools and colleges, advanced and intermediate courses, and obligatory and voluntary participation of students are all examples of these differences.
- The intention of this exercise has been to identify the major Indicative Factors which have appeared to be influential in contributing to the achievement of the associated Critical Success Factor. The selection of the actual Indicative Factors relevant to the circumstances of any centre will essentially be at the discretion of that centre in the light of its experiences and intentions.
- It will also be apparent that there is a degree of repetition in the use of some Indicative Factors where it was clear that they could be influential in contributing to more than one Success Factor.

## Guidelines on Use

- The emphasis in this exercise should be placed on the **Critical Success Factors**, with the **Associated Indicative Factors** providing more detailed indications of how these might be met. The right-hand column of **Centre Reactions** is for completion during the exercise.
- It is not intended that all these schedules be used together in a single evaluative exercise. Centres are advised to select a schedule for use at a time appropriate to their own needs. Such occasions may include a focused self-evaluation;
  - a) as part of a summative exercise at the end of a core component,
  - b) to substantiate claims and identify evidence for an external inspection,
  - c) to provide evidence for an internal qualitative assurance exercise,
  - d) as part of an ongoing formative evaluation programme.
- It is advised that centres approach these self-evaluation schedules as a team exercise with the responsibility for each indicative factor delegated to an individual or group as appropriate. Coordination of the programme will obviously be determined by the internal management structure of each centre.
- In considering each indicative factor it is important to note that the checklist statements are not ends in themselves, but rather serve to initiate consideration of the issue leading to the identification of further evidence and conclusions where relevant. Note that these statements are not intended to be particularly precise and are, accordingly, the same for each indicative factor.
- The initial consideration of each of these indicative factors should determine whether or not the centre considers the factor to be of **little or no significance** to the centre, in which case it may be useful to indicate the reasons for this decision.
- If the factor is deemed relevant, the next stage should determine whether or not the centre
  - a) can **largely demonstrate** that the factor is being met, and you can identify and list the relevant evidence.
  - b) is **working towards** full achievement with relevant evidence to demonstrate progress to date and identification of future developments.
  - c) can show **little or no evidence** that the factor is being achieved, with identification of relevant developments if appropriate.
- It is advised that written comments are kept to an appropriate minimum with just a simple 'aide-memoire' reference to evidence.
- In trials of this document a number of sources of evidence were identified by centres as possible means of demonstrating achievement, or otherwise, of the 'Indicative Factors'. These included:

- Key skills audit map
  - Guidance document for year 11 & 12 students
  - Edexcel Key Skills Moderators reports
  - Learning styles sheet for students
  - Pastoral Policy
  - IOLP student commentary forms
  - Annual pastoral programme student portfolios
  - Student logbooks - completed
  - College prospectus & Mission Statement
  - Course Evaluation Questionnaire
  - Preparation for Tracker - upper 6<sup>th</sup> students booklet
  - Work Experience Guidance Leaflet
  - Choices at 18+ - students booklet
- 
- On completion of a group of indicative factors, a summative statement should be made addressing the extent to which the associated Critical Success Factor is being met and identifying issues for further action if necessary.

## Summary of Critical Success Factors

### Schedule 1 - Curriculum Effects

#### 1a) Overall Impact

1. The structure and delivery of the Core programme promotes the curriculum objectives of the WBQ
2. The autonomy and integrity of the student as a self-determining learner is valued and honoured
3. Progression into, through and beyond the WBQ programme is planned and assured

#### 1b) Key Skills

1. Key Skills are appropriately structured, timetabled and supported
2. Mapping and Tracking of Key Skills is effective and efficiently exercised
3. The delivery of Key Skills achieves the intended effective learning by students

#### 1c) Wales, Europe and the World

1. Wales, Europe and the World is appropriately structured, timetabled and supported
2. The delivery of Wales, Europe and the World achieves the intended effective learning by students
3. The language module is structured and delivered effectively

#### 1d) Individual Investigation

1. Individual Investigations are achieved effectively and efficiently by all students

#### 1e) Personal and Social Education

1. Personal and Social Education is appropriately structured, timetabled and supported
2. Personal and Social Education is achieved effectively and efficiently by all students

#### 1f) Work Related Education

1. Work Related Education is appropriately structured, timetabled and supported
2. Work placements achieve the intended goals of the WBQ programme
3. The Team Enterprise Activity achieves the goals of the WBQ programme

### Schedule 2 - Teaching and Professional Development Effects

1. Teachers and others who support learning in the WBQ programme are appropriately qualified and experienced for the role expected of them
2. Training of those involved in WBQ is effective
3. The delivery team is confident and committed to achievement of the WBQ
4. Internal and external partnerships are managed well

### Schedule 3 - Management and Leadership Effects

1. The Senior Management and Governors demonstrate a coherent commitment to the WBQ
2. A supportive management structure has been established within the centre for the effective delivery and development of the WBQ
3. An evaluation strategy has been developed that both informs Senior Management and delivery team of the effectiveness of delivery and provides evidence for change when appropriate

### Schedule 4 - Organisational Effects

1. WBQ has an impact in the centre beyond the immediate delivery team/cohort
2. Coordination of WBQ is effectively organised to ensure status, continuity and support
3. The delivery of the WBQ is structured to facilitate the achievement of obligations and objectives

### Schedule 5 - Learner Effects

1. Students perceive WBQ in positive light overall
2. Students are benefiting from participating in WBQ

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**Schedule 1a**  
**Curriculum Effects: Overall Impact**

## Schedule 1a Curriculum Effects: Overall Impact

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>The structure and delivery of the Core programme promotes the curriculum objectives of the WBQ</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. Centre has made progress in breaking academic/vocational 'divide'	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. WBQ has 'knock on' impact on teaching styles	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Delivery of WBQ is coherent (rather than fragmented)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Timetable is organised to enable the delivery of curriculum in holistic and integrated way	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Tutors make effective links between different elements of the WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Appropriate resources are provided including access to ICT	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Guidance and resources in Welsh are provided where appropriate	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

8. Curriculum provision is enriched by collaboration with external partners	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
9. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 1)**

Critical Success Factor 2: <b>The autonomy and integrity of the student as a self-determining learner is valued and honoured</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. The curriculum implementation facilitates the active involvement of students through a range of learning experiences that meet the individual needs of the learner	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Individual student curriculum is negotiated according to student need and capability, rather than administrative expediency	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>3. Students have element of choice in their studies</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>4. Curriculum implementation facilitates differentiation and/or is acknowledged in progress and outcomes</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>5. Students are provided with opportunities to experience and value a variety of different styles of learning</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>6. Teachers, learners and administrators understand the chosen curriculum model and can identify the linkage between component parts to underpin the unifying nature of WBQ</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>7. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 2)**

**Critical Success Factor 3:  
Progression into, through and beyond the WBQ programme is planned and assured**

Associated Indicative Factors	Initial response	Evidence/comments
1. Centres have access to information regarding prior achievement where appropriate (e.g. colleges from schools in catchment)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. An appropriate basis for placing students (I & A levels) has been employed (initial assessment and screening, guidance & counselling etc)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. The induction programme adequately informs students' perception of the qualification	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Tutorial support has been consistent throughout programme	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Personal tutorial support is provided on a private individual basis as intended	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Tutorial support is given appropriate time and organisation	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Marking and recording provide effective mechanisms in assessing learners' progress	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Retention is enhanced as a result of the WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>9. A clear strategy is in place for progression from levels 1 to 2 and 2 to 3 as appropriate</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>10. Students are well prepared for Higher Education</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>11. Students are well prepared for employment</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>12. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 3)**

9. Students are developing personal and social skills
10. Students are equipped for effective participation in the workplace and in the community
11. Students draw on WBQ in preparing their UCAS personal statement and/or curriculum vitae
12. Students use their WBQ portfolios to advantage in job or education interviews

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**Schedule 1b**  
**Curriculum Effects: Key Skills**

## Schedule 1b Curriculum Effects: Key Skills

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>Key Skills are appropriately structured, timetabled and supported</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. Key skills are linked with other core or optional studies	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Timetable provides sufficient time and flexibility for effective learning in key skills by students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Personal tutors and students are fully aware of the links between key skills and other WBQ curriculum elements	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Appropriate resources are provided to support students' learning in key skills, including access to ICT	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Guidance and resources for key skills are available in Welsh where appropriate	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Topic starter packs or guidance materials in key skills are stimulating and effective	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>7. Students are actively involved through a range of learning styles in following the key skills programme</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>8. Curriculum provision of key skills is enhanced through collaboration with external partners</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>9. Key skills are delivered through an appropriate degree of negotiation based on individual student need, capability and ambition</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>10. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 1)**

**Critical Success Factor 2:  
Mapping and Tracking of Key Skills is effective and efficiently exercised**

Associated Indicative Factors	Initial response	Evidence/comments
1. The occurrence of key skills in optional or core studies of the WBQ programme is comprehensively identified or signposted	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. All involved staff and students are fully aware of the occurrence of the identified key skills elements in the core and optional studies	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. The key skills programme allows time and opportunities for both the acquisition of target skills and their practice and development	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Staff honour the delivery of signposted skills and help students in the identifying and recording of the experience	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Personal or key skills tutors, as appropriate, have the knowledge and means to support students in the mapping and tracking of their progress in key skills	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 2)**

Critical Success Factor 3:

**The delivery of Key Skills achieves the intended effective learning by students**

Associated Indicative Factors	Initial response	Evidence/comments
1. The induction process enables students to understand the structure and demands of the key skills programme	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. All students receive personal support in compiling their key skills portfolios	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Students receive instruction in acquiring the key skills, as well as the opportunities to practise these through the core and options	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Students are assessed in each key skill at the highest level of which they are personally capable and not at a level predetermined by organisation of the centre	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Time allowed is appropriate for the delivery, practice and monitoring of key skills	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Completion deadlines are appropriate for students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Successful completion rates of key skills compare favourably with comparable figures in optional studies taken by students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>8. The teaching of key skills is consistently satisfactory or better</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>9. The learning of students demonstrates that progress is evident through the key skills programme</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>10. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 3)**

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**Schedule 1c**  
**Curriculum Effects:**  
**Wales, Europe and the World**

## Schedule 1c Curriculum Effects: Wales, Europe and the World (WEW)

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>Wales, Europe and the World (WEW) is appropriately structured, timetabled and supported</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. WEW is linked with other core or optional studies	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Timetable for delivery and completion provides sufficient time and flexibility for effective learning in WEW by students	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Personal tutors and students are fully aware of the links between WEW and other WBQ curriculum elements	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Appropriate resources are provided to support students' learning in WEW, including access to ICT	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Guidance and resources for WEW are available in Welsh where appropriate	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Topic starter packs or guidance materials in WEW are stimulating and effective	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>7. Students are actively involved through a range of learning styles in following the WEW programme</p>	<p><input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>8. Curriculum provision of WEW is enhanced through collaboration with external partners</p>	<p><input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>9. WEW is delivered through an appropriate degree of negotiation based on individual student need, capability and ambition</p>	<p><input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>10. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 1)**

**Critical Success Factor 2:  
The delivery of Wales, Europe and the World achieves the intended effective learning by students**

Associated Indicative Factors	Initial response	Evidence/comments
1. The induction or introductory programme enables students to understand the purpose, structure and demands of the WEW programme	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Selected units reflect the interests and abilities of students	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Recording procedures and portfolio compilation are appropriate, efficient and effective	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Successful completion rates of WEW compare favourably with comparable figures in optional studies by students	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. The teaching of WEW is consistently satisfactory or better	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. The learning of students demonstrates that progress is evident through WEW	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 2)****Critical Success Factor 3:  
The language module is structured and delivered effectively**

Associated Indicative Factors	Initial response	Evidence/comments
1. The context of the language module motivates students through its relevance to their interests and ambitions	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Students demonstrate progress in the learning of the target language	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Students demonstrate heightened cultural awareness through following the language module	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 3)**

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**Schedule 1d**  
**Curriculum Effects:**  
**Individual Investigation**

## Schedule 1d Curriculum Effects: Individual Investigation

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>Individual Investigations are achieved effectively and efficiently by all students</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. Centres provide suitable training for students on how to approach the Individual Investigation	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Individual Investigation title is arrived at in an appropriate manner (e.g. evolves from hypothesis, selected against known availability of resources)	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Individual Investigation reflects student interest and choice	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Student has access to advice and appropriate resources throughout project	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance Or: <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 1)**

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**Schedule 1e**  
**Curriculum Effects:**  
**Personal and Social Education**

## Schedule 1e

### Curriculum Effects: Personal and Social Education (PSE)

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>Personal and Social Education (PSE) is appropriately structured, timetabled and supported</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. PSE is linked with other core or optional studies	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Timetable for delivery and completion provides sufficient time and flexibility for effective learning in PSE by students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Personal tutors and students are fully aware of the links between PSE and other WBQ curriculum elements	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Appropriate resources are provided to support students' learning in PSE, including access to ICT	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Guidance and resources for PSE are available in Welsh where appropriate	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

6. Topic starter packs or guidance materials in PSE are stimulating and effective	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Students are actively involved through a range of learning styles in following the PSE programme	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Curriculum provision of PSE is enhanced through collaboration with external partners	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
9. PSE is delivered through an appropriate degree of negotiation based on individual student need, capability and ambition	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
10. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 1)**

**Critical Success Factor 2:  
PSE is achieved effectively and efficiently by all students**

Associated Indicative Factors	Initial response	Evidence/comments
1. The induction or introductory programme enables students to understand the purpose, structure and demands of the PSE programme	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Selected units reflect the interests and abilities of students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Recording procedures and portfolio compilation are appropriate, efficient and effective.	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Successful completion rates of PSE compare favourably with comparable figures in optional studies by students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. The teaching of PSE is consistently satisfactory or better	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. The learning of students demonstrates that progress is evident through PSE	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 2)**

**Summative statement (Critical Success Factor 3)**

Welsh Baccalaureate Qualification  
Self-Evaluation Programme

**Schedule 1f**  
**Curriculum Effects:**  
**Work Related Education**

## Schedule 1f Curriculum Effects: Work Related Education (WRE)

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>Work Related Education (WRE) is appropriately structured, timetabled and supported</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. WRE is linked with other core or optional studies	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Timetable for delivery and completion provides sufficient time and flexibility for effective learning in WRE by students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Personal tutors and students are fully aware of the links between WRE and other WBQ curriculum elements	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Appropriate resources are provided to support students' learning in WRE, including access to ICT	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Guidance and resources for WRE are available in Welsh where appropriate	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

6. Topic starter packs or guidance materials in WRE are stimulating and effective	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Students are actively involved through a range of learning styles in following the WRE programme	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Curriculum provision of WRE is enhanced through collaboration with external partners	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
9. WRE is delivered through an appropriate degree of negotiation based on individual student need, capability and ambition	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
10. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 1)**

**Critical Success Factor 2:  
Work placements achieve the intended goals of the WBQ programme**

Associated Indicative Factors	Initial response	Evidence/comments
1. Students investigate, plan and secure appropriate work placement	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. All aspects of health and safety, risk assessment and insurance cover are complete for all students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Verification of work experience is valid and complete	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. The introductory programme enables students to fully understand the purpose, structure and demands of the work placement	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. All students receive support in the completion of effective diary, self-assessment and evaluation requirements	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Students demonstrate progression in achieving the essential intended goals of the unit	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 2)**

Critical Success Factor 3: The team enterprise activity (TEA) achieves the goals of the WBQ programme		
Associated Indicative Factors	Initial response	Evidence/comments
1. The introductory programme enables students to understand the purpose, structure and demands of the team enterprise activity	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. All students receive support from within the centre and from external partners in completing their TEA	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Students are actively involved through team membership in determining and delivering their TEA	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Students demonstrate progression in achieving the essential intended goals of the unit.	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

Welsh Baccalaureate Qualification  
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**Schedule 2**  
**Teaching and Professional**  
**Development Effects**

## Schedule 2

# Teaching and Professional Development Effects

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>Teachers and others who support learning in the WBQ programme are appropriately qualified and experienced for the role expected of them</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. Teachers selected for involvement in the WBQ have the appropriate skills and experience to make a potentially valuable contribution to the programme	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Staff are willingly involved through volunteering and persuasion	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Involved staff, teaching and non-teaching, are well motivated to ensure the success of the WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Selected staff are sympathetic to the aims and objectives of the WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 1)****Critical Success Factor 2:  
Training of those involved in WBQ is effective**

Associated Indicative Factors	Initial response	Evidence/comments
1. Full use is made of available and appropriate external WBQ related training and conference opportunities	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Staff attending external INSET are appropriate for the subject and focus of training	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Information from external INSET is efficiently and effectively communicated to WBQ team members within the centre	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Internal staff development includes a structured induction programme for newly involved staff with on-going support	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Internal staff development has a formal, structured programme including reference to internal verification, assessment, teaching styles and evaluation	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>6. Teachers are adequately prepared to conduct one to one tutorials, ensuring consistency of approach and use of recording systems across the centre</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>7. Centre has access to external advisory support which is used fully as appropriate</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>8. Centre has occasional or continuing links with other centres involved in the WBQ for the benefit of staff development programmes</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>9. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 2)**

**Critical Success Factor 3:  
The delivery team is confident and committed to achievement of the WBQ**

Associated Indicative Factors	Initial response	Evidence/comments
1. Coordinators are able to influence selection / appointment of appropriate delivery team	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. WBQ teams have frequent, well attended meetings	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Teachers meet together regularly in a structured approach to course development and training	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Teachers feel supported by managers	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. There is reasonable stability of WBQ staff (leading to increasing experience)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Roles (e.g. tutor) are clearly designated in job descriptions	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Internal moderation is efficient and effective with sufficient time and support available for staff to participate confidently	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 3)**

**Critical Success Factor 4:  
Internal and external partnerships are managed well**

Associated Indicative Factors	Initial response	Evidence/comments
1. Communication across multi-site centres is efficient and effective in ensuring consistency of practice	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Internal moderation is coordinated across sites and courses	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Where the centre is part of a partnership, links between centre and partner(s) are well managed	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 4)**

Welsh Baccalaureate Qualification  
Self-Evaluation Programme

**Schedule 3**  
**Management and Leadership Effects**

## Schedule 3 Management and Leadership Effects

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>The Senior Management and Governors demonstrate a coherent commitment to the WBQ</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. The support of the Senior Management is overt and recognised by staff in general	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Management have appropriate plans about longer term nature and scope of the WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. WBQ is regularly reviewed at Senior Manager and Governor level	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
<b>Summative statement (Critical Success Factor 1)</b>		

**Critical Success Factor 2:  
A supportive management structure has been established within the centre for the effective delivery and development of the WBQ**

Associated Indicative Factors	Initial response	Evidence/comments
1. WBQ Coordinator has appropriate status in centre	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. WBQ Coordinator has a clearly defined role	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. WBQ Coordinator has sufficient time allocation to carry out defined role effectively	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Systems are in place to facilitate internal communication (e.g. timetabled regular meetings)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Centre is achieving 'value for money' re. WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Centre has well-founded financial basis to its WBQ development plan	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Centre effectively and efficiently manages information from external sources relevant to WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Liaison between WBQ coordinator and SMT is effective and coherent / consistent	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>9. Liaison between WBQ coordinator and other staff centrally involved - e.g. Key Skills coordinator - is effective and coherent/consistent</p>	<p><input type="checkbox"/> Little or no significance or  <input type="checkbox"/> Largely demonstrated  <input type="checkbox"/> Working towards  <input type="checkbox"/> Little evidence</p>	
<p>10. Best practice within centre and from other centres is identified and shared</p>	<p><input type="checkbox"/> Little or no significance or  <input type="checkbox"/> Largely demonstrated  <input type="checkbox"/> Working towards  <input type="checkbox"/> Little evidence</p>	
<p>11. Centre has effective professional development for stakeholders at all levels</p>	<p><input type="checkbox"/> Little or no significance or  <input type="checkbox"/> Largely demonstrated  <input type="checkbox"/> Working towards  <input type="checkbox"/> Little evidence</p>	
<p>12. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or  <input type="checkbox"/> Largely demonstrated  <input type="checkbox"/> Working towards  <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 2)**

**Critical Success Factor 3:  
An evaluation strategy has been developed that both informs Senior Management and delivery team of the effectiveness of delivery and provides evidence for change when appropriate**

Associated Indicative Factors	Initial response	Evidence/comments
1. An appropriate evaluation model has been devised and is applied with findings and conclusions recorded to inform change	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Change has been based on identifiable evidence	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Managers are flexible in changing development and delivery models in response to identified needs	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 3)**

Welsh Baccalaureate Qualification  
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**Schedule 4**  
**Organisational Effects**

## Schedule 4 Organisational Effects

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>WBQ has an impact in the centre beyond the immediate delivery team/cohort</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. Information is disseminated effectively within centre to those who require it	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. WBQ ethos is integrated into ethos of centre more widely (eg it is impacting upon/consistent with philosophy elsewhere in centre: eg WBQ ethos is affecting KS4, or WBQ KS initiative is impacting on KS elsewhere in centre)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. WBQ development is influencing staff development procedures and activities beyond those directly involved	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. WBQ is 'embedded' into centre (staff not directly involved are familiar with it, as well as those playing key roles: e.g. in teaching methodology, Welsh dimension, spin-offs on other subjects outside WBQ)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Information on WBQ development is actively disseminated throughout the centre and externally (e.g. websites)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

6. Existing structures / procedures / processes are modified as necessary to accommodate the WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. The WBQ is promoted effectively to potential students	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 1)**

Critical Success Factor 2: <b>Coordination of WBQ is effectively organised to ensure status, continuity and support</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. The role of the coordinator is appropriate to the organisation of the centre and is commonly understood	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Coordinator has sufficient status within the centre either directly delegated or through immediate SM support to ensure achievement of plans	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>3. Coordinators are given appropriate time and resources to perform effectively</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>4. 'Ownership' of WBQ is widespread (not simply through the WBQ Coordinator as 'one-man band')</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>5. Systems are in place to ensure continuity if key staff member (eg WBQ Coordinator) leaves/is ill etc</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>6. Coordination systems are varied to reflect needs of multi-site campuses and courses</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>7. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	

**Summative statement (Critical Success Factor 2)**

**Critical Success Factor 3:  
The delivery of the WBQ is structured to facilitate the achievement of obligations and objectives**

Associated Indicative Factors	Initial response	Evidence/comments
1. Timetable for WBQ facilitates delivery	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Appropriate forward planning ensures full programme can be completed in timely fashion	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Centre has undertaken a risk assessment re introduction of WBQ	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. A strategy is in place to support growth and development of the WBQ within the centre	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 3)**

Welsh Baccalaureate Qualification  
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**Schedule 5**  
**Learner Effects**

## Schedule 5 Learner Effects

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1: <b>Students perceive WBQ in positive light overall</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. Students find WBQ stimulating and relevant (content, workload, understanding)	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Students appreciate support from tutorial	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
3. Students consider WBQ offers a broad learning experience of relevance to their immediate and longer term needs	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Students have confidence in the credibility of the WBQ with employers	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Students have confidence in the credibility of the WBQ with higher education	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. WBQ is perceived by students as having status in the centre	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

7. WBQ is perceived by students as having credibility in the local and national community	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Other associated indicative factor ( <i>please state</i> ):	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

**Summative statement (Critical Success Factor 1)**

Critical Success Factor 2: <b>Students are benefiting form participating in WBQ</b>		
Associated Indicative Factors	Initial response	Evidence/comments
1. Students are achieving at an appropriate level	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
2. Students are well informed about the demands and opportunities involved in the WBQ programme	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

3. Students are having wider learning experiences than they would otherwise have had ('new vistas')	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
4. Students have confidence to interact with different external agencies	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
5. Students are developing a positive learning ethos: becoming independent and effective learners	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
6. Students are demonstrating the ability to be more active and effective learners	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
7. Students are developing higher confidence levels	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
8. Students are improving their knowledge of the cultural, economic, environmental and linguistic characteristics of Wales	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
9. Students are developing personal and social skills	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
10. Students are equipped for effective participation in the workplace and in the community	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	
11. Students draw on WBQ in preparing their UCAS personal statement and/or curriculum vitae	<input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence	

<p>12. Students use their WBQ portfolios to advantage in job or education interviews</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p>13. Other associated indicative factor (<i>please state</i>):</p>	<p><input type="checkbox"/> Little or no significance or <input type="checkbox"/> Largely demonstrated <input type="checkbox"/> Working towards <input type="checkbox"/> Little evidence</p>	
<p><b>Summative statement (Critical Success Factor 2)</b></p>		
<p></p>		

Critical Success Factor 3:

**Progression into, through and beyond the WBQ programme is planned and assured**

*Associated Indicative Factors:*

1. Centres have access to information re prior achievement where appropriate (eg colleges from schools in catchment)
2. An appropriate basis for placing students (Intermediate & Advanced levels) is employed (initial assessment and screening, guidance & counselling etc)
3. The induction programme adequately informs students' perception of the qualification
4. Tutorial support is consistent throughout programme
5. Personal tutorial support is provided on a private individual basis as intended
6. Tutorial support is given appropriate time and organisation
7. Marking and recording provide effective mechanisms in assessing learners' progress
8. A clear strategy is in place for progression from levels 1 to 2 and 2 to 3 as appropriate
9. Students are well prepared for Higher Education
10. Students are well prepared for employment

Welsh Baccalaureate Qualification  
Self-Evaluation Programme

**Checklist for Centres Intending to  
Introduce the WBQ**

## Contents

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- Schedule 1b – Curriculum Issues: Key Skills
- Schedule 1c – Curriculum Issues: Wales, Europe and the World
- Schedule 1d – Curriculum Issues: Individual Investigation
- Schedule 1e – Curriculum Issues: Personal and Social Education
- Schedule 1f – Curriculum Issues: Work Related Education
- Schedule 2 – Teaching and Professional Development Issues
- Schedule 3 – Management and Leadership Issues
- Schedule 4 – Organisational Issues
- Schedule 5 – Learner Issues

## Introduction

These **Critical Success Factors** and their associated **Indicative Factors** are not a 'Formula for Success'. They are issues which need to be considered by centres new to the qualification to help in the identification of action points for the development of a successful WBQ programme.

These factors emerged during the internal evaluation of the pilot project and are not all necessarily relevant to any single centre. A degree of selection is therefore advised in determining the appropriateness of each **Indicative Factor** and in selecting priorities for action.

## Checklist for centres intending to introduce the WBQ

### Schedule 1a Curriculum Issues: Overall Impact

Critical Success Factor 1:

**The structure and delivery of the Core programme promote the curriculum objectives of the WBQ**

*Associated Indicative Factors:*

1. The academic/vocational 'divide' is diminished
2. WBQ influences are compatible with teaching styles elsewhere in centre
3. Delivery of WBQ is coherent (rather than fragmented)
4. Timetable is organised to enable the delivery of curriculum in holistic and integrated way
5. Tutors make effective links between different elements of the WBQ
6. Appropriate resources are provided including access to ICT material
7. Guidance and resources in Welsh are provided where appropriate
8. Curriculum provision is enriched by collaboration with external partners

Critical Success Factor 2:

**The autonomy and integrity of the student as a self-determining learner is valued and honoured**

*Associated Indicative Factors:*

1. The curriculum implementation facilitates the active involvement of students through a range of learning experience that meet the individual needs of the learner
2. Individual student curriculum is negotiated according to student need and capability, rather than administrative expediency
3. Students have element of choice in their studies
4. Curriculum implementation facilitates differentiation and/or is acknowledged in progress and outcomes
5. Students are provided with opportunities to experience and value a variety of different styles of learning
6. Teachers, learners and administrators understand the chosen curriculum model and can identify the linkage between component parts to underpin the unifying nature of WBQ

## Checklist for centres intending to introduce the WBQ

### Schedule 1b Curriculum Issues: Key Skills

Critical Success Factor 1:

**Key Skills are appropriately structured, timetabled and resourced**

*Associated Indicative Factors:*

1. Key skills are linked with other core or optional studies
2. Timetable provides sufficient time and flexibility for effective learning in key skills by students
3. Personal tutors and students are fully aware of the links between key skills and other WBQ curriculum elements
4. Appropriate resources are provided to support students' learning in key skills, including access to ICT
5. Guidance and resources for key skills are available in Welsh where appropriate
6. Topic starter packs or guidance materials in key skills are stimulating and effective
7. Students are actively involved through a range of learning styles in following the key skills programme
8. Curriculum provision of key skills is enhanced through collaboration with external partners
9. Key skills are delivered through an appropriate degree of negotiation based on individual student need, capability and ambition

Critical Success Factor 2:

**Mapping and Tracking of Key Skills is effective and efficiently exercised**

*Associated Indicative Factors:*

1. The occurrence of key skills in optional or core studies of the WBQ programme is comprehensively identified or signposted
2. All involved staff and students are fully aware of the occurrence of the identified key skills elements in the core and optional studies
3. The key skills programme allows time and opportunities for both the acquisition of target skills and for their practice and development
4. Staff honour the delivery of signposted skills and help students in the identifying and recording of the experience

5. Personal or key skills tutors, as appropriate, have the knowledge and means to support students in the mapping and tracking of their progress in the key skills

Critical Success Factor 3:

**The delivery of Key Skills achieves the intended effective learning by students**

*Associated Indicative Factors:*

1. The induction process enables students to understand the structure and demands of the key skills programme
2. All students receive personal support in compiling their key skills portfolios
3. Students receive instruction in acquiring the key skills, as well as the opportunities to practise these through the core and options
4. Students are assessed in each key skill at the highest level of which they are personally capable and not predetermined by organisation of the centre
5. Time is appropriate for the delivery, practice and monitoring of key skills
6. Completion deadlines are appropriate for students

## Checklist for centres intending to introduce the WBQ

### Schedule 1c Curriculum Issues: Wales, Europe and the World (WEW)

Critical Success Factor 1:

**Wales, Europe and the World (WEW) is appropriately structured, timetabled and supported**

*Associated Indicative Factors:*

1. WEW is linked with other core or optional studies
2. Timetable for delivery and completion provides sufficient time and flexibility for effective learning in WEW by students
3. Personal tutors and students are fully aware of the links between WEW and other WBQ curriculum elements
4. Appropriate resources are provided to support students' learning in WEW, including access to ICT
5. Guidance and resources for WEW are available in Welsh where appropriate
6. Topic starter packs or guidance materials in WEW are stimulating and effective
7. Students are actively involved through a range of learning styles in following the WEW programme
8. Curriculum provision of WEW is enhanced through collaboration with external partners
9. WEW is delivered through an appropriate degree of negotiation based on individual student need, capability and ambition

Critical Success Factor 2:

**The delivery of Wales, Europe and the World achieves the intended effective learning by students**

*Associated Indicative Factors:*

1. The induction or introductory programme enables students to understand the purpose, structure and demands of the WEW programme.
2. Selected units reflect the interests and abilities of students
3. Recording procedures and portfolio compilation are appropriate, efficient and effective

4. Successful completion rates of WEW compare favourably with comparable figures in optional studies by students
5. The teaching of WEW is consistently satisfactory or better
6. The learning of students demonstrates that progress is evident through WEW

Critical Success Factor 3:  
**The language module is structured and delivered effectively**

*Associated Indicative Factors:*

1. The context of the language module motivates students through its relevance to their interests and ambitions
2. Students demonstrate progress in the learning of the target language
3. Students demonstrate heightened cultural awareness through following the language module

## Checklist for centres intending to introduce the WBQ

### Schedule 1d Curriculum Issues: Individual Investigation

*For advice on use of this schedule, please refer to the instructions in the 'Guidelines on Use' section of this programme.*

Critical Success Factor 1:

**Individual Investigations are achieved effectively and efficiently by all students**

#### *Associated Indicative Factors*

1. Centres provide suitable training for students on how to approach the Individual Investigation
2. Individual Investigation title is arrived at in an appropriate manner (e.g. evolves from hypothesis, selected against known availability of resources)
3. Individual Investigation reflects student interest and choice
4. Student has access to advice and appropriate resources throughout project

## Checklist for centres intending to introduce the WBQ

### Schedule 1e Curriculum Issues: Personal and Social Education (PSE)

Critical Success Factor 1:

**Personal and Social Education (PSE) is appropriately structured, timetabled and supported**

*Associated Indicative Factors:*

1. PSE is linked with other core or optional studies
2. Timetable for delivery and completion provides sufficient time and flexibility for effective learning in PSE by students
3. Personal tutors and students are fully aware of the links between PSE and other WBQ curriculum elements
4. Appropriate resources are provided to support students' learning in PSE, including access to ICT
5. Guidance and resources for PSE are available in Welsh where appropriate
6. Topic starter packs or guidance materials in PSE are stimulating and effective
7. Students are actively involved through a range of learning styles in following the PSE programme
8. Curriculum provision of PSE is enhanced through collaboration with external partners
9. PSE is delivered through an appropriate degree of negotiation based on individual student need, capability and ambition

Critical Success Factor 2:

**PSE is achieved effectively and efficiently by all students**

*Associated Indicative Factors:*

1. The induction or introductory programme enables students to understand the purpose, structure and demands of the PSE programme
2. Selected units reflect the interests and abilities of students
3. Recording procedures and portfolio compilation are appropriate, efficient and effective.
4. Successful completion rates of PSE compare favourably with comparable figures in optional studies by student
5. The teaching of PSE is consistently satisfactory or better
6. The learning of students demonstrates that progress is evident through PSE

## Checklist for centres intending to introduce the WBQ

### Schedule 1f Curriculum Issues: Work Related Education (WRE)

Critical Success Factor 1:

**Work Related Education (WRE) is appropriately structured, timetabled and supported**

*Associated Indicative Factors:*

1. WRE is linked with other core or optional studies
2. Timetable for delivery and completion provides sufficient time and flexibility for effective learning in WRE by students
3. Personal tutors and students are fully aware of the links between WRE and other WBQ curriculum elements
4. Appropriate resources are provided to support students' learning in WRE, including access to ICT
5. Guidance and resources for WRE are available in Welsh where appropriate
6. Topic starter packs or guidance materials in WRE are stimulating and effective
7. Students are actively involved through a range of learning styles in following the WRE programme
8. Curriculum provision of WRE is enhanced through collaboration with external partners
9. WRE is delivered through an appropriate degree of negotiation based on individual student need, capability and ambition

Critical Success Factor 2:

**Work placements achieve the intended goals of the WBQ programme**

*Associated Indicative Factors:*

1. Students investigate, plan and secure appropriate work placement
2. All aspects of health and safety, risk assessment and insurance cover are complete for all students
3. Verification of work experience is valid and complete.
4. The introductory programme enables students to fully understand the purpose, structure and demands of the work placement

5. All students receive support in the completion of effective diary, self-assessment and evaluation requirements
6. Students demonstrate progression in achieving the essential intended goals of the unit

Critical Success Factor 3:

**The team enterprise activity (TEA) achieves the goals of the WBQ programme**

*Associated Indicative Factors:*

1. The introductory programme enables students to understand the purpose, structure and demands of the team enterprise activity
2. All students receive support from within the centre and from external partners in completing their TEA
3. Students are actively involved through team membership in determining and delivering their TEA
4. Students demonstrate progression in achieving the essential intended goals of the unit

## Checklist for centres intending to introduce the WBQ

### Schedule 2 Teaching and Professional Development Issues

Critical Success Factor 1:

**Teachers and others who support learning in the WBQ programme are appropriately qualified and experienced for the role expected of them**

*Associated Indicative Factors:*

1. Teachers selected for involvement in the WBQ have the appropriate skills and experience to make a potentially valuable contribution to the programme
2. Staff are willingly involved through volunteering and persuasion
3. Involved staff, teaching and non-teaching, are well motivated to ensure the success of the WBQ
4. Selected staff are sympathetic to the aims and objectives of the WBQ

Critical Success Factor 2:

**Training of those involved in WBQ is effective**

*Associated Indicative Factors:*

1. Full use is made of available and appropriate external WBQ related training and conference opportunities
2. Staff attending external INSET are appropriate to the subject and focus of training
3. Information from external INSET is efficiently and effectively communicated to WBQ team members within the centre
4. Internal staff development includes a structured induction programme for newly involved staff with on-going support
5. Internal staff development has a formal, structured programme including reference to internal verification, assessment, teaching styles and evaluation
6. Teachers are adequately prepared to conduct one to one tutorials ensuring consistency of approach and use of recording systems across the centre
7. Centre has access to external advisory support which is used fully as appropriate
8. Centre has occasional or continuing links with other centres involved in the WBQ for the benefit of staff development programmes

Critical Success Factor 3:

**The delivery team is confident and committed to achievement of the WBQ**

*Associated Indicative Factors:*

1. Coordinators are able to influence selection/appointment of appropriate delivery team
2. WBQ teams have frequent, well attended meetings
3. Teachers meet together regularly in a structured approach to course development and training
4. Teachers feel supported by managers
5. There is reasonable stability of WBQ staff (leading to increasing experience)
6. Roles (e.g. tutor) are clearly designated in job descriptions
7. Internal moderation is efficient and effective with sufficient time and support available for staff to participate confidently

Critical Success Factor 4:

**Internal and external partnerships are managed well**

*Associated Indicative Factors:*

1. Communication across multi-site centres is efficient and effective in ensuring consistency of practice
2. Internal moderation is coordinated across sites and courses
3. Where the centre is part of a partnership, links between centre and partner(s) are well managed

## Checklist for centres intending to introduce the WBQ

### Schedule 3 Management and Leadership Issues

Critical Success Factor 1:

**The Senior Management and Governors demonstrate a coherent commitment to the WBQ**

*Associated Indicative Factors:*

1. The support of the Senior Management is overt and recognised by staff in general
2. Management have appropriate plans about longer term nature and scope of the WBQ
3. WBQ is regularly reviewed at Senior Manager and Governor level

Critical Success Factor 2:

**A supportive management structure is established within the centre for the effective delivery and development of the WBQ**

*Associated Indicative Factors:*

1. WBQ Coordinator has appropriate status in centre
2. WBQ Coordinator has a clearly defined role
3. WBQ Coordinator has a sufficient time allocation to carry out defined role effectively
4. Systems are in place to facilitate internal communication (e.g. timetables regular meetings)
5. Centre is achieving 'value for money' re. WBQ
6. Centre has well-founded financial basis to its WBQ development plan
7. Centre effectively and efficiently manages information from external sources relevant to WBQ
8. Liaison between WBQ coordinator and SMT is effective and coherent/consistent
9. Liaison between WBQ coordinator and other staff centrally involved - e.g. Key Skills coordinator - is effective and coherent/consistent
10. Best practice within centre and from other centres is identified and shared
11. Centre has effective professional development for stakeholders at all levels

Critical Success Factor 3:

**An evaluation strategy is developed that both informs Senior Management and delivery team of the effectiveness of delivery and provides evidence for change when appropriate**

*Associated Indicative Factors:*

1. An appropriate evaluation model has been devised and is applied with findings and conclusions recorded to inform change
2. Change has been based on identifiable evidence
3. Managers are flexible in changing development and delivery models in response to identified needs

## Checklist for centres intending to introduce the WBQ

### Schedule 4 Organisational Issues

Critical Success Factor 1:

**WBQ has an impact in the centre beyond the immediate delivery team/cohort**

*Associated Indicative Factors:*

1. Information is disseminated effectively within centre to those who require it
2. WBQ ethos is integrated into ethos of centre more widely (e.g. it is impacting upon/consistent with philosophy elsewhere in centre: e.g. WBQ ethos is affecting KS4, or WBQ KS initiative is impacting on KS elsewhere in centre)
3. WBQ development is influencing staff development procedures and activities beyond those directly involved
4. WBQ is 'embedded' into centre (staff not directly involved are familiar with it, as well as those playing key roles: e.g. in teaching methodology, Welsh dimension, spin-offs on other subjects outside WBQ)
5. Information on WBQ development is actively disseminated throughout the centre and externally (e.g. websites)
6. Existing structures / procedures / processes are modified as necessary to accommodate the WBQ
7. The WBQ is promoted effectively to potential students

Critical Success Factor 2:

**Coordination of WBQ is effectively organised to ensure status, continuity and support**

*Associated Indicative Factors:*

1. The role of the coordinator is appropriate to the organisation of the centre and is commonly understood
2. Coordinator has sufficient status within the centre either directly delegated or through immediate SM support to ensure achievement of plans
3. Coordinators are given appropriate time and resources to perform effectively
4. 'Ownership' of WBQ is widespread (not simply through the WBQ Coordinator as 'one-man band')
5. Systems are in place to ensure continuity if key staff member (eg WBQ Coordinator) leaves/is ill etc

6. Coordination systems are varied to reflect needs of multi-site campuses and courses

Critical Success Factor 3:

**The delivery of the WBQ is structured to facilitate the achievement of obligations and objectives**

*Associated Indicative Factors:*

1. Timetable for WBQ facilitates delivery
2. Appropriate forward planning ensures full programme can be completed in timely fashion
3. Centre has undertaken a risk assessment re introduction of WBQ
4. A strategy is in place to support growth and development of the WBQ within the centre

## Checklist for centres intending to introduce the WBQ

### Schedule 5 Learner Issues *(Reference only)*

Critical Success Factor 1:

**Students perceive WBQ in positive light overall**

*Associated Indicative Factors:*

1. Students find WBQ stimulating and relevant (content, workload, understanding)
2. Students appreciate support from tutorial
3. Students consider WBQ offers a broad learning experience of relevance to their immediate and longer term needs
4. Students have confidence in the credibility of the WBQ with employers
5. Students have confidence in the credibility of the WBQ with higher education
6. WBQ is perceived by students as having status in the centre
7. WBQ is perceived by students as having credibility in the local and national community

Critical Success Factor 2:

**Students are benefiting from participating in WBQ**

*Associated Indicative Factors:*

1. Students are achieving at an appropriate level
2. Students are well informed about the demands and opportunities involved in the WBQ programme
3. Students are having wider learning experiences than would otherwise have had ('new vistas')
4. Students have confidence to interact with different external agencies
5. Students are developing a positive learning ethos: becoming independent and effective learners
6. Students are demonstrating the ability to be more active and effective learners
7. Students are developing higher confidence levels
8. Students are improving their knowledge of the cultural, economic, environmental and linguistic characteristics of Wales