

Welsh Joint Education Committee

**WELSH BACCALAUREATE
QUALIFICATION**

Level 3

**ADVANCED DIPLOMA
SPECIFICATION**

For award from 2009

Contents

Summary of Assessment	3
1. The Welsh Baccalaureate Qualification: an introduction	4
2. The Welsh Baccalaureate Advanced Diploma	7
3. Content of the Advanced Core	16
3.1 Key Skills	20
3.2 Wales, Europe and the World (including the Language Module)	28
3.3 Work-related Education	36
3.4 Personal and Social Education	41
3.5 The Individual Investigation	50
4. The Options	55
5. Student Support	56
6. Scheme of Assessment	58
7. Administration and Moderation of the Components of the Welsh Baccalaureate Qualification Core other than the Key Skills	61

SUMMARY OF ASSESSMENT

	Core	Options
WJEC Level 3 Welsh Baccalaureate Advanced Diploma	<p><i>Welsh Baccalaureate Level 3 Core Certificate</i></p> <ul style="list-style-type: none"> • Three Key Skills at level 3, one of which must be from the ‘first three’ i.e. Communication, Application of Number and ICT, together with the other Key Skills at level 2. • Verification and evaluation reports for Working with an Employer, Team Enterprise activity and Community Participation. • Individual Investigation at level 3. • Specified curriculum requirements. 	Two GCE A Level grades A – E, NVQ level 3, BTEC National Certificate (12 units), or equivalent.

The requirements for the award of the WJEC Level 3 Welsh Baccalaureate Advanced Diploma are set out in terms of GCE A Level qualifications. It is recognised that some equivalences, in terms of NVQ, VCE, BTEC or other qualifications, may not be clear-cut. Centres should refer such cases, or similar queries, to the WJEC.

1. THE WELSH BACCALAUREATE QUALIFICATION: AN INTRODUCTION

1.1 Criteria

This Specification complies with the *Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* and the *Key Skills Standards (2004)*. Whilst the Key Skills qualifications are the same across Wales, Northern Ireland and England, the Key Skills qualifications in Wales are certificated by means of internally assessed and an externally moderated portfolio **ONLY**. There are **NO** external tests.

This qualification may be taken either through the medium of English or Welsh.

1.2 General features of the Welsh Baccalaureate Qualification (WBQ)

The Welsh Baccalaureate Qualification (WBQ) is an overarching qualification that, by giving parity of esteem to vocational and academic routes, promotes learning pathways at levels 1, 2 and 3 of the National Qualifications Framework (NQF). The coherent structure of the WBQ is partly but firmly, based on the Key Skills specifications. It promotes styles of learning that provide candidates with a broad and balanced range of experiences. It has been designed to:

- provide candidates with a wide range of experiences that will equip them for living in the modern world;
- be available to all candidates;
- ensure ‘learning by doing’;
- safeguard candidates’ interests by being based partly on existing qualifications;
- be attractive to candidates, parents, teachers, employers and Higher Education Institutions.

The main **features** of the WBQ are that:

- within the Options, it encompasses candidates’ existing programmes of study;
- in addition to certification of the Option programmes, it attests to the completion of a Core curriculum, which leads to attainment in the individual Key Skills units, together with practical experiences of working with employers, team enterprise and community participation;
- through the reporting of credit (within the Credit and Curriculum Framework for Wales), it provides recognition of completion of the Core curriculum, including partial achievement of components;

- it provides a distinctive programme of tutoring and mentoring guidance and support for the candidate.

The WBQ enhances the quality of provision nationally by:

- combining and unifying other qualifications at the appropriate levels of the NQF;
- building on the experience of managing and assessing the Key Skills qualifications;
- supporting the combination of vocational and academic studies for candidates;
- raising the profile of tutoring and mentoring support for candidates;
- promoting and encouraging collaborative approaches between learning providers.

1.3 Aims and objectives

The **aims** of the WBQ are to:

- widen participation, promote access and encourage completion in education and training;
- promote active citizenship;
- promote parity of esteem between vocational and academic courses and adopt a vocational approach to learning;
- enable candidates of all abilities to progress to further or higher education, training or employment;
- provide a broad and balanced range of curriculum experiences to candidates in Wales;
- promote ‘learning by doing’ and the use of new technologies to make learning more effective;
- promote attitudes that will prepare candidates for lifelong learning;
- raise attainment at levels 1, 2 and 3 of the NQF;
- provide structured support and guidance through a programme of tutoring and mentoring.

The **objectives** of the WBQ are to:

- provide a range of teaching, learning and assessment styles that will motivate candidates to achieve the best that they can;

- ensure that all candidates develop the Key Skills that will equip them for progression in education, training and employment;
- develop in candidates the knowledge and skills associated with their Option programmes;
- empower candidates to take charge of their own learning and development;
- equip candidates to take their places as citizens in a diverse society;
- enable candidates to participate in work-related education;
- develop in candidates an awareness of living in contemporary Wales, the UK, Europe and the world;
- through a structured tutoring and mentoring programme, encourage candidates to plan, review and complete their WBQ studies.

2. THE WELSH BACCALAUREATE ADVANCED DIPLOMA

2.1 Rationale/Context

The WBQ is an overarching qualification that provides a curriculum model and structure which offers learning programmes that are relevant, accessible and deliverable to candidates in a range of learning situations. In achieving these aims, every effort is made to remove barriers to learning and achievement. The Advanced Diploma incorporates the general curriculum principles outlined in Section 1 above, builds on the candidate's previous education and allows for progression along and between the chosen pathway for each individual, thereby reflecting the vision laid out in the Welsh Assembly Government's guidance in *Learning Pathways 14-19 Guidance II* (Circular 17/2006).

In this Specification, an Advanced level candidate is defined as:

any candidate working predominantly towards §1 level 3 qualifications as part of their learning pathway.

(§GCE, any substantial level 3 qualification within the NQF)

Candidates may enter the WBQ at Advanced level at different ages and from a variety of learning backgrounds and situations. These might include candidates post-16 in either a school or college undertaking GCE A Levels or a vocational qualification or a combination of both. Some of these candidates may have previously achieved the Intermediate before moving on to the Advanced Diploma.

The WBQ builds upon the foundations laid earlier in the candidate's education and will allow progression into succeeding phases of education and training.

The design of the Advanced Diploma has been influenced by the following considerations:

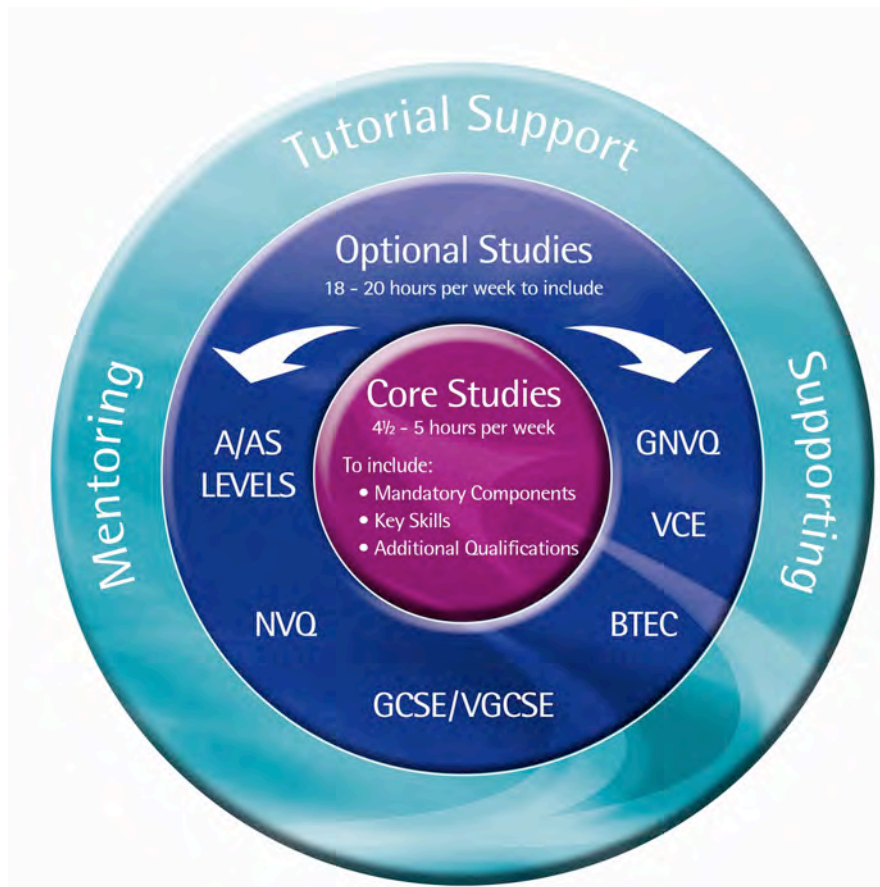
- statutory curriculum requirements, where applicable;
- the Learning Core as defined in *Learning Pathways 14-19 Guidance II*;
- progression, both from the Foundation to the Intermediate, and from the Intermediate to the Advanced Diploma;
- progression into Higher Education or employment;
- the Credit and Qualification Framework for Wales (CQFW).

2.2 The WBQ model

The WBQ builds upon the foundations laid earlier in the candidate's education and will allow progression into succeeding phases of education and training. The WBQ aims to develop a learning and assessment programme that promotes inclusion, retention, completion and achievement. The WBQ programme:

- provides a 'Core curriculum' that allows candidates to draw from and build on their main programmes of study;
- includes, within the Options, established approved qualifications like GCEs, BTEC Nationals and NVQs;

- is curriculum led rather than assessment led;
- provides breadth and balance.



The WBQ comprises Core studies and Option programmes, underpinned by regular teacher support and mentoring. The distinctive part of the Qualification is the Core whose components provide opportunities for candidates to develop and acquire evidence of attainment in the Key Skills. The candidate's Options programme can also provide many opportunities for the development and generation of evidence for Key Skills.

The components of the Core are:

- *Key Skills*. The development of Key Skills will be embedded in each candidate's programme, by design in the Core components and within specific Key Skills programmes, and through careful signposting in the Options, leading to assessment opportunities.
- *Wales, Europe and the World (WEW)*, in which the focus is on political, economic, social and cultural issues and sets them in the context of Wales, Europe (including the UK) and the world. This component includes a Language Module.
- *Work-related Education (WRE)*, which enhances understanding of the world of work, the importance of enterprise and entrepreneurship and contributes to Careers Education and Guidance (CEG). There is a requirement that all

candidates will work with an employer and contribute to a team enterprise activity.

- *Personal and Social Education (PSE)*, which includes equal opportunities, social inclusion, and sustainable development and will promote active citizenship and good health. There is a community participation element for all candidates.

Arising from the Core is the *Individual Investigation*, which provides an opportunity for candidates to investigate an area of interest in more detail. The issue investigated may also relate to the candidates' Options. Through undertaking the investigation, candidates can develop their skills of enquiry, creative thinking, reasoning, information processing, presentation and evaluation.

2.3 Interaction of Core and Options

Before deciding an individual programme of study, candidate must be given advice and guidance by a Personal Tutor. The Core programme, through the range of experiences it provides, and the requirement for the candidates to consider issues from a much broader standpoint than that required within the Optional studies, will enhance the learning skills of the candidates and enable them to make links across curriculum areas.

The Advanced Diploma is not designed to ensure that all statutory requirements have been covered in the curriculum. It is the responsibility of a centre to check which aspects of the statutory curriculum, where appropriate and applicable, can be met by activities undertaken through a candidate's Core or Option programme. These statutory requirements will also differ depending on whether a candidate is studying in a school or college.

In addition, centres are encouraged to 'signpost' opportunities for achieving Key Skills through individual subjects and programmes offered in the Options, and to relate these to the Core curriculum.

It has also been designed in terms of a candidate's whole curriculum and can, therefore, act as an appropriate vehicle for the delivery of a range of cross-curricular themes such as *active citizenship, economic and industrial understanding, education for sustainable development and global citizenship*.

In the four Core components, the cross-curricular themes are incorporated into the programmes, and candidates are given a range of opportunities to look at these in more detail. For example:

- *active citizenship* and *education for sustainable development and global citizenship* are included within the Elements of the PSE component; candidates have the opportunity to investigate a wide range of issues e.g. looking at their own responsibilities in promoting global citizenship;
- *economic and industrial understanding* is explored through the WEW and the WRE components e.g. one of the Elements in WEW enables candidates to look at how economic and technological change are affecting the way people live and the WRE component develops candidates' understanding of the world of work.

Under certain circumstances, candidates pursuing the Welsh Baccalaureate Advanced Diploma may request an exemption or proxy from the discrete study of aspects of the Core.

1. Candidates following a level 3 course in Welsh Second Language or a Modern Foreign Language, may claim a proxy for the Language Module.

2. Candidates may be exempted from the level 3 portfolio requirement in the Key Skill of ICT. Centres are advised that they should check with QCA/ DCELLS for up-to-date information about the proxy qualifications that act as exemptions for Key Skills. **Centres are also reminded that in Wales there is no requirement for candidates to complete the written Key Skills tests for the ‘first three’ Key Skills. Assessment of all Key Skills is by portfolio only.**

2.4 Title and Certification

The Qualification will be shown on a certificate as the ‘WJEC Level 3 Welsh Baccalaureate Advanced Diploma’.

The **WJEC Level 3 Welsh Baccalaureate Advanced Core Certificate** will require candidates to:

- attain three Key Skills at level 3, one of which must be from the ‘first three’ i.e. *Communication, Application of Number* and *ICT*, together with the other Key Skills at level 2.
- attain level 3 for an Individual Investigation;
- show satisfactory completion of the curriculum requirements of the Core components.

All of these requirements must be met.

The **WJEC Level 3 Welsh Baccalaureate Advanced Diploma** will be awarded to candidates who attain the WJEC Level 3 Welsh Baccalaureate Advanced Core Certificate, together with an NVQ level 3 or a minimum of two grades A – E at GCE Advanced Level or equivalent.

Centres should seek approval from the WJEC for candidates who wish to incorporate elements of an NVQ or other qualification within the overall programme.

Some of the requirements of the WJEC Level 3 Welsh Baccalaureate Advanced Diploma are free standing qualifications.

Reporting of credit

A statement of credit will be issued showing achievement of the Individual Investigation and Core curriculum components, regardless of whether or not the candidate has met the full WJEC Level 3 Welsh Baccalaureate Core Certificate requirements.

Credit recognizes the volume of learning achievement (one credit equating to learning outcomes achievable in ten hours of learning time) and the demands made by that learning on the learner (in this case, level 3 or Advanced level).

Credit values for the Advanced Core curriculum are as follows:

Individual Investigation	5 credits
Wales, Europe and the World (Key Issues)	8 credits
Language Module	2 credits
Work-related Education	10 credits
Personal and Social Education	10 credits

NB: Note the paragraph on equivalence in ‘*Summary of Assessment*’ on page 3.

2.5 Prior Learning

The WBQ is equally accessible to all, irrespective of their gender, ethnic, religious or cultural background. The Specification provides opportunities for candidates to extend their lifelong learning. At entry, candidates embarking on the WBQ should have achieved a general educational level commensurate with their anticipated programmes of study in the Options.

There are no specific prior learning requirements for this Specification.

2.6 Progression

The Advanced Diploma builds upon the candidates' knowledge, understanding and skills acquired in earlier stages of education. The WBQ provides opportunities for candidates to progress from the Foundation into the Intermediate Diploma at both pre-16 and post-16. Completion of the Intermediate Diploma could lead to the Advanced Diploma, further education or employment. Some candidates may embark upon the Advanced Diploma having first achieved the Intermediate Diploma, whilst others may start on WBQ for the first time post 16.

This highlights the importance of the relationship between the three levels and the need to ensure that candidates are able to build on the knowledge, understanding and skills they acquire at each level, so allowing progression without repeating or unnecessarily revisiting parts of the curriculum.

How is progression achieved across the different levels of the WBQ?

Progression may be considered as having two distinct but interconnected parts:

- a) the individual candidates and their learning;
- b) the curriculum or learning programme that allows the candidates to progress.

In the context of the WBQ, across the three levels, Foundation, Intermediate and Advanced, it is suggested that for effective learning and progression to take place a learning-assessment programme should possess the following features:

- the provision of a challenging curriculum that will allow candidates to develop their knowledge, understanding, skills, values and attitudes and to move on or progress either within the particular WBQ level or to the next;
- each succeeding level should be more demanding, with the candidate showing a greater degree of personal autonomy and less teacher support and guidance;
- within the learning programme, individual differences should be accommodated either by the provision of common programmes that allow different outcomes, or by the use of differentiated activities that target candidates' own learning styles and attainment;
- assessment strategies and techniques that allow candidates to use their knowledge, understanding and skills to move on to the next level of learning.

Examples of progression within the components of the WBQ

Key Skills

This Specification facilitates progression across the different levels of the WBQ by providing opportunities for candidates to increase their mastery of Key Skills. For example, at Foundation level they must achieve four Key Skills at level 1, including one from the ‘first three’ and show evidence of having pursued all six. In progressing from the Foundation into the Intermediate Diploma, candidates have again to achieve four Key Skills, but now two of them have to be at level 2, and two at level 1, including one of the ‘first three’, and show evidence of having pursued all six Key Skills. At the Advanced level, candidates must achieve all six Key Skills, three at level 3, including one of the ‘first three’, and three at level 2.

Wales, Europe and the World (WEW)

Where a candidate has already followed the WBQ at Intermediate level, the WEW activities at the Advanced level should involve the candidate in greater in-depth research into issues than that expected at the Intermediate level. They should also require the candidate to consider issues in more analytical ways and, depending on the issue, involving considering different perspectives and scales.

Using transport issues as a topic, the following example shows how Intermediate and Advanced candidates might approach such an issue in different ways.

	<i>Focus and Activity</i>	<i>Outcomes</i>
Intermediate	<p style="text-align: center;">Topic: transport problems</p> Plan and carry out a survey into people’s use of different forms of transport, including attitudes towards traffic issues and how these should be addressed.	In a class discussion make a contribution using the findings from the survey to support points made, and comment on people’s perceptions about traffic issues and how these might be addressed.
Advanced	<p style="text-align: center;">Topic: approaches to tackling transport issues</p> Carry out research into the local and national approaches to traffic congestion issues and investigate how these compare with those in another selected country.	Show the findings of the research in a written or an oral presentation, highlighting different approaches to transport issues, and using a range of skills and draw conclusions based on the evidence.

Work-related Education (WRE)

This component of the WBQ offers candidates an opportunity for employer engagement and enterprise-orientated practical activities. Drawing upon the philosophy of ‘learning by doing’, candidates, through working directly with an employer and participation in a team enterprise activity, will be able to contextualise their Key Skills, and especially the wider Key Skills, in a relevant and realistic setting.

WRE became a statutory requirement from September 2004. All 14-19 year olds should have work experience and have the opportunity to learn directly in the workplace before they leave full-time education. The length, frequency and nature of

placements will depend on factors such as the nature and context of the candidates' learning, their previous experience, their course and career needs, and any special educational needs.

For candidates following vocational courses, the working with an employer requirement is often an integral requirement for the vocational awards they seek. These are closely linked to the level of the course, and the learning experiences are appropriately differentiated.

For post-16 candidates following academic programmes of study, engagement with employers will build on the work experience undertaken at 14-16, by providing additional opportunities for candidates to taste a wider range of employment opportunities and provide opportunities to link directly with their developing career aspirations. For all post-16 candidates, some forms of part-time or holiday work could provide worthwhile work-related learning opportunities.

In order to develop enterprising attitudes and business awareness, candidates are also required to take part in enterprise related activities. Progression from the Intermediate to the Advanced Diploma will be differentiated through the nature and scope of the enterprise programme undertaken and through the roles that are undertaken within the enterprise activity. The further involvement of candidates in an enterprise activity provides opportunities for the attainment of Key Skills at level 3, especially the wider Key Skills.

All schools and colleges should aim to achieve the targets outlined in the ACCAC *Framework for Work-related Education for 14-19 Year Olds in Wales*. They should also be aware of the *Framework for Careers and the World of Work* (currently the subject of consultation by DCELLS).

Personal and Social Education (PSE)

PSE is a requirement of the WBQ for all candidates aged 14-19 and it is suggested that progression could be achieved through the content of the Welsh Baccalaureate Qualification PSE component. However this must be considered alongside the statutory requirements and enhancements to ensure a comprehensive experience. It is particularly important for centres recruiting post-16 to be aware of the topics covered by the candidates in their KS4 PSE programmes.

In Elements 1-4 of the PSE programme, the candidate (or teacher in charge of the delivery) will choose one Key Issue out of the three listed. If the candidates are progressing from the Intermediate to the Advanced Diploma, they can choose one of the Key Issues in each Element for the Intermediate (four in all), and different ones (a further different four) for the Advanced. This will allow them to focus on their preferred choice, avoid unnecessary repetition and gain a deeper and wider overall set of experiences. This will also allow them to progress to a higher level of thinking than just 'more but different' when they come to the Advanced Diploma or the next stage of learning.

Progression in Community Participation should enable candidates to move on from activities at Intermediate level to more challenging ones at Advanced level. At Intermediate level the candidates may have selected their Community Participation with some support from teachers and carried this out within a group or within the centre. At Advanced level, candidates should be initiating the activities, preferably with a greater emphasis on the wider community, thereby enabling the candidate to show greater independence and personal responsibility.

The Individual Investigation

Progression from the Intermediate Diploma to the Advanced Diploma could be achieved in a variety of ways including:

- the use of a wider range of information including both primary and secondary evidence;
- choosing a more challenging title (normally framed as a question rather than a straightforward statement) which will allow the candidate to come to a considered view on the issue chosen;
- consideration of the issue or hypothesis from wider or more varied perspectives;
- coming to a judgement and conclusion, based on the information gathered and considered during the Investigation.

At the Advanced level, candidates are expected to demonstrate evidence of autonomous work and research, with a high level of personal responsibility for work undertaken.

The Investigation, which should be issue based, can arise from any part of the WBQ Core. This should involve consideration of an issue from a local/Wales perspective and at least one other perspective e.g. the UK, Europe or the world. Alternatively, an issue could be considered in a more thematic way, drawing examples from a variety of perspectives. Whilst many candidates may wish to make comparisons between the areas chosen, there is no specific requirement to adopt such an approach, provided the candidates can demonstrate they have met all the assessment objectives for the Individual Investigation.

Candidates progressing from the Intermediate Diploma to the Advanced Diploma may wish to extend their Individual Investigation by doing additional research on their focus area or carry out a new Investigation.

2.7 ICT

The use of ICT is a central feature of the WBQ, not simply as a programme of learning, but as a method of delivery and learning which permeates the whole qualification. Candidates will be encouraged to use every opportunity to acquire and further improve their ICT skills, using the resources available in their centre and linking with resources in other centres.

To help promote the culture of applying ICT, within the National Grid for Learning a WBQ Learning Community has been established, which facilitates the exchange of training materials and allows centres to share good practice.

2.8 Overlap/Restrictions on Entry (if any)

Any restrictions on candidate entry required within the candidates' Options will apply to the WBQ. In unforeseen circumstances, centres should seek approval directly from the WJEC.

2.9 Candidates with Particular Requirements

Details of the special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for Qualifications document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*. Copies of this document are available from the WJEC.

2.10 Other Issues

The WBQ is, by its very nature, an initiative that requires candidates to examine the actions of people and thereby poses questions about their perspectives, motivation and reactions. Accordingly, candidates will have the opportunity to reflect on a range of spiritual, moral, ethical, social and cultural issues. The WBQ provides a framework through the Core components that allows individuals to address these issues.

2.11 Wales, Europe and the World

The WBQ will provide, through the Core, and in the WEW component in particular, opportunities to address many aspects of the 'Wales, Europe and the World' framework as set out in the *Learning Core for 14-19*. The date for the implementation of the WEW Framework has yet to be confirmed.

2.12 Work-related Education

The WBQ will provide, through the Core, and in the WRE component in particular, opportunities to address many aspects of the ACCAC *Framework for Work-related Education for 14-19 Year Olds in Wales*.

A new *Framework for Careers and the World of Work* is currently out for consultation with a planned September 2008 implementation date.

2.13 Personal and Social Education framework

The WBQ will provide, through the Core, and in the PSE component in particular, opportunities to address the ACCAC *Framework for Personal and Social Education*.

A revised *Framework for Personal and Social Education* is currently out for consultation with a planned September 2008 implementation date.

3. CONTENT OF THE ADVANCED CORE

The WBQ is currently available at three levels of the National Qualifications Framework: level 1, 2 and 3. At each level the WBQ comprises two parts: the Core and Options, supported by the tutoring and mentoring system.

The specification for each part of the Core and the scheme of assessment is set out in detail in the following sections. The specifications for the WEW, WRE and PSE components follow the same pattern and contain the following information.

About this component

This part describes what candidates need to know when approaching the study of each component of the Core and undertaking the relevant experiences.

Content

This part explains the knowledge, skills and understanding candidates will need to acquire and apply to meet the requirements of the internal and external assessment.

Assessment

This contains an outline of the form of assessment and the evidence candidates need to supply. This includes recording entries in a diary, keeping records, and collecting the evidence to demonstrate their knowledge, understanding and application of the relevant Key Skills.

Guidance

This part provides further information on the experiences provided in each component, outlining suggested areas for consideration and possible activities that candidates might undertake.

Successful completion of the Core will lead to the WJEC Level 3 Welsh Baccalaureate Advanced Core Certificate and, with the specified minimum attainment in their Options, will qualify candidates for the award of the WJEC Level 3 Welsh Baccalaureate Advanced Diploma.

Each candidate's programme within the WBQ Core will be agreed with and monitored by the Personal Tutor. The Core will notionally occupy **280 hours** of guided learning time, detailed below.

	One or two year programme	Enrichment/other activities over one/two years
Key Skills/ICT	60 hrs	
Wales, Europe and the World including Language Module	60 hrs	Language Module 20 hrs
Individual Investigation	20 hrs	
WRE	Team Enterprise activity 30 hrs	Working with an Employer 30 hrs
PSE	30 hrs	Community Participation 30 hrs
Tutoring/Mentoring Support time to be included within the normal timetable which must allow for at least half-termly individual one-to-one tutorials of ½ hour and provision for regular group tutorials.		

The WBQ Advanced Diploma programme will normally be pursued over two years by post-16 candidates.

With careful planning the optional subjects/courses and the Statutory Curriculum, provide opportunities for candidates to acquire knowledge, understanding and skills that are required to fulfil the WBQ Core requirements.

For example:

Key Skills – depending on the Option programme followed, the curriculum and assessment requirements can be used to generate evidence for *Communication* and *Application of Number*, and *ICT* can be used as a ‘proxy’. Similarly, the Key Skills of *Problem Solving* and *Working with Others* can draw heavily upon PSE and WRE programmes. The Key Skill of *Improving Own Learning and Performance* can be centred within the process-driven Personal Tutoring programme.

Wales, Europe and the World – depending on the subjects/programme followed, Options programmes may provide a wide range of opportunities for contextualising strategies for delivering a number of WEW Elements. This is particularly evident in subjects such as history, geography, business studies and related programme areas.

Language Module – Welsh Second Language and modern foreign languages pursued at GCE AS/A Level allow candidates to claim exemption from the Language Module. Candidates following NQF level specifications in a modern foreign language or Welsh Second Language may also seek exemption from the requirements of the Language Module

Personal and Social Education – many of the WBQ requirements for the PSE component are met within the PSE statutory framework.

Work-related Education – again, many of the WBQ requirements for the WRE component are met within the WRE statutory framework.

Many vocational programmes provide opportunities for candidates to contextualise their learning and offer opportunities for the integration of Key Skills. For example, candidates following a vocational programme in Health and Social Care would have many opportunities to address issues within the WEW and PSE components and, through their work placement, address the WRE component requirements for Working with an Employer, and possibly the Community Participation within PSE.

With careful planning, tutorial guidance and mapping and tracking, teachers and candidates will be able to 'work smarter' and reduce the time demands on candidates. It should be noted, however, that the strategies need to be planned carefully and contextualised in order to ensure candidates follow coherent programmes.

The Induction Programme

Candidates following the WBQ should take part in an induction programme. The quality of this induction programme could have a major influence on how the candidates perceive the WBQ programme and on their confidence and ability to achieve the Qualification.

The aim of having an induction programme is to give candidates the advice, support and information they need as they start their course, and to demonstrate how staff in the centre are able to guide and support them.

The induction programme could consist of three phases, the first two being generic for all candidates, and the third being provided in response to the needs of individual candidates.

First phase

This could include the following.

Information to share with candidates:

- what the WBQ is about;
- what the candidate can expect in terms of study support, professional commitment and concern;
- what is expected of the candidate in terms of code of conduct, attendance and punctuality;
- the components of the Core programme;
- what work the candidate will need to do;
- how the work will be assessed;
- timescales and deadlines.

The arrangements in place to support the candidates:

- introduction to all of the key staff including the WBQ Co-ordinator, Personal Tutor, Key Skills Co-ordinator, Course Co-ordinator and teachers delivering the Core and Options;
- the one-to-one tutoring system, including the Key Skill of *Improving Own Learning and Performance*;
- the group tutorials and how they can be used to generate discussion with peers, to motivate, and to build confidence and self-esteem;
- documentation e.g. information on health and safety, finance issue and transport;
- other support facilities e.g. the library/learning resource centre, ICT provision and support.

Second phase

The second phase of induction could focus on Key Skills and how they are embedded in the WBQ. It is important that Key Skills' induction is an integral part of the overall induction programme and that it emphasises how and why Key Skills are fully integrated into learning programmes.

Third phase

This phase of the induction programme provides further support for the candidates and could be a useful addition to enable them to complete the Qualification successfully and develop their skills.

These sessions should be optional and could address specific areas that the candidates may need help with. Examples of these sessions are:

- further clarification of the components of the WBQ;
- managing workload;
- planning of work;
- how to search for information, and research skills;
- presentation skills and techniques;
- how to reflect and draw conclusions.

3.1 KEY SKILLS

3.1.1 Background Information

This section provides information required for the delivery of Key Skills.

- (a) Candidates will follow the six Key Skills programmes contained in the 2004 Key Skills Standards.
- (b) The Key Skills, at both level 2 and level 3, will be assessed by portfolio only.
- (c) All candidates must keep appropriate records.
- (d) It is clear from research and the practical experience of teachers that the possession of and ability to use the Key Skills helps candidates in their general learning and, as a result, their performance and overall quality of work. The WBQ offers candidates the opportunity to:
 - take part in a notional sixty hour Key Skills programme;
 - participate in Core component programmes (*WEW, PSE, WRE* and the *Individual Investigation*) that will allow them to acquire and provide evidence of attainment in the Key Skills in a range of learning situations;
 - use their Options to provide evidence of attainment in the Key Skills;
 - draw upon their wider activities (for example, *Duke of Edinburgh Award, Youth Club* or *Young Farmers Club*).

Accordingly, it allows candidates to draw evidence from four sources, two of which are based upon 'signposting' (i.e. indications of where opportunities may occur for candidates to acquire naturally-occurring evidence that they have achieved a particular aspect of or a whole Key Skill), namely:

- prior learning and experience pre-16, and for some candidates post-16, at GCSE and VGCSE;
- activities and evidence generated during the sixty hours specifically devoted to Key Skills;
- the components of the Core; *WEW, PSE* and *WRE* together with the *Individual Investigation*;
- courses and programmes of study within candidates' Options i.e. GCSE, VGCSE, GCE AS/A2, VCE and NVQ qualifications.

The WJEC and other awarding bodies will make available additional guidance and support materials to enable centres to provide complete coherent educational programmes leading to Key Skill unit certification.

3.1.2 Rationale

The WBQ Core is designed to offer candidates and teachers the opportunity to contextualise the six Key Skills. It provides an innovative way of delivering the Key Skills effectively. It allows candidates to develop techniques for collecting evidence to meet the individual Key Skills specifications, from the notional sixty hour Key Skills programme, the Core components, their Options programmes, together with any other appropriate and relevant activity or context. In the process, it allows candidates to take personal responsibility for their own assessment requirements.

The Key Skills component (notionally sixty hours)

The Key Skills programme should be viewed as comprising four interconnecting parts:

- **an induction programme**, during which candidates are given the opportunity of ‘finding their way’ around the Key Skills. This is an important process, and candidates will become aware of their own strengths and weaknesses – and their own potential;
- **the personal tutoring system** which will focus on building up an Individual Action Plan and will take the candidate through the Key Skill of *Improving Own Learning and Performance*. Candidates will be encouraged to draw upon and explore personal interests, hobbies and talents as well as the content of the Core and Options;
- **instruction and guidance** on specific aspects of acquiring Key Skills e.g. collecting evidence, coping with the demands of *Application of Number*;
- **building up a portfolio and supporting it with a logbook or appropriate reference record**, indicating where the evidence is located.

In more detail, the following issues should be considered within the sixty contact hours set aside for Key Skills.

- **Introducing candidates to the relevance of Key Skills.** Induction is the beginning of a process aiming to develop independent learning habits that signposts to the support and guidance available within the WBQ. The process must reflect the needs of candidates; learning activities must, therefore, be closely linked with on-going candidate support. Accordingly, the induction period and the personal tutorial should focus upon the Key Skill of *Improving Own Learning and Performance* and completing the portfolio with its associated logbook or appropriate record.
- **Identifying the range of Key Skills to be covered within individual study programmes.** It should be emphasised that Key Skills encourage active learning and provide opportunities for critical thinking and reflective learning. Ultimately, candidates are encouraged to bring their critical thinking and reflective skills to bear on any topic they are studying or working on.

- **Specifying the types of evidence required for meeting the assessment specifications.** The approach to Key Skills adopted by the WBQ encourages candidates to see that their learning is purposeful and directly related to their interests. They are encouraged to collect evidence that meets a realistic purpose in their study, work or leisure; there must be direct links between Key Skills and the candidates' studies within the Core, their main studies and other related activities, as well as realistic and relevant opportunities for them to demonstrate their competence and understanding.
- **Identifying alternative sources of evidence to that provided directly through a range of courses.** One major problem with current Key Skills programmes is that it is sometimes the case that individual candidates' particular combination of subjects makes it difficult or even impossible for them to develop all the Key Skills that are relevant to their future needs, whether in further and higher education or employment. The Welsh Baccalaureate Core allows Key Skills to be developed and evidence to be produced in the context of a range of common enrichment programmes or other activities that are interesting and relevant to the candidate.
- **Explaining and exemplifying the purpose and function of a logbook or appropriate record.** This is a particularly important part of the programme, because candidates should complete a logbook or appropriate record to support the portfolio.
- **Explaining and illustrating the development of a portfolio of evidence and how to maintain it**
- **Outlining the curriculum framework within which Key Skills are to be studied.**
- **Providing initial assessment opportunities to establish the level of study for individuals.** This focuses on the idea of an initial diagnostic assessment, linking this in to the idea of 'Key Skills levels'.
- **Confirming tutorial and action planning procedures to support Key Skills.**
- **Identifying the role of key members of staff in the Key Skills assessment process.**
- **Conducting tutorials on specific Key Skills** e.g. aspects of *Application of Number*, using *ICT*.
- **Using 'assignments'.** Candidates should be made aware of the value of appropriate assignments based on one or more Core components, or a candidate's Option programmes, in satisfying the portfolio evidence requirements of the Key Skill qualifications, as specified in Part B below. They can cover a Key Skill qualification (or, in some cases, qualifications) at the right levels and include all the evidence requirements for one or more of the Key Skills.

All this information can be 'front loaded' through the initial induction arrangements. However, it is usually necessary to reinforce each of these messages regularly, so that the candidate's approach to Key Skills and their assessment are more confident and autonomous.

3.1.3 Specification Content

Key Skills

The Key Skills for this Specification, at levels 2 and 3, are the September 2004 Specifications developed by QCA/ACCAC/CCEA i.e. *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving*. They are each presented in two parts, as follows:

Part A – You need to know how to ...

This section tells candidates about the techniques and knowledge associated with each Key Skill. It tells them what they need to learn and practise to feel confident about applying these Key Skills in their studies, work or other aspects of life.

Part B – You must ...

This section builds on Part A and describes the application of skills. It describes the skills that have to be shown. All the candidate's work for this section will be assessed. The candidates must have evidence that they can do all the things listed in the Part B bullet points.

In addition, there is a final section that provides Examples and Guidance of the techniques and knowledge in Part A.

Candidates are reminded that to achieve a Key Skill at level 1 or 2, as appropriate, they must be able to apply the relevant skills to suit different purposes.

Key Skills levels

Candidates are required to show attainment in obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies, and presenting the results of their work. Their achievement in the Key Skills is recognised in terms of 'Key Skills Levels'. The different levels are distinguished in terms of progression from level 1 to level 4. Essentially, movement up through the levels is marked by increasing personal responsibility for decisions about how their Key Skills may be used in relation to a range of contexts, tasks, problems, and purposes, the ability to draw upon and use a wider range of more complex techniques, and greater reflection, analysis and review.

At level 2, candidates work with straightforward issues or problems in routine situations.

At level 3, candidates work with more complex issues or problems in different situations.

Opportunities to generate evidence of attainment in the Key Skills

Candidates will be able to develop and generate evidence of attainment in all of the Key Skills across the Core components and the Options. Opportunities to develop and generate evidence of attainment in all aspects of Key Skills are ‘signposted’ in the Core and Options, that is, links are shown between the programme and the Key Skills. It is vital to ensure that candidates:

- collect appropriate evidence;
- show mastery of the processes involved.

It is also important to ensure a candidate do not become over-burdened when collecting Key Skills evidence and that portfolios do not include more than the required number of examples demonstrating competence in the same Key Skill criteria.

The tables below show examples of how this might be achieved.

From the Core

LEVEL 2

In each example, it is imperative that the WEW activity allows the candidate to show the Key Skills processes and evidence that they have been completed successfully.

WALES, EUROPE AND THE WORLD	KEY SKILLS
<p>Economic and technological issues</p> <p>Activity <i>Investigation into people’s attitudes to environmental issues:</i></p> <ul style="list-style-type: none"> • <i>design and carry out a questionnaire;</i> • <i>analyse and interpret the results;</i> • <i>present the findings in an oral presentation;</i> • <i>discuss the findings of the investigation in a group discussion.</i> 	<p>Application of Number</p> <p>N 2.1.1 Choose how to get the information you need to meet the purpose of your activity.</p> <p>N 2.1.2 Obtain relevant information.</p> <p>N 2.1.3. Choose appropriate methods to get the results you need.</p> <p>N 2.2.1 Carry out calculations, clearly showing your methods and levels of accuracy.</p> <p>N 2.2.2 Check methods to identify and correct any errors, and make sure your results make sense.</p> <p>N 2.3.1 Choose suitable ways to present your findings.</p> <p>N 2.3.2 Present findings clearly using a chart, graph or diagram and describe your methods</p> <p>N 2.3.3 Use more than one way of presenting your findings.</p> <p>N 2.3.4 Describe what your results tell you and how they meet your purpose.</p> <p>Also,</p> <p>Communication: group discussion</p> <p>C 2.1a 1 Make clear and relevant contributions in a way that suits your purpose and situation.</p> <p>C 2.1a.2 Respond appropriately to others.</p> <p>C 2.1a.3 Help to move the discussion forward.</p>

LEVEL 3

PERSONAL AND SOCIAL EDUCATION	KEY SKILLS
<p>Active citizenship: the ethics of genetic engineering</p> <p>Activity <i>Research, using a range of newspapers and Internet sources into the arguments for and against genetic cloning and the presentation of the findings:</i></p> <ul style="list-style-type: none"> • <i>carry out and record the results Internet searches;</i> • <i>select and derive new information;</i> • <i>develop information found using appropriate layouts by combining text, images and numbers.</i> 	<p>Information and Communication Technology</p> <p>ICT 3.1.1 Plan how to obtain and use information required for the tasks.</p> <p>ICT 3.1.2 Make selections based upon judgements using formats that help development.</p> <p>ICT 3.2.1 Enter and bring together information using formats that help development.</p> <p>ICT 3.2.2 Use software features to improve the efficiency of your work.</p> <p>ICT 3.2.3 Annotate/document your work to show that you have understood the processes followed and have taken account of the views of others.</p> <p>ICT 3.3.1 Develop the presentation so it is accurate, clear and presented consistently, taking account of the views of others.</p> <p>ICT 3.3.2 Present your final output effectively using a format and style that suits your purpose and audience.</p>

From the Options

LEVEL 2

WORK-RELATED EDUCATION	KEY SKILLS
<p>Retail sector: the importance of customer relations</p> <p>Activity <i>Discussion of personal qualities and skills required for dealing with people in a retail outlet.</i></p>	<p>Communication</p> <p>C 2.2.a.1 Make clear and relevant contributions in a way that suits your purpose and situation.</p> <p>C 2.2.a.2 Respond appropriately to others.</p> <p>C 2.2.a.3 Help to move the discussion forward.</p>

LEVEL 3

GCE BUSINESS STUDIES/ ECONOMICS	KEY SKILLS
<p>Wales, Europe and the World The challenges posed by rapid economic and technological change</p> <p>Activity <i>An investigation into challenges communities in different places face in attracting overseas investment and produce the findings in written form:</i></p> <ul style="list-style-type: none"> • <i>obtain information from the Internet and non-ICT sources;</i> • <i>select and derive new information using appropriate layouts, combining text, images and number.</i> <p><i>Present the outcome of the investigation in a written form of at least 1000 words.</i></p>	<p>Information and Communications Technology</p> <p>ICT 3.1.1 Plan how to obtain and use information required for the tasks.</p> <p>ICT 3.1.2 Make selections based upon judgements of relevance and quality.</p> <p>ICT 3.2.1 Enter and bring together information using formats that help development.</p> <p>ICT 3.2.2 Use software features to improve the efficiency of your work.</p> <p>ICT 3.2.3 Annotate/document your work to show that you have understood the processes followed and have taken account of the views of others.</p> <p>ICT 3.3.1 Develop the presentation so it is accurate, clear and presented consistently, taking account of the views of others.</p> <p>ICT 3.3.2 Present your final output effectively using a format and style that suits your purpose and audience.</p> <p>Also, Communication</p> <p>C 3.3.1 Select and use a format and style of writing that is appropriate to your purpose and complexity of the subject matter.</p> <p>C 3.3.2 Organise material coherently to suit the length, complexity and purpose of your document.</p> <p>C 3.3.3 Spell, punctuate and use grammar accurately.</p> <p>C 3.3.4 Make your meaning clear.</p>

Key skills are integral to the WBQ and these can be delivered in the context of the programmes. As a result, candidates will be able to generate naturally occurring evidence of their attainment in the Key Skills.

Examples of ways in which Key Skills can be delivered at the Advanced level

- Candidates are able to collect evidence towards *Improving Own Learning and Performance* through a well-planned and structured tutorial system. Evidence for *Working with Others* and *Problem Solving* could be achieved through activities within group tutorials, such as fund raising, which could also be linked to Community Participation and the Team Enterprise activity.
- Through the Individual Investigation candidates can gather evidence towards the Key Skill of *Communication*, either by presenting their Investigation orally or in writing. *ICT* evidence could be generated by researching using the Internet and presenting the Investigation in an electronic form. Evidence for *Application of Number* is

achievable if candidates use appropriate questionnaires and primary data that they can then explore and use in their work.

- Candidates are able to generate evidence towards *Working with Others*, *Problem Solving* and *Improving Own Learning and Performance* through the Team Enterprise activity and through some of their experiences they may have whilst undertaking the work-placement or work-related activities e.g. *Problem Solving* within a Team Enterprise activity or through *Working with Others* in a work placement environment.
- Through undertaking Wales, Europe and the World, candidates could gain evidence towards *Working with Others* when they take part in group activities related to the issues being studied. Other Key Skills evidence could be gathered for *Communication* by taking part in discussions and presentations. *ICT* skills could be developed and evidence collected by using the Internet to research topics for discussion and by using presentation packages for presenting findings.
- Through undertaking the PSE and Community Participation Elements, candidates could gather evidence towards *Working with Others*, *Improving Own learning and Performance* and *Communication*.

3.2 WALES, EUROPE AND THE WORLD (including the Language Module)

ABOUT THIS COMPONENT

What are the aims of this component?

This Wales, Europe and the World (WEW) component of the WBQ provides opportunities for candidates to engage in a range of issues relating to contemporary Wales, the UK, Europe and the world. It aims to:

- build upon candidates' knowledge and understanding and experiences gained through following a range of programmes at earlier Key Stages;
- help candidates to be better informed about what it means to live in Wales, the UK, Europe and the world;
- encourage candidates to adopt a 'learning by doing' approach with an emphasis on active participation, thereby helping them to relate their learning to their everyday experiences;
- provide opportunities for candidates to acquire and practise a range of Key Skills through practical and 'hands on' experiences.

How should this component be approached?

This component will notionally occupy **sixty hours** of guided learning time including visits, 'hands on' sessions, visiting speakers and other activities related to the component. In addition, **twenty hours** are allocated to the Language Module.

Candidates should be encouraged to investigate areas of interest through a balanced range of contexts, ensuring that, across their programmes, they address a range of scales e.g. local, Wales, UK, Europe and a world perspective.

The approach adopted will also be influenced by a number of other factors, including:

- the location of the Centre and the nature of the community in which the candidates live (*e.g. rural location, urban centre, English/Welsh speaking community*);
- the interests of the candidates themselves (*e.g. sport, the media, entertainment, hobbies*);
- current issues facing Wales, the UK, Europe, and the world (*e.g. financial and employment issues facing young people, combating the threat of terrorism, binge drinking*);
- how an activity or experience might generate naturally occurring evidence for inclusion in their Key Skills portfolio.

CONTENT

How will the curriculum requirements be fulfilled?

Candidates must consider eight Key Issues, two Key Issues for **each** of the following **four** Elements:

1. Political issues

This Element provides opportunities for candidates to engage in debate about why people should be concerned about politics and political issues, and the ways countries can help to improve international co-operation and understanding.

2. Social challenges and responses

This Element provides opportunities for candidates to consider the social issues people face and responses to them, and a consideration of the position of the Welsh language.

3. The impact of economic and technological change

This Element provides opportunities for candidates to consider the challenges posed by rapid economic and technological change, and ways of projecting the economic and technological image of Wales.

4. Heritage and cultural perspectives

This Element provides opportunities for candidates to consider how awareness of the heritage and culture of Wales can be increased, and the ways multi-cultural influences may affect people's lives.

These are not mutually exclusive areas of study to be considered separately. The Elements simply represent ways of looking at the experience of living in Wales, the UK, Europe and the world.

The approach in WEW should encourage 'learning by doing' approaches to learning involving, where possible, practical or candidate rather than teacher led activities.

Some activities will cover two or more of the Elements. For example, a discussion session with a representative from a charity such as Oxfam or Save the Children might well address political, social and economic issues.

There is no requirement, either explicit or implicit, to deliver WEW as a completely separate timetabled part of an individual's learning.

When designing the candidates' programme of activities for the WEW component, centres should consider the links between this component and the:

- other components of the WBQ Core (e.g. PSE and WRE);
- Option studies the candidates may be following (e.g. Health and Social Care, GCE Geography);
- ACCAC PSE Framework;
- statutory requirements in subjects such as Religious Education.

In delivering WEW, centres are encouraged to 'work smarter' by taking the opportunity to combine activities and maximise the opportunities to address aspects of the WEW programme through candidates' Options programme.

ASSESSMENT

Candidates must show, through their diary/record, that they have evaluated **four** of the eight Key Issues, one from each of the four Elements of the WEW component. The teacher or other appropriate person will be required to verify that the candidate has addressed all eight Key Issues.

Centres may use the diary/record produced by the WJEC or their own method of record keeping which must be approved by the WJEC.

Samples of the candidate diary/record will be moderated externally by a Moderator appointed by WJEC.

Successful completion of the WEW Key Issues is assigned 8 credits.

GUIDANCE

The guidance gives examples of study and suggested activities.

The examples of possible areas of study and suggested possible activities should not be seen as the ‘prescribed content’. These are suggestions only, and provided the focus of the Element is addressed, centres may choose to approach each Element in alternative ways appropriate to the needs of their candidates and the centre’s own resources.

It is also possible to deliver the WEW component in an integrated way through a thematic approach.

Possible opportunities for candidates to develop and acquire Key Skills portfolio evidence can be seen on the WBQ website <http://www.wbq.org.uk/>

Element 1 Political issues

Key Issue 1 Why people should be concerned about politics and political issues

Possible activities:

- organise a mock election to illustrate how different voting systems work;
- interviews with politicians at different levels on their work and responsibilities;
- analysis of debates and question/answer sessions in Parliament/National Assembly;
- identify a recent political decision and as a group investigate how this has impacted locally, nationally and globally, use the findings to form the basis of a discussion.

Key Issue 2 The ways countries, either collectively or individually, can work to improve international co-operation and understanding

Possible activities:

- analysis of newspaper reports relating to areas of international tension e.g. Afghanistan, Iraq, Middle East;

- analysis of different view points from the media of various countries intervention in disputes in other countries e.g. *Newsnight*, *Dragon's Eye*, *Taro Naw*;
- involvement in projects linked to humanitarian charities e.g. collecting clothes, food, Christmas gifts for dispatch to other countries.

Element 2 Social challenges and responses

Key Issue 1 The social issues that face people in their everyday lives and responses to them

Possible activities:

- review of changes in the built environment of a community over time, and what this says about the changing nature of the community;
- survey of education or health facilities in a given area either locally, nationally or globally and the impact of these services on their local community;
- graphic presentation and interpretation of information on population, employment or age trends in a specific community.

Key Issue 2 The position of the Welsh language in contemporary Wales

Possible activities:

- survey of people's use of the Welsh language in work and in their everyday lives;
- use PowerPoint to illustrate the results of the census information relating to age profile and distribution of Welsh speakers outline the implications of the findings;
- analysis of viewing figures for Welsh medium television programmes.

Element 3 The impact of economic and technological change

Key Issue 1 The challenges posed by rapid economic and technological change

Possible activities:

- survey of the range of economic activity and employment opportunities in selected areas;
- review of a range of European grants and how they have/will impact upon the economic infra-structure of an area;
- talk from a representative from a pro-environment pressure group e.g. *Greenpeace*, *Friends of the Earth* on how their group influences policies.

Key Issue 2 Ways of projecting the economic and technological image of Wales

Possible activities:

- visit to local businesses to discuss the challenges they face and how they tackle these;
- investigate the work of organisations working to attract investment to Wales;
- compare the ways Wales and other countries such as Scotland and Ireland attempt to attract overseas investment.

Element 4 Heritage and cultural perspectives

Key Issue 1 How awareness of the heritage and culture of Wales can be increased

Possible activities:

- analyse the promotional literature promoting the heritage of Wales e.g. CADW, Welsh Tourist Board, National Museum of Wales;
- take part in cultural events e.g. eisteddfodau, jazz festival, orchestral/classical or pop concerts;
- investigate the career of a Welsh musician and collect examples of how his or her nationality is portrayed in the media.

Key Issue 2 The ways multi-cultural influences may affect people's lives

Possible activities:

- group activity looking at Anglo-American influences on teenagers living in Wales e.g. music, fashion, food;
- survey of the extent people play and watch sport;
- interviews with ethnic community leader on multi-cultural issues.

LANGUAGE MODULE

ABOUT THIS COMPONENT

What are the aims of the Language Module?

The Language Module is a part of the WBQ at Advanced level and aims to help:

- develop the candidate's language skills;
- develop the candidate's capacity for independent language learning;
- raise awareness of linguistic and cultural diversity.

How should this component be approached?

The Language Module provides opportunities for candidates to improve their language skills and competencies. For some, this will mean building upon the language skills already acquired or, for others, taking up the study of a language for the first time.

Candidates must spend a minimum time of **twenty hours** on the Language Module.

Centres may approach the Language Module in a variety of different ways appropriate to the needs of the candidates.

CONTENT

There is no prescribed content or recommended approach to the Language Module and candidates may study any modern foreign language, Welsh Second Language or sign language. When advising candidates on the Language Module, teachers should:

- give advice about their course of study, having due regard to their existing language skills or their possible wish to start a language for the first time;
- encourage them to think carefully about their own interests and possible ways they might use their language skills in the future e.g. in work, holidays, following television programmes in their chosen language.

ASSESSMENT

Candidates will be required to complete a self-assessment pro-forma giving information about:

- the language chosen and why they opted for that language;
- whether they had already studied the language previously, and the skills they had in that language before they started the Language Module;
- what they did in the Language Module to improve their language skills;
- what level of language skills they had acquired on completion of the Language Module.

The pro-forma must be signed and dated by the candidate and countersigned and validated by the teacher.

Successful completion of the WEW Language Module is assigned 2 credits.

Are there any exemptions from the Language Module?

In certain circumstances a candidate may seek exemption from the requirements of the Language Module. Candidates following NQF level 3 specifications in a modern foreign language or Welsh Second Language may seek exemption from the requirement of the Advanced Diploma Language Module. Teachers of candidates seeking such an exemption will be required to confirm that the candidate was following such a course.

Examples:

<i>NQF level 3</i>	<i>Exemption from Language Module</i>
AS/AL Modern Foreign Language	Yes
AS/AL Welsh Second Language	Yes
AS/AL Welsh	No
AS/AL English	No
VCE French for Business	Yes

GUIDANCE

Candidates may begin their study of the Language Module from a variety of different starting points. Some will have already developed language skills and competencies in their chosen language, whilst others will be taking up a new language.

The first task of a teacher will, therefore, be to establish what language the candidate would like to study and whether or not this can be accommodated within the constraints of the centre's resources. In some cases, it may be possible to arrange collaborate delivery of the Language Module with another Centre, possibly using video-conferencing or arranging that candidates from different centres are taught together.

In some instances, it may be possible to timetable specific lessons in a language. Whilst this approach may work where all candidates study the same language at the same level, such an approach is unlikely to succeed where candidates are continuing with a language they have studied previously, possibly to different levels.

Moreover, not all candidates will seek the same outcomes from the Language Module. For example, candidates may be looking to use the language skills they acquire for different purposes - in their future employment, for social use or for use on holidays. Given these considerations, a programme of study designed to meet the needs of the individual candidate may be more appropriate.

In all cases, it is important to encourage the interest of the candidate. Where possible, candidates should be given a sense of ownership of what they do within the Language Module through giving them responsibility for planning and setting their own learning targets. This may also provide opportunities for the candidate to acquire Key Skill evidence for *Improving Own Learning and Performance*.

The approach to the Language Module could start from a one-to-one discussion about:

- what is realistic for the candidate to achieve within the Language Module, given their existing language skills and competencies;
- how the candidate would hope to use the language skills they acquire in the future;
- the range of learning resources they might use e.g. textbooks, audio-visual aids, Internet sites, radio and television programmes;
- the possible use of off-site learning situations e.g. weekend schools, evening classes, distance learning packages;
- the possibility of using video-conferencing facilities or an extranet.

3.3 WORK-RELATED EDUCATION

The Work-related Education (WRE) component addresses the knowledge, understanding and skills as defined in the ACCAC document, *A Framework for Work-related Education for 14 to 19 Year-olds in Wales*.

ABOUT THIS COMPONENT

What are the aims of this component?

The WRE component aims to give candidates:

- opportunities to better understand the nature of working life by working directly with employers;
- realistic and relevant opportunities for using and developing basic and Key Skills in a working environment and through Team Enterprise activities;
- opportunities to recognise the importance of working disciplines and to develop positive flexible attitudes to work;
- a better understanding of employees' rights and responsibilities and the importance of following correct, safe working practices;
- the chance to work with others, and to develop more enterprising attitudes and approaches;
- a better understanding of the scope for future careers and to begin to think more seriously about career intentions.

How should this component be approached?

This component will notionally involve **sixty hours** of guided learning time. This time will be divided between the following two Elements:

- Working with an Employer (thirty hours);
- Team Enterprise activity (thirty hours).

Through a process of 'learning by doing', working with an employer and team enterprise activities will provide candidates with opportunities to gather evidence for their Key Skills in relevant and realistic settings. The component will provide opportunities for candidates to acquire naturally-occurring Key Skills evidence for *Working with Others* and *Problem Solving*.

The practical activities should also enhance candidates' self-awareness, make them more employable and enterprising, enable them to better think about potential career paths and directions and to explore their changing attitudes and interests. Centres will need to identify and build upon any appropriate part-time work experiences which candidates may already have encountered or are currently undertaking.

CONTENT

How will the curriculum requirements be fulfilled?

This component is divided into two Elements – Working with an Employer and a Team Enterprise activity.

Element 1 Working with an Employer

In relation to Working with an Employer, candidates will need to:

- investigate the nature and scope of job opportunities within their locality;
- think about the benefits they might derive from working with certain employers;
- plan, obtain and prepare for a work placement or work related activities;
- ensure that all aspects of health and safety, risk assessment and insurance cover have been dealt with;
- undertake a placement or activities of at least thirty hours;
- complete an evaluation of the experiences gained.

Element 2 Team Enterprise activity

In relation to a Team Enterprise activity, candidates will be expected to:

- work in a team with other candidates in order to undertake an enterprise activity;
- plan a solution to the activity with the team members and assign roles and responsibilities;
- set a timetable for the activities with clear deadlines within a timeframe of thirty hours;
- complete an evaluation of the experiences gained.

ASSESSMENT

Candidates must show, through their diary/record, that they have satisfied the curriculum requirements for the two Elements of the WRE component, which are:

- Working with an Employer;
- taking part in a Team Enterprise activity.

The teacher or other appropriate person will be required to verify that the candidate has addressed the two Elements.

Centres may use the diary/record produced by the WJEC or their own method of record keeping which must be approved by the WJEC.

Samples of the candidate diary/record will be moderated externally by a Moderator appointed by WJEC.

Successful completion of the WRE component is assigned 10 credits.

GUIDANCE

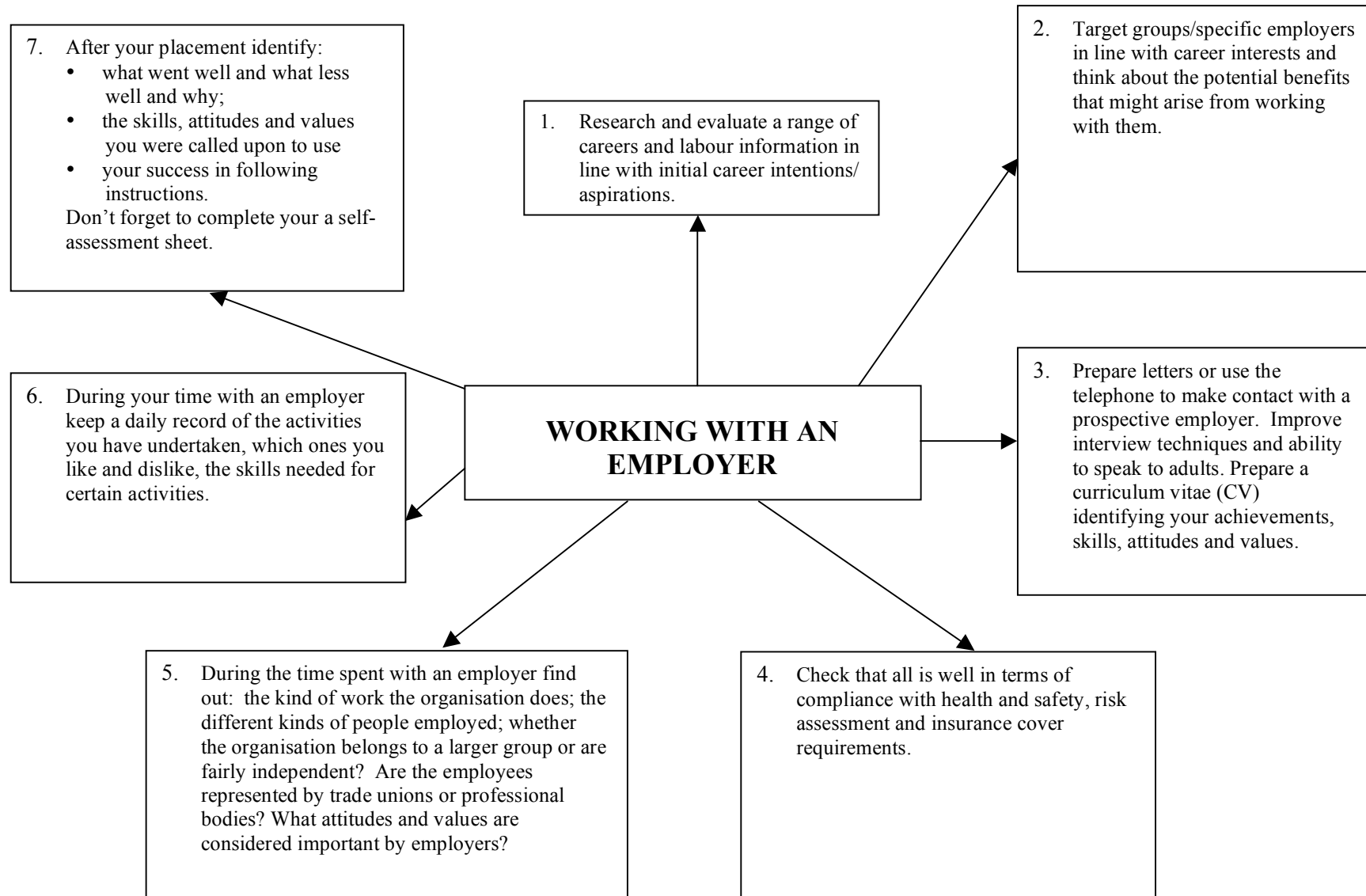
The main purposes of the WRE component are to enable candidates to gain an insight into the world of work and to become more enterprising and confident by taking part in an enterprise activity. The part that follows gives an indication of how the two requirements might be covered through an experience involving an employer and a Team Enterprise activity.

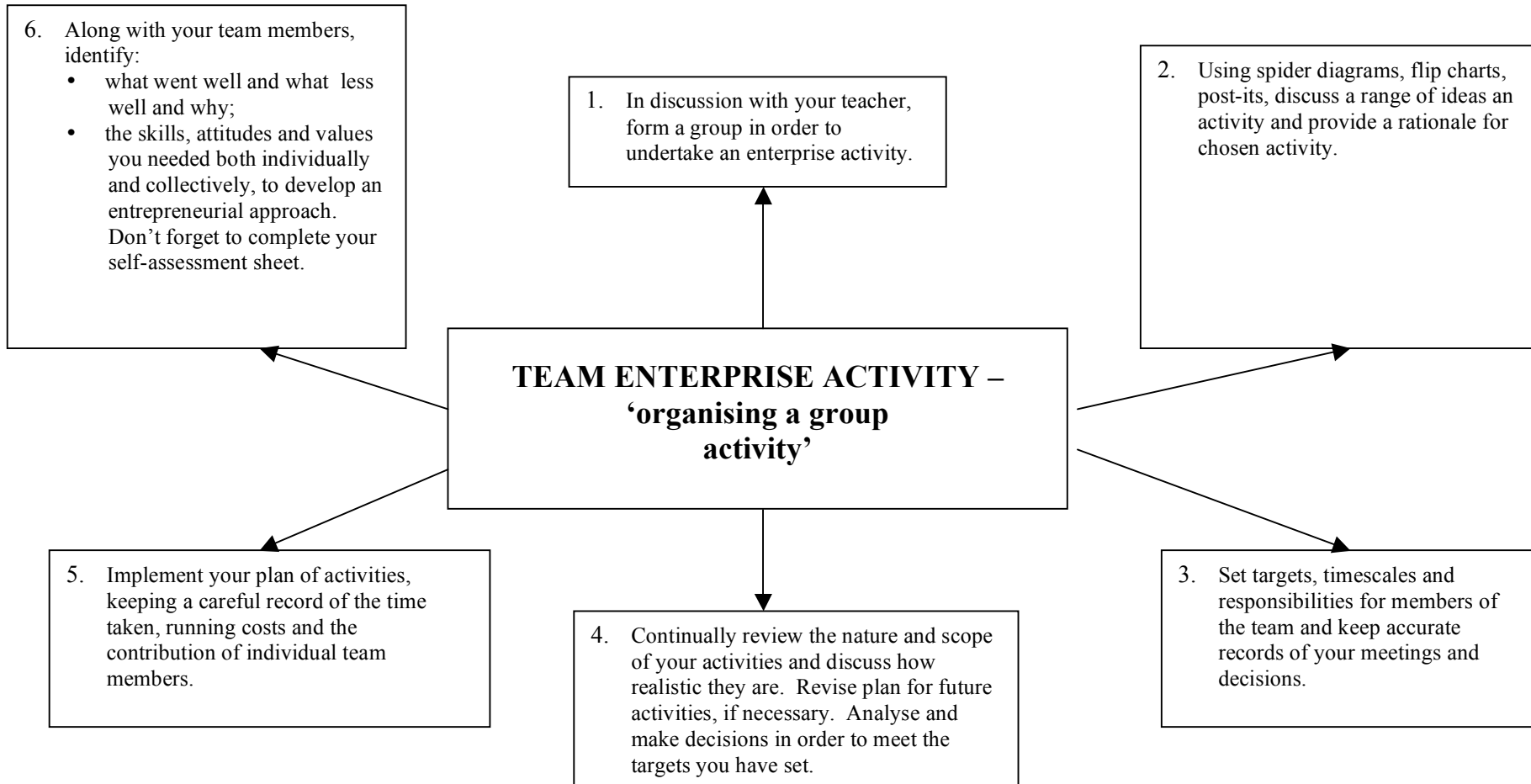
Involvement in this component will give candidates the opportunity to investigate aspects of employment and to reflect on their experiences in planning their careers in a more realistic and informed way. By working in groups on interesting problem solving activities candidates will recognise the benefits to be gained from teamwork in finding enterprising solutions to problems that might not be as apparent to an individual.

Wider generic skills such as teamwork, problem solving, communication, planning and management will be developed in the course of following this component. These have the potential for raising standards of achievement against the baseline of *Future Skills Wales* surveys which will have a beneficial impact across all aspects of learning for candidates.

The ACCAC *Framework and Supplementary Guidance for WRE for 14-19 Year-olds in Wales*, together with the ACCAC *Framework and Supplementary Guidance for Careers Education* are designed to assist centres make appropriate provision. Use might also be made of the ACCAC document *Links between PSE, CEG and WRE in Secondary Education: Guidance for curriculum managers*. More recently, a new framework for 11-19 year olds, *Careers and the World of Work (2007)*, has been issued for consultation. This gives a higher profile to entrepreneurship, making it a requirement within the range of study at each Key Stage 11-19 rather than simply a desirable learning opportunity. A higher profile is given to the fact that young people will not only become employees but also have the potential to become employers and be self-employed.

Possible opportunities for candidates to develop and acquire Key Skills portfolio evidence can be seen on the WBQ website <http://www.wbq.org.uk/>





3.4 PERSONAL AND SOCIAL EDUCATION

The Personal and Social Education (PSE) component is based on the knowledge, understanding and skills as defined by the ACCAC *PSE Framework: Key Stages 1-4 in Wales*. As part of the WBQ, all candidates 14-19 should study a course that develops knowledge and skills in personal, social, sustainability and health matters alongside the development of skills in community participation, and the development of attitudes and values, as defined in the *Learning Pathways 14-19 Guidance II*.

ABOUT THIS COMPONENT

What are the aims of this component?

The PSE component aims to:

- develop candidates' knowledge and understanding and experiences gained through following the PSE Framework in earlier Key Stages;
- develop a range of skills necessary to make informed decisions about personal and social issues;
- provide opportunities for candidates to engage with a range of experiences and activities that will promote candidates' personal and social well-being, helping them to develop a sense of self-worth and relate effectively to others;
- encourage candidates to adopt a 'learning by doing' approach with an emphasis on active participation, thereby helping candidates to relate their learning to their everyday experiences;
- allow candidates to build evidence of attainment in a variety of different forms;
- encourage candidates to address issues in a sensitive and positive manner;
- provide opportunities for the candidates to acquire and practise a range of Key Skills through investigative techniques.

How should this component be approached?

This component will notionally occupy **sixty hours** of guided learning time. In practice, this would be notionally:

- thirty hours for the four Elements;
- thirty hours for Community Participation.

Guided learning time may include timetabled 'taught' time but should also be thought of in a non-conventional way, making every effort to provide opportunities for candidates to engage in consideration and discussion of issues in a more experiential way (e.g. visiting speakers, role play simulations, hands-on sessions and visits).

This component will build upon the knowledge, understanding and skills developed during the candidates' pre-16 PSE education, if appropriate. Candidates should be encouraged to investigate areas of interest which, in some instances, could relate to the candidates' choice of Options.

CONTENT

How will the curriculum requirements be fulfilled?

This component is made up of five Elements, choice being afforded to the candidates in Elements 1-4, but with Element 5 to be completed in its entirety.

Candidates will be expected to consider **one** Key Issue from **each** of the following Elements:

Element 1 Positive relationships

Key Issues

1. The challenges facing life in today's society
2. The value of friendships
3. The nature of relationships within the wider community in which we live

Element 2 Health and emotional well-being

Key Issues

1. The benefits of a healthy lifestyle as a lifelong target
2. The value of developing a responsible attitude towards sexuality
3. The potential harm of substance misuse

Element 3 Active citizenship

Key Issues

1. The key characteristics of the democratic process
2. The value of moral and spiritual development
3. Knowing your legal and human rights

Element 4 Sustainable development and global citizenship

Key Issues

1. The links between the society, economy and the environment
2. Living sustainably
3. The responsibility of the individual in promoting global citizenship

Element 5 Community Participation – candidates may work in small groups in the community

Key Issues

1. Identifying and exploring issues and needs
2. Planning and implementing
3. Evaluation

ASSESSMENT

Candidates must show through their diary/record, that they have satisfied the curriculum requirements for the PSE component, which are:

- considering **one** Key Issue in **each** of the Elements 1-4;
- completing satisfactorily the Community Participation (Element 5)

The teacher or other appropriate person will be required to verify that the candidate has addressed the five Elements.

Centres may use the diary/record produced by the WJEC or their own method of record keeping which must be approved by the WJEC.

Samples of the diary/record will be moderated externally by a Moderator appointed by WJEC.

Successful completion of the PSE Key Issues is assigned 10 credits.

GUIDANCE

When planning the PSE programme, centres should refer to the ACCAC *PSE Framework: Key Stages 1-4 in Wales*, and the appropriate section of the *Learning Pathways 14-19 Guidance II*.

This guidance gives examples of some possible activities within each Key Issue. These are suggestions only and centres may choose to approach each Element and Key Issue in different ways appropriate to the needs of the candidates and the centre's own resources.

Possible opportunities for candidates to develop and acquire Key Skills portfolio evidence can be seen on the WBQ website <http://www.wbq.org.uk/>

Element 1: Positive relationships

The examples given in *Possible Activities*, are suggestions only and are not mandatory. Centres may devise their own activities, provided the Key Issue identified is addressed.

<i>Key Issues</i>	<i>Possible Activities</i>
The challenges facing life in today's society	<ul style="list-style-type: none"> • Talk from a representative from a charity who supports people faced with debt. • Discussion about the ways young people's lifestyles are influenced by peer pressures.
The value of friendships	<ul style="list-style-type: none"> • Role play situation where there is a need to be assertive to resist unwanted influences. • Identifying news stories relating to being responsible for friends i.e. getting home safely, drink driving.
The nature of relationships within the wider community in which we live	<ul style="list-style-type: none"> • Interviews with leaders of ethnic communities into their attitudes and values. • Discussion of the factors which make different communities.

Element 2: Health and emotional well-being

The examples given in *Possible Activities*, are suggestions only and are not mandatory. Centres may devise their own activities, provided the Key Issue identified is addressed.

<i>Key Issues</i>	<i>Possible Activities</i>
The benefits of a healthy lifestyle as a lifelong target	<ul style="list-style-type: none"> • Discussion about what is a stress related illness (anxieties, phobias and exam stress). • Analysis of people's diet and eating habits and discussion of the importance of healthy living.
The value of developing a responsible attitude towards sexuality	<ul style="list-style-type: none"> • Identifying the consequences of sexual activity for the individual and personal relationships. • Visit from trained volunteers with counselling experience to discuss issues students may have.
The potential harm of substance misuse	<ul style="list-style-type: none"> • Looking at examples of how the media portrays young people and their relationship with drink and drugs. • Researching recent news stories related to young people binge drinking and taking drugs.

Element 3: Active citizenship

The examples given in *Possible Activities*, are suggestions only and are not mandatory. Centres may devise their own activities, provided the Key Issue identified is addressed. Work carried out in this Element may be linked with work for WEW.

<i>Key Issues</i>	<i>Possible Activities</i>
The key characteristics of the democratic process	<ul style="list-style-type: none"> • Researching information on the Welsh Assembly, UK Parliament and the European Parliament. • Groups identify the key elements in each of the above parliaments and compile a presentation on one of them.
The value of moral and spiritual development	<ul style="list-style-type: none"> • Mind mapping to identify how personal beliefs and values affect individuals' lifestyle and identity. • Debating deeper questions such as 'Why am I here?' or 'What are the mysteries of life and death?'.
Knowing your legal and human rights	<ul style="list-style-type: none"> • Research the content of the Convention and how it impacts on young people in Wales. • Comparisons of young people's rights in Wales and in other places.

Element 4: Sustainable development and global citizenship

The examples given in *Possible Activities*, are suggestions only and are not mandatory. Centres may devise their own activities, provided the Key Issue identified is addressed. Work carried out in this Element may be linked with work for WEW.

<i>Key Skills</i>	<i>Possible Activities</i>
The links between society, the economy and the environment	<ul style="list-style-type: none"> Looking at the ways different countries and communities approach the approach economic and environmental issues. Researching media articles on issues relating to sustainable development and global citizenship.
Living sustainably	<ul style="list-style-type: none"> Invite representative from the Local Authority to raise awareness of sustainability issues. In conjunction with Enterprise devise an business type activity that addresses sustainability issues within the centre.
The responsibility of the individual in promoting global citizenship	<ul style="list-style-type: none"> Invite in a range of speakers from different organisations which promote global citizenship and campaign for change. In pairs select one and carry out research about the work of the organisation and opportunities to do voluntary work with them.

Element 5: Community Participation

As with the PSE Key Issues, when planning the Community Participation programme, centres should refer to the ACCAC *PSE Framework: Key Stages 1-4 in Wales*, and the appropriate section of the *Learning Pathways 14-19 Guidance II*.

Community Participation provides experiences which help young people to understand what it is to be a citizen and develop their self-awareness about living and participating effectively and responsibly in a community.

PSE should involve candidates working in active community participation. This must relate to the real world and the wider community, outside the classroom. Active participation is essential, it cannot be desk based.

Research in the form of identifying issues and needs is crucial to the development of the candidates' understanding of the practical activity.

Candidates should be encouraged to work in groups. This activity provides the opportunity for candidates to develop the wider Key Skills of *Working with Others*, *Problem Solving* and *Improving Own Learning and Performance*.

Three key ideas provide a framework for the activity:

1. identifying and exploring issues and needs;
2. planning and implementing;
3. evaluation.

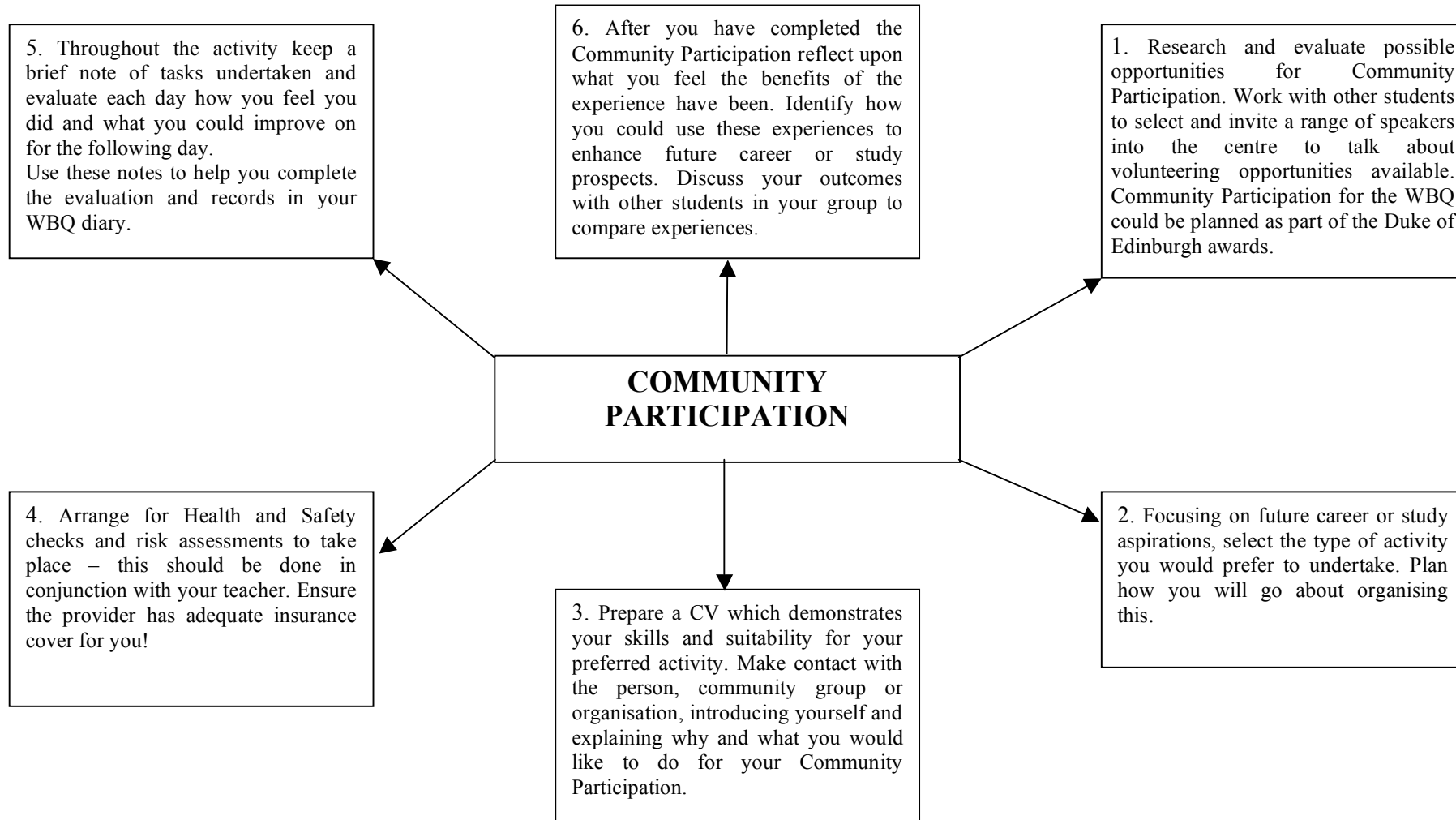
The activity should have a real sense of purpose, be well planned and be carried out over a period of time; it is recommended that a notional **thirty hours** is spent on this activity.

Examples of possible activities include:

- activities working to improve the environment;
- helping with younger pupils (in a school situation) e.g. 'Give Back' project, reading work, ICT work, sports activities (taking responsibility for training/practice sessions), cultural activities (choirs, drama productions);
- participating in activities at a summer camp or in activities organised by a youth organisation such as the Urdd or Scouts/Guides;
- charitable fundraising activities, or any local issues or causes that the centre may be involved with.

Some candidates may wish to use an area linked to the Options they study, such as:

- volunteering work in a nursing/residential home, care home or day centre;
- assisting in a play group working with nursery/early years children;
- helping with sports training.



3.5 THE INDIVIDUAL INVESTIGATION

The Individual Investigation at Advanced level should take the form of an autonomous personal study. This requires the candidate to select an area of interest and take a high level of personal responsibility for the investigation. The Individual Investigation can arise from any part of the Core, may be related to the Options, and must involve consideration of a local/Wales perspective and at least one other perspective (e.g. the UK, Europe, the world), or, alternatively consideration of an issue in a more thematic way drawing examples from a variety of perspectives. There is no specific requirement for candidates to adopt a comparative approach, provided the candidate can demonstrate they have met all the assessment objectives for the Individual Investigation.

What are the aims of the Individual Investigation?

The Individual Investigation aims to:

- provide an opportunity for candidates to demonstrate originality, initiative and reflection;
- provide a meaningful and accessible context in which to carry out the Investigation;
- encourage experiential learning;
- provide opportunities for candidates to acquire and practise a range of Key Skills;
- enhance understanding of the investigation process so that candidates can improve the effectiveness of their learning;
- enable candidates, through the completion of the Investigation, to develop their skills of:
 - enquiry;
 - creative thinking;
 - reasoning;
 - information processing;
 - evaluation & reflection;
 - independent learning & autonomy;
 - presentation.

How could the Investigation be approached?

The Investigation will take **twenty hours** of notional guided learning time.

Whilst candidates may require some general initial support and guidance on (i) deciding on an appropriate issue, (ii) how to go about gathering information and presenting the outcome, it is important to ensure that the candidates eventually take personal responsibility for all aspects of their investigation with minimal support from teachers.

This initial support and guidance could take the form of that suggested in the section on Induction (Third Phase, page 19). This section suggests a programme of skill development during the induction period covering aspects such as managing workload and developing presentation skills. This approach would help develop transferable skills which could be used when pursuing other aspects of the Core and Options. Examples of some of these approaches and suggested activities are given below.

Choosing an area of interest

Candidates should be encouraged to consider carefully appropriate issues for investigation. Possible areas of interest could come from activities relating directly to the Core or Options e.g. visiting speakers, a Geography field trip, a practical unit of a vocational course or enterprise workshop. From participation in activities such as these, candidates could be encouraged to generate ideas for investigations. They could then compile a shortlist of suggestions for discussion with peers and teachers. Using activities such as the examples above encourages 'smarter working'.

Planning

Once the focus of the Investigation has been selected, candidates should be encouraged to draw up an action plan which is both realistic for working through their Investigation and is achievable. They will also need to select an appropriate title for the Investigation. Before deciding on the precise wording of the Investigation title, the candidate should carry out initial research to check the availability of information and resources. The wording of the title is often most effective when it is framed as a question e.g. *How are different communities responding to the challenges posed by economic and technological change?* Using questions in this way encourages candidates to actively search for information. It also helps them when arriving at a conclusion based on the evidence considered. At this stage candidates should also consider how they will present their final piece of work. Candidates should be reminded that whilst they must consider the issue chosen from a local/Wales perspective and least one wider scale, there is no requirement to make a direct comparison between the chosen scales.

Searching for solutions

This will include a range of activities including identifying and searching primary and secondary information and deciding which information is useful and which will be utilised. Activities could also include accessing information about the focus area from different perspectives e.g. Wales and another country in Europe.

Presentation

This involves understanding what types of issues and questions have arisen as part of the research and what can be included within the final presentation of the Investigation.

Using these types of approaches could also provide opportunities for candidates to collect evidence towards the Key Skills. The Individual Investigation provides an ideal vehicle for acquiring evidence for a number of Key Skills, in particular, *Communication, Application of Number* and *ICT*. However, this approach requires careful planning by the candidate together with an appropriate level of teacher guidance.

Possible opportunities for candidates to develop and acquire Key Skills portfolio evidence can be seen on the WBQ website <http://www.wbq.org.uk/>

ASSESSMENT

The work should be based on an area of interest arising from one or more of the Core components i.e. WEW, PSE or WRE, and may be related to the Options. For example, the Investigation may be drawn from WEW (e.g. a study of the different ways people work together towards greater mutual understanding between countries), or it may look at an issue that is common to PSE and WRE (e.g. an investigation into how wage costs impact upon work and employment patterns in different communities).

In order to meet the Advanced level standard candidates must achieve all of the assessment criteria listed in the following table.

	Learning Outcomes	Assessment Criteria
	<i>The candidate should be able to:</i>	<i>The candidate has achieved this outcome because they have:</i>
1.	plan how they will approach, carry out and complete the Investigation.	provided information and evaluated (i) how they went about deciding on the issue and title of the Investigation; (ii) the range of primary and secondary sources they planned to collect; (iii) how these sources would be analysed.
2.	identify sources, decide on the relevance of and use a range of appropriate information in the Investigation.	demonstrated they can (i) identify relevant and accurate primary and secondary information from a range of different sources; (ii) select and use appropriate information from those sources when investigating the issue chosen.
3.	present the findings of the Investigation in an appropriate format.	demonstrated they can (i) collect information from a variety of sources; (ii) use a range of skills and techniques in the presentation of the Investigation in an appropriate way; (iii) use the findings to show understanding of the complex nature of the causes and consequences of events or people's actions.
4.	evaluate and draw conclusions based on the findings of the Investigation.	demonstrated they can (i) evaluate the issue they have investigated; (ii) make balanced judgements based on consideration of the issue showing awareness of differing opinions or points of view; (iii) come to well-supported conclusions based on the evidence found.

The completed Investigation must be presented in one of the following two ways.

Outcome of Individual Investigation	Minimum evidence required for assessment
Written presentation	A written presentation that will normally include graphs, images, statistical tables, diagrams, drawings, etc. and 2000-2500 words in length (excluding graphs tables and diagrams)
Oral presentation with support materials in either electronic or non-electronic form	A witness statement or confirmation from a teacher, accompanied by copies of materials used in the presentation (e.g. slides, pictures, maps/flowcharts, diagrams, etc) and any prompt notes used. Presentation to be a minimum of 10 minutes in length.

Where a centre wishes to allow a candidate to use another form of presentation, prior written approval must be obtained from the WJEC.

Successful completion of the Individual Investigation component is assigned 5 credits.

GUIDANCE

At the Advanced level, candidates are expected to exhibit autonomy and independence in the management and delivery of the Individual Investigation.

The candidates should participate in a range of activities related to the Core and their Options prior to starting work on their Individual Investigation. This approach will give a greater choice of areas they may wish to select for investigation.

The following guidance expands on the some of the suggested approaches that could be undertaken.

Choosing an area of interest

- class discussion on issues arising from activities undertaken as part of the Core or Options;
- ranking areas of personal interest;
- compiling a short list of interests, then searching for information on these interests to see what is available before making a choice of issue to be investigated.

Planning

- identify the different stages of carrying out an investigation;
- produce flow charts of how the Investigation may progress;
- complete a plan;
- set targets for the completion of the Investigation;
- decide upon the precise wording of the Investigation and ensure the title is framed in the form of a question or hypothesis.

Searching for solutions

- looking at different types of primary evidence and how to use them, including:
 - questionnaires;
 - interviewing people or focus groups;
 - undertaking a survey or visit;
 - using a range of secondary sources to look for information;
 - collating and analysing the findings and deciding whether or not the evidence found supports a given hypothesis;
 - drawing conclusions based on the findings of the investigation.

Presentation

- looking at examples of different ways of presenting work;
- considering most effective ways of presenting information;
- reflect upon the Investigation, including what went well and what less well.

4. THE OPTIONS

The WBQ curriculum framework consists of two parts – the Core and Options, supported by an appropriate tutoring and mentoring system. The Options consist of those vocational or academic programmes chosen by the candidate.

Currently, there are two uses of the term ‘Options’ within the WBQ:

- as part of the WBQ curriculum i.e. Optional Studies including A Levels, NVQ and BTEC;
- within schools and colleges, in delivery grids.

Centres are encouraged to identify, through mapping and tracking, possible opportunities arising from candidates’ Options programme to address parts of the WBQ Core. Such an approach helps candidates to appreciate the connections between the Options and the Core. ‘Working smarter’ can also help to reinforce a candidate’s knowledge, understanding of particular topics and develop other transferable skills.

In addition, candidates should take advantage of the signposted opportunities for gathering Key Skills evidence from their individual subjects and/or vocational programmes. Those candidates pursuing a vocational programme may also achieve some aspects of the Core requirements through their programme. These could include the Community Participation, the Working with an Employer and the Team Enterprise activity.

5. STUDENT SUPPORT

In order to become successful learners, all candidates need to be supported throughout their courses of study. Tutoring and Mentoring support and guidance is seen as a key element in the success of WBQ candidates following the Advanced Diploma.

Tutoring & Mentoring

Every candidate following the WBQ must be allocated a Personal Tutor. How this is organised within a centre will depend on the centre's own support system, either through a Pastoral Care policy or through a Curriculum Management policy. The quality of the advice and guidance given to candidates will be the key to the success of each candidate's individual programme and the WBQ as a whole.

Tutoring involves the tutor helping the candidates come to an understanding of what they need to know and to do in order to progress their learning – either specifically or holistically.

Mentoring is a more informal supportive relationship, and is often provided by more than one member of staff. The Personal Tutor in the WBQ fulfils both roles, acting as both tutor and mentor.

However the programme is organised, it must be focused on:

- advising and supporting the candidates in the planning, tracking and pursuit of their studies;
- establishing a learning relationship with the candidates.

Individual tutorials

Entitlement to a one-to-one tutorial of a half hour every half term (six hours over a two year course and three hours over a one year course) must be built into the delivery model of the centre. This is important, as candidates need to be helped to:

- recognise their strengths;
- develop their skills;
- improve their level of achievement;
- set realistic and achievable goals;
- recognise and record their positive achievement.

Tutors will need to support the WBQ Co-ordinator in the mapping and tracking of their candidates' individual progress.

The system of support should encourage candidates to increasingly take more responsibility for their learning.

The one-to-one tutorial is a good vehicle for generating evidence toward the *Improving Own Learning and Performance* Key Skill.

For the candidates' overall success, it is also important that the tutors:

- spend time encouraging, talking to, and establishing good relationships with their candidates, hoping to boost academic performance by raising personal goals;
- help candidates develop the skills needed to enter or continue on a career path.

Group tutorials

Group tutorials may be the responsibility of the Personal or Course Tutor and form part of the overall pastoral/curriculum support programme of a centre. The overall responsibility for the links between group tutorials and one-to-one tutorials and the Core programme lies with the WBQ Co-ordinator.

These tutorials are an important part of the WBQ. They should complement the one-to-one tutorials and can help candidates to develop the skills they will need in the Core and in achieving the Key Skill *Working with Others*.

Well-managed group tutorials can help candidates to:

- reinforce their learning;
- learn from and motivate one another;
- develop self-confidence and self-esteem;
- prepare for their one-to-one tutorials;
- develop a range of learning skills;
- discuss sensitive issues in a safe environment.

6. SCHEME OF ASSESSMENT

Awarding and Reporting

This Specification complies with the *Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland*, and the *Key Skills Standards*.

For their Options, candidates will be assessed in accordance with the requirements of the relevant qualification and awarding bodies.

For the components of the Core, candidates will be assessed through:

- a Key Skills portfolio of evidence;
- an Individual Investigation arising from the Core (which may also be related to the candidate's Options);
- component diary/records showing how the curriculum requirements have been met;
- verification and evaluation statements relating to the candidate's completion of Working with an Employer, Team Enterprise activity and Community Participation.

KEY SKILLS

Key Skills are assessed in Wales by means of an internally assessed and an externally moderated portfolio ONLY. There are NO external tests.

There are six Key Skills:

- *Application of Number;*
- *Communication;*
- *Information and Communication Technology;*
- *Improving Own Learning and Performance;*
- *Problem Solving;*
- *Working with Others.*

Each Key Skill will be certificated at either level 2 or level 3 of the NQF.

Candidates must achieve all six Key Skills, three at level 3, including one of the 'first three' i.e. *Communication, Application of Number and ICT*, together with three at level 2.

This Specification should be used with the following publications.

- *Key Skills Qualifications Standards and Guidance - Application of Number, Communication and Information and Communication Technology* 2004 [ACCAC, CCEA and QCA].
- *Key Skills Qualifications Standards and Guidance - Improving Own Learning and Performance, Problem Solving and Working with Others* 2004 [ACCAC, CCEA and QCA].
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* 2004 [ACCAC, CCEA and QCA].
- The appropriate awarding body and regulators' example portfolios.
- The appropriate awarding body entry procedures. In the case of the WJEC, the most

recent guidance is titled *Entry Procedures: Summer 2007*. Centres should check with their awarding body that they are using the most recent document as, from time to time, entry procedures may be revised.

WALES, EUROPE AND THE WORLD (including the Language Module)

Elements

Candidates must show, through their diary/record, that they have evaluated **four** of the eight Key Issues. The teacher or other appropriate person must also complete a verification statement confirming that the candidate has considered all eight Key Issues.

Samples of the candidate diary/record will be moderated externally by a Moderator appointed by WJEC.

Language Module

Whilst there is no formal assessment of the Language Module, candidates will be required to spend a minimum of twenty hours either improving their skills in a language they have already studied or studying a language for the first time. Candidates will be required to demonstrate, through the completion of a self-assessment pro-forma, how and the extent to which they have developed their language skills and competencies as a result of the time spent on the Language Module. The teacher will be required to verify the candidate's self-assessment pro-forma.

Samples of the completed candidate pro-formas will be moderated externally by a Moderator appointed by WJEC.

WORK-RELATED EDUCATION

Candidates must show, through their diary/record, that they have satisfied the curriculum requirements for the two Elements of the WRE component, which are:

- Working with an Employer;
- taking part in a Team Enterprise activity.

The teacher or other appropriate person will be required to verify that the candidate has addressed the two Elements.

Samples of the candidate diary/record will be moderated externally by a Moderator appointed by WJEC.

PERSONAL AND SOCIAL EDUCATION

Candidates must show, through their diary/record, that they have evaluated **one** of the Key Issues from each of the first four Elements of the PSE component. The teacher or other appropriate person will be required to verify that the candidate has addressed all five Elements, which are:

- considering one Key Issue in each of Elements 1-4
- completing satisfactorily the Community Participation (Element 5).

Samples of the candidate diary/record will be moderated externally by a Moderator appointed by WJEC.

THE INDIVIDUAL INVESTIGATION

Candidates will be required to undertake an Individual Investigation of an issue arising from their study of the Core (the issue may be related to the candidate's Options).

The 'outcome' of the Individual Investigation must be presented either as a written or an oral presentation.

Candidates seeking to achieve the Advanced Diploma will be required to satisfy **all** the assessment criteria.

The 'outcome' of the Individual Investigation will be assessed within the centre. A sample of the Individual Investigations will then be moderated externally by a Moderator appointed by the WJEC.

Shelf-life and re-sitting

The shelf-life of the WJEC Level 3 Welsh Baccalaureate Advanced Diploma and its components is limited only by the shelf-life of the Specification. There is no limit on the number of times a candidate can re-sit the Qualification or its Core. However, the regulations for re-sit of Options will apply.

Entry and re-sit arrangements

Entries for the award of the WJEC Level 3 Welsh Baccalaureate Advanced Diploma will occur twice a year. Candidates entering in October, providing they have met the requirements of the qualification, will receive an award in the March following, and candidates entering in February will receive their award in August.

For the Options, centres should refer to the re-sit rules governing the specific specification. There are no restrictions on the number of times a candidate may enter for the WJEC Level 3 Welsh Baccalaureate Advanced Diploma.

Enquiries about results and appeals

Centres are advised that any enquiries about results and appeals arising from this Specification will be dealt with in accordance with the procedures laid down in the Joint Council for Qualifications (JCQ) document entitled *Post-Results Service - Information and Guidance for Centres Relating to: Enquiries about Results - Re-Mark Services - Access to Scripts - Photocopies and Original Scripts Services*. In the context of the WBQ, centres should note that enquiries on results/appeals relating to the assessment of the Advanced Core should be addressed to the WJEC; any enquiries on results/appeals relating to the Options and Key Skills should be sent to the appropriate awarding body.

Aggregation

In order to be awarded the WJEC Level 3 Welsh Baccalaureate Advanced Diploma, the candidates must have met all the requirements of the qualification, as detailed in 'Summary of Assessment' on page 3 of this Specification.

Arrangements are in place with other awarding bodies to aggregate the different qualifications which make up the overarching Welsh Baccalaureate Diploma.

7. ADMINISTRATION AND MODERATION OF THE COMPONENTS OF THE WBQ CORE OTHER THAN THE KEY SKILLS

7.1 Introduction

In addition to Key Skills, there are **three** components in the WBQ Core: WEW, WRE and PSE.

Candidates will be required to satisfy the WJEC, through the completion of diary/records and verification statements, that they have completed the curriculum requirements for WEW (including the Language Module), WRE and PSE components. Candidates will also be required to complete an Individual Investigation which must be internally moderated by the centre and a sample of which will be externally moderated by the WJEC.

The Individual Investigation and diary/records/verification statements, together form a candidate's portfolio of work for the WBQ.

7.2 Summary of the administration and moderation of the components of the WBQ Core other than the Key Skills

<i>Component</i>	<i>Element</i>	<i>Evidence</i>	<i>Verification</i>
Wales, Europe and the World	Eight Key Issues, two for each of the four Elements	Diary/record by candidate evaluating four Key Issues, one from each of the four Elements.	Teacher responsible for the component, or an appropriate person, verifies that the candidate has addressed all eight Key Issues.
	Language Module	Completion of a self-assessment pro-forma showing the starting point for the candidate and progress made.	Teacher responsible for the component, or an appropriate person, verifies that the candidate has completed the Language Module and the statements made by the candidate in the self-assessment pro-forma.
Work-related Education	Working with an Employer	Completion of a self-assessment of the experience. An employer evaluation of the performance.	Teacher responsible for the component or an appropriate person verifies that the candidate has addressed this Element.

	Team Enterprise activity	Completion of a self-assessment of the experience. A teacher/supervisor assessment of the candidate's performance.	Teacher responsible for the component, or an appropriate person, verifies that the candidate has addressed this Element.
Personal & Social Education	One Key Issue from each of the four Elements	Diary/record by candidate evaluating one of the Key Issues from each of the Elements 1-4.	Teacher responsible for the component, or an appropriate person, verifies that the candidate has addressed all four Elements.
	Community Participation	Completion of a self-assessment of the experience. A teacher/supervisor assessment of the candidate's performance.	Teacher responsible for the component, or an appropriate person, verifies that the candidate has addressed this Element.

The completed Individual Investigation must take the form of either a written or oral presentation as detailed in section 3.5 above.

7.3 Role of the Moderator

External Moderation ensures that internal assessment and moderation are valid, reliable, fair and consistent. The primary duty of the Moderator is to make a judgement about the work presented and whether it satisfies the criteria laid down in the WBQ Specification. The role of the Moderator is:

- to moderate a sample of candidates' Individual Investigations and component diaries/records and verification statements (excluding Key Skills), in accordance with the detailed instructions, criteria and scheduled dates supplied by WJEC and taking account of any further instructions which may be issued by the Principal Moderator;
- to record all outcomes and/or comments accurately in accordance with the detailed instructions supplied by WJEC;
- to provide samples of moderated candidates' Individual Investigations and component diaries/records and verification statements, as required by the Principal Moderator;
- to return all moderated candidates' Individual Investigations, and completed assessment forms to centres in accordance with the scheduled date;
- to provide information on any aspect of moderation of candidates' work as requested by the Principal Moderator.

7.4 Internal Moderation of Individual Investigations

It is essential that internal moderation procedures take place to assess candidates' work, across different teachers and teaching groups, to ensure that all candidates in the centre have been judged against the same standards. The basis for such moderation is a common understanding of the assessment criteria.

This process is also known as *internal standardisation* or *internal verification*.

The Regulators describe *internal moderation* as the process:

'carried out by centres to ensure that all candidates are judged to the same standards, across assessors and teaching groups'.

Internal moderation is a **requirement** where two or more Teacher Assessors are assessing the Individual Investigations. Where this occurs, one must also act as the *Internal Moderator* for the Individual Investigation.

The role of the Internal Moderator – also known as an *internal verifier* is to:

- ensure all Assessors have copies of the Individual Investigation criteria for level 3 given in this specification;
- sample Assessors' judgements to ensure the criteria for level 3 are correctly and consistently applied across teaching groups;
- co-ordinate meetings with Assessors, including arrangements to standardise their judgements.

Standardising Assessor judgements is critical to ensuring that all Assessors are correctly and consistently applying the level 3 criteria. Standardisation can be achieved by holding a standardisation review meeting where Assessors:

- collectively assess the Individual Investigations, discussing any issues until agreement is reached on the relevant criterion;
- consider whether candidates have fully covered all the assessment criteria at level 3;
- share examples of evidence and good practice.

This can be enhanced by agreement on an approach to the annotation of candidates' work and by cross-reference to the examples of work provided by the WJEC.

It is suggested that teachers 'annotate' each candidate's Individual Investigation. This annotation need not be detailed or complex, but should merely highlight, with a simple comment, where the candidate has shown positive achievement.

If centres encounter any difficulties in the process of internal moderation, advice should be sought from the WJEC.

7.5 External Moderation of Individual Investigations

Following the procedures in the *Guidance to Centres* issued by the WJEC, a sample of Individual Investigations at level 3 should be sent to the WJEC by the deadline indicated in the Guidance.

The criteria for selecting candidates whose work is to be sent for moderation are as follows.

Total number of candidates	Work to be submitted
1-20	all
21-300	20 candidates (not more than 5, to be included in the sample, per teaching group/vocational area)

For each sample provided, centres should indicate on the pro-forma provided:

- 5 candidates who, in the opinion of the Internal Assessor, have achieved a good pass;
- 10 candidates who, in the opinion of the Internal Assessor, have achieved a middle pass;
- 5 candidates who, in the opinion of the Internal Assessor, have just achieved a bare pass.

Candidates who have not achieved all four assessment criteria should not be included in the sample.

Centres must attach a completed Candidate/Teacher Declaration Sheet with each candidate's Individual Investigation (an example of this sheet will be included in the Guidance).

Centres should note that the WJEC reserves the right to request additional work if required.

7.6 Moderation of diaries/records and verification statements

Moderation of the diaries/records and verification statements will be carried out by the Moderator during a half day visit to each centre. The date and time of the visit will be agreed between the centre and the WJEC. However, if the centre has less than 10 candidates, the moderation will be carried out by post.

Prior to the visit the centre must complete a form showing the Scheme of Work (an example will be provided in the Guidance) and send it to the Moderator by the date specified. The Moderator will spend 15 minutes, prior to the moderation, with the WBQ Co-ordinator and appropriate teachers to discuss its contents.

The centre should have available for inspection the diaries/records and verification statements of **the candidates whose Individual Investigations were sent to the Moderator.**

If the Moderator has any queries about the information in the diaries/records and verification statements, they will seek clarification involving one or more of the following:

- a request for further information from the WBQ Co-ordinator or teacher(s) responsible for specific components;
- additional witness statements and/or an oral confirmation from the teacher(s) or external supervisor(s) in support of information in the candidates' diaries/records and verification statements;

- information on the context for particular activities or teacher support given;
- a request to see additional audio or photographic evidence;
- a request to see a further sample of diaries/records and verification statements.

If the Moderator still has outstanding matters of concern, the Principal Moderator, accompanied by a member of the WBQ Team, will visit the centre to assess whether all or some of the candidates in the centre have satisfied the curriculum requirements of the WBQ Core.

7.7 Return of work to centres

The Individual Investigations will be returned to centres by the Moderator. Materials submitted by centres will be handled carefully, but the WJEC cannot accept any responsibility for loss or damage. Samples may be retained by the WJEC for uses as exemplars or for archive material.

Centres are required to retain candidates' portfolios under secure conditions, so far is practicable, until all possibility of queries on results have been exhausted.

Candidates should be advised not to include any items of sentimental value e.g. photographs, certificates etc.

7.8 Authentication

Candidates must sign, and teachers must countersign, that to the best of their knowledge the work submitted is that of the candidate. Malpractice (e.g. plagiarism) discovered and resolved prior to the signing of declarations of authentication need not be reported to the WJEC.

In cases where a centre suspects unfair practice on the part of candidates, which they are unable to resolve, a full report should be made to the WJEC before any action is taken. The WJEC will then consider all the relevant facts and let the centre know of its decision as soon as possible.

7.9 Unsatisfactory practice by centres

The Head of Centre will be informed where individual teachers or the centre fail to meet the requirements laid down by the WJEC. The procedures to be followed in such cases are those laid down in Section 8 of the *GCSE, GCSE in vocational subjects, GCE, VCE, GNVQ and AEA Code of Practice*.

7.10 Feedback to centres

Centres will receive a written report from the Moderator based on issues relating to the moderation.

7.11 Enquiries on results

Centres must retain the Individual Investigations, the diaries/records and verification statements of all their candidates, together with relevant documentation, from the time they are assessed, to allow for the possibility of an enquiry upon results. If any enquiry upon results is to be made, the Individual Investigation, diaries/records and the verification statements must be kept under secure conditions.