

# **WELSH BACCALAUREATE QUALIFICATION**

## **ADVANCED DIPLOMA**

**HOW DID THE FIRST EXAMINATION  
(2003-05) CYCLE GO?**

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## CONTENTS

|   |           |
|---|-----------|
| <b>Contents</b>   | <b>2</b>  |
| <b>1. A little revision: What is the Welsh Baccalaureate?</b>               | <b>3</b>  |
| <b>2. How many students sat the WBQ and how did they do?</b>                | <b>4</b>  |
| <b>3. What were the prior achievements of the students who sat the WBQ?</b> | <b>6</b>  |
| <b>4. What Options programmes did the students follow?</b>                  | <b>9</b>  |
| <b>5. How did students do in the WBQ Core?</b>                              |           |
| • The key skills  | 12        |
| • The Individual Investigation  | 13        |
| • The diaries/verification statements                                       | 15        |
| <b>6. How did they do in their Option programmes?</b>                       | <b>18</b> |
| <b>7. Why did students fail?</b>  | <b>21</b> |
| <b>8. So, what conclusions can we draw from the 2005 WBQ?</b>               | <b>22</b> |

## 1. A LITTLE REVISION: WHAT IS THE WELSH BACCALAUREATE?

### What is it?

The Welsh Baccalaureate Qualification (WBQ) is an over-arching qualification that recognises student achievement at levels 2 and 3 of the National Qualifications Framework (NVQ).

The programme of study is made up of a Core and Options. The Core has four components:

- Key skills
- Wales, Europe and the World (WEW)
- Work-related Education (WRE)
- Personal and Social Education (PSE).

The Options are the subjects and courses such as GCE, VCE, NVQ and BTEC that make up a student's complete programme of study.

In addition, all students work with a personal tutor who provides overall support and guidance.

### What do students have to do to achieve the Advanced WBQ?

Students who complete all parts of the WBQ (Core and Options) at the required standard are awarded the Welsh Baccalaureate Diploma at either level 2 (Intermediate) or level 3 (Advanced). The assessment requirements for the Advanced Award include both the Core and the Options, and are:

| Core  | Options  |
|---|--|
| <ul style="list-style-type: none"> <li>• Three key skills at level 3, one of which must be from the first three key skills together with the other key skills at level 2.</li> <li>• Records/reports of Working with Employers, Team Enterprise Activity, and Community Participation.</li> <li>• Individual Investigation at level 3.</li> <li>• Evidence of work on the Language Module and other curriculum requirements.</li> </ul> | <p>Two grades A-E at GCE Advanced or NVQ Level 3 or BTEC National Certificate at pass level or equivalent.</p> |

This report gives information about how the students following this over-arching qualification performed in its first 'live' year and, in the process, provide teachers with advice on those parts of the programme that were successful and those that require attention.

## 2. HOW MANY STUDENTS SAT THE WBQ AND HOW DID THEY DO?

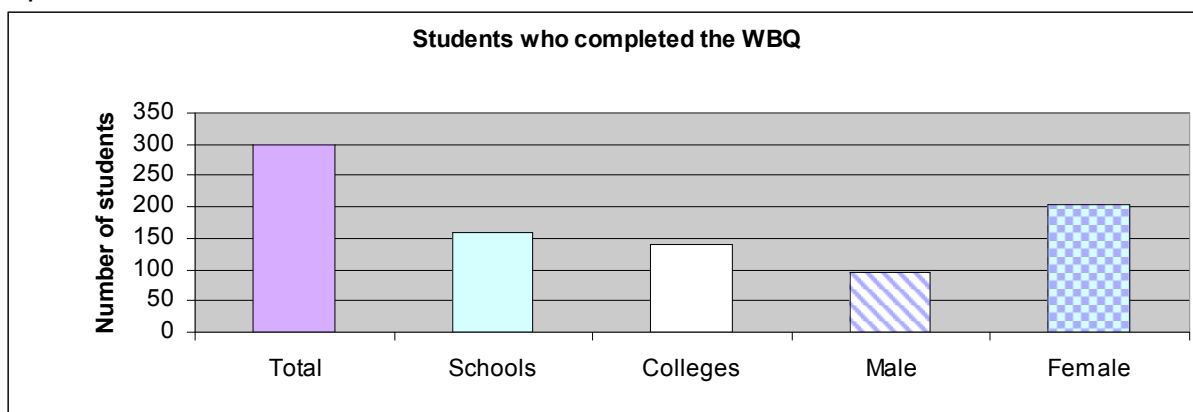
### The Entry

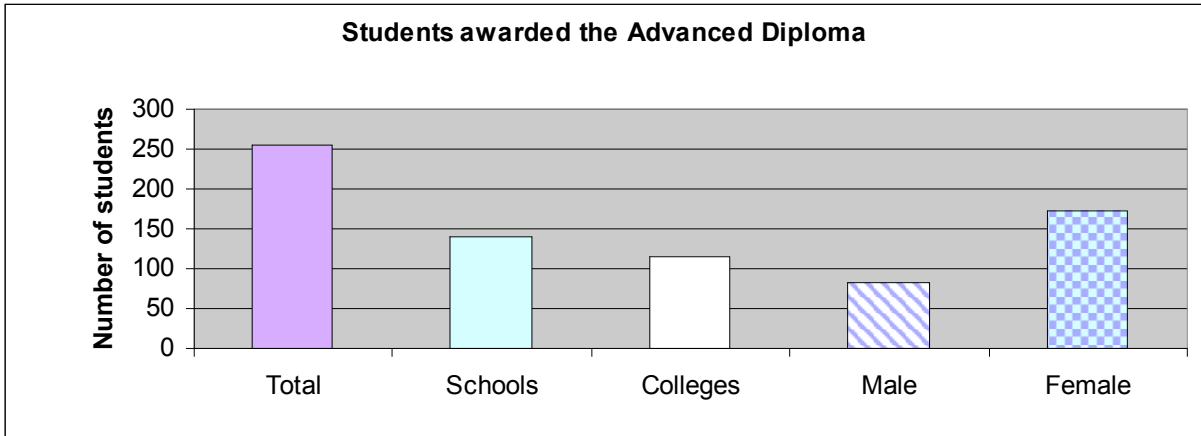
#### A few facts about what was achieved

- The total 'entry' for the WBQ Advanced Diploma in 2005 was 499, of whom 299 (59.9%) completed the programme. The 'entry' figures represent the number of students aiming at an Advanced Baccalaureate Award this year, as indicated by schools and colleges at February 2005. When schools and colleges first joined the project and embarked on the delivery of two-year programmes of study, it had been anticipated that as many as 670 students might have been candidates for the Advanced Diploma (this figure included some students who ultimately were entered for the Intermediate Diploma).
- 255 students were awarded the WBQ Advanced Diploma, being 85.3% of the 299 who completed the programme.
- A further 17 students (in addition to the above 255 students) were awarded the WBQ Advanced Core Certificate. This in itself represents a very significant achievement by these students, including all 6 key skills. However, at this stage 27 have fallen short of the full Diploma Award through not having met the Options requirement (i.e. A level/NVQ level 3 or equivalent). Therefore a total of 272 students achieved the Core Certificate, being 91% of the 299 who completed the programme.
- The remaining 27 students who completed the WBQ Advanced Diploma programme but did not achieve the award have fallen short on the full range of key skills requirements (21 students), or on some combination of key skills/Options/Individual Investigation (6 students). These 27 students achieved an average of 3 key skills qualifications each.

#### Did the students come from schools or colleges?

The students entered for the Advanced Diploma in 2005 were based in 16 schools and colleges involved in the pilot. The aggregate distribution by school/college and by gender for students completing the programme, and for those awarded the Diploma, are as follows:





Of the 299 students completing the Baccalaureate programme, 202 (67.6%) applied for entry to higher education. 168 (83.2%) of these achieved the Advanced Diploma.

### Why did some students not complete the WBQ Programme?

As part of the evaluation of the pilot programme, the centres were surveyed on the 200 students in the overall 'entry' of 499 who did not complete the programme in order to obtain an understanding of their reasons for non-completion. The most prominent reasons for non-completion relate to the combined demands of the qualification:



- Key:
- D = Qualification too demanding
  - KS = Non-completion of Key Skills
  - II = Non-completion of Individual Investigation
  - CR = Non-completion of Core Curriculum Requirements
  - Opt = Concentrated on Options
  - Left = Left School or College
  - D/A = Deferred or non-completion due to Absenteeism

However, a clear majority of non-completing Baccalaureate students will have continued successfully with much of their programme of study, albeit not fulfilling the complete demands of the Baccalaureate.

### 3. WHAT WERE THE PRIOR ACHIEVEMENTS OF THE STUDENTS WHO SAT THE WBQ?

Information was obtained about the prior achievement of students at Key Stage 3 and GCSE, or equivalent, for those who completed the two-year WBQ Advanced programme in 2005 and for those who did not. The data itself was analysed in terms of:

- total entry for each group;
- males and females;
- schools and colleges.

#### Students who completed the WBQ programme

These numbered 299 students, of which 94 were male and 205 were female. 160 followed the WBQ programme in schools and 139 in colleges.

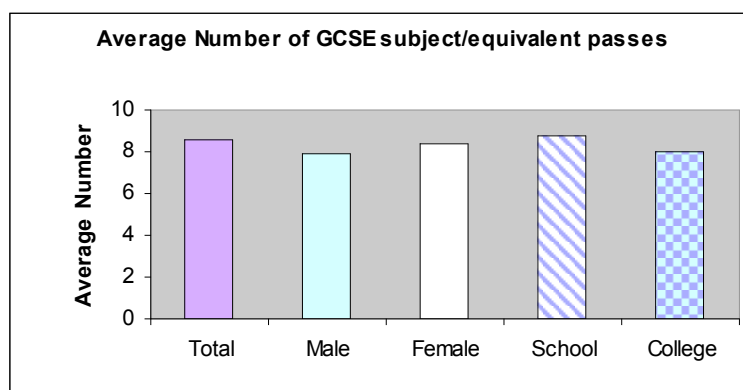
The first set of data analysed was that relating to prior achievement and showed the scores of all the students in Mathematics, English and Science at Key Stage 3 and in GCSE or equivalent courses. As stated above, this data is presented in terms of the total entry, male and female, school and college.

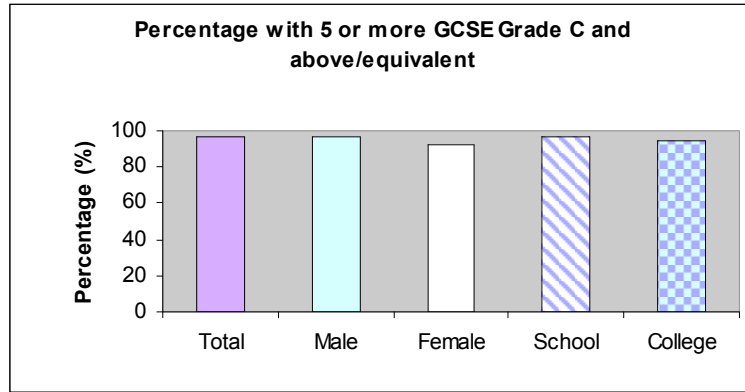
#### Key Stage 3

Mean Key Stage 3 Scores

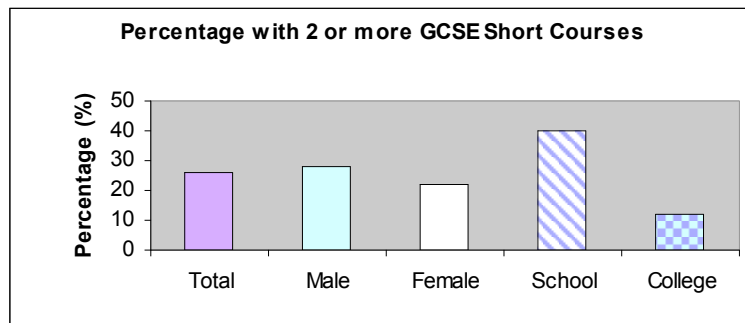
| Maths |      |        |     |      | English |      |        |     |      | Science |      |        |     |      |
|-------|------|--------|-----|------|---------|------|--------|-----|------|---------|------|--------|-----|------|
| Total | Male | Female | Sch | Coll | Total   | Male | Female | Sch | Coll | Total   | Male | Female | Sch | Coll |
| 6.2   | 5.9  | 5.8    | 6.1 | 5.4  | 5.7     | 5.8  | 5.8    | 5.9 | 5.4  | 6.1     | 6.1  | 5.8    | 6.1 | 5.2  |

#### GCSE/Equivalent





The graph below shows the percentage of students who achieved short course GCSEs in addition to their full GCSEs.



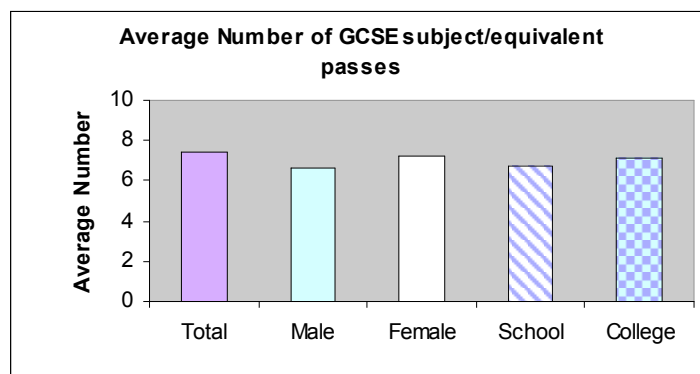
### Students who did not complete the WBQ programme

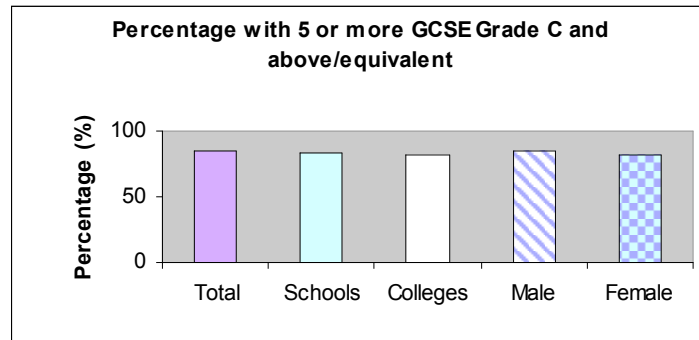
The data relating to this group of 200 students is as follows:

Mean Key Stage 3 Scores

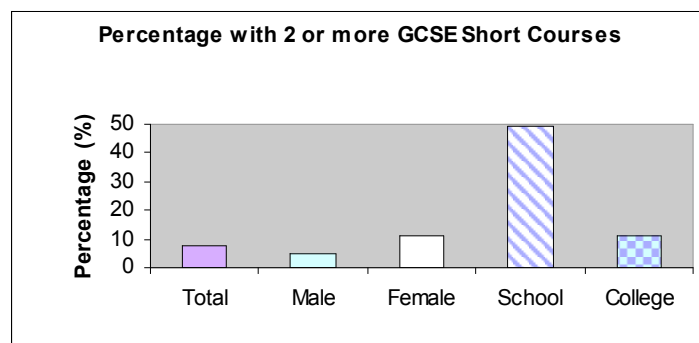
| Maths |      |        |     |      | English |      |        |     |      | Science |      |        |     |      |
|-------|------|--------|-----|------|---------|------|--------|-----|------|---------|------|--------|-----|------|
| Total | Male | Female | Sch | Coll | Total   | Male | Female | Sch | Coll | Total   | Male | Female | Sch | Coll |
| 5.7   | 5.7  | 5.7    | 5.8 | 5.3  | 5.5     | 5.2  | 5.6    | 5.3 | 5.6  | 5.0     | 5.8  | 5.6    | 5.7 | 5.5  |

### GCSE/Equivalent





The graph below shows the percentage of students who achieved short course GCSEs in addition to their full GCSEs.

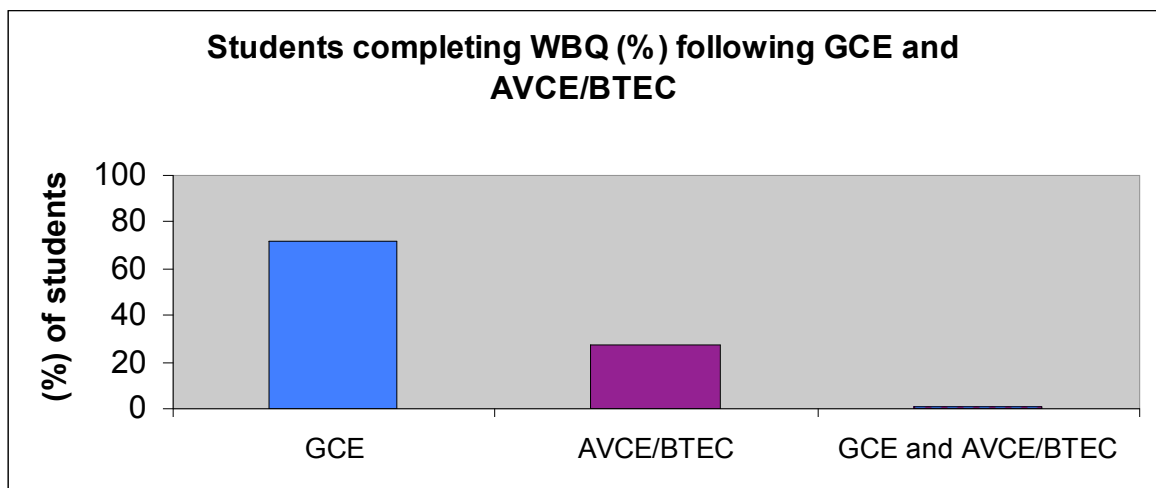


### What conclusions can be drawn from this data?

- The Key Stage 3 data suggests that the whole cohort (completers and non-completers) achieved above average (level 5) scores, with those who completed the programme achieving slightly better scores. Within this pattern there were small differences in achievement between male/female and school/college. Students in the completing group appeared to do slightly better in Maths and Science than in English.
- There were more significant differences between the various scores when students had progressed to GCSE or equivalent. For example, there was a 1.2 difference in the number of subjects passed between the completers and non-completers, whilst the percentage achieving 5 GCSEs/equivalent showed a significant difference of 12%. Differences were again not as significant between the various sub-groups, with the exception of the percentage achieving 2 or more GCSE Short Courses, where students in post-16 schools outscored those who had moved onto colleges.
- Generally, those students who completed the WBQ Advanced programme appear to be the type of students at whom GCE and its equivalent are targeted, and so, it is anticipated that they would be able to cope with the demands of the WBQ Advanced Award. The non-completing group, however, may have encountered initial learning difficulties.

#### 4. WHAT OPTIONS PROGRAMMES DID THE STUDENTS FOLLOW?

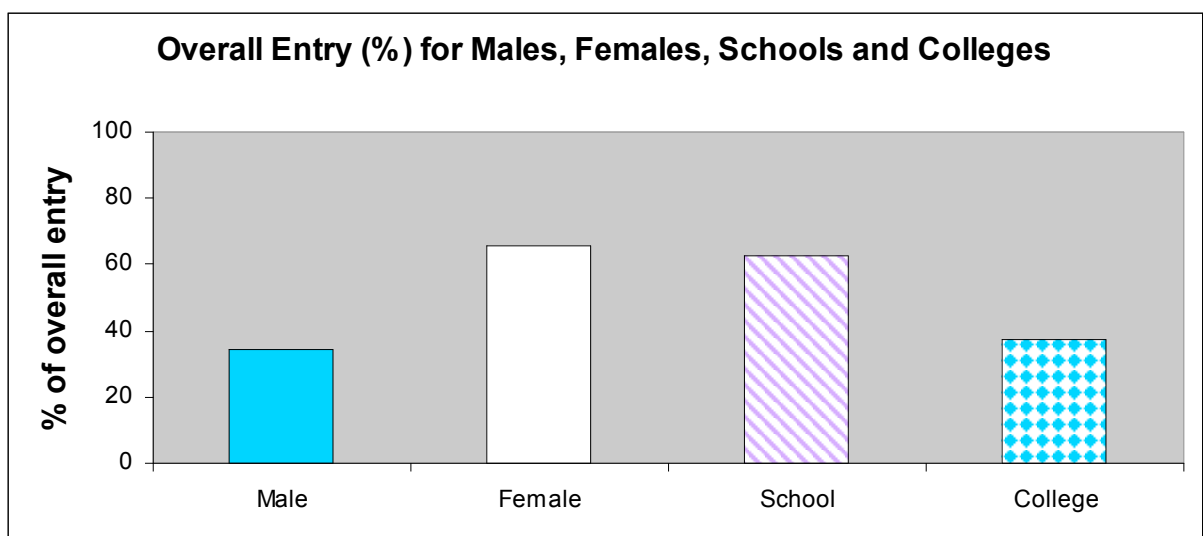
It was suggested in Section 3 that the entry for the 2003-05 WBQ Award was largely typical of the post-16 cohort in schools and college. The question then arises about the extent to which this became reality. The data that follows again, for the completing group of students, shows the pattern overall.



Of these, 77.8% of the GCEs were delivered in the schools and 95.1% of the AVCEs were delivered in the colleges.

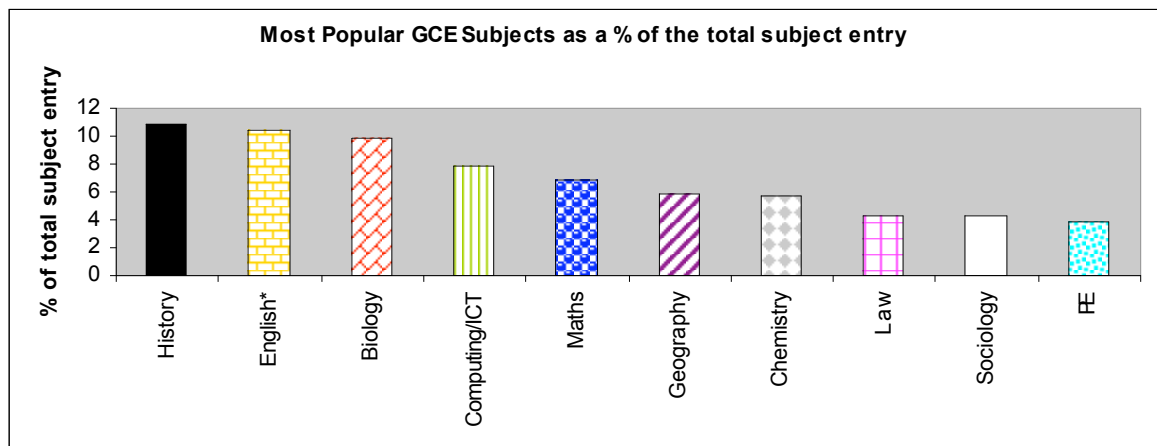
Clearly, the programmes followed are dominated by

- the relatively high percentage of students following GCE courses;
- the concentration of vocational (AVCE/BTEC) programmes within the colleges.



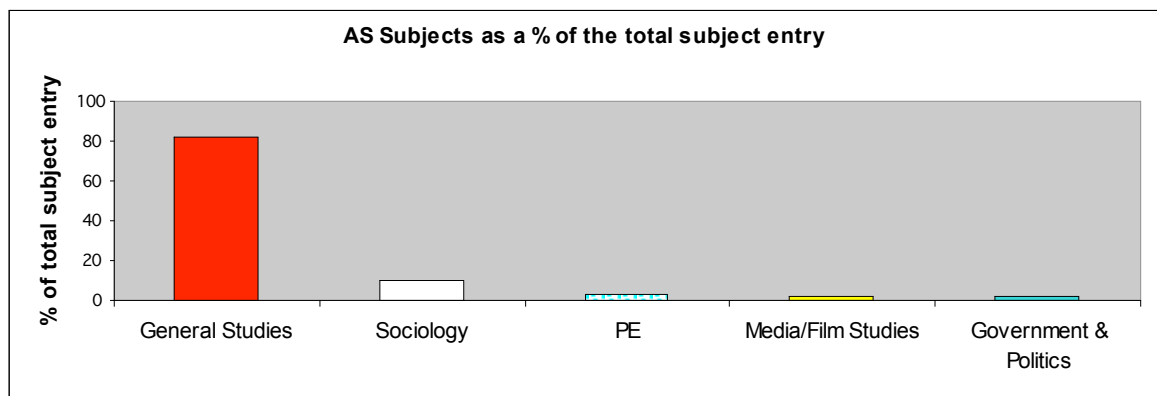
## Courses/programmes followed (%)

### GCE Courses



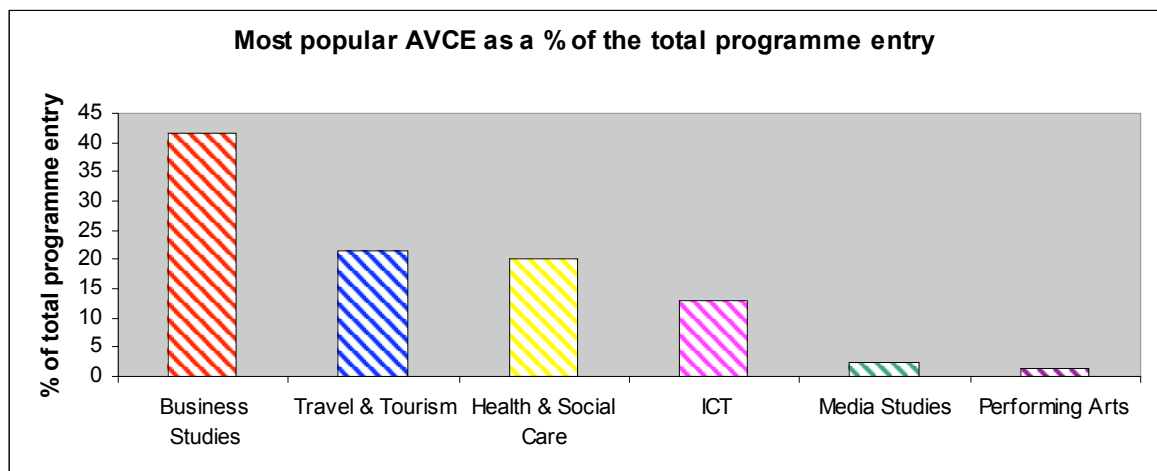
\* Included Eng Lang/Eng Lit/Eng Lang & Lit

In addition, 19.1% of the cohort followed one year AS courses, the results of which were as follows:

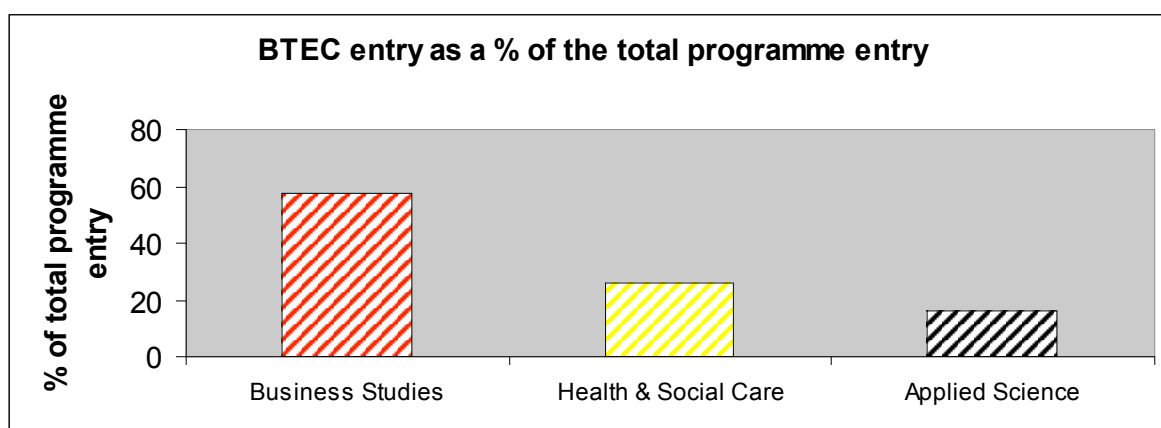


### AVCE/BTEC Programmes

Of the students following vocational programmes, 84% were entered for AVCEs and 18.4% for BTEC National Diplomas.



Of those students entered for BTEC National:



It is clear that in most schools and colleges little attempt has been made to combine GCE and AVCE/BTEC in individual student programmes, only 7.4% combining GCE and AVCE/BTEC courses. These largely draw upon:

- GCE Media Studies and AVCE Business Studies, and
- GCE History/Geography and AVCE Travel and Tourism.

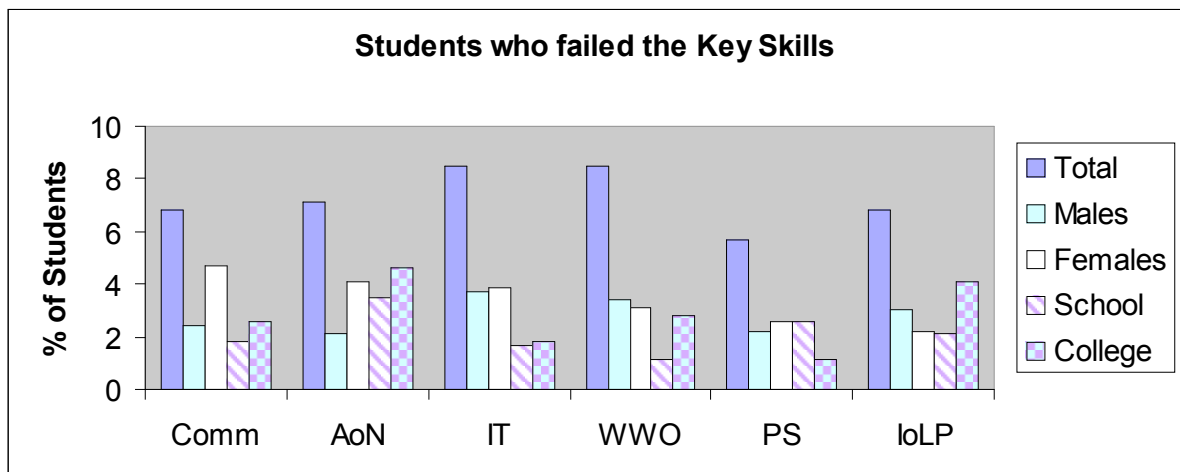
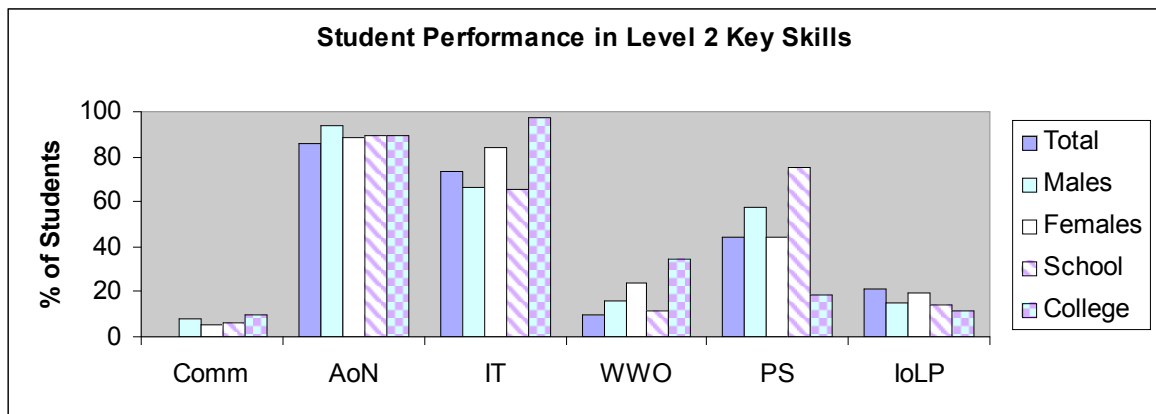
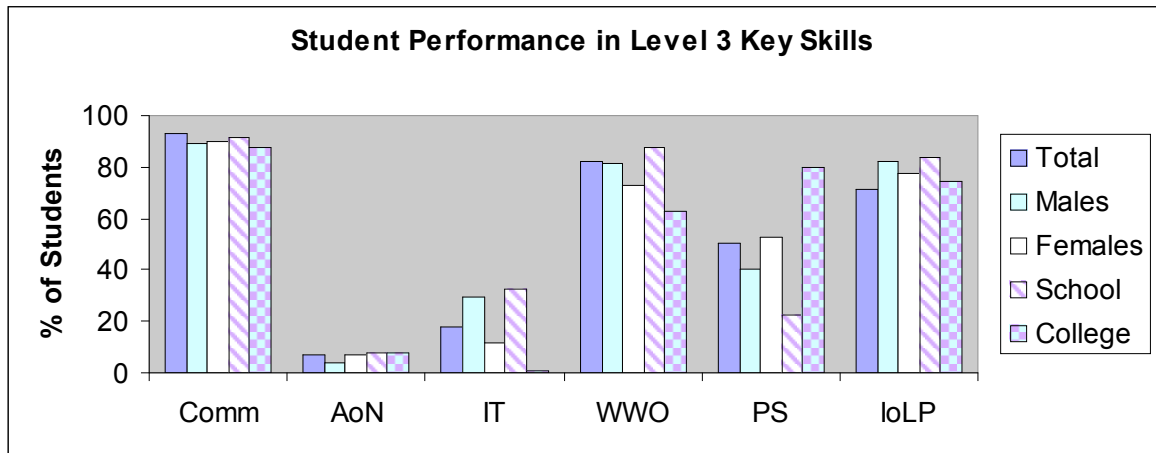
## 5. HOW DID STUDENTS DO IN THE WBQ CORE?

Now that we know something about the prior achievement of the 2003-05 WBQ cohort, together with information about their programmes of study, it is time to look in some detail at how well they did in the various assessment components. So, the remaining parts of this section consider performance in the WBQ Core, and the following section, achievement in the Options. This section looks at student performance under 3 headings:

- the Key Skills;
- the Individual Investigation;
- the Diaries/Verification statements.

## KEY SKILLS

The results of student performance in the key skills part of the WBQ Core are shown in the graphs below.



The following points are highlighted by the graphs:

- The high level of success achieved by most students in the six key skills, with a number achieving more than the required 3 key skills at level 3.
- The majority of centres and students targeted Communication (93.2%), Working with Others (81.9%) and Improving Own Learning and Performance (71.7%) at level 3.
- Achievement at level 3 in Application of Number (6.9%) and IT (18.0%) was much lower.
- Most of the students achieved the required 6 key skills, with only a small percentage failing in each skill (range 5.7%-8.5%).
- Significant differences emerge between males and females in IT, Problem Solving and Working with Others.
- Differences between schools and colleges were more significant in IT, Working with Others and Problem Solving.

### **THE INDIVIDUAL INVESTIGATION**

Many students produced Individual Investigations of a very high standard, with a pass rate of 98.8%. The work was interesting, varied, relevant and within the spirit of the WBQ. The choice of illustrative material was broadly suitable, manageable and appropriate to level 3.

#### **Skills and techniques**

Use of **maps and diagrams** was appropriate and gave Investigations a sense of place and context. In the best examples **annotation** was used to explain and to help evaluate a map or diagram.

**Statistics** were included to varying degrees. At best they were effectively integrated into the text and were not included as a 'bolt on' simply to satisfy the assessment criteria. Some of the best examples came from primary data and the use of questionnaires that had been effectively compiled, collated and represented.

A range of **graphs** was often introduced and linked to the text. They enhanced the studies. In the better Investigations they were seen as an opportunity to introduce observation and evaluation.

Where used, **tabulated data** was relevant and enhanced the Investigations

It was important to see the inclusion of **primary data**. It added to the work and was a valuable source of information from which to illustrate techniques, and from which to arrive at conclusions and evaluations. Several students undertook simple questionnaires, but sometimes did not take the opportunity to display the results to maximum effect.

Some students posed '**open ended questions**' in their questionnaires to pick up items of specific interest.

## Knowledge

The **information** included in the majority of Investigations was appropriate and contemporary and derived from a wide range of sources.

Good and relevant use was made of **internet research** in the majority of Investigations.

The selection of **appropriate** knowledge and information is an important skill and was rewarded.

There was a **good balance between the 'Welsh' and 'Wider' dimensions**. Where an imbalance occurred it detracted from the work. Some students introduced too many contexts; these detracted from the clarity and evaluation of the Investigations.

Systematic treatment of the information was evident in an organised and planned manner from the majority of students.

## Understanding

**Understanding** was demonstrated to varying degrees.

It was evident that the majority of candidates had worked hard, enthusiastically, benefited from the experience, and were able to **apply knowledge meaningfully and use skills appropriately**.

Some students were good at describing but less confident in giving **explanations** or indeed the **causes and consequences** for material included. This is a higher level skill but is important in evidencing understanding, particularly at level 3.

## Evaluation

It was evident that the majority of students had benefited from undertaking their Investigations and had improved their **ability to arrive at clear opinions and judgements**.

**Conclusions** were often meaningful, and **addressed the titles**, with the best ones based on both a consideration of the information included and on **personal research** (questionnaire and personal observation).

Some conclusions were a little brief and simplistic and for some of the weaker students, there was an over reliance on personal comment and opinion rather than

on **documented information and reference to knowledge and data included earlier in the Investigation.**

In addition to a formal conclusion there was, from the more able students, attempts at **personal reflection and evaluation**, often throughout the Investigation, for example in relation to graphs, diagrams, photographs etc.

In many Investigations, however, it is clear that this criterion still needs further work. **Students need to be made aware that evaluation and reflection are essential and mandatory requirements of success at level 3.**

## **Some further observations on the Individual Investigation**

### **Length and Organisation**

As a general rule, the Investigations were appropriate in terms of length (word count). The Investigations were generally well organised, presented, structured, clear and unambiguous and as such were generally effective. It was encouraging to see many Powerpoint presentations, which had obviously improved the students' IT skills and their ability to make an oral presentation. The most effective Investigations were crisp and correlated generally with high quality outcomes. The most successful students appeared to be those that had received and taken part in a series of introductory discussions on 'how to organise work'.

### **Titles**

A wide range of original and individual titles was seen. These reflected the diverse range of Options students were taking, but also their personal interest areas. Such a range of titles is entirely appropriate and within the spirit of the WBQ. As a general rule, titles that are 'hypothesis' or 'question based' tend to be the most effective.

In the best examples, students 'kept on track' and constantly returned to the title in their evaluation and conclusion section, and were able to gain full credit against the assessment criteria.

The advice to students and centres is to ***keep titles simple and avoid over complexity.***

### **The 'Welsh Perspective' and the use of the 'Wider' scale**

These were generally appropriate. The most effective approach is where the student selects an issue for study and illustrates its nature, problems and features with examples drawn from Wales and from another part of the world or at a different scale outside Wales. This is more appropriate than using multiple comparisons that often confuse students and take them off at tangents.

## Presentation of Information

As stated above, the Investigations showed that a wide range of sources had been used and, in the best examples, sources were not only well researched but acknowledged. Information was generally well presented, with effective use made of tables and graphs throughout. Careful use of other imagery generally enhanced the Investigations and improved understanding and sense of context.

### **DIARIES/RECORDS/VERIFICATION STATEMENTS**

The evidence suggested students had worked 'smarter' rather than harder, and there was ample evidence that they had acquired appropriate information and experiences.

In the best examples, students had undertaken personal research and so had enhanced their diaries or files.

Where external speakers were part of the centre's programme they not only met the criteria of the Specification, but also sparked the imagination and interest of the students

Students' commentaries on **WEW** were generally sound. In the best work this was thorough and evaluative; in others, it was quite descriptive.

There was a good use of videos in addressing the key issues of **PSE**.

There was a sense that students had enjoyed and understood the **PSE** programme, which, from this evidence, is becoming much more issue based.

**Community Participation** had been well undertaken and varied from students doing specific worthwhile projects, to students developing their 'outside school/college' interests in sport or charitable work within the community.

The **Team Enterprise** activity was a consistently good aspect of the WBQ. This has been achieved through a variety of vehicles and approaches, e.g. Young Enterprise Schemes or Business Dynamics. Not only was this work generally well documented and evaluated, but the evidence points to the fact that students obviously enjoyed and benefited from participation.

The content of **WRE** generally, was appropriate and satisfied the criteria. In the best cases, students had gone up to and beyond the requirements of Working with an Employer. A variety of approaches were seen, from Careers Wales booklets to in-house tailored documentation. Both worked equally well.

The **Language Module** showed, perhaps, the greatest inconsistency. For some students the content and material were well above the 20 hours required, but for others, the evidence base was a little light. This was acknowledged by some Centre Coordinators during the visits and was already being addressed. It is important that there is security in judgements and that this aspect has been systematically undertaken and that there is evidence to confirm that the student has made

progress. In some centres there was evidence of internal accreditation certificates awarded on successful completion of the Language Module.

**Some general points on Assessment  
(application of criteria, consistency of assessment, quality of internal moderation)**

**Application of Assessment Criteria: Investigations**

Appropriate help and support appears to be provided generally by tutors, particularly through the comments made by the tutor, on each of the assessment objectives. In most cases, comments were in line with the assessment criteria. The overall comments were also helpful in allowing the external moderators to receive reassurance and confirmation of the final judgments. Where the tutor did have concerns or reservations these were clearly stated and again were helpful in arriving at final judgments. It is obvious that in some instances students had benefited from a pre-assessment by the tutor who had provided specific points for remedial action. Where students had followed the advice, the outcomes were successful.

It is also important for tutors to refer to things that had been particularly well done or were examples of good practice. It is important that the moderators are made aware of this.

**Application of assessment criteria: diaries**

Standards of internal moderation and verification were generally appropriate and consistently applied.

Good assessment of the WRE diary.

Community Participation was generally well assessed and comments from both students and verifiers were evaluative and helpful.

A tutorial record was often kept on WEW, PSE and other aspects of the course, and again this was helpful in gaining a secure judgment of the centre.

Third party verifications were in place in appropriate places of the course. This again had been generally well overseen by the Centre Coordinators.

The highlight of the best files was a student achievement checklist. This was a very important document and helped the moderators to arrive at secure judgments.

Key skills had been appropriately delivered and developed when opportunities emerged naturally within some centres.

## **Concerns**

### **Language Module.**

More information is needed on the amount of improvement and progress made by students, for example, by assessing their capability before and after completion of the Module.

### **Internal standardisation/moderation**

More information is needed on the procedures for internal moderation or verification. This is important in order to pick up any omissions or aspects or, indeed, simple matters such as declarations or verifications.

## **Conclusions**

Overall, the students appear to have benefited from following the WBQ Core at level 3.

Centre coordinators and staff teams are to be complimented for developing the course, for monitoring the learning experiences of the students and for delivering and evidencing the assessment criteria of the Qualification.

All moderators felt that the visits were very useful and were appreciative of the support and welcome received.

## **6. HOW DID THEY DO IN THEIR OPTION PROGRAMMES?**

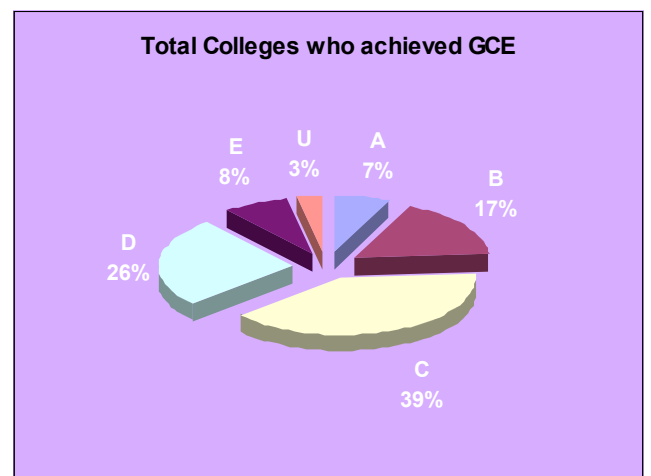
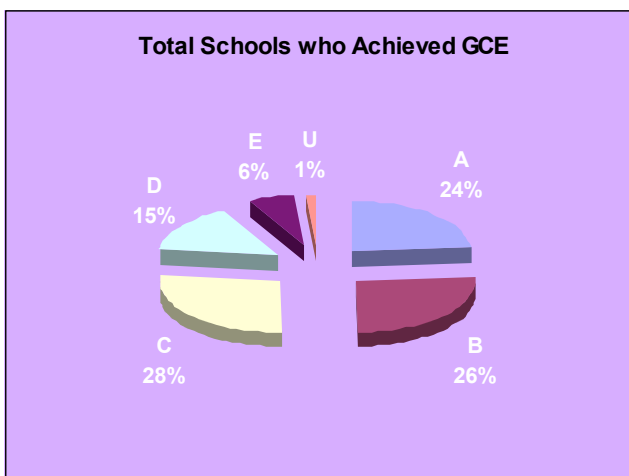
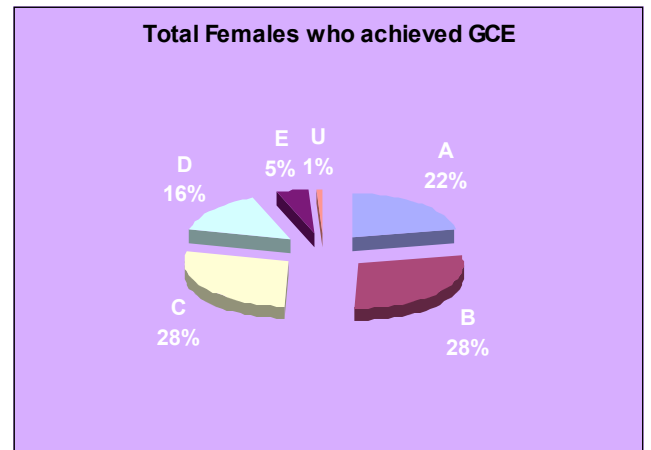
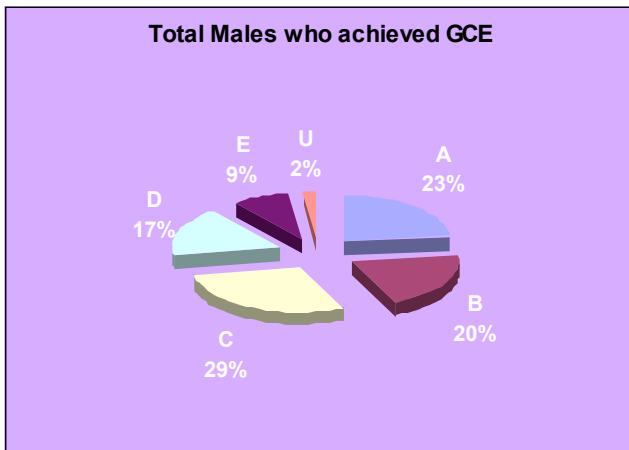
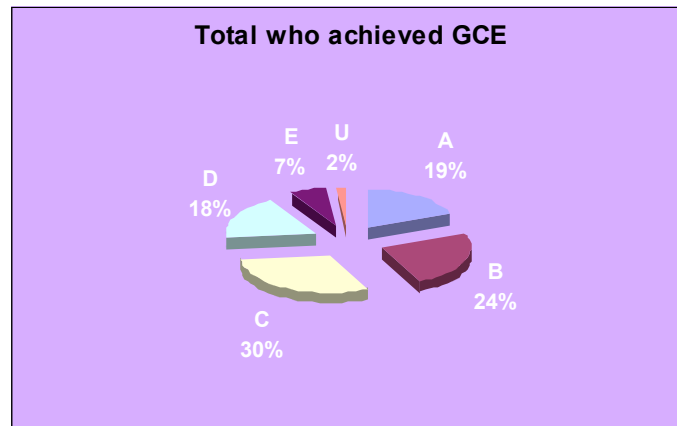
The other assessment part of the WBQ is located in the students' Options courses and programmes. This consists of two possible routes – the 'academic' (GCE) and the 'vocational' (AVCE/BTEC). In a very small number of cases, students combined courses drawn from both routes. The following table shows the GCE and AVCE/BTEC results.

### **Overall results**

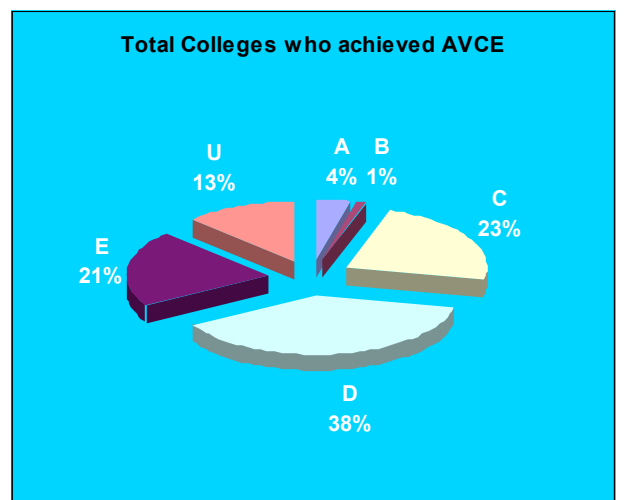
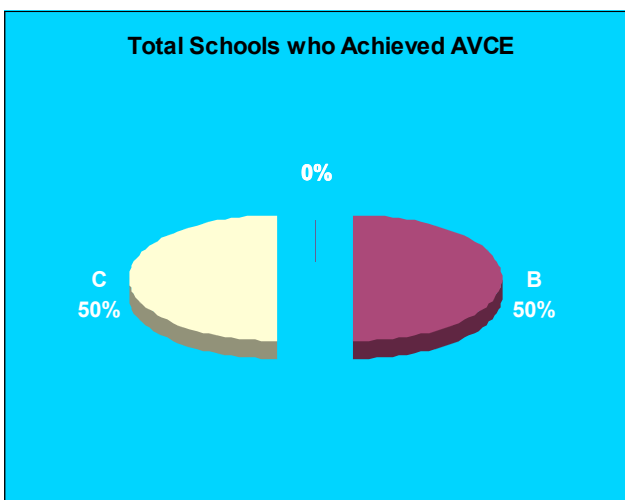
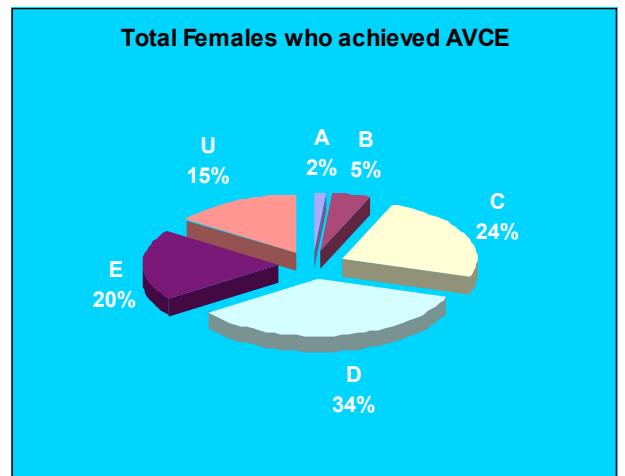
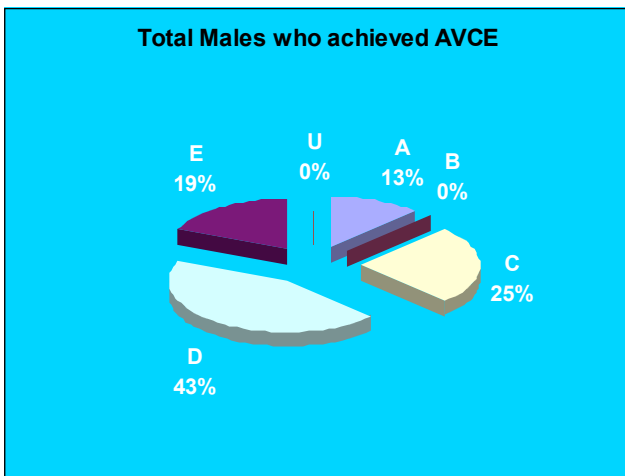
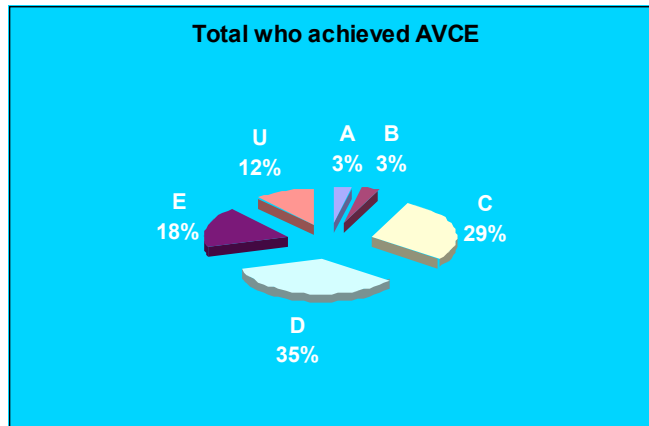
- % Core pass:  $272/299 = 91\%$
- % Diploma pass  $255/299 = 85.3\%$

A detailed breakdown of student achievement in GCE and AVCE/BTEC awards is given in the tables that follow on pages 19 and 20.

## Results by gender and by school/college



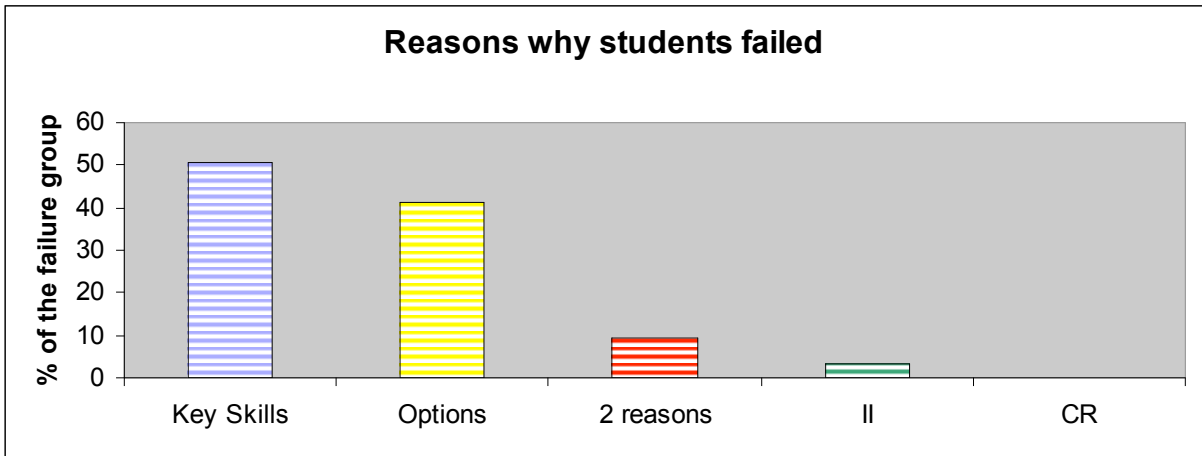
**Results by gender and by school/college**



- For the whole WBQ Advanced programme the data shows a relatively high pass rate for the Core (91%) and the Diploma (85.3%), and at both GCE and AVCE/BTEC.
- There were differences in the achievement of males and females, with the latter out-performing the males in grades A-C in GCE, but the reverse pattern in AVCE programmes.
- Significant differences also emerged between schools and colleges, with higher achievement in the former than in colleges.

## 7. WHY DID STUDENTS FAIL?

Of those students who failed to achieve the WBQ Advanced Diploma, the following were the 'reasons' for failure (in terms of percentage of the failure group):



- 50.8% failed because of lack of success in key skills.
- 41.3% because of failure in their Options.
- 9.6% failed for 2 or more of these reasons.
- 3.2% because of the Individual Investigation.
- None failed because of the curriculum requirements of the Core, i.e. diaries, verification statements.

## 8. SO, WHAT CONCLUSIONS CAN WE DRAW FROM THE 2005 WBQ?

- **Aims and achievement:** two of the aims of the WBQ are (a) to increase students' retention rates and (b) to raise levels of achievement. Clearly, the results show contrasting levels of success. The apparent relatively low retention rate (if compared with the initial estimated figure of 670 students starting the programme 2 years ago) is a cause for concern. However, centres have provided information on the reasons why 200 named students registered on the WJEC system did not complete the WBQ programme and this is a large enough sample to provide pointers about where centres and the WBQ Project Team can concentrate their attentions in order to address the problem. For example, perceptions about the demands of the WBQ Core, especially the key skills and the Individual Investigation. In contrast, those completing the full programme achieved very high success rates with 85.3% gaining the Advanced Diploma, whilst the success rate in achieving the required six key skills shows a positive outcome of the WBQ teaching-learning programme. An interesting set of statistics focuses on the issue of 'progression'. Generally most students are entered either for the Advanced or the Intermediate Diplomas. However, there is a sign that the progression of a student from an Intermediate programme into an Advanced is taking root, with 6.4% of the entry achieving the Advanced Diploma after completing the Intermediate the previous summer or in March 2005.
- **Prior achievement:** the Key Stage 3 and GCSE data suggest that the 2003-05 cohort had a relatively high standard of prior achievement. Even though there were only small differences between the sub-groups (male/female, school/college) there was some indication that the students who did not complete the WBQ programme were slightly lower achievers than those who completed. These contrasting sets of data suggest that information about prior achievement may well be of value to teachers when deciding if students are capable of following the WBQ programme and at what level.
- **Courses followed:** the majority of students followed GCE courses. In addition, there was a close correlation between type of course and type of centre, that is, school or college, with the overwhelming number of GCEs being offered in schools and AVCEs/BTECs in colleges. Only a small number (7.4%) of students followed both GCE and AVCE/BTEC programmes. Within the two types of programmes, the top 10 GCE subjects show a balance between humanities subjects and maths/sciences, with a significant presence of the newer subjects, Law, Sociology and PE. The 19.1% of students who entered for a subject at AS level only followed 'general' subjects, with a distinct trend towards 'general education'. The vocational programmes were dominated by AVCEs with the three most popular programmes being Business, Travel and Tourism and Health and Social Care. At the moment, no occupational programmes are followed, other than Construction in one college; however, courses in, for example, engineering, are planned for 2005-07 in some colleges. There is clearly a need to extend WBQ provision into other areas of the school and college curricula.

- **Key skills:** generally, results in the key skills were very good, particularly in the number of students achieving the required six, and in the rate of success in Communication, Working with Others and Improving Own Learning and Performance; these were the key skills most frequently used at level 3. Less satisfactory was achievement evident in Application of Number and Problem Solving. There were also different patterns of achievement between males/females and schools and colleges in some key skills. The general conclusion to be drawn from the data is that many centres and their students have achieved high standards.
- **Individual Investigations:** even though centres suggested that many of their students found the Individual Investigation difficult and was a major contributory factor in 'drop out' from the WBQ, the majority of students who completed the WBQ submitted good Individual Investigations. An area of concern appears to be the limited use made of skills of analysis and presentation, and the ability to evaluate and draw conclusions: clearly two areas where students could be given more advice. Teachers may find the examples of students' work to be circulated with this report of use in this process.
- **Diaries/records/verification statements:** work submitted showed that most students had completed effective records of their work, whilst Community Participation, Team Enterprise and Working with an Employer appeared to generate both enthusiasm and work of a high standard among students.
- **Language Module:** this was the weakest part of the WBQ Core programme. The main areas of concern are (a) the amount of time spent on the Module, and (b) the lack of evidence of progress made between the beginning and end of the course. The WBQ Project Team will be producing examples of how these two problem areas can be addressed.
- **Why did students fail?** as anticipated by the reasons given by centres for non-completion, a significant contributory factor to 'failure' was the key skills. A number of centres found difficulty in adjusting to the administrative demands of the WBQ in relation to the key skills, for example, delaying entry until late in the second academic year – earlier submission of portfolios allows resubmission to key skills awarding bodies. Nevertheless, a pleasing number of students achieved the required key skills package. On the other hand, the anticipated difficulties with the Individual Investigation and the diaries/verification statements did not materialise. It is suggested, however, that a problem may exist in performance in the Option, related, perhaps, to the students' perceptions of workload.
- **What is the overall conclusion?** These are an encouraging set of results with high achievement of the Advanced Diploma (85.3%) in the completing group of students. Of the remaining students in the completing group, 39% achieved the Core Certificate and 61% partially achieved, and this was recognised in the Key Skills and Options qualifications which they gained, reinforcing the fact that the WBQ model safeguards the students.