



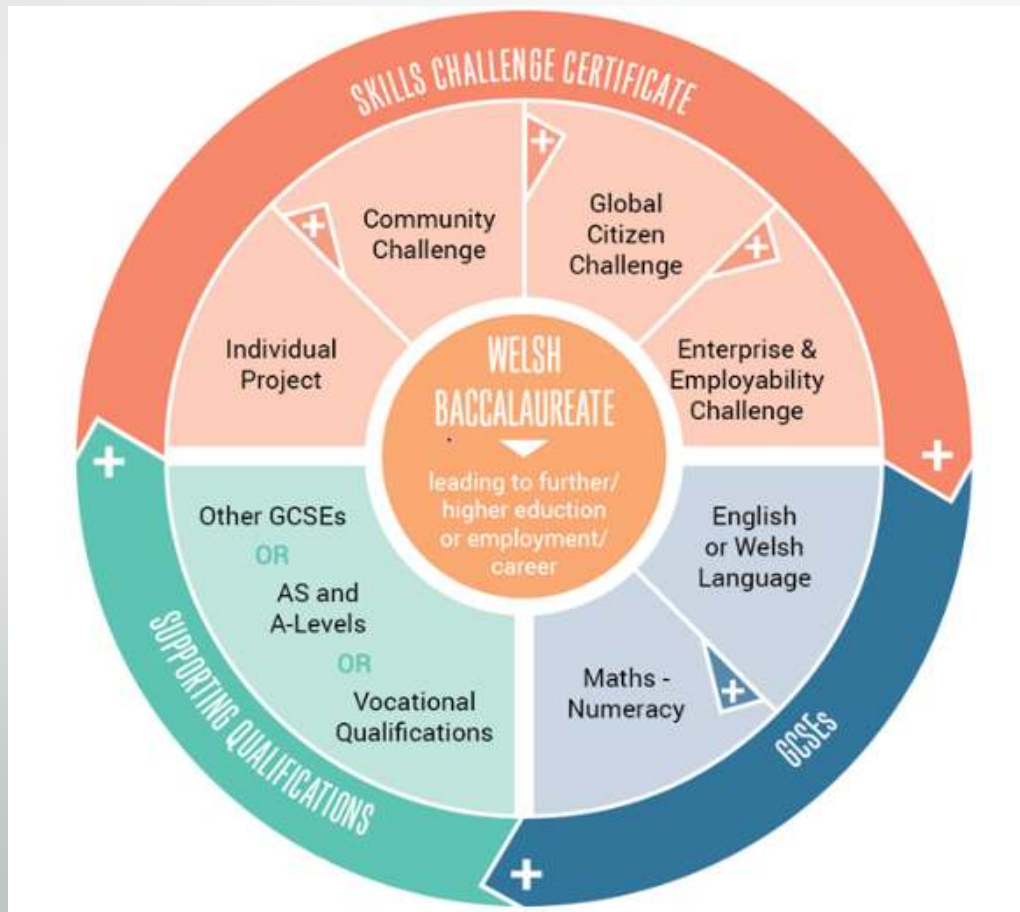
Welsh Baccalaureate 2015

Hywel Parry

Ysgol John Bright

GwE Lead Practitioner

Welsh Baccalaureate



Overview of Qualifications

National / Foundation:-

120 GLH/ Controlled Assessment

Advanced:-

360 GLH/ Controlled Assessment

National / Foundation Skills Challenge Certificate



Section	Weighting	Hours	Skills
Individual Project	50%	40 hours (including a teaching programme)	• Planning and organisation • Critical thinking and problem solving • Digital literacy
Enterprise and Employability challenge	20%	10 hours of teaching 20 hours (at least) of controlled assessment.	• Creativity and innovation • Personal effectiveness • Digital literacy
Global Citizenship challenge	15%	15 hours of teaching 10 hours (at least) of controlled assessment.	• Critical thinking and problem solving • Creativity and innovation
Community Challenge	15%	15 hours of teaching 10 hours of 'doing' (volunteering)	• Planning and organisation • Personal effectiveness

National Skills Challenge Certificate

A* - C (level 2)

Foundation Skills Challenge Certificate

Pass or Pass* (level 1)

Same programme of learning for both outcomes.

Advanced Skills Challenge Certificate



Section	Weighting	Hours	Skills
Individual Project	50%	40 hour teaching programme. 80 hours for the project.	• Planning and organisation • Critical thinking and problem solving • Digital literacy
Enterprise and Employability challenge	20%	70 hours of teaching 50 hours (at least) of controlled assessment.	• Creativity and innovation • Personal effectiveness • Digital literacy
Global Citizenship challenge	15%	50 hours of teaching 20 hours (at least) of controlled assessment.	• Critical thinking and problem solving • Creativity and innovation
Community Challenge	15%	20 hours of teaching 30hours of 'doing' (volunteering)	• Planning and organisation • Personal effectiveness

Advanced Skills Challenge Certificate

A*- E (level 3)

Method of Assessment

- Controlled assessment at centre/school.
- **No** re-drafting.
- A re-sit is allowed if **failed** on first attempt at moderation, but then outcome is limited to a '**pass**'.
- Moderation in January or June of either year (project-yrs 11 and 13 only)

Other Elements

- Mentoring (similar to current provision)
- Skills Development File

Skills Development File



- A detailed outline of the centre's Skills Challenge Certificate delivery model for each cohort/academic year, including all four components;
- A scheme of work **demonstrating how all seven essential and employability skills will be developed** in preparation for the three Challenges and the Individual Project for each discrete group/cohort of learners;
- Examples demonstrating the range of teaching and learning experiences provided supplemented by examples of learner work where appropriate;
- An outline of Challenge Briefs chosen for assessment.



Curriculum Planning

- Outcomes
- Strategic Planning

Outcomes

- Classes
- Selection of Challenges

Classes

Type of Class	For	Against
Ability grouping	Stretch for the top end, focus on the borderline	Stigma of the lower sets
Mixed ability	Brighter help the weaker	Lose the top end in dealing with the disaffected?
Single gender	Specific learning styles	Lack of skilled teachers?

Selection of Challenges

- Need to ensure the challenge **fires their imagination** and **inspires** them to their best work.
- Reflects the **community** and **traditions** of the school.
- A challenge can be **different** from class to class (or students to student!)
- The **challenge** creates the materials for assessment.

Strategic Planning

- Staffing
- Resources

Staffing

- Specialisms (Num / Lit / ICT / Hum)
- Adaptable
- Long term planning
- Responsibilities

Resources

- Rooming
- Paper?
- Sustainability

The 'Challenge' of Provision

- Long-term qualification
- Main performance indicator for schools from 2018 (at 16)
- Shift in focus from booklets to **nurturing and developing** skills, before formal assessment under **stricter conditions** than previously.

Difficult Decisions

- How to timetable-instead of what?
- How to develop a permanent structure?
- How to fund the qualification (ICT)?
- Who will be delivering it?

The Ysgol John Bright Model

Year 10

- 4 groups timetabled at the same time.
- 2 groups undertaking Enterprise and Employability
- 2 further groups undertaking Global Citizenship
- Swap topics and teachers mid-way through the year.

Year 10

Advantages	Disadvantages
Develops specialism within the staff	Timetabling-staff across subjects
Differentiation within the groups	Access to ICT as classes are taught at the same time.

Year 11

- Individual Project
- Two lessons per week
- Ability grouping

Community Challenge

- Develop skills through 'other' activities e.g. PE, Skills Days, Enrichment Week.
- Set timescale to complete the 'voluntary' aspect
- Specific sessions to complete the evaluation process (Yrs 11 and 13)

Year 12

- 2 lessons per week undertaking Enterprise and Employability
- 2 lessons per week undertaking Global Citizenship
- Consistency amongst staff (2 groups per teacher)
- Mixed ability groups (timetabling)

Year 13

- 1 lesson per week Enterprise and Employability
- 3 lessons per week Individual Project

Any Questions?



Hywel Parry

Welsh Baccalaureate Lead Practitioner-GwE
Associate Assistant Headteacher-Ysgol John Bright

staff.hyp@johnbright.conwy.sch.uk