



WELSH BACCALAUREATE ADVANCED

ACCREDITED BY
WELSH GOVERNMENT

Teaching from 2015

SPECIFICATION

Version 3



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Clarification of when supporting qualifications can be counted	9
	Inclusion of UMS	37-38
	Clarification of arrangements for resitting components and removal of reference to capping of component results	39
	Update to the information on external moderation to reflect current arrangements, including e-submission	40
	Update to the information on certification arrangements to reflect current arrangements	41
	Removal of Appendix A and retitling of Appendix B as Appendix A	44
	Clarification of where centres can access the Approved Challenge Briefs, associated tasks, controls summary table	throughout
	Removal of references to the post-16 Foundation and post-16 National Welsh Baccalaureate and Skills Challenge Certificates	throughout
	Removal of references to Key Stage 4 / KS4	Throughout
3	Amendments applied to components.	3, 4, 8, 39 and 41
	Weightings updated to reflect component change.	37 and 38

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1. Introduction

1.1. Qualification Title and Codes

This specification covers the following qualification:

601/4921/8 WJEC Advanced Welsh Baccalaureate (level 3)

601/4917/6 WJEC Advanced Skills Challenge Certificate (level 3)

1.2. Rationale

The central focus of the Welsh Baccalaureate at Advanced level is to provide a vehicle for level 3 learners to consolidate and progress the development of essential and employability skills. Building on their achievements at level 2, the qualification will help learners develop more complex skills, attributes and behaviours. It will provide experiences which will enable learners to be better prepared for their future destination, whether university, further training or employment. The emphasis in the Welsh Baccalaureate is on applied learning i.e. acquiring and applying a range of transferable skills. Learners will develop skills through engagement in purposeful tasks; applying knowledge and understanding in contexts appropriate for level 3 learners. The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work.

Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the Welsh Baccalaureate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

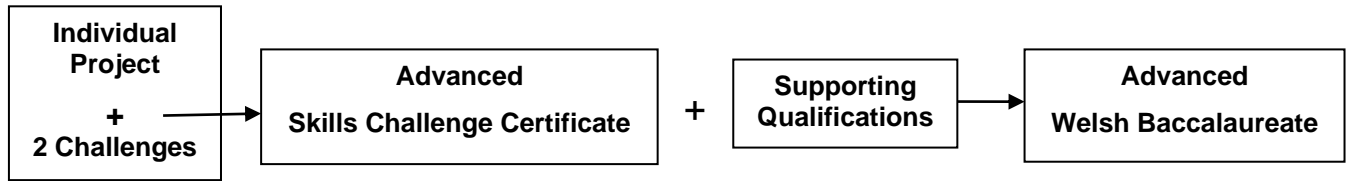
The Welsh Baccalaureate is based on a **Skills Challenge Certificate** alongside **Supporting Qualifications**. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Baccalaureate.

The **Skills Challenge Certificate** consists of four components, learners must complete the Individual Project together with 2 of the Challenges:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge

The **Supporting Qualifications** include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy at grades A*-C. Learners require two A levels grade A*- E, or equivalent level 3 qualifications totalling at least 600 GLH.

The following diagram illustrates the routes towards achievement of the Advanced Welsh Baccalaureate.



The focus of the Skills Challenge Certificate will be on the essential and employability skills young people need in their future lives and these skills will be developed and assessed through an Individual Project and three Challenges. The Skills Challenge Certificate has been designed to include learning and assessment which will enthuse, engage and motivate learners in the classroom, the workplace and the wider community. Learners will be required to consider how the application of their learning may impact on individuals, employers, society and the environment. The qualification has been devised around the concept of a 'plan, do, and review' approach to learning where learners are introduced to a context for learning, planning activities, carrying out activities, reviewing outcomes and learning.

The Welsh Baccalaureate may be undertaken through the medium of English or Welsh or bilingually.

1.3. Aims and objectives

The **aims** of the Welsh Baccalaureate are to:

- develop and assess a wide range of essential and employability skills
- promote the value and development of skills for education, life and work
- provide opportunities to develop and assess skills through purposeful, meaningful and engaging learning experiences
- make learning relevant and set in real-life contexts for real-life purposes
- build on and align with the wider curriculum and associated learning frameworks.

The **objectives** of the Welsh Baccalaureate are for learners to be able to:

- develop an appreciation of the importance of skills development as a key aspect of life-long learning
- engage in active, creative, open-ended and learner-led opportunities
- enquire and think for themselves, plan, make choices and decisions, solve problems and reflect on and evaluate these
- broaden their experience through engagement with external organisations
- develop as effective, responsible and active citizens ready to take their place in a global society and in the workplace
- develop initiative, independence and resilience
- increase their confidence and their motivation for learning and skills development
- work independently, take on responsibilities and work effectively with others.

1.4. Essential and employability skills

The Welsh Baccalaureate aims to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are the skills that employers and next-stage educators value and which learners need for learning, work and life.

The Welsh Baccalaureate will:

- enable learners to consolidate and formalise learning of skills;
- provide a theoretical underpinning of knowledge and techniques related to skills;
- encourage reflection, analysis and articulation of the learner's own proficiency in the skills;
- engage learners in exploring, developing, practicing and applying the skills;
- increase confidence and effectiveness in the use and application of the skills in a range of meaningful and 'real-life' contexts and purposes.

The seven essential and employability skills are:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

Clear, purposeful assessment of the essential and employability skills includes:

LITERACY
<ul style="list-style-type: none"> • GCSE English Language or GCSE Welsh Language at grade A* - C is a requirement with progression shown through the Individual Project and Challenges.
NUMERACY
<ul style="list-style-type: none"> • GCSE Mathematics – Numeracy at grade A* - C is a requirement with progression shown through the Individual Project and Challenges.
DIGITAL LITERACY
<ul style="list-style-type: none"> • Understand and respond appropriately to risks and problems in order to communicate safely in a digital world • Use social media safely and effectively • Understand and manage own digital footprint • Use, manipulate or create data and information and present it digitally for different audiences • Be able to find, organise, store, manage, share and protect digital information • Evaluate the reliability of sources of information • Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning.

CRITICAL THINKING AND PROBLEM SOLVING

- Understand and apply decision-making and problem-solving approaches and techniques
- Identify and analyse problems or issues
- Identify potential solutions or responses and reasons for different views
- Be able to justify decisions
- Identify and develop arguments
- Critically assess the strength of options and arguments, take into account opposing views or alternative ideas, validity and reliability
- Demonstrate resilience and perseverance
- Reflect on approaches and techniques for critical thinking, decision making and problem solving and own proficiency in them

CREATIVITY AND INNOVATION

- Understand how to and be able to generate ideas and identify and make the most of opportunities
- Demonstrate original thinking and an ability to identify and challenge assumptions
- Be able to combine or develop ideas
- Assess and evaluate ideas, choosing and implementing options
- Demonstrate imagination and initiative
- Reflect on the process and identify how it could be improved

PLANNING AND ORGANISATION

- Understand the importance of clear aims and objectives
- Be able to develop and agree aims and objectives and set targets or milestones
- Demonstrate responsibility and reliability
- Be able to produce a plan, identify and manage resources, timescales, activities and allocate responsibilities
- Select, organise and evaluate information relevant to the objective or plan
- Implement the plan
- Monitor and evaluate the plan, modifying it as needed and adapting to change
- Identify and respond to risks
- Reflect on and evaluate the planning process and its outcomes

PERSONAL EFFECTIVENESS

- Understand, manage and improve own behaviour and performance
- Demonstrate initiative and independence
- Evaluate own personal effectiveness
- Manage time effectively
- Be able to respond appropriately to conflict
- Understand roles and teams
- Work effectively within a team
- Respect and respond to the values and opinions of others, presenting own views effectively

1.5. Progression

The Advanced Welsh Baccalaureate is available to post-16 learners. It provides a progression route for learners that have completed the National/Foundation Welsh Baccalaureate, promoting inclusion, retention, completion and achievement. It builds on the learner's previous education and allows for progression to further and higher education.

1.6. Tutorial Support and Mentoring

At this level a particular focus is placed on independent learning. However, an important feature of the qualification is the entitlement for the experiences and progress of learners to be enhanced and underpinned by regular tutorial support and mentoring. Each learner is allocated a Personal Tutor/Mentor and has an entitlement to regular one-to-one interviews and individual help, support and guidance.

Individual support and guidance is seen as a key element in the success of learners following the Welsh Baccalaureate. Every learner who follows the Welsh Baccalaureate must be allocated a **Personal Tutor/Mentor**. This entitlement must be built into the delivery model of the centre. How this is organised within a centre depends on internal arrangements and requirements.

The Personal Tutor/Mentor should be able to advise the learner on their progress and approach to all aspects of their Welsh Baccalaureate programme. They should encourage the learner through appropriate action planning and target setting, to take more responsibility for their own learning. They may also advise learners of where to seek additional expert advice, support and guidance. The Personal Tutor/Mentor may also contribute to and provide valuable support for the learner and centre, in mapping and tracking progress of the learner.

2. Qualifications Structure

2.1. WJEC Advanced Skills Challenge Certificate

360 guided learning hours have been allocated for the completion of the Skills Challenge Certificate; this provides time for learners to develop the essential and employability skills to the appropriate level and to undertake the assessment of the three components. There is an expectation of 270 hours of 'contact time', i.e. hours in which a tutor is present and contributing to the learning process. This time includes taught content, supervised practical work outside the classroom and supervised study time.

The three components allow learners to develop and apply all the essential and employability skills but the assessment of each component will be focused on specific skills. The following table details the specific skills and identifies the type of assessment for each component.

Skills Challenge Certificate components	Weighting	Assessed Skills	Internal Assessment	External Moderation
Individual Project	50%	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Planning and Organisation • Critical Thinking and Problem Solving 	✓	✓
Enterprise and Employability Challenge	25%	<ul style="list-style-type: none"> • Numeracy • Digital Literacy • Creativity and Innovation • Personal Effectiveness 	✓	✓
Global Citizenship Challenge	25%	<ul style="list-style-type: none"> • Literacy • Critical Thinking and Problem Solving • Creativity and Innovation 	✓	✓
Community Challenge	25%	<ul style="list-style-type: none"> • Planning and Organisation • Personal Effectiveness 	✓	✓

The component details can be found in **Section 3**.

2.2. WJEC Advanced Welsh Baccalaureate

To achieve the Advanced Welsh Baccalaureate learners must achieve A*-E in the Advanced Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language or GCSE Welsh Language at grade A* - C.
(Alternatively legacy GCSE English Language and GCSE Welsh Language at grade A* - C are accepted)
- GCSE Mathematics – Numeracy at grade A* - C
(Alternatively legacy GCSE Mathematics at grade A* - C is accepted)
- one of the following options:
 - **Two** A levels at grade A* - E;
 - **One** A level at grade A* - E and a Pass in **one** level 3 vocational qualification of at least 300 GLH;
 - Pass grade in **one** or **two** level 3 vocational qualifications which total at least 600 GLH.

The GCSE Supporting Qualifications can be achieved either during the Advanced Welsh Baccalaureate programme or previously.

These Level 3 supporting qualifications may be achieved during the Advanced Welsh Baccalaureate programme or in the academic year prior to registration.

3. Components

3.1. Component Structure

Component title

The component title summarises in a concise manner the content of the component.

Purpose

The purpose provides a clear summary of the component.

Introduction

This is written to assist centres to explain to learners the purpose of the learning in the component.

Guidance for delivery

This provides the teacher with ideas on how to deliver the component. The guidance also gives ideas of context for the component and suggests possible contacts that could be made in the delivery of the learning.

Evidence for Assessment

This section summarises assessment requirements and provides the learner and the teacher with details of the evidence required for assessment.

Examples of content in an appropriate Teaching and Learning programme

The indicative content defines the breadth and depth of learning for each specified skill and for the context of the component. It is expected that the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the component. Learners will be expected to apply the skills, knowledge and understanding acquired through the learning to the specifics of the learning outcomes.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do, as a result of completing the learning in the component.

Performance Bands

The performance bands specify the standard a learner has demonstrated for the learning outcomes of that component. The score for the performance bands are used to determine the summative component grade.

3.2. Individual Project

Purpose

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity with an emphasis on future educational or career aspirations. During the Individual Project learners will explicitly develop skills in **Literacy, Numeracy, Digital Literacy, Planning and Organisation, Critical Thinking and Problem Solving** and apply them in an appropriate manner.

Introduction

What form should the Individual Project take?
 What skills will learners need to develop and use to carry out the Individual Project?
 Does individual learning mean the learner can't have help?

The Individual Project must be produced and presented either as a written account (3,000 – 5,000 words in length) or an artefact/product supported by written evidence (1,500 – 3,000 words). There is a wide range of possibilities which can be chosen as a focus for the Individual Project and learners are encouraged to explore a subject with an emphasis on future educational or career aspirations.

To carry out and complete the Individual Project, learners need to develop and use a wide range of appropriate skills. In completing the Individual Project learners will recognise the importance research plays in making informed decisions. Learners will be encouraged to find, evaluate, analyse, communicate and use information to solve complex problems. Learners will have the opportunity to demonstrate originality, initiative and to exercise personal responsibility.

- Skills needed will include:
- planning and organisational skills that will enable learners to manage the task
- research skills
- acquiring and handling information and data required
- critical thinking skills which will enable them to analyse and use research effectively
- problem solving skills which will enable them to overcome challenges and produce solutions
- communication and digital literacy skills to support their research and presentation of information.

While learners will be encouraged to work independently, flexibly and creatively, they should be supported in developing appropriate skills.

Guidance for delivery

At this level it is advised that learners spend approximately **one hundred and twenty hours** on the Individual Project. An appropriate teaching and learning programme of approximately **forty hours** aimed at developing the relevant underpinning essential and employability skills together with research and relevant practical skills, should be provided. For the purpose of the Individual Project there will be a particular focus on teaching, learning and assessment of **Literacy, Numeracy, Digital Literacy, Planning and Organisation** and **Critical Thinking and Problem Solving**.

Learners should work independently seeking and acting on advice when necessary. It is advised that learners approach the Individual Project having developed the full range of essential and employability skills through the three Challenges.

The Individual Project can only be submitted for assessment by WJEC during the second year of the learners' Welsh Baccaulaureate programme.

Evidence for Assessment

The Individual Project should be presented either in:

- written form 3,000 – 5,000 words in length;
or
- artefact/product that includes 1,500 – 3,000 words together with clear evidence of the design and development of the artefact /product.

Written work **must** be word processed and include a variety of graphs, images, statistical tables, diagrams and drawings.

Learners who produce a product/artefact are **not** required to submit the final outcome, but they **must** provide clear evidence of how the product/artefact has been designed and developed. Evidence of the final product/artefact **must** also be presented to ensure the moderator can consider the standard of the outcome. This may be presented in a variety of ways (e.g. photographic, electronic) but the method chosen must be appropriate and of high quality.

Examples of content in an appropriate Teaching and Learning programme

Planning and Organisation

- Development of aims and objectives
- Project planning – action planning, setting timescales, milestones and deadlines, identifying sub tasks and activities, setting targets, identifying resources, identify risks
- Project management – check, measure, monitor, review progress, adapt to change, manage risks, use of project management software, Gantt charts, Critical Path Analysis
- Identification, selection, collation and organisation of information and numerical data from variety of complex sources

Critical Thinking and Problem Solving

- Identification, interpretation and use of a variety of facts, opinions and viewpoints
- Identification, development, critical analysis and construction of arguments
- Expression of own views and interpretation of those of others
- Identification of information, resources and materials to solve a problem
- Identification, analysis and use of concepts, including cause and consequence, change and continuity, similarity and difference
- Problem solving techniques and potential solutions - information, resources and materials
- Formulating judgements and drawing conclusions

Digital Literacy

- Find, organise, store, manage, share and protect digital information
- Analyse the credibility of information and sources – currency, comprehensiveness, validity, reliability, bias
- Present information and numerical data in tables, graphs and diagrams
- Using, manipulating or creating numerical data and information and presenting for different audiences
- Use of digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning

Literacy

- Production of a rationale
- Synthesis and evaluation of information, specialist and complex vocabulary
- Communication using language appropriate for purpose and audience
- Presentation of information and ideas logically and persuasively
- Communication of complex information and findings in appropriate formats
- Referencing techniques e.g. Harvard referencing, bibliography, avoidance of plagiarism

Numeracy

- Research methods – internet, interview, questionnaire, observation, media
- Sampling techniques – random, systematic, stratified
- Methods for gathering primary information and numerical data
- Extraction of information from tables, diagrams and graphs
- Methods for analysing numerical data – mean, median, quartiles, percentiles, standard deviation, correlation, linear regression
- Graphical techniques for displaying numerical data – scatter diagram, time series
- Methods to present and illustrate findings, showing trends and making comparisons

In context of Individual Project

- Develop skills and techniques relevant to the context of Individual Project
- Methods of presentation of outcome - quality, fitness for purpose
- Reflection on personal performance - use of self-evaluation tools

Assessing the Individual Project

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands		
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9
LO1 Understand how to identify the focus and scope of an individual project	Appropriate introduction identifying the focus and scope of the Individual Project. Relevant aims and objectives.	Detailed and reasoned introduction identifying the focus and scope of the Individual Project. Appropriate and realistic aims and objectives.	Detailed and well-reasoned introduction identifying an effective focus and scope for the Individual Project. Logical, appropriate and realistic aims and objectives.
LO2 Be able to select and plan research methods, resources and materials	A credible rationale describing relevant research methods, resources and materials to achieve the aims and objectives.	A detailed, reasoned and effective rationale describing appropriate research methods, resources and materials to achieve the aims and objectives.	A comprehensive, well-reasoned and effective rationale describing appropriate research methods, resources and materials to achieve the aims and objectives.
LO3 Be able to select, collate, reference and assess the credibility of information and numerical data	Evidence of appropriate research selecting, obtaining, collating and referencing relevant secondary and primary information. Detailed evaluation of the credibility of sources including currency, validity and reliability.	Detailed and effective research selecting, obtaining, collating and referencing appropriate secondary and primary information. Detailed and effective evaluation of the credibility of sources including currency, validity and reliability.	Detailed, effective and comprehensive research selecting, obtaining, collating and referencing appropriate, complex secondary and primary information. Detailed, effective and comprehensive evaluation of the credibility of sources including currency, validity and reliability.
LO4 Be able to analyse the numerical data and display using digital techniques	Evidence of appropriate analysis of numerical data. Relevant use of digital techniques to organise, store, manage and display numerical data. Mostly successful interpretation of numerical results.	Detailed and effective analysis of numerical data. Appropriate use of digital techniques to organise, store, manage and display numerical data. Successful interpretation of numerical results.	Detailed, effective and comprehensive analysis of numerical data. Appropriate and effective use of digital techniques to organise, store, manage and display numerical data. Effective interpretation of numerical results.

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands		
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9
LO5 Be able to synthesise, analyse and use information and viewpoints	Appropriate understanding of context. Evidence of appropriate synthesis, analysis and use of information and viewpoints.	Detailed and effective understanding of context. Detailed and effective synthesis, analysis and use of information and viewpoints.	Detailed, comprehensive and effective understanding of context. Detailed, comprehensive and effective synthesis, analysis and use of information and viewpoints.
LO6 Be able to produce and present an outcome	Use of relevant skills and techniques when producing the outcome. Presentation of Individual Project outcome is fit for purpose and of adequate quality. Content and meaning communicated using straightforward language and terminology accurately and appropriately.	Effective use of appropriate skills and techniques when producing the outcome. Presentation of Individual Project outcome is appropriate and of good quality. Content and meaning communicated using language and terminology accurately and appropriately.	Effective use of appropriate and complex skills and techniques when producing the outcome. Presentation of Individual Project outcome is appropriate, effective and of outstanding quality. Content and meaning communicated using language and terminology accurately, appropriately and effectively.
LO7 Be able to make judgements and draw conclusions	Evidence of appropriate judgements made addressing the focus and scope of the Individual Project. Appropriate conclusions with links to original aims.	Detailed, relevant and reasoned judgements made addressing the focus and scope of the Individual Project. Detailed and valid conclusions with clear links to original aims.	Detailed, relevant and well-reasoned judgements made addressing the focus and scope of the Individual Project. Detailed, comprehensive and valid conclusions drawn with effective links to original aims.
LO8 Be able to evaluate of own performance in managing an individual project	Detailed evaluation of own performance including project management and problem solving processes. Mainly descriptive but with some justification and reasoning.	Detailed and effective evaluation of own performance including project management and problem solving processes. Clear and justified with mainly valid reasoning.	Detailed, comprehensive and effective evaluation of own performance including project management and problem solving processes. Effective and justified with valid reasoning.

3.3. Enterprise and Employability Challenge

Purpose

The purpose of the Enterprise and Employability Challenge is to develop learners' skills, whilst providing opportunities for learners to develop enterprising skills and attributes and enhance employability. During the Enterprise and Employability Challenge learners will explicitly develop skills in **Numeracy, Digital Literacy, Creativity and Innovation** and **Personal Effectiveness** and apply them in an appropriate manner.

Introduction

What opportunities and experiences can be expected in the Enterprise and Employability challenge?

What skills will learners be able to develop and use?

What does this Challenge involve?

In the Enterprise and Employability Challenge learners will have the opportunity to focus on the preparation for their future career aspirations. The Challenge will enable learners to be more opportunity-focused, self-aware and attuned to the requirements of employers and the business environment. At the heart of the Challenge is the development of an enterprising mind-set which concentrates on the realisation of how and what holds a person back or releases their potential taking into account factors such as job market, application/recruitment procedures, lifestyle expectations and the importance of managing personal finance.

Young people today often say they want to make a living by exploiting a personal passion or creating their own business. Learners will experience a simulated work project requiring project management skills and techniques. This will include the opportunity to work in a team or as an individual to design and present an innovative concept/idea based on meeting the needs of customers and/or businesses. Learners will be required to liaise with employers and interact with successful local entrepreneurs.

The Enterprise and Employability Challenge provides learners with an opportunity to develop important team working skills. Learners will be able to recognise the contributions they can make when collaborating with their peers, business advisors, potential customers and with employees in a workplace. By effectively working with others learners will develop positive working relationships as well as being able to take responsibility and work independently. Learners will need a can-do attitude, the drive to make ideas happen, a willingness to take risks and manage their own roles effectively.

The Enterprise and Employability Challenge will involve learners developing a range of skills and showcasing these in a digital **Destination Passport**. The Destination Passport will record activities undertaken including a:

- Skills Audit;
- development and presentation of an innovative concept/idea;
- development of a future destination plan including realistic educational and career pathways and considering key factors such as life style expectations and personal finances;
- reflection of the development of skills, attributes and experiences during the course of the Challenge.

Guidance for Delivery

At this level it is advised that learners spend approximately **one hundred and twenty hours** on the Challenge with approximately **seventy hours** spent developing the relevant underpinning skills, knowledge and understanding.

For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Numeracy, Digital Literacy, Creativity and Innovation** and **Personal Effectiveness**.

Essential for the delivery of this Challenge is that learners experience either visits to appropriate businesses and/or from appropriate guest speakers. Entrepreneurs can give help, advice, support and inspiration on how to develop an innovative concept/idea.

Learners will require access to computers to build their Destination Passport.

Throughout the Challenge learners will continually reflect on their skills and experience. At the beginning of the Challenge learners are expected to carry out an initial **Skills Audit**. They will continue to review the application and development of their skills and attributes.

Innovation venture

At this level learners can complete the Innovation venture as an individual or as a member of a team consisting of 3 to 6 members. However, if they chose an individual approach it is an expectation that they would have to work with others at some stage during the completion of the activity. It is envisaged that learners will choose an innovation venture which allows them to focus on their possible future destination.

Examples of innovation venture opportunities:

- participation in the Engineering Education Scheme Wales
- development of a mobile app
- development of a fashion item
- development of an on-line business.

In preparation for learners to develop a future **Destination Plan** they need should research educational and career pathways including entry requirements, career prospects, vacancies, recruitment procedures, salaries, personal finances and the potential to meet life style expectations.

Approved Challenge Briefs can be found in the Challenge Bank at www.welshbaccalaureate.org.uk

Evidence for Assessment

Each learner must provide a digital '**Destination Passport**'. The supporting evidence in the Destination Passport must include a **Skills Audit**, an **Innovation Proposal and Presentation**, **Destination Plan**, and a **Personal Reflection**.

The **Skills Audit** establishes the starting point for a learner to identify the skills and attributes they already have and those which need to be developed.

The **Innovation Proposal and Presentation** establishes the purpose and context of the activity, alongside how the learner and/or team will prepare to develop an innovation concept/idea. It is envisaged that an Innovation Proposal would include:

- summary of innovation concept/idea
- establishing roles and responsibilities: skills audit and allocation of roles
- ideas generation: potential ideas, appraisal of ideas and rationale for decisions made
- implementation of the selected idea: market research, resource and financial implications
- individual or team schedule: establishing roles and responsibilities, tasks, priorities and goals
- design: illustrations or a prototype of the innovation concept/idea
- presentation of the innovation proposal including evaluation and justification of fitness for purpose.

The **Destination Plan** includes research of potential destination pathways and should include evidence of the:

- identification of two potential career pathways
- identification of specific skills, attributes, experience and qualifications required for the two careers
- direct contact with employers to enquire about their requirements
- a compilation of vacancies and their respective application requirements
- an up to date CV providing a chronological account of qualifications, experiences and employment history
- a formal supporting letter of application for a post or a personal statement for UCAS application
- analysis of the personal skills and attributes possessed, experiences already gained and qualifications already achieved and the gaps which need to be addressed in order to achieve the careers
- an appreciation of the financial demands of independent living and life style expectations;
- a cost analysis of personal finance implications set in a context

The **Personal Reflection Presentation** of 5 -10 minutes where the learner positively promotes their skills, qualities and attributes.

Examples of content in an appropriate Teaching and Learning programme

Creativity and Innovation

- Learning to think creatively - generating new, original, innovative concepts/ ideas
- Inspiring ownership of own concepts/ideas and respect for those of others
- Identifying and challenging assumptions
- Understanding the importance of resourcefulness and initiative
- Considering options - making the most of opportunities,
- Assessing and evaluating ideas - selecting the most feasible using a SWOT analysis
- Combining and developing concepts/ideas
- Identifying, selecting and applying solutions to meet new requirements
- Implementing solutions
- Reflecting on the process and outcome

Personal Effectiveness

Self-Assessment

- Methods for improving own learning and performance
- Evaluation of strengths and weaknesses and determining relevance of personal skills and qualities
- Development of individual learning plans, use of SMART targets
- Monitor and review achievements against targets

Self-Management

- Managing time – punctuality, reliability
- Managing resources
- Setting personal and team priorities and goals
- Consulting with experts for advice and help
- Reflect on personal performance, tools for self-evaluation

Working relationships

- Team building – team roles and responsibilities, allocation of appropriate roles and responsibilities, maintaining positive working relationships, advising and supporting others
- Demonstrating appropriate behaviours - cooperation, compromise, encouragement, respect, persuasion and negotiation
- Presentation of own views, value and respond appropriately to opinions and views of others

Numeracy

- Factors that may influence personal finance decisions – study, employment, family, health, personal interests
- Budgeting – food, utilities, rent, communications, leisure, transport,
- Insurance – personal belongings, car, loans, travel
- Make reasoned financial decisions in different everyday context e.g. running a car, living independently
- Issues of debt – what to do about it, how to avoid it, where to get help
- Financial implications of renting or buying a property
- Financial implication of location related to employment or study
- Financial implications in developing an innovative concept/idea
-

Examples of content in an appropriate Teaching and Learning programme

Digital Literacy

- Using digital techniques to present numerical data, tables, graphs and diagrams
- Methods for organising and presenting information and numerical data
- Using social media for marketing and promotion
- Using, manipulating or creating numerical data and information and presenting it digitally for different audiences
- Using digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning
- Find, organise, store, manage, share and protect digital information

In context of the Challenge

- Holding meetings – agenda, minutes
- Project management – check, measure, monitor, review progress, adapt to change, manage risks, use of project management software, Gantt charts, Critical Path Analysis
- Identification and selection of appropriate resources
- Undertaking market research and exploiting results
- Financial planning, business planning and forecasting
- Understanding marketing techniques
- Consider the impact of bilingual (Welsh/English) marketing
- Delivering a presentation or demonstration
- Using multimedia tools

Assessing Enterprise and Employability Challenge

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands		
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 - 9 marks
LO1 Be able to apply Creativity and Innovation	Evidence of generation and analysis of original ideas. Appropriate and imaginative responses. Detailed evaluation of the application of creativity and innovation.	Detailed and effective generation and analysis of original ideas. Detailed, imaginative and effective responses. Detailed and effective evaluation of the application of creativity and innovation.	Detailed, comprehensive and effective generation and analysis of original ideas. Detailed, imaginative, comprehensive and effective responses. Detailed, comprehensive and effective evaluation of the application of creativity and innovation.
LO2 Understand Personal Effectiveness	Realistic audit and development plan of personal and/or team skills, priorities and goals. Mostly successful management of own role and responsibilities, including time management, appropriate behaviours, relevant skills and working relationships. Detailed evaluation of own personal effectiveness.	Detailed and structured audit and development plan of personal and/or team skills, priorities and goals. Successful management of own role and responsibilities, including time management, appropriate behaviours, relevant skills and working relationships. Detailed and effective evaluation of own personal effectiveness.	Comprehensive, well-structured and effective audit and development plan of personal and/or team skills, priorities and goals. Effective management of own role and responsibilities, including time management, appropriate behaviours, relevant skills and working relationships. Detailed, comprehensive and effective evaluation of own personal effectiveness.
LO3 Be able to apply Numeracy	Some appropriate techniques and methods accurately used to solve problems. Evidence of appropriate analysis of numerical data. Mostly successful interpretation of numerical results.	Appropriate techniques and methods accurately used to solve a variety of problems. Detailed and effective analysis of numerical data. Successful interpretation of numerical results.	Appropriate techniques and methods accurately and effectively used to solve a variety of problems. Detailed, comprehensive, and effective analysis of numerical data. Effective interpretation of numerical results.
LO4 Be able to apply Digital Literacy	Destination Passport demonstrates mostly successful organisation, storage, management, sharing and protection of information. Mostly successful use of digital techniques including social media to present information and numerical data, tables, graphs and diagrams.	Destination Passport demonstrates successful organisation, storage, management, sharing and protection of information. Successful use of digital techniques including social media to present information and numerical data, tables, graphs and diagrams.	Destination Passport demonstrates effective organisation, storage, management, sharing and protection of information. Effective use of digital techniques including social media to present information and numerical data, tables, graphs and diagrams.
LO5 Be able to participate in a Enterprise and Employability Challenge	Clear, structured and mostly effective Innovation Proposal and Presentation. Relevant and detailed Personal Reflection Presentation, including appropriate communication skills.	Detailed, well-structured and effective Innovation Proposal. Clear and effective Presentation. Detailed and effective Personal Reflection Presentation, including clear and appropriate communication skills.	Comprehensive, coherent and effective Innovation Proposal. Well-structured and highly effective Presentation. Comprehensive and effective Personal Reflection Presentation, including clear and appropriate communication skills.

3.4. Global Citizenship Challenge

Purpose

The purpose of the Global Citizenship Challenge is to develop learners' skills, whilst providing opportunities to understand and respond appropriately to global issues. During the Global Citizenship Challenge learners will explicitly develop skills of **Literacy, Critical Thinking and Problem Solving** and **Creativity and Innovation** and apply them in an appropriate manner.

Introduction

What is a global citizen?

What skills will learners be able to develop and use?

What does this Challenge involve?

A global citizen has a vision of a better world. They are concerned about global issues and share a responsibility for what is happening to the planet as a whole. A global citizen has an interest and enthusiasm to develop their understanding of global issues and respects and values equality, diversity, tolerance and sustainability.

Global issues transcend local or national boundaries. The Global Citizenship Challenge presents learners with the opportunity to broaden their outlook, by exploring a range of issues of global significance. Through research, debate and discussion they will consider a range of facts, factors, differing opinions and points of view on a variety of global issues.

Exploring global issues will provide learners with a vehicle for acquiring and developing a range of skills. To understand global issues learners will need to think critically about them. To respond to global issues learners will need to formulate ideas to tackle global problems and present ideas for possible solutions. The development of creativity and innovation skills will be important. To present complex ideas about global issues, learners will need to develop their literacy and communication skills. The developments of these skills will give learners the ability and confidence to be pro-active global citizens, ready to make a positive difference in the world.

The Global Citizenship Challenge will provide learners with the opportunity to build knowledge and understanding of complex and multifaceted global issues from six themes: **Health, Food and Shelter, Population, Transportation, Economy** and **Natural Environment**. Some examples of global issues arising from these themes can be found in the table below.

Health	Food and Shelter	Population
Disease control Ageing population Private v public health care Gene therapy	Food production GM crops Housing Urbanisation Waste disposal Population v resources	Education Human rights Gender equality Refugees and migration Identity and culture War and conflict
Transportation	Economy	Natural environment
Sustainable transportation Bio-fuels Hybrid vehicles Price of oil Increased pollution	Economic inequality International trade and finance World debt Arms sales	Global climate change Resource depletion Biodiversity Carbon footprint Industrial pollution

Examples of content in an appropriate Teaching and Learning programme

It is important for centres and learners to take advantage of the interest, resources, support and perspectives which can be provided by **organisations** with particular relevance for specific global issues.

Through the study of global issues from a number of the themes listed, learners will have the opportunity to discuss and debate complex arguments, standpoints, views and interpretations. Learners will develop research skills, including the ability to think critically about the usefulness, currency, validity and reliability of source material. Analysing and thinking critically about global issues will also involve a full consideration of the impact of relevant political, economic, social, technological, legal, environmental (PESTLE) factors.

Learners will ultimately establish a Personal Standpoint that demonstrates a critical understanding of and/or empathy with alternative perspectives. They will then formulate possible approaches to tackle a global issue, communicating these creatively and innovatively at a **Global Choices Conference**.

Guidance for delivery

At this level it is advised that learners should spend approximately **seventy hours** on the Challenge with approximately **fifty hours** spent developing the relevant underpinning skills, knowledge and understanding including political, economic, social, technological, legal, environmental (PESTLE) factors. For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Literacy, Critical Thinking and Problem Solving and Creativity and Innovation**.

To place the development and use of the focused skills in context, a variety of global issues from across the six themes: Health, Food and Shelter, Population, Transportation, Economy and Natural Environment should form the basis of a teaching and learning programme. Appropriate examples for each theme are provided in the previous table. The number and choice of examples used from each theme is the responsibility of the learner/centre.

Learners should be provided with opportunities to analyse, think critically, discuss and debate multi-faceted and complex global issues. While local/regional or national contexts may be used for exemplification purposes, issues must be approached on a global scale. A knowledge, understanding and appreciation of a range of relevant views, alternative perspectives and arguments relative to specific global issues will be critical to success. Learners will benefit from the support of relevant external organisations e.g. resources, educational visits, visiting speakers.

The **Global Choices Conference** may be for example centre based, involve a collaborative venture of several centres or involve an external organisation.

Examples of contributions to a Global Choices Conference

- Learners may wish to use one of the following methods:
 - key note speech of 10 minutes;
 - shot gun oral presentation of 5 minutes supported by additional contribution in appropriate format e.g. a film clip, a play, a song, an animation;
 - conference paper of at least 500 words including key recommendations to be discussed at the conference.

Evidence for Assessment

Each learner must provide supporting evidence of a **Personal Standpoint**, a **Global Choices Conference Contribution** and a **Personal Review**.

The **Personal Standpoint** must be produced in written form with a maximum of 1,000 words and include:

- relevant, alternative and conflicting perspectives on the global issue;
- key components of differing arguments, claims and/or points of view;
- analysis of the credibility of sources;
- consideration of political, economic, social, technological, legal and environmental (PESTLE) factors;
- own views about the global issue.

The **Global Choices Conference Contribution** must include:

- generation and evaluation of ideas on how to tackle the global issue;
- selection and implementation of one idea;
- appropriate problem solving and decision making techniques;
- materials and resources to be used in the conference.

The **Personal Review** should include:

- development and application of skills during the Challenge;
- contribution to the Global Choices Conference.

Examples of content in an appropriate Teaching and Learning programme

Critical thinking and Problem solving

- Identifying, considering and using a variety of facts, opinions and viewpoints
- Recognising assumptions and examining the ethics of arguments
- Identifying, developing, analysing and critically assessing arguments
- Investigating the credibility, relevance and significance of sources - reliability, validity, bias, vested interest, corroboration, plausibility
- Expressing own well-reasoned and clearly expressed decisions and judgments
- Understanding and applying problem solving and decision making techniques
- Identifying problems and analysing possible options, decisions and solutions
- Implementing decisions and solutions
- Identifying, analysing and using information and data to solve problems
- Reflecting on problem solving and decision making process and implementation of solution

Creativity and Innovation

- Learning to think creatively - generating new, original, innovative concepts/ ideas, lateral thinking, hypothesising, experimenting
- Inspiring ownership of own concepts/ideas and respect for those of others
- Identifying and challenging assumptions
- Understanding the importance of resourcefulness and initiative
- Considering options - making the most of opportunities
- Assessing and evaluating ideas - selecting the most feasible using a SWOT analysis
- Combining and developing concepts/ideas
- Identifying, selecting and applying solutions to meet new requirements
- Implementing solutions
- Reflecting on the process and outcome

Literacy

- Comprehending e.g. differentiate, cite, compare, contrast, summarise, paraphrase
- Analysing and applying e.g. classify, prioritise, discriminate, demonstrate, determine
- Synthesising e.g. select, combine, collaborate, compile, rearrange, amalgamate, validate
- Communicating e.g. debate, discuss, present, illustrate, explain, articulate

In context of the Challenge

- Understanding the concept of global citizenship
- Investigating a variety of global issues, identifying, analysing and evaluating relevant, alternative and conflicting perspectives
- Understanding, considering and applying political, economic, social, technological, legal and environmental (PESTLE) factors in global issues
- Methods of presenting at a conference

Assessing Global Citizenship Challenge

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands		
	Band 1 1 - 3	Band 2 4 - 6	Band 3 7 - 9
LO1 Be able to apply Critical Thinking and Problem Solving	Appropriate consideration and presentation of own and alternative opinions, views and arguments. Detailed evaluation of the credibility of sources including currency, comprehensiveness, validity and reliability. With some success, appropriate problem solving and decision making techniques used.	Detailed and effective consideration and presentation of own and alternative opinions, views and arguments. Detailed and effective evaluation of the credibility of sources including currency, comprehensiveness, validity and reliability. Appropriate problem solving and decision making techniques used successfully.	Detailed, effective and comprehensive consideration and presentation of own, alternative and complex opinions, views and arguments. Detailed, effective and comprehensive evaluation of the credibility of sources including currency, comprehensiveness, validity and reliability. Appropriate problem solving and decision making techniques used effectively.
LO2 Be able to apply Creativity and Innovation	Evidence of original thinking and some ability to identify and challenge assumptions. Appropriate ideas, responses and solutions generated, combined and presented.	Evidence of effective original thinking and an ability to identify and challenge assumptions. Detailed and effective ideas, responses and solutions generated, combined and presented.	Evidence of clear and effective original thinking and an ability to identify and challenge assumptions. Detailed, effective and comprehensive ideas, responses and solutions generated, combined and presented.
LO3 Be able to apply Literacy	Content and meaning communicated using straightforward language and terminology accurately and appropriately. A range of perspectives and interpretations expressed and communicated. Arguments constructed and presented in a clear and well-supported manner.	Content and meaning communicated using language and terminology accurately and appropriately. A range of complex perspectives and interpretations clearly and appropriately expressed and communicated. Arguments constructed and presented in a clear, well-supported and convincing manner.	Content and meaning communicated using language and terminology accurately, appropriately and effectively. A range of complex perspectives and interpretations clearly, appropriately and effectively expressed and communicated. Complex arguments constructed and presented in a coherent, well-supported and convincing manner.
LO4 Understand issues involved in a Global Citizenship Challenge	Appropriate understanding and response to a global issue. Appropriate coverage of political, economic, social, technological, legal and environmental factors. Contribution to the Global Choices Conference is fit for purpose and of adequate quality.	Detailed and effective understanding and response to a global issue. Detailed and effective coverage of relevant political, economic, social, technological, legal and environmental factors. Contribution to the Global Choices Conference is appropriate and of good quality.	Detailed, effective and comprehensive understanding and response to a global issue. Detailed, effective and comprehensive coverage of relevant political, economic, social, technological, legal and environmental factors. Contribution to the Global Choices Conference is appropriate, effective and of high quality.

3.5. Community Challenge

Purpose

The purpose of the Community Challenge is to develop learners' skills, whilst encouraging learners to identify, develop and participate in opportunities that will benefit a community. During the Community Challenge learners will explicitly develop skills of **Planning and Organisation** and **Personal Effectiveness** and apply them in an appropriate manner.

Introduction

What is community?
 What skills will learners be able to develop and use?
 What does this Challenge involve?

In this Challenge learners will be given the opportunity to make a positive contribution to the local, regional, national or international community. Learners will focus on real-life concerns and needs whilst engaging in activities which aim to make a real difference. The Community Challenge should provide experiences that help young people understand what it means to be an active citizen. The challenge should enable them to develop as effective and responsible members of the community.

In completing the Community Challenge learners will be able to recognise the contributions they can make towards improving the chosen community and the benefits this will have for themselves, for others and for the environment. Where appropriate, learners will be able to demonstrate independence, responsibility and an ability to work well with others. Learners will have an opportunity to develop an understanding of how carrying out a community activity that is beneficial to themselves. The activity will help to promote a sense of self-worth, self-esteem and self-confidence, along with the development of individual and team working skills.

The Community Challenge will provide learners with the opportunity to select an activity from one of the following community themes:

- Social/welfare
- Neighbourhood enhancement
- Coaching

The Community Challenge involves the learner choosing a focus from one of the themes above, to address the specific needs of a chosen community. Learners will produce a **Community Activity Proposal** explaining the support needed and detailing plans for carrying out and managing the activity. Learners will spend 30 hours, normally over a period of at least four weeks, actively carrying out the activity. On completion, the learner must complete a **Personal Reflection Presentation** of at least 10 minutes, evaluating the success of the activity and their own performance.

The activity can be completed as an individual or in a team (consisting of 3-6 members).

Guidance for delivery

At this level learners should spend approximately **fifty hours** on the Challenge with appropriate time spent developing the relevant underpinning skills and knowledge. **Thirty hours must be spent over a period of at least 4 weeks** carrying out the practical 'doing' aspect of the Challenge, working directly within the community. For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Planning and Organisation** and **Personal Effectiveness**.

Approved Challenges Briefs can be found in the Challenge Bank at www.welshbaccalaureate.org.uk

Examples of opportunities

Social/welfare opportunities:

- supporting a charity by organising a programme of events/activities
- running a shopping scheme for the elderly
- volunteering support for a local youth organisation
- helping build a water well for a village in a developing country.

Neighbourhood enhancement opportunities:

- utilise land to grow vegetables to donate/sell for charity
- contributing to the upkeep of a National park
- supporting projects to develop facilities in a local park
- volunteering to support of local or international conservation project.

Coaching opportunities:

- run a French after school club
- coaching and mentoring at an Urdd centre
- coaching sport
- supporting senior citizens with IT
- run workshops for 'cooking on a budget'.

Evidence for Assessment

Each learner must provide supportive evidence of a **Community Activity Proposal**, a **Confirmation Statement** and a **Personal Reflection Presentation** of at least 10 minutes.

Community Activity Proposal

The Community Activity Proposal must establish the need for and purpose of the proposed activity, together with how the learner will prepare him/herself to successfully carry out the activity. The Community Activity Proposal **must** include:

- an audit and development plan of personal skills and attributes
- the potential needs of a community
- the proposed activity, its purpose and benefits
- an implementation plan including aims and objectives, timescales, targets, resources, individual/team responsibilities, opportunities and risks
- achievable success criteria with plans for community feedback.

The Community Activity Proposal **must** be assessed before learners begin Task 2. Learners should be provided with feedback from the assessor on their plan for the community activity before they begin implementing it.

Confirmation Statement

The WJEC Community Challenge Confirmation Statement must be completed by a responsible person and provide validation of the learner having completing 30 hours of active and purposeful participation.

Personal Reflection Presentation

The Personal Reflection Presentation evidence must include:

- the development and application of relevant personal and/or team work skills
- the process involved in planning, organising and completing the activity
- own performance in carrying out the activity
- the impact and benefit of the outcome on the community including feedback
- any relevant visual aids/materials
- speaker notes.

Examples of content in an appropriate Teaching and Learning programme

Planning and Organisation

- Development of aims and objectives
- Project planning – action planning, setting timescales, milestones and deadlines, identifying sub tasks and activities, setting targets, identifying resources, identify risks
- Project management – check, measure, monitor and review progress, adapt to change, manage risks, health and safety, use of project management software e.g. Gantt charts, Critical Path Analysis
- Organisation of materials and resources

Personal Effectiveness

Self-Assessment

- Methods for improving own learning and performance
- Evaluation of strengths and weaknesses and determining relevance of personal skills and qualities
- Development of individual learning plans, use of SMART targets
- Monitor and review achievements against targets

Self-Management

- Managing time – punctuality, reliability
- Managing resources
- Setting personal and team priorities and goals
- Consulting with experts for advice and help
- Reflect on personal performance, tools for self-evaluation

Working relationships

- Team building – team roles and responsibilities, allocation of appropriate roles and responsibilities, maintaining positive working relationships, advising and supporting others
- Demonstrating appropriate behaviours - cooperation, compromise, encouragement, respect, persuasion and negotiation
- Presentation of own views, value and respond appropriately to opinions and views of others

In context of the Challenge

- Benefits of actively helping in the local community
- Identification of needs in the local community
- Empathise with people of different ages, backgrounds and situations
- Development of underpinning knowledge
- Completion of relevant training
- Development of relevant practical skills and techniques
- Development of interpersonal skills
- Health and safety procedures and risk assessment where relevant and appropriate
- Development of a proposal
- Creation of effective presentations – fitness for purpose
- Presentation techniques – use of appropriate language, non-verbal communication
- Methods to measure success, establish success criteria and methods to gather feedback from the community

Assessing Community Challenge

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands		
	Band 1 1– 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks
LO1 Be able to apply Planning and Organisation	Realistic plan established including relevant aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Mostly successful management and implementation of plan. Detailed evaluation of the planning and organisation process.	Detailed and structured plan established including appropriate and realistic aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Successful management and implementation of plan. Detailed and effective evaluation of the planning and organisation process.	Comprehensive, well-structured and effective plan established including logical, appropriate and realistic aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Effective management and implementation of plan. Detailed, effective and comprehensive evaluation of the planning and organisation process.
LO2 Understand Personal Effectiveness	Realistic audit and development plan of personal and/or team skills, priorities and goals. Mostly successful management of own role and responsibilities, including time management, behaviours, relevant skills and working relationships. Detailed evaluation of own personal effectiveness.	Detailed and structured audit and development plan of personal and/or team skills, priorities and goals. Successful management of own role and responsibilities, including time management, behaviours, relevant skills and working relationships. Detailed and effective evaluation of own personal effectiveness.	Comprehensive, well-structured and effective audit and development plan of personal and/or team skills, priorities and goals. Effective management of own role and responsibilities, including time management, behaviours, relevant skills and working relationships. Detailed, comprehensive and effective evaluation of own personal effectiveness.
LO3 Be able to participate in a Community Challenge	Credible Community Activity Proposal including the purpose and benefits of the activity to the community. Participates in the activity in a positive and appropriate manner. Personal Reflection Presentation delivered in a structured and appropriate manner. Evidence presented demonstrates appropriate outcomes of community activity.	Detailed and structured Community Activity Proposal including the purpose and benefits of the activity to the community. Participates in the activity in a positive, appropriate and mostly effective manner. Personal Reflection Presentation delivered in a clear, structured and effective manner. Evidence presented demonstrates positive and successful outcomes of community activity.	Comprehensive, well-structured and effective Community Activity Proposal including the purpose and benefits of the activity to the community. Participates in the activity in a positive, appropriate and effective manner. Personal Reflection Presentation delivered in a clear, well-structured and highly effective manner. Evidence presented demonstrates successful and effective outcomes of community activity.

4. Challenges

4.1. Skills Development

The development of the skills of learners must be central to the design, delivery and completion of all Challenges. Through the Challenges and the Individual Project, learners should be encouraged and enabled to develop all seven essential and employability skills, with a particular emphasis on those identified as the focus skills for assessment.

Centres are required to maintain a **Skills Development File**, which provides evidence of the delivery, teaching and learning experiences of learners. The Skills Development File is a key component in WJEC Quality Assurance processes for the Skills Challenge Certificate.

The evidence in the **Skills Development File** should include:

- 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.

4.2. Challenge Briefs

All Challenge Briefs **must be approved** by WJEC. All approved Challenge Briefs for each of the three Challenges are available at <https://www.wjec.co.uk/qualifications/welsh-baccalaureate-advanced>. Centres and learners may select any approved Challenge Brief. The tasks associated with the Challenges are available through the WJEC secure site at www.wjecservices.co.uk.

will determine when there is a need for Challenge Briefs to be **refreshed**, **revised** or **withdrawn** e.g. to meet new or changing circumstances. Centres are responsible for ensuring that the Challenge Briefs and tasks they are using are the current versions. No Challenge Briefs will be removed during an academic year.

4.3. Challenge Briefs

The structure of the Challenge Briefs is as follows:

Challenge Brief title

The Challenge Brief title summarises in a concise manner the context of the challenge.

Purpose

The purpose provides a clear summary of the component.

Introduction

Sets the scene of the Challenge in context and explains to learners what is involved.

Tasks

The tasks provide the activities which must be completed to meet the requirements of the Challenge.

Summary

This section summarises assessment and provides details of the evidence required to meet the learning outcomes. This section also includes details of the controls relevant for the Challenge – time, resources, supervision, collaboration and feedback.

Accepted changes to the Challenge Brief

This section found in Generic Challenge Briefs, will illustrate ways it is permissible for organisations and centres to make adaptations. All changes to Challenge Briefs must be approved by WJEC and can only be used for assessment purposes when added to the WJEC Challenge Bank.

Confirmation Statement

This will be included where necessary and must be completed by a responsible person and provide validation of the learner meeting requirements.

Assessment Grid

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the component. The performance bands specify the standard a learner has demonstrated for the learning outcomes of that component. The score for the performance bands are used to determine the summative component grade.

Candidate Challenge Assessment Form

The Assessor will use this form to record the points allocated to each learning outcome and the total points for the candidate. Signatures of the Candidate and the Assessor must provide to confirm authenticity of the evidence.

4.4. Design and Approval of Challenge Briefs

Challenge Briefs must aim to give learners experiences and opportunities to develop skills in the context of real-life purposes and real-life contexts.

Role of External Organisations

It is essential that wherever and whenever possible, the expertise, support and advice of relevant and appropriate external organisations be placed at the heart of the design and delivery of Challenge Briefs. The range of external partners willing and able to become involved is likely to include large companies, employers (both large and small businesses), charitable organisations, appropriate private and/or public/organisations.

It is envisaged that external organisations will:

- be consulted and involved in setting Challenge Briefs
- provide a range of support and resources for centres
- build links with and support individual centres, WJEC, Regional Consortia or other appropriate networks.

Role of Centres

Centres will be able to adapt generic Challenge Briefs and contextualise them for use with their learners. Such approaches will require approval from WJEC and can for example include Challenge Briefs arising from:

- programmes of study for general or vocational qualifications
- Modern Foreign Languages, Welsh Second Language or other languages
- work placement, with a stated and appropriate context and purpose
- statutory curriculum frameworks such as Religious Education.

WJEC is available to provide support and advice to centres and organisations in getting involved with all aspects of Challenges. Contact details for appropriate WJEC staff can be found on the WJEC website.

4.5. Centre Management of Challenges

When completing the Challenges and the Individual Project centres should consider the following points:

- Challenges and the Individual Project must focus on the **development of skills**;
- the assessment of Challenge Briefs demonstrates the extent to which learners have been successful in **applying these skills**
- Challenge Briefs can be completed as an individual or by working in a small team (consisting of three to six members)
- each learner should complete **at least one** Challenge as an **individual** and **at least one** Challenge as part of **a team**
- where a learner works as part of team in more than one Challenge, it is important that the learner makes a different contribution in each Challenge, to help ensure the development of a range of skills
- the same Challenge Brief may be used with all or some learners in a cohort
- good practice dictates that the use of Challenge Briefs in a centre should be refreshed at suitable intervals to ensure motivation and innovation amongst teachers and learners
- during the completion of tasks used for assessment **no help** must be provided and **feedback** is only allowed where and when specified in the controls summary table of the Challenge Brief
- a learner **re-sitting** a Challenge may revisit the Challenge Brief originally used or may choose to attempt a different Challenge Brief.

5. Assessment

5.1. Scheme of Assessment

Learners are expected to produce evidence that illustrates the development of relevant skills, knowledge and understanding. The purpose of assessment is to ensure that effective learning has taken place in order to give learners the opportunity to achieve the learning outcomes within the components. WJEC will provide further **support and guidance** material relating to the assessment of all components.

Skills Challenge Certificate component assessment

The Skills Challenge Certificate components are internally assessed and externally moderated. Assessment of evidence must be made against the learning outcomes and performance band statements provided in each component specification. Annotation must be provided to support assessment including the relationship to learning outcomes and performance band requirements.

Where performance is observed a 'Confirmation Statement' must be completed including a signature of authenticity by a responsible person.

Assessment should only be undertaken by a designated assessor. An assessor should have appropriate expertise at the level for a specified component.

WJEC will moderate the Individual Project and the three Challenges separately and aggregate the results to provide an overall grade for the Skills Challenge Certificate.

Authentication

Centres must ensure that the Challenges are completed under the controlled conditions specified. Assessors can provide generic guidance on the requirements of the Challenge and the tasks involved and remind learners of the performance bands and how they can be interpreted.

Centres must ensure the authenticity of evidence produced for summative assessment. Learners must sign a declaration to confirm that all evidence submitted is their own work produced without any assistance beyond that allowed. Assessors must sign a declaration to confirm that the work submitted for a learner is his/her own work and that no unfair practices have occurred.

Collaboration

Where team work (a team is defined as having 3-6 members) takes place, the following principles must be considered:

- each member of the team should have full access to all performance bands for all learning outcomes
- learners **must** provide an individual response as part of any task outcome
- evidence must be clearly attributable to each individual member of the group
- assessment of the individual must be based on the individual contribution to the evidence produced.

5.2. Assessing evidence

Each centre must appoint a Co-ordinator who takes on the role of lead assessor. An appropriate number of assessors will be required to carry out the internal assessment of the Individual Project and the three Challenges. Assessment of evidence must be made against the performance bands provided in this specification.

The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes and performance band statements prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- judgements are only made against the performance band statements
- confirmation statements contain sufficient detail for objective corroboration of decisions.

5.3. Standardisation

Centres are expected to standardise internal assessment decisions for the Individual Project and the three Challenges. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. WJEC will provide 'Centre Guidelines' detailing internal standardisation procedures.

WJEC will provide training for Co-ordinators and assessors. Assessor support material, including sample documentation, will be made available on the Welsh Baccalaureate website.

The role of the Co-ordinator is to:

- provide support to assessors on interpretation of assessment criteria
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- ensure all assessors complete assessment documentation appropriately
- sample assessment judgements at appropriate times to ensure all assessors in the centre are correctly and consistently applying the assessment criteria
- provide feedback to assessors.

6. Grading

6.1. Awarding Skills Challenge Certificate component grades

Component achievement is based on a learner's ability to meet the learning outcomes. Each component is awarded a summative grade:

- Level 3 Pass;
- Level 3 Merit;
- Level 3 Distinction.

Performance bands have been written to enable learners to demonstrate their ability to meet the learning outcome. All components have three performance bands, each being allocated a range of 3 marks. Where there is no evidence or work is not worthy of credit, 0 marks should be allocated.

Performance Band	Band 1	Band 2	Band 3
Points	1 - 3	4 - 6	7 - 9

Assessors will allocate a mark for each learning outcome and collate the points across the whole component to provide a total mark. The summative grade for the component will be calculated from the total mark.

A Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken.

Uniform marks correspond to unit grades as follows:

Component	Max. raw marks	Max. UMS	Distinction	Merit	Pass
Individual Project	72	150	120	90	60
Enterprise and Employability Challenge	45	75	60	45	30
Global Citizenship Challenge	36	75	60	45	30
Community Challenge	27	75	60	45	30

6.2. Awarding the Skills Challenge Certificate Grade

In order to achieve the Skills Challenge Certificate, learners must achieve the Individual Project plus two Challenges, with a minimum of all at a level 3 Pass.

The qualification grade is calculated on the basis of the aggregation of the three component UMS weighted as below:

Component	Weighting
Individual Project	50%
Enterprise and Employability Challenge	25%
Global Citizenship Challenge	25%

Community Challenge	25%
Total	100%

The Advanced Skills Challenge Certificate is graded **A* - E**. To achieve the qualification, the learner must:

- obtain the minimum UMS mark for the qualification grade, and
- pass all three components with a minimum of all at a level 3 Pass.

Grade Boundaries	Total	A*	A	B	C	D	E	U
UMS		270	240	210	180	150	120	0
%		90%	80%	70%	60%	50%	40%	0%

7. Entry Procedures

7.1. Registrations

Learners **must** be registered for the Advanced Welsh Baccalaureate by 31 October of their first year of study. Registration marks the starting date that learners can begin accumulating evidence to complete the Welsh Baccalaureate.

7.2. Components and Qualification entry

Entries for the three Challenges can be submitted either for the January or June Series during the two years of the course. The Individual Project entries should be submitted in the January or June series of the final year of the course.

A cash-in entry code **must** be applied in order to allow for aggregation to occur and an overall grade for the Advanced Skills Challenge Certificate and the Advanced Welsh Baccalaureate to be awarded. This will only be available for the June series when the learner has completed all three components and will be completing the Supporting Qualifications.

7.3. Re-sits of components

Learners will have **one** re-sit opportunity for each assessed component i.e. the three Challenges and the Individual Project with the higher of the marks counting towards the grade of the qualification. Should candidates wish to enter any components for a third time, no results from components taken previously may be used in aggregating the new grade. Therefore, all components in the qualification must be taken again.

8. External Moderation

The consistency of assessment practices and decisions across centres will be assured through external moderation of a sample of work for each component entered. All samples must be uploaded to WJEC E-Submission platform – Surpass.

The size of the sample will be based on the number of candidates entered, which will give a minimum sample size, and then on the number of assessors with at least three candidates selected from each assessor. The sample will cover the range of marks awarded, including the top and bottom mark of the centre. Samples will be automatically selected and viewed via the Internal Assessment Mark Input System (IAMIS) and must be uploaded to arrive with the moderator by the date specified.

The minimum sample size will be set according to the table below.

Total number of candidates entered for component	Minimum sample size
1 – 10	All
11 – 100	10
101 – 200	15
201 – 500	25
501 – 1000	50

WJEC may request a larger sample or further samples if this is considered necessary.

Centres should submit a sample that includes:

- an assessment sheet completed and signed by the assessor to confirm the assessment and signed by the learner confirming the authenticity of the evidence presented
- all evidence produced by learners in completion of the assessment annotated appropriately by the assessor.

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the assessment grid and the following:

- Annotation – the evidence produced by learners must be appropriately annotated
- Authentication – the evidence submitted must be authenticated by the learner and assessor
- Standardisation – evidence of effective standardisation/internal quality assurance within the centre to ensure consistency across assessors, must be provided.

Timetable

Samples of work must be submitted for external moderation by the WJEC deadline. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Feedback will be provided through a Centre Moderator Report which will include guidance on any areas for development. A Principal Moderator report will be produced and made available annually.

Centres must retain the evidence of all learners for a period of two months following the publication of results. The evidence must be available to WJEC if requested.

9. Awarding and Reporting

Reporting of results for the Individual Project and the two Challenges will take place in March and August each year.

Awarding and reporting of results for the WJEC Advanced Skills Challenge Certificate and the Advanced Welsh Baccalaureate will take place in August each year.

Where the cash-in code has been activated a **Qualification Certificate** will be issued confirming:

- the title, level and grade of the Skills Challenge Certificate
- the grades of the Individual Project and the two Challenges.

A separate Qualification Certificate will be issued for the Welsh Baccalaureate qualification.

10. Access and Special Consideration

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through the choice of Challenge Briefs and supporting qualifications.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Exceptionally, if a centre wishes to request that a learner receives special consideration; procedures will follow those outlined in Section E of the JCQ publication, *Access Arrangements, Reasonable Adjustments and Special Consideration*.

11. Post-Results Service

If a centre wishes to query the outcome of the moderation process, this must be done formally by the head of the centre notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

Appendix A – Glossary

Terms used in the specification including learning outcomes and performance bands

Command Verbs	
Analyse	Examine in detail, break into component parts, examine relationships
Apply	Use, deploy (skills) appropriately and effectively
Consider	Think carefully, take (something) into account when making a judgement
Assess	Make a judgement about the quality or value of something
Collaborate	Make a contribution to the work of a team, supporting team members as required
Collate	Collect and combine texts, information, or data
Communicate	Share or exchange information or ideas
Compare	Describe and explain similarities and differences
Describe	Give an account or representation in words, provide an appropriate level and amount of information with detail
Define	State or describe the meaning, exact nature of and/or scope of a term
Develop	Become more mature, advanced, or elaborate
Display	Organise and present information diagrammatically
Evaluate	Make judgements against criteria, form an idea of the amount, number, or value of something
Explain	Give reasons, make (an idea or situation) clear by describing it in more detail
Identify	Recognise, distinguish and establish what something is
Implement	Put (a decision, plan, agreement, etc.) into effect
Illustrate	Exemplify, describe with reference to examples
Justify	Show or prove something to be right or reasonable
Monitor	Observe, check, or keeping a continuous record of something
Outline	A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail
Plan	A detailed proposal for doing or achieving something
Present	Organise and communicate in a way that can be clearly followed and understood.
Process	Use a series of actions to elicit results
Record	Obtain and store data and information
Reference	Cite or provide recognition of all sources of information
Reflect	Think carefully about or consider the implications of
Select	Carefully choose as being the best or most suitable

Summarise	Give a shortened version of something that's been said or written, stating its main points
Synthesise	Combine information, objects or ideas
Use	Employ, take or hold something for a purpose

Differentiators	
Accurate	To what extent is the response correct or precise?
Adapted	Has the response been suitably modified for a new use or purpose? Has a skill been successfully used in different contexts?
Adequate	Is the response satisfactory or acceptable in quality or quantity?
Appropriate	Is the response suitable or proper in the circumstances? Was a skill used appropriately, taking account of the situation/location?
Basic	Does the response contain a clear minimum; the essential, or fundamental point/s?
Range	Does the response provide adequate coverage of the subject matter? Is the response limited in type, extent or scope?
Clear	Is the response coherent and intelligible? Is it obvious and unambiguous?
Comprehensive	Is the response full and wide ranging?
Credible	Is the response able to be believed; convincing?
Depth	Is the response extensive, detailed and of appropriate complexity?
Detailed	Does the response have many details or facts; show attention to detail?
Effective	Has the response been successful in producing a desired or intended result? Did the use of the skill produce the expected outcomes?
Efficient	Did the learner work in a well organised and competent way? Does the response achieve maximum productivity with minimum wasted effort?
Feasible	Does the response relate to something possible and practical; completed easily or conveniently?
Independent	Was a learner able to act or demonstrate a skill without support or guidance from others?
Justified	Is the response fully explained and supported? Are you persuaded of an argument and/or reasoning?
Limited	Is the response restricted in size, amount, or extent? Are some elements missing?
Logical	Is the response characterized by clear, sound reasoning?
Realistic	Is the response sensible and practical in terms of what can be achieved or expected?
Reasoned	Is the response based on logic or good sense?
Relevant	Is the response closely connected or appropriate to the matter in hand?
Reliable	Is the response or source able to be trusted and accurate?
Straightforward	Is the response uncomplicated and easy to understand?
Structured	Is the response organised or arranged in a logical and sensible way?

Suitable	Is the response apt, apposite or well-fitted?
Substantiated	Has the learner drawn on evidence to support any conclusions made?
Valid	Does the response have a sound basis in logic or fact? Does the source successfully provide what it sets out to do?