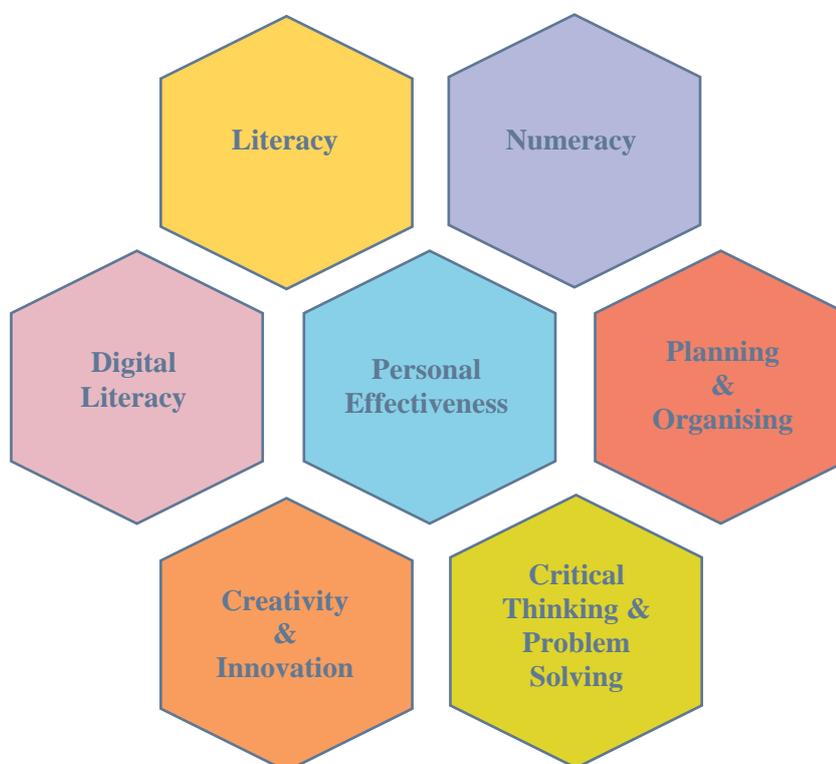


# Advanced Skills Challenge Certificate



## STUDENT HANDBOOK

September 2018

# 1. WHAT IS THE SKILLS CHALLENGE CERTIFICATE?

## 1.1 Introduction

The Advanced Skills Challenge Certificate (SCC) is to help you develop more complex skills, attributes and behaviors. It will provide experiences which support your other subjects and which will enable you to be better prepared for your future destination, whether university, further training or employment.

The emphasis in the SCC is on applied learning around the concept of 'plan, do, and review'. You will acquire and apply a range of transferable skills in different settings and context which will include planning activities, carrying out activities, reviewing outcomes and your own development.

The SCC is the same size as an A level and with the same grades: A\*, A, B, C, D, E, U.

## 1.2 What are the Components?

The SCC comprises of four components.

Components	Weighting
1. Individual Project	50%
2. Enterprise and Employability Challenge	20%
3. Global Citizenship Challenge	15%
4. Community Challenge	15%

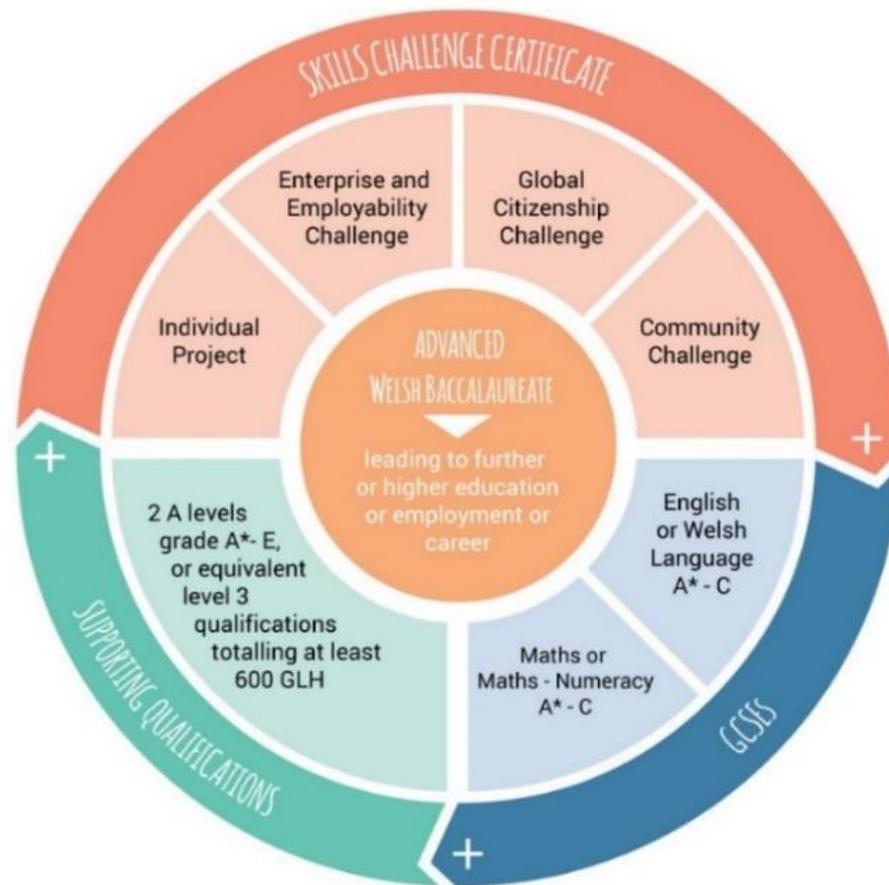
## 1.3 What are the Advanced Skills?

The advanced skills within the SCC will help you succeed in your chosen area and help secure your first job. Advanced skills involve complexity (not straightforward) which includes many different but connected parts.

<b>Literacy</b>	The ability to express complex ideas both written and verbal, adapting language and terminology in a manner appropriate for audience
<b>Numeracy</b>	The ability to collate, analyse and present complex numerical data/information from a range of sources, extracting appropriate meaning
<b>Digital Literacy</b>	The ability to understand and use digital technology for complex purposes, in a manner appropriate for audience
<b>Planning &amp; Organising</b>	The ability to manage self and/or others, resources and circumstances to achieve a specific complex goal
<b>Critical Thinking &amp; Problem Solving</b>	The ability to gather relevant information, identify key issues, linking and comparing information, and drawing conclusions to solve complex problems
<b>Creativity &amp; Innovation</b>	The ability to generate original complex ideas and practical translation of ideas to develop a new or improved product, service, process, system or social interaction
<b>Personal Effectiveness</b>	The ability to adapt ones skills and qualities so that high quality results are achieved. Modify behaviours to accommodate tasks, situations and individuals.

## 1.4 What is the Welsh Bacallaureate?

The Advanced Welsh Bacallaureate is awarded when you have passed the SCC and the supporting qualification shown in the wheel below. It is worth noting that the grade you gain for the SCC is the one in your UCAS offer not the Welsh Bacallaureate.



Employers value the Welsh Bacallaureate as it demonstrates your academic ability and skills levels all in one place.

## 2. WHY ARE SKILLS IMPORTANT FOR YOUR FUTURE?

### 2.1 Why employers value skills

Having a large number of qualifications such as GCSEs, A levels and a degree is not enough for employers. There are many other young people who will have the same qualifications as you and therefore when applying for a job it is extremely competitive. Employers want the academic ability but also a whole set of skills alongside and to know how you have applied them in different situations. Many of the very large employers have assessment centres where they invite suitable applicants to test their application of skills before making the final decisions on an appointment.

### 2.2 How Skills Challenge Certificate is include in UCAS offers

The Advanced Skills Challenge Certificate has been given the same UCAS tariff points as an A level.

Advanced SCC Grade	UCAS Tariff points
A*	56
A	48
B	40
C	32
D	24
E	16

All Welsh Universities will include the Advanced SCC in their offers.

Most other universities and most courses within universities also accept the SCC. Even the most competitive courses such as Medicine, Dentistry and Veterinary Science will accept it as an alternative to an A level grade

e.g. Medicine – Cardiff, Exeter, Leicester, Manchester, Plymouth, Southampton

Veterinary Science/Medicine – Bristol, Liverpool, Nottingham

Dentistry – Bristol, Cardiff

Offers for other courses can take on the following formats:

- Accepted in a 3 grade offer as an alternative to an A level or vocational qualification.  
e.g. including Birmingham, Bristol, Edinburgh, Exeter, Lancaster, Leeds, Leicester, Liverpool, LSE, Loughborough, Manchester, Newcastle, Nottingham, Sheffield, Southampton, UCL, York
- Accepted as fourth grade (usually B or C) alongside a reduced 3 grade offer.  
e.g. Bath, Warwick
- Accepted in tariff points offer.  
e.g Brighton, Chester, Edge Hill, Harper Adams, Hull, Liverpool John Moores, Manchester Met, Oxford Brookes, Plymouth, UWE

Oxford and Cambridge Universities may take a different approach in their consideration of assessment for admission, they assess applicants holistically. Students are encouraged to draw upon relevant SCC experiences when writing their personal statement and should refer to them at interview, even taking a copy of their Individual Project with them. Generally the SCC is not included in their 3 A level grade offers, however, it may be used as part of an offer.

## 3. ENTERPRISE AND EMPLOYABILITY CHALLENGE

### 3.1 Introduction to Challenge

This Challenge allows you to explore opportunities, create original ideas and achieve realistic outcomes to enhance your enterprising skills whilst having a taste of the world of work. You will devise your pathway to employment and independent living by becoming more self-aware through realistically and clearly identifying - Where I am now, where I want to be, and how do I get there.

### 3.2 How to choose an Innovation Venture

In this Challenge you will take part in an Innovation Venture to develop a new or improved product, service, process, system or social interaction. Usually this will be carried out as a team exercise. Your Innovation Venture should be suitable for you as an individual to broaden your horizons, enhance your study or career aspirations.

The Challenge Bank has a range of Challenge Briefs written by organisations

<http://www.wjec.co.uk/qualifications/qualificationresources.html?subject=welshbaccalaureate&level=advanced>

### 3.3 What do I need to do?

Produce an electronic <b>Destination Passport</b> to include the following evidence in a professional manner	
<b>Pen Portrait</b> <i>Controlled assessment of 2 hours</i>	<ul style="list-style-type: none"> <li>A self-promotion by producing a creative holistic A4 representation of your current skills, competencies, attributes and experiences</li> </ul>
<b>Innovation Proposal</b>	<ul style="list-style-type: none"> <li>Produce and present to an external professional your report which must include:               <ol style="list-style-type: none"> <li>Executive summary – a concise overview of innovation concept/idea, completed at end of the process</li> <li>Why – statement of purpose of innovation</li> <li>Who – allocation of roles and responsibilities to team members</li> <li>What – Generate and analyse ideas. A feasibility study to include market research, marketing, resource requirements and financial forecasts</li> <li>When - Project management including planning and controlling a range of tasks, priorities and goals required to deliver the report.</li> <li>How – Illustration of design process and prototype. Evaluation and justification of fitness for purpose</li> </ol> </li> </ul>
<b>Destination Plan</b>	<ul style="list-style-type: none"> <li>Research and analyse the steps to a realistic potential career destination</li> <li>Written self-promotion in the form of a CV and letter of application or personal statement</li> <li>A cost analysis of personal financial demands of independent living and life style expectations.</li> </ul>
<b>Personal Reflection Presentation</b> <i>Controlled assessment of 15 minutes</i>	<ul style="list-style-type: none"> <li>Articulate a positive promotion of yourself to a responsible person</li> <li>Respond to competency-based questions giving clear examples of your skills, qualities and attributes</li> </ul>

## 4. GLOBAL CITIZENSHIP CHALLENGE

### 4.1 Introduction to Challenge

This Challenge allows you to understand complex issues the world faces, applying and deepening your knowledge by considering facts, ideas and opinions. Express your ideas by designing and delivering your solution to an audience.

### 4.2 How to choose a Global Issue

In this Challenge you will need to select a global issue that falls under one of the six themes available: **Health, Food and Shelter, Population, Transportation, Economy and Natural Environment.**

Choose an issue that inspires you so that you will be able to express your passion through your arguments and justification of your solution.

The Challenge Bank has a range of Challenge Briefs written by organisations

<http://www.wjec.co.uk/qualifications/qualificationresources.html?subject=welshbaccalaureate&level=advanced>

### 4.3 What do I need to do?

Communicate in a balanced, coherent and well-structured way using both written and verbal forms.	
<b>Personal Standpoint</b> <i>Controlled assessment of 5 hours</i>	<ul style="list-style-type: none"><li>• Identify and consider facts, factors, differing arguments, opinions and/or points of view from a range of source material</li><li>• Identify, synthesise and consider the credibility of sources</li><li>• Consider relevant political, economic, social, technological, legal and environmental (PESTLE) factors</li><li>• Produce a written document of up to 1,000 words, combining your own with others viewpoints</li></ul>
<b>Global Choices</b> <b>Conference Contribution</b>	<ul style="list-style-type: none"><li>• Generate creative complex ideas to determine an innovative solution to tackle the global issue</li><li>• Develop and present convincing and well-supported reasoning based on supporting evidence</li><li>• Communicate creatively to an audience</li></ul>
<b>Personal Review</b> <i>Controlled assessment of 1 hour</i>	<ul style="list-style-type: none"><li>• Review how you have developed and applied skills in completing the Challenge</li></ul>

# 5. COMMUNITY CHALLENGE

## 5.1 Introduction to Challenge

This Challenge provides you with the opportunity to develop an increased sense of social responsibility and to demonstrate commitment by engaging in positive participation within a chosen community.

## 5.2 How to choose a Community Activity

In this Challenge you will need to select a local/national/international community who you wish to support for 30 hours over at least a 4 week period. Your community activity must benefit the community and could be through any of the options below.



## 5.3 What do I need to do?

Research a chosen community to identify their needs. Develop and participate in a community activity to provide a benefit.	
<b>Community Activity Proposal</b> <i>Controlled assessment of 4-6 hours</i>	<ul style="list-style-type: none"> <li>● Produce a written document providing a plausible plan for your community activity which must include:               <ol style="list-style-type: none"> <li>a) Community activity summary – a concise overview of the activity and how it would benefit the community and self</li> <li>b) Why – A statement of purpose of why the activity is required in your chosen community and success criteria</li> <li>c) What, How, and When – Plan how you will manage the tasks, resources, time and risks required for your proposed community activity</li> </ol> </li> </ul>
<b>Community Activity Participation</b> of 30 hours over at least 4 weeks	<ul style="list-style-type: none"> <li>● Implement and monitor plan</li> <li>● Keep a diary or log of your participation</li> <li>● Gather relevant evidence of participation both visual and other</li> <li>● Confirmation statement</li> </ul>
<b>Personal Reflective Presentation</b> of 10 minute	<ul style="list-style-type: none"> <li>● Produce a creative digital presentation which should involve the following:               <ol style="list-style-type: none"> <li>a) the process and skills involved in planning, organising and carrying out the activity</li> <li>b) annotated photos own performance in carrying out the activity</li> <li>c) the impact and benefit of the outcome on the community</li> </ol> </li> <li>● Produce detailed speech notes</li> </ul>

## 6. INDIVIDUAL PROJECT

### 6.1 Introduction to the Project

By showcasing the skills you have developed through the Challenges you should apply them to carry out a research project on a topic of your choice that should support your university application and/or career pathway. Collect, collate, analyse and interpret data and information to produce either a written dissertation or create an artefact.

### 6.2 How to choose a topic

This is your opportunity to select a topic area that is complex in nature, inspires you and can benefit future applications and interviews. Explore an issue in more depth than is provided in other areas of study. Carrying out multi-faceted research will develop further your understanding of the topic and allow you to come to an evidence based conclusion.

You must determine the most appropriate format for you to present your project, either as a written dissertation or producing an artefact. An artefact is something you create and this option allows you to demonstrate practical skills and can be used to support your portfolio e.g. Art, D&T, Media.

A variety of Project Proposals which have been produced by Higher Education departments and organisations are available on WJEC website which may stimulate your interest.  
<http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/Advanced/>

## 6.3 What do I need to do?

### Written Dissertation option

Produce a <b>written dissertation</b> of 3,000 – 5,000 words in length. Also complete a self-evaluation.	
<b>Written Dissertation</b>	<ul style="list-style-type: none"> <li>• Title – Set as a question to be answered from the research</li> <li>• Abstract – A concise overview of the project, completed at end of process</li> <li>• Introduction – A statement of purpose of the project, describing its focus and scope</li> <li>• Aims and Objectives - Aims are the strategy, what needs to be accomplished to answer the title question. Objectives are the tactics, what information and numerical data is required.</li> <li>• Rationale – Describe what research methods will be used to collect all the information and data from the objectives. Justify the choices by considering the credibility of the sources.</li> <li>• Main Body               <ul style="list-style-type: none"> <li>a) Select and collate a variety of sources including both secondary and primary information and numerical data</li> <li>b) Analyse, present and interpret complex numerical data</li> <li>c) Reference sources of information as they are used</li> <li>d) Synthesise and analysis complex information and viewpoints</li> <li>e) Demonstrate an understanding of the topic by expressing own opinions and make judgements</li> </ul> </li> <li>• Conclusion – Draw together an evidence based conclusion linked to aims in order to address the title question</li> <li>• Bibliography of all sources used, not those that were rejected</li> <li>• Appendix – Any or all of the following may be included:               <ul style="list-style-type: none"> <li>a) Clean copy of questionnaire,</li> <li>b) Table(s) of collated primary data from questionnaire, fieldwork, experiment, etc.</li> <li>c) Table(s) of secondary data</li> <li>d) Analysis of data</li> <li>e) Transcript of interview/ letter/ email</li> </ul> </li> </ul>
<b>Self-Evaluation</b>	<ul style="list-style-type: none"> <li>• Evaluate how you applied the 7 skills in managing the project</li> </ul>

## Artefact option

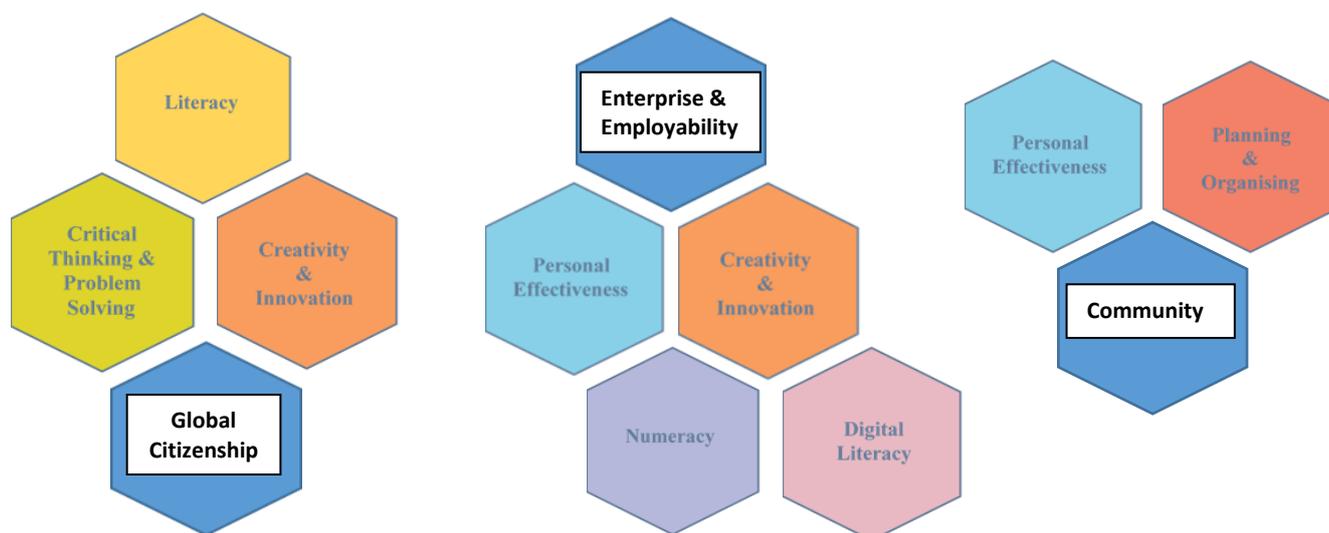
Produce a **written report** and a **design and production record** of 1,500 – 3,000 words in length. Also complete a self-evaluation.

<p><b>Written Report</b></p>	<ul style="list-style-type: none"> <li>• Title – a statement of intent on what is to be created</li> <li>• Abstract – a concise overview of the project, completed at end of process</li> <li>• Introduction - A statement of purpose of the project, describing its focus and scope</li> <li>• Aims and Objectives - Aims are the strategy, what needs to be accomplished to produce the artefact. Objectives are the tactics, what information, numerical data, resources and materials are required.</li> <li>• Rationale - Describe what research methods will be used to collect all the information and data from the objectives. Justify the choices by considering the credibility of the sources and materials.</li> <li>• Conclusion – Explain how the artefact is fit for purpose</li> <li>• Bibliography</li> <li>• Appendix – Any or all of the following may be included:             <ol style="list-style-type: none"> <li>a) Clean copy of questionnaire,</li> <li>b) Table(s) of collated primary data from questionnaire, fieldwork, experiment, etc</li> <li>c) Table(s) of secondary data</li> <li>d) Analysis of data</li> <li>e) Script of interview/ letter/ email</li> <li>f) Any other relevant evidence</li> </ol> </li> </ul>
<p><b>Design and Production Record</b></p>	<ul style="list-style-type: none"> <li>• Select and collate both secondary and primary information and numerical data from a variety of sources</li> <li>• Analyse, present and interpret complex numerical data</li> <li>• Synthesise and analysis complex information and viewpoints</li> <li>• Reference sources of information as they are used</li> <li>• Produce initial ideas for artefact</li> <li>• Make judgements to support development of the design of artefact</li> <li>• Justify decisions on materials and resources required to produce the artefact.</li> <li>• Annotate photos/diagrams to show the production stages Produce high quality visuals of the final artefact</li> </ul>
<p><b>Self-Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Evaluate how you applied the 7 skills in managing the project and any practical skills used in producing the artefact.</li> </ul>

## 7. ASSESSMENT

### 7.1 Component Assessment

For each of the three Challenges you are assessed on different combinations of the Advanced Essential and Employability skills. The Individual Project draws all of the 7 skills together.



### 7.2 Grading

For each of the four components you will receive from WJEC a UMS mark (this is different to the mark given by your teacher which is the raw mark) and a grade – Fail (F), Pass (P), Merit (M) or Distinction (D).

	Teacher mark	WJEC UMS mark
<b>Individual Project</b>	Out of 72	Out of 150
<b>Enterprise and Employability Challenge</b>	Out of 45	Out of 60
<b>Global Citizenship Challenge</b>	Out of 36	Out of 45
<b>Community Challenge</b>	Out of 27	Out of 45

When you complete the SCC, having passed all four components, the four UMS marks are added to provide a total out of 300 which determines your SCC grade.

Grade boundaries	A*	A	B	C	D	E	U
<b>Total UMS</b>	270	240	210	180	150	120	0