

REPORT OF THE EXPERT GROUP MEETING TO DISCUSS THE INCORPORATION OF THE WELSH BACCALAUREATE QUALIFICATION INTO THE UCAS TARIFF

BACKGROUND

The Welsh Baccalaureate Qualification (WBQ) is based on a Core plus Options model, with the optional part consisting of existing qualifications, such as GCSE, GCE, VCE, GNVQ, BTEC National Certificates and Diplomas, or NVQs. There are two distinctive features of the WBQ. The first is that it is an over-arching qualification and the second is that it has a Core consisting of four components:

- *Key Skills*: The development of key skills will be embedded in each candidate's programme, by design in the Core components and within specific key skills programmes and through signposting in the Options, leading to assessment and certification;
- *Wales, Europe and the World*, in which the focus is on political, economic, social and cultural issues in Wales, and sets them in the context of Europe (including the UK) and the wider world. This component includes a language module;
- *Work-related Education*, which enhances understanding of the world of work, the importance of enterprise and entrepreneurship and contributes to careers education and guidance. There is a requirement that all candidates will work with employers and contribute to team enterprise activities;
- *Personal and Social Education*, which includes equal opportunities, social inclusion, and sustainable development and will promote active citizenship. There is a Community Participation element for all candidates.

The Core has been designed to develop all the Key Skills, including the Wider Key Skills. It is intended that the study of the Key Skills will also be contextualised within the other components of the WBQ.

The evaluation of the implementation of the WBQ will be undertaken by the University of Bath. (Appendix 1 contains a full overview of the WBQ.)

Following a review of the WBQ by UCAS representatives, it was recognised that the qualification posed some challenges which could not be addressed using the normal benchmarking procedures for allocating UCAS Tariff Points to qualifications seeking admission to the Tariff. For example, while most parts of the Options are already accommodated within the Tariff, there were no obvious qualifications against which the various components of the WBQ Core could be benchmarked. Indeed, the inherent conservatism of benchmarking procedures does not necessarily successfully accommodate the kinds of innovative approaches represented by the WBQ. It was, therefore, decided to convene an Expert Group consisting of representatives from Welsh Higher Education Institutions, pilot centres, the Awarding Body and the regulatory authority.

THE COMPOSITION OF THE EXPERT GROUP

HE representatives

Dr Lloyd Bowen, School of History & Archaeology, Cardiff University
Mrs Pam Clarke, Undergraduate Admissions Officer, University of Wales College of Medicine
Dr Hywel Davies, Head of Admissions and Recruitment, University of Aberystwyth
Mr Steven Minney, Schools and Colleges Liaison Office, University College Swansea
Dr Paul Rees, School of Informatics, University of Wales Bangor
Ms Denise Williams, Head of Student Recruitment, University of Glamorgan
Professor Jeff Thompson, Department of Education, University of Bath

Pilot Centres

Ms Karen Newby, Porth County Community School
Mr Gordon Saunders, St David's Catholic College
Mr Ross Thomas, St Cyres School
Ms Fiona Rawlings, Coleg Gwent, representing FE, was invited, but was unable to attend.

WJEC WBQ Project Team

Mr Keith Davies, Project Director, WBQ
Ms Kim Morgan, Project Manager, WBQ
Mr Gavin Thomas, Advisor for Vocational Education, WBQ

ACCAC

Ms Bridget Smith, Lead Officer, Accreditation of WBQ

UCAS

Mrs Jill Johnson, Head of Outreach, UCAS
Miss Helen Wakefield, Tariff and Support Officer, UCAS

Dr Geoff Hayward
Ms Anne Matthews

THE WORK OF THE EXPERT GROUP

The Expert Group met for half a day. The purpose of the meeting was threefold:

1. To provide an opportunity for the developers and practitioners to describe the WBQ with particular reference to the Core Components
2. To discuss in detail the content and proposed approach to learning and assessment of the Core Components and their relevance to HE study and admission
3. To consider, in the light of the discussion, the allocation of UCAS Tariff Points to the Advanced Core Certificate.

The meeting began with an overview of the WBQ (See Appendix 1).

Views of the Pilot Centres

The Pilot Centre representatives felt strongly that the WBQ was greater than the sum of its parts. It is intended that there will be significant interaction between the Options and the Core with the contextualisation of the Key Skills and they believed that the Wider Key Skills in particular will provide vehicles to develop much needed interpersonal skills, with Improving Own Learning and Performance being at the heart of the WBQ. Consequently, in their judgement, there will be significant benefits to HE – students will be better prepared for HE, will be able to learn independently and will have had a broader range of experiences which will enable them to make better choices of HE courses.

They believed that the study required for the Core would be a significant challenge for the students to undertake in addition to, say, two, three or four AS Levels in the first year and two or three A Levels in the second year.

Initial views of HE representatives

It was acknowledged that, if the WBQ is to gain credibility for HE, the critical issue is to ensure that admissions personnel are fully informed and persuaded of the benefits to HE. Certain universities are already in favour of the aims of the WBQ and would welcome the breadth of skills and knowledge the WBQ would develop.

Determining the size of the Core – comparison of study hours

One measure of the size of an award is the number of study hours needed to complete it. In a WBQ submission to ELWa, the organisation with responsibility for the Credit and Qualifications Framework for Wales (CQFW), it has been recommended that the Core of the WBQ requires 640 guided learning hours, including both teacher directed and self-directed time. Six Key Skills units, according to the CQFW, require 540 guided learning hours (90 hours per unit), the same as a six unit AL qualification. This would suggest that the Core is approximately 20% bigger than the six Key Skills units it incorporates, or equivalent to seven units.

Determining the size of the Core – identifying the additional learning

Given that, on the basis of study hours, the six Key Skills account for six sevenths of the Core, group members attempted to identify those areas in the Core which required more learning than that associated with the achievement of the Key Skills units.

They began by looking at the assessment criteria for the Individual Investigation (see Appendix 1) required as part of the Wales, Europe and the World component. It was generally felt that to be able to evidence some of these criteria, particularly Numbers 3 and 4 would require more learning than that required for the six Key Skills. It was suggested that these criteria were comparable to those found in a range of GCE AL specifications, e.g. Government and Politics, History, Physics, or some AVCEs. It was noted that the criteria could be interpreted to apply at a range of levels, including post graduate work. However, given that ACCAC had accredited the Core as being

appropriate for study at Level 3, it was agreed that this would be the expectation of candidate performance.

Other areas of potential additional learning were the Modern Foreign Language element of the Wales, Europe and the World component, and the Community Participation element of the PSE component. With regard to the latter, one HE representative noted that Community Participation was one of six criteria essential for admission to a Health Care degree. Another noted that International Baccalaureate students who also do a Community Participation component brought wider skills and knowledge to their university courses as a result of this area of study.

Estimating the UCAS Tariff Points available

On the evidence of the number of guided learning hours, the Core is equivalent to seven units. On this basis, the maximum Tariff Points available for the Core would be 140 (assuming a 20 point maximum per unit).

The requirement for the Core is three Key Skills at Level 3 and three Key Skills at Level 2. On the basis of the points already available within the Tariff for Key Skills, this would give 90 Tariff Points (3x20 at Level 3 plus 3x10 at Level 2). This would mean that the additional learning would be worth 50 Tariff Points.

It was noted that these calculations assumed that the Wider Key Skills, which have not yet been accommodated within the Tariff, would attract the same number of Tariff Points as the other three Key Skills. (NB: this has subsequently been endorsed by the Tariff Reference Group.)

The seven HE representatives were asked what value, in terms of Tariff Points, they would place on the Core, plus the additional learning, based on their current knowledge of the WBQ. Four said it could be worth 140; three said it would be inadvisable to allocate more Tariff Points than a Grade A at GCE A Level attracted, and therefore limited their allocation to 120 Tariff Points.

It was agreed that the Core could attract 90 Tariff Points on the basis of the minimum requirements for the Key Skills. The allocation of any extra points to recognise the additional learning beyond the Key Skills would depend on an analysis of the Individual Investigation and the Modern Foreign Language and Community Participation components to determine their combined size and demand. The potential number of extra points available would depend on whether it would enhance the perception of the WBQ to use the full 140 points technically available on the basis of the Guided Learning Hours (50 Tariff Points needed), or whether it would be more judicious to use 120 Tariff Points (30 Tariff Points needed).

In the absence of candidate evidence, it was agreed that the Dr Hayward and Anne Matthews would undertake a mapping exercise, using exemplar material prepared for teacher training, to determine how much of the additional learning was not covered in the six KS.

Finally, there was some discussion about whether Tariff Points should be allocated to the Core or to the whole WBQ. It was agreed that, in order to ensure that the Core

was not disregarded by admissions tutors, the total number of Tariff Points for a student's Core plus Option results should be added and expressed as one figure for the WBQ.

Next steps

Dr Hayward and Anne Matthews undertook a mapping exercise as agreed. The report of their work and conclusions is set out in the next section.

ALLOCATING UCAS TARIFF POINTS TO THE WELSH BACCALAUREATE QUALIFICATION

The challenge we faced after the meeting in Cardiff was to allocate UCAS Tariff points to the Advanced Core Certificate awarded for successful completion of the Core. We have identified the following issues:

1. To avoid double counting we should not award tariff points to elements of the core already assessed by the Key Skills qualifications.
2. How to identify what knowledge, skills and understanding were left over after we had excluded those elements assessed by the Key Skills qualifications.
3. Given a means of doing this, to estimate the volume of that learning relative to a qualification already in the tariff. Reviewing available A/AS qualifications suggests we could use the AS in *Social Science: Citizenship* for this purpose.
4. How then to determine the demand attached to the learning in the core in relation to the benchmarking qualification.

The meeting suggested that we should look for evidence of additional learning in the following components of the core:

1. Language module
2. Community participation
3. Individual Investigation

Upon reflection, however, this may not be the best way forward. The language module is not assessed in a way that makes the meaningful allocation of Tariff Points possible and we should not over represent the amount of language learning that can be accomplished in thirty hours (as outlined in the submission to ELWa for the Credit and Qualifications Framework). While we acknowledge that Community Participation could be used for HE admissions purposes, for example entry into Health Sciences degrees, this does not mean we need to allocate Tariff Points specifically to this component.

An analysis of the assessment of the Individual Investigation, which is based upon assessing process objectives, suggests that the Tariff Points awarded to the Key Skill qualifications will, as far as we can judge on the basis of the material provided, adequately represent this learning. In Table 1 we have attempted to map some of the Key Skills criteria to the four WBQ Level 3 criteria for the Individual Investigation in order to illustrate our thinking. Substantial activities based on surveys and investigations are central to the application of Key Skills at Level 3 in a way that seems very similar to the WBQ Individual Investigation. While the language of the

two sets of criteria does appear at first sight to differ, particularly with regard to the third and fourth criterion for the Individual Investigation, we believe this may be a question of terminology rather than a significant difference in assessment. For example, although the KS criteria do not include the word ‘understand’, understanding would seem to be a prerequisite for the skills of application. In addition, the substantial or complex activities, particularly for Communication, require candidates to provide an evaluation of the issues or material they are presenting.

However, while our analysis at this stage, in the absence of candidate evidence, would suggest that the Key Skills qualifications will adequately represent the learning outcomes of the Individual Investigation, we would recommend that the assessment of the Individual Investigation should be a particular focus of the evaluation of the pilot and that our analysis should be reviewed in the light of candidate evidence.

Table 1: Mapping of Individual Investigation and KS criteria

WBQ II criteria/KS	Communication	AoN	IT	Problem Solving
1. Select and use appropriate skills and techniques when representing and presenting information	C3.1b – 3 rd bullet point	N3.1 – 3 rd bullet point N3.3 – 1 st bullet point	IT3.3	PS3.1 – 2 nd bullet point
2. Select and use relevant knowledge of the issue	C3.2 – 1 st bullet point	N3.1 – 2 nd bullet point	IT3.2	PS3.1 – assumes selection and use of relevant knowledge
3. Show clear understanding of the issue	C3.2 – 1 st and 2 nd bullet points: understanding of the issue is a prerequisite of selecting the info and accurately identifying the main points?	N3.1 – 2 nd bullet point N3.2 Understanding is a prerequisite to these and the other criteria?	IT3.1 – 2 nd bullet point Understanding is a prerequisite to these and the other criteria?	PS3.1 Understanding is a prerequisite to these and the other criteria?
4. Give an evaluation of the issue raised and communicate conclusions in a clear way	C3.2 – 3 rd bullet point NB: Although the word ‘evaluation’ is not used the KS Guidance doc states: The synthesis must go beyond a summary by including the candidate’s own interpretation in bringing together information in a coherent form C3.3	N3.3 – 1 st bullet point: ‘justify’ 3 rd bullet point ‘explain how...’	IT3.1 – 3 rd bullet point: ‘judgements of relevance and quality’ IT3.3 – 2 nd bullet point	PS3.2 – 3 rd bullet point: ‘review ...revise’ PS3.3 – 3 rd bullet point: ‘review’ and discuss ‘alternative methods’

Given that, at this point, we did not think that the evidence of additional learning in the Core was likely to come from those areas identified at the meeting, we adopted a different strategy. We distinguished between two knowledge components in the Core: procedural knowledge (know how) and propositional knowledge (know that). We believe, upon closer inspection of the materials made available to us, that the Key Skill qualifications assess the procedural knowledge being developed through activities in the Core and elsewhere in the curriculum. Thus, using our current benchmarking procedures, we should look to the propositional knowledge that is in the Core to provide an estimate of the extra learning, over and above that represented by obtaining the Key Skills qualifications, to which Tariff Points might be awarded.

The propositional knowledge of interest, in this exercise, is that which has value for Higher Education admissions purposes. Looking through the Core we think that the areas that may make a contribution here are:

1. Wales Europe and the World, excluding the individual investigation which we believe will be adequately represented for HE entry purposes by the Tariff Points allocated to the Key Skills qualifications.
2. Elements 3 and 4 of Personal and Social Education. Elements 1 and 2, on positive relationships and good health, whilst very valuable for the individual, would not, we think, carry a great deal of weight with HE admissions tutors. By contrast, elements 3 and 4, concerned with citizenship and understanding issues to do with sustainable development would attract more weight as they map to a qualification, the AS in *Social Science: Citizenship*, already in the tariff. We accept that this is a conservative treatment of what knowledge is considered valuable for HE entry purposes, but we feel that we should err on the side of caution given both the early stage of the development and implementation of the WBQ and the lack of candidate evidence.

The procedure that suggests itself, then, is to benchmark these elements in the Core against the AS in *Social Science: Citizenship*. For example, Module 1 of the AS is concerned with the Citizen and the State, and addresses issues which, on first inspection at least, seem to be contained in Element 1 of Wales, Europe and the World, and Element 3 of Personal and Social Education in the Core. However, the treatment of the material and content, and its assessment, is significantly different in the two qualifications. In the case of the Core the approach seems to be about ensuring that learners engage with a range of issues through various activities and experiences in order to generate thought and discussion with indicative content suggested. These components of the Core are assessed through the Individual Investigation and/or a personal diary record that is intended to be a unique response to experience. In the AS level, there is prescribed content that needs to be covered and the knowledge, concepts and principles are assessed through a written examination. Thus, the two qualifications have what seem to be divergent purposes that are reflected in their structures and modes of assessment. In the absence of candidate evidence from the Core, which could be matched to candidate evidence from the AS, our opinion is that it is not possible to make a sensible comparison between these two qualifications on the basis of the material currently available.

However, we have no doubt that the learning experiences the students will encounter when taking the Core will be extremely valuable and we feel that there is an important argument to be made with respect to the WBQ, and other overarching qualifications, in relation to Higher Education admissions processes. A key feature of these qualifications is that learners are compelled to undertake a range of tasks and experiences in order to complete the qualification. Thus, such qualifications have a degree of coherence, integration and challenge associated with them that should be recognised in the allocation of Tariff Points. It is here that we believe the 'additionality' of the WBQ, should, in the first instance, be recognised. In particular, we think that the use of a learning diary/record during the tutorial process will lead to the sort of structured, reflective approach to learning that will map directly to the requirement from 2005 for personal development planning in HE.

We recommend, therefore, that for the period of the pilot, a further 30 Tariff Points, in addition to those available from the achievement of the three Key Skills at Level 3 (60 Tariff Points) and three at Level 2 (30 Tariff Points), should be allocated to the WBQ Core to recognise the holistic nature of the learning experience undertaken to achieve this qualification. The Core would therefore attract a total of 120 Tariff Points. As stated in the Protocol, we would expect this allocation of points to be reviewed when candidate evidence becomes available. In making this recommendation for the additional allocation of Tariff Points, we also recommend that the WJEC ensures that, within their documentation for the WBQ, there is an adequate emphasis on the structured use of the learning diaries and records during tutorials and that their use is monitored as part of the evaluation.

This recommendation means that a GCE A Level/AVCE student completing the minimum standard required to achieve the WJEC Level 3 Welsh Baccalaureate Advanced Diploma, (2 Grade Es at GCE A Level/Grade E AVCE 12 unit award, i.e. 80 Tariff Points for the Options), together with 120 Tariff Points for the Core, would receive a total of 200 Tariff Points. Table 2 shows the full range of Tariff Points potentially available for the Options and the Core together.

However, thought also needs to be given to how the allocation of Tariff Points is communicated to Higher Education and how Higher Education admissions tutors make offers to candidates who are taking the WBQ. Offers should be couched in terms of Tariff Points for completing the whole WBQ and not for its various components. Thus an offer might be 320 points from the WBQ including 200 points from Biology and Chemistry GCE A Levels. This would amount to successfully completing the WBQ with Grade B in Biology and Chemistry GCE A Level.

Table 2: Allocation of Tariff Points to Level 3 Welsh Baccalaureate Advanced Diploma

	Options ¹ +	Core =	WBQ Score
GCE/VCE Grades	AA = 240	+ 120	= 360
	AB = 220	+ 120	= 340
	AC = 200	+ 120	= 320
	AD = 180	+ 120	= 300
	AE = 160	+ 120	= 280
	BB = 200	+ 120	= 320
	BC = 180	+ 120	= 300
	BD = 160	+ 120	= 280
	BE = 140	+ 120	= 260
	CC = 160	+ 120	= 280
	CD = 140	+ 120	= 260
	CE = 120	+ 120	= 240
	DD = 120	+ 120	= 240
	DE = 100	+ 120	= 220
EE = 80	+ 120	= 200	
BTEC National Grades	Dis/Dis = 240	+ 120	= 360
	Dis/Mer = 200	+ 120	= 320
	Dis/Pas = 160	+ 120	= 280
	Mer/Mer = 160	+ 120	= 280
	Mer/Pas = 120	+ 120	= 240
	Pas/Pas = 80	+ 120	= 200
GCE/VCE/BTEC National Grades	A/Dis = 240	+ 120	= 360
	B/Dis = 220	+ 120	= 340
	C/Dis = 200	+ 120	= 320
	D/Dis = 180	+ 120	= 300
	E/Dis = 160	+ 120	= 280
	A/Mer = 200	+ 120	= 320
	B/Mer = 180	+ 120	= 300
	C/Mer = 160	+ 120	= 280
	D/Mer = 140	+ 120	= 260
	E/Mer = 120	+ 120	= 240
	A/Pas = 160	+ 120	= 280
	B/Pas = 140	+ 120	= 260
	C/Pas = 120	+ 120	= 240
	D/Pas = 100	+ 120	= 220
E/Pas = 80	+ 120	= 200	

¹ (2 x 6 units or 1 x 12 unit)

Key – Dis = Distinction, Mer = Merit, Pas = Pass

Any tariff points gained from qualifications taken in addition to those required to achieve the WBQ would be recognised and reported as a separate score.

A final point

One of the four sets of qualifications included in the Options for the WBQ, the NVQs, has not yet been accommodated within the Tariff.

THE WELSH BACCALAUREATE QUALIFICATION

Aims

The Welsh Baccalaureate Qualification (WBQ) aims to create an overarching and unified post-16 qualification intended to maintain depth of study whilst encouraging breadth. Specifically the WBQ aims to:

- Widen participation in, promote access to and encourage completion of post-16 education
- Promote active citizenship
- Promote parity of esteem to vocational and academic courses
- Encourage progression to FE and HE, training or employment

Objectives

The objectives of the WBQ are to:

- Provide a range of teaching, learning and assessment styles
- Ensure students develop the Key Skills
- Ensure breadth of study
- Empower students to take charge of their own learning and development
- Develop awareness of living in contemporary Wales, Europe and the World
- Safeguard the interests of students

History

The WBQ grew out of the following concerns:

- Widespread recognition that AS/AL programmes followed by many students were too narrow and not inclusive
- Curriculum 2000, which aimed to address issues of student breadth and balance post-16, was generally considered to be a failure
- Lack of parity of esteem for vocational and academic qualifications

Age of candidates

Initially intended for post-16 students, but may be developed for students from 14 and for mature students in time. Developments in the 14-19 curriculum will impact on the WBQ.

Structure

The basic model is one of a Core plus Options, with the optional part consisting of existing qualifications, such as GCSE, GCE, VCE, GNVQ, BTEC National Certificates and Diplomas, or NVQs. The distinctive feature of the WB as a qualification is its Core which consists of four components:

- *Key Skills* The development of key skills will be embedded in each candidate's programme, by design in the Core components and within specific key skills programmes and through signposting in the Options, leading to assessment and certification;
- *Wales, Europe and the World*, in which the focus is on political, economic, social and cultural issues in Wales, and sets them in the context of Europe (including the UK) and the wider world. This component includes a language module;
- *Work-related Education*, which enhances understanding of the world of work, the importance of enterprise and entrepreneurship and contributes to careers education and guidance. There is a requirement that all candidates will work with employers and contribute to team enterprise activities; the Working with Employers element is compulsory
- *Personal and Social Education*, which includes equal opportunities, social inclusion, and sustainable development and will promote active citizenship. There is a Community Participation element for all candidates.

The Core has been designed to develop all the Key Skills, including the Wider key Skills. It is intended that the study of the Key Skills will be contextualised within the other components of the Core.

Guided Learning Hours for the Core

270 hours teacher directed time over two year programme or 640 hours including both teacher directed and self-directed time. The latter figure has been recommended by the WBQ in a submission to ELWa, the organisation with responsibility for the Credit and Qualifications Framework for Wales. This would mean that the Core is worth 64 credits (1 credit = 10 hours).

Assessment of the Core

A range of external, internal and self-assessment methods are employed in the Core.

Key Skills

The first three key skills: Communication, Application of Number and IT, are assessed through portfolios of evidence and tests as per national requirements. However, the wider Key Skills: Working with Others, Problem Solving and Improving Own Learning and Performance, are assessed by teachers through portfolios of evidence which are then moderated.

Wales, Europe and the World

Individual Investigation

Students are required to carry out an Individual Investigation based on an issue arising from their study in this component. The title of the investigation must be agreed by a Consultative Moderator appointed by the WJEC. The issue must be considered from a Welsh perspective and at least one other wider scale, i.e. UK, Europe, World. A

notional 10 hours is allocated to this work. The investigation may be presented in written form (between 1500 and 2000 words), or in oral form (around 10 minutes).

The investigation will be internally assessed and externally moderated on a pass/fail basis. At Level 3 the evidence will need to show that all of the following criteria have been met:

1. Select and use appropriate skills and techniques when representing and presenting information
2. Select and use relevant knowledge of the issue
3. Show clear understanding of the issue
4. Give an evaluation of the issue raised and communicate conclusions in a clear way

Language Module

Self – assessment via European Language Portfolio

All components

In addition, students are required to keep/obtain/produce

- Diary/records of curriculum activities and experiences for each component
- Verification and evaluation statements for Working with Employers and Community Participation

Certification of the Core

Successful completion of the Core leads to the WJEC Welsh Baccalaureate Intermediate or Advanced Core Certificate at Level 2 or 3 respectively.

To be awarded the Advanced Core Certificate at Level 3, students will be required to:

- Pass three Key Skills at **Level 3**, one of which must be from the first three key skills (main skills) together with achieving the other key skills at **Level 2**
- Produce satisfactory verification and evaluation reports related to Working with Employers and Community Participation
- Satisfactorily complete the Individual Investigation at **Level 3**
- Provide evidence of meeting all the specified curriculum requirements.

Certification of the Welsh Baccalaureate Qualification

The WJEC Level 3 Welsh Baccalaureate Advanced Diploma will be awarded to candidates who attain the Advanced Core Certificate, and **one** of the following from the Options:

- A minimum of two Grade Es at GCE A Level

- An AVCE 12 unit award
- An NVQ Level 3
- BTEC National Certificate (12 units) with a Pass

Quality assurance

The overall structures and procedures set in place by a centre to deliver the WBQ must comply with the quality assurance and quality control requirements of the WJEC. These are based upon a system of approval of centre programmes and delivery strategies, together with the requirement for verification of course completion and student attainment, leading to centre approval.

Each centre will be allocated a Consultative Moderator who will act as a link between it and the WJEC, offering advice and guidance, leading to recommendation for centre accreditation. The Consultative Moderator is an external verifier who works with centres and is directly responsible to the WJEC as the Awarding Body for the WBQ. Her/his role and functions are concerned with the validation of the centre-based delivery of a balanced programme of study for the WBQ.

The Pilot

Both levels will be piloted in a range of schools and colleges from September 2003, with both students studying AS/A Levels and those following vocational courses. Further schools and colleges will join the pilot in subsequent years. The pilot runs till 2007.

Evaluation

The University of Bath will undertake the evaluation of the implementation of the WBQ during the pilot. Initial planning includes the collection of baseline data on the pilot centres, the cohorts entered for the WBQ and the individual students participating. The evaluation will encompass, inter alia, an examination of the teaching and learning strategies and assessment methodologies adopted by pilot centres for the delivery of the Core. It will therefore be possible to review candidate evidence emerging from Core activities, (e.g. the Individual Investigation), and to consider to what extent the proposed assessment criteria measure the full range of learning outcomes.