



2014

UCAS

**Qualification Information
Profiles (QIPs) for UK
Benchmark Qualifications**

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This guide presents the Qualification Information Profile (QIPs) for a selection of UK Level 3¹ qualifications within one downloadable document. These qualifications were selected as they are widely used within applications to Higher Education.

The aim of these profiles is to provide objective information on the basis of which Higher Education Providers (HEPs) can make informed decisions about the admission of students. The profiles use a common format to provide a detailed overview of qualifications, enabling HE admissions staff to compare profiles of less familiar international and EU qualifications (published separately) with these more familiar benchmarks.

Where a qualification is issued by one awarding organisation, the respective organisation has verified that the profiles provide an accurate reflection of their awards. Where a qualification is offered by multiple awarding organisations, UCAS has obtained qualification information from a range of governmental and awarding body publications and other open-source websites.

UCAS will publish additional QIPs for the new AS and A levels when these are finalised.

Please note the inclusion of qualifications within this guide does not imply recognition or endorsement on the part of UCAS or HEPs for the purpose of entry to HE programmes.

Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions. Information on new UCAS Tariff points will be added to the profiles at a later stage.

For more information or to comment on these Qualification Information Profiles (QIPs) email quals@ucas.ac.uk.

¹ In all instances references to Level 3 encapsulate Scottish Credit and Qualifications Framework Level 6.

In 2012, the UCAS Qualifications Information Review (QIR) made a number of recommendations about the need to provide better access to improved information about qualifications to support more informed admissions decision making and facilitate fair and transparent admissions.

The review found that:

- HE admissions staff require more comprehensive and comparable information about Level 3 qualifications than is currently provided by the UCAS Tariff
- HE admissions staff often undertake time-consuming and difficult research into new or unfamiliar qualifications, due to the number of sources of information and inconsistent presentation formats.
- HEPs identified international qualifications and apprenticeships as priority areas for improved information

Initial plans for the development of a comprehensive online qualification database (fed from qualification regulator databases) have been postponed until the outcomes of the Ofqual review of its Register of Qualifications are known.

In the interim, the New Qualification Information Services (NQIS) project delivered online information in the form of Qualification Information Profiles (QIPs) for a number of international qualifications and advanced level apprenticeships. This document contains QIPs for UK benchmark qualifications for comparison purposes. In this context, UK benchmark qualifications are Level 3 qualifications that HEPs are likely to be familiar with and use to compare other, less-familiar qualifications presented by applicants to HE. Additional qualification profiles will be added in future as the QIPs guides grow and expand.

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**A level or
GCE A level**

Field	Field Name	Information										
1.	Qualification family	A level or GCE A level										
2.	Country	<ul style="list-style-type: none"> • England • Northern Ireland • Wales 										
3.	Purpose	<ul style="list-style-type: none"> • GCE Advanced levels or A levels were originally introduced to facilitate entry to higher education. • Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued within employment. 										
4.	Education context	<ul style="list-style-type: none"> • The current AS and A levels are used across England Northern Ireland and Wales. • The English Government is introducing new linear A levels for teaching in schools from September 2015, with the first exams being sat in 2017. • Under new arrangements in England, the new AS will be a standalone linear qualification which will not count towards the full A level. • Governments in Northern Ireland and Wales are committed to retaining the AS as part of A level assessment and as a stand alone qualification. • UCAS will create separate profiles for these qualifications when more details are published. 										
5.	Awarding organisation(s)	<table border="1"> <tbody> <tr> <td>AQA</td> <td>The Assessment & Qualifications Alliance</td> </tr> <tr> <td>OCR</td> <td>Oxford, Cambridge and RSA Examinations</td> </tr> <tr> <td>Pearsons</td> <td>Pearson Education Ltd (formerly known as Edexcel)</td> </tr> <tr> <td>WJEC</td> <td>Welsh Joint Education Committee</td> </tr> <tr> <td>CCEA</td> <td>Council for Curriculum, Examinations and Assessment (NI)</td> </tr> </tbody> </table>	AQA	The Assessment & Qualifications Alliance	OCR	Oxford, Cambridge and RSA Examinations	Pearsons	Pearson Education Ltd (formerly known as Edexcel)	WJEC	Welsh Joint Education Committee	CCEA	Council for Curriculum, Examinations and Assessment (NI)
AQA	The Assessment & Qualifications Alliance											
OCR	Oxford, Cambridge and RSA Examinations											
Pearsons	Pearson Education Ltd (formerly known as Edexcel)											
WJEC	Welsh Joint Education Committee											
CCEA	Council for Curriculum, Examinations and Assessment (NI)											
6.	Code numbers	<ul style="list-style-type: none"> • Unique qualification numbers are allocated to each subject offered. • The format for qualification numbers in each case is xxx/xxx/x. • For more details of individual qualification code numbers see http://register.ofqual.gov.uk. 										
7.	Structure	<ul style="list-style-type: none"> • GCE Advanced levels (A levels) are made up of Advanced Subsidiary (AS) units and A2 units. • AS and A levels are available in over 45 subject areas and around 780,000 are awarded each year. They are the qualifications that the majority of young people in England, Wales and Northern Ireland use to gain entry to university. • The AS assesses the first year of the A level – usually two units – and is worth half a full A level. Assessment within the AS is regarded as less demanding than that taken at the end of the second year of A level studies (known as the A2). • The A2 is the second half of the full A level qualification. It also typically contains two units. Most units are assessed by examination, with some assessed internally. • Prior to a revision of the AS / A2 structure in 2008, the majority of A levels contained six units. Some subjects have retained this structure (e.g. mathematics and Welsh). • The proportion of mandatory / optional content varies across subject (see link to subject criteria in field 22 'further information'). • Qualification regulators publish subject criteria for most A levels to help ensure consistency in mandatory content across awarding bodies, whilst allowing for some additional optional content. • A levels are also available as double awards in a limited number of applied subjects. 										

Field	Field Name	Information
8.	Subject areas	<p>A levels are currently available in over 45 subject areas. These include:</p> <ul style="list-style-type: none"> • Accounting • Art & design • Biology • Business studies • Chemistry • Citizenship studies • Classics • Computing • Design & technology • Drama & theatre studies • Economics • English language & literature • English literature • General studies • Geography • Government & politics • History • Home economics • ICT • Law • Mathematics • Media studies • Modern foreign languages (MFL) • Music & music technology • Physical education • Physics • Psychology • Religious studies • Psychology • Sociology • Welsh second language • Welsh first language <p>A levels are also available in the following applied subjects: Business, Art and Design, Engineering, Leisure Studies, Media, Performing Arts, Travel and Tourism, ICT and Health and Social Care.</p>
9.	Level	<ul style="list-style-type: none"> • UK Level 3 qualification (equivalent to Level 6 / 7 in Scotland). • Whilst both the A level and AS are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken at the end of the second year of A level studies (known as the A2).
10.	Grading	<ul style="list-style-type: none"> • Single award: A*, A, B, C, D, E. • Double award: A*A*, A*A, AA, AB, BB, BC, CC, CD, DD, DE, EE.
11.	Assessment	<ul style="list-style-type: none"> • Current A levels offer candidates the opportunity to be assessed either in stages during the course (most widespread) or at the end of the course. • Assessment is generally by written external examination except where this is not appropriate. • Additionally, controlled assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination. • Each unit of assessment is assessed by one method as specified in subject criteria.

Field	Field Name	Information
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • For most A level subjects, after completing their AS units candidates take two A2 assessment units which together have a total weight of 50% of the A level. (A levels such as mathematics and Welsh have three AS and three A2 units). • Units contribute 15–35% of the full A level. • Candidates taking double awards take four A2 units (in addition to 4 AS units) which contribute 50% of the double A level. • The contribution of external assessment to the total award is determined at subject level. In mathematics this is a minimum of 80%, in English literature a minimum of 60%, in science subjects a minimum of 70%. • There is a requirement for synoptic assessment, set out in subject criteria. • Raw marks awarded in an exam are converted to a Uniform Mark Scale (UMS) to facilitate fairness across years in terms of the consistency of demand of the exam paper. • Hence one year a candidate may need 62 raw marks to get an A grade but another year 64 marks may be required for an A grade. • Grade boundaries for the A level are defined in relation to the total available UMS points to help ensure consistent understanding of requirements over time. <ul style="list-style-type: none"> – A* at A level requires at least 80% of available UMS for all units, including at least 90% of available UMS in A2 units – A at A level requires 80% of available UMS – B at A level requires 70% of available UMS – C at A level requires 60% of available UMS – D at A level requires 50% of available UMS – E at A level requires 40% of available UMS – U at A level if less than 40% of available UMS
13.	Resit arrangements	<ul style="list-style-type: none"> • AS and A levels allow resits of an assessment unit with the best result counting towards the qualification. • There are no longer assessment opportunities in January, hence students have one opportunity to resit their AS units within a standard two year A level programme, but they can resit either or both AS or A2 units in subsequent years. • In Wales and Northern Ireland, January assessments were available in 2014 for the final time for learners who were enrolled on a relevant programme of learning in April 2013.
14.	Qualification size	<ul style="list-style-type: none"> • Single award: 360 hours • Double award: 720 hours (as published on Ofqual register)
15.	UCAS size bands	To be provided in 2014
16.	UCAS grade bands	To be provided in 2014
17.	UCAS Tariff points	To be provided in 2014
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Grade distributions vary across subjects, reflecting the fact that some A levels attract students with higher achievements at GCSE. • Some highly selective HEPs ask for candidates' Uniform Mark Scale (UMS) points as well as grades and may focus on grades achieved in one examination sitting.

Field	Field Name	Information	
19.	Timing of assessments / results	<ul style="list-style-type: none"> • A levels are taken in May / June and results are available mid August. • Prior to September 2013 in England, there was an additional assessment opportunity in January. • In Northern Ireland and Wales, there was a final January assessment series in 2014 for learners who were enrolled on a relevant programme of learning in April 2013. 	
20.	Current or legacy	<ul style="list-style-type: none"> • Current • Many A level specifications were introduced in 2008 and will be last awarded in 2015–2018. 	
21.	Certification information	Grade distributions by subject and total entries by subject are published by the Joint Council for Qualifications www.jcq.org.uk .	
22.	Further information	<ul style="list-style-type: none"> • Links to qualification and subject level regulations and rules published by Ofqual: www2.ofqual.gov.uk/downloads/category/74-gce-as-and-a-level-qualification-criteria www2.ofqual.gov.uk/downloads/category/191-gce-as-and-a-level-subject-criteria • Links to awarding organisation websites and specifications: 	
		AQA	www.aqa.org.uk
		OCR	www.ocr.org.uk
		Pearsons	www.edexcel.com
		WJEC	www.wjec.co.uk
		CCEA	www.rewardinglearning.org.uk

UCAS has developed this profile in response to requests from its members. Where a qualification is issued by one awarding organisation, the respective organisation has verified that the profiles provide an accurate reflection of their awards. Where a qualification is offered by multiple awarding organisations, UCAS has obtained qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions. Information on new UCAS Tariff points will be added to profiles at a later stage.

AS or GCE AS

Field	Field Name	Information										
1.	Qualification family	AS or GCE AS										
2.	Country	<ul style="list-style-type: none"> • England • Northern Ireland • Wales 										
3.	Purpose	<ul style="list-style-type: none"> • The current AS was introduced in September 2000. • The AS assesses the first year of A level study and is also a stand-alone qualification in its own right. • The current AS encourages students to take a wider range of subjects in their first year of A level study, whilst allowing students to drop a subject and specialise further in the second year. • Many HEPs also consider candidates' AS results in their admissions decision-making. 										
4.	Education context	<ul style="list-style-type: none"> • The current AS and A levels are used across England, Northern Ireland and Wales. • The English Government is introducing new linear A levels for teaching in schools from September 2015, with first exams being sat in 2017. • Under new arrangements in England, the new AS will be a stand-alone linear qualification which will not count towards the full A level. • The new English AS will represent the same level of demand as the current AS and may be taken by students at the end of their first year of A level study. • Governments in Northern Ireland and Wales are committed to retaining the AS as part of the A level assessment and as a stand-alone qualification. • UCAS will create separate profiles for these qualifications when more details are finalised. 										
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6.	Code numbers	<ul style="list-style-type: none"> • Unique qualification numbers are allocated to each subject offered. • The format for qualification numbers in each case is xxx/xxxx/x. • For more details of individual qualification code numbers see http://register.ofqual.gov.uk. 										

Field	Field Name	Information		
7.	Structure	<ul style="list-style-type: none"> • GCE Advanced levels (A levels) are made up of Advanced Subsidiary (AS) units and A2 units. • AS and A levels are available in over 45 subject areas and about 780,000 are awarded each year. They are the qualifications that the majority of young people in England, Wales and Northern Ireland use to gain entry to university. • The AS is a stand-alone qualification, usually made up of two units, and is half the size of the full A level. Assessment of the AS covers the first year of A level study and is regarded as less demanding than that taken at the end of the second year of A level study (known as the A2). Most units are assessed by examination, but some are assessed internally. • The A2 is the second half of the full A level qualification. It also typically contains two units. • Prior to the 2008 revision of the AS/A2 structure, the majority of A levels contained six units and some subjects have retained this structure (e.g. mathematics and Welsh). • The proportion of mandatory and optional content varies across subjects (see link to subject criteria in field 22 'further information'). • Qualification regulators publish subject criteria for most AS and A levels to help ensure consistency in mandatory content across awarding bodies, whilst allowing for some additional optional content. • AS and A levels are also available as double awards in a limited number of applied subjects. • Prior to 2000, the AS referred to the Advanced Supplementary levels, which were separate qualifications from GCE A levels. 		
8.	Subject areas	<p>AS and A levels are currently available in over 45 general subjects. These include:</p> <table border="1" data-bbox="483 1137 1497 1823"> <tbody> <tr> <td data-bbox="483 1137 986 1823"> <ul style="list-style-type: none"> • Accounting • Art & design • Biology • Business studies • Chemistry • Citizenship studies • Classics • Computing • Design & technology • Drama & theatre studies • Economics • English language & literature • English literature • General studies • Geography • Government & politics </td> <td data-bbox="986 1137 1497 1823"> <ul style="list-style-type: none"> • History • Home economics • ICT • Law • Mathematics • Media studies • Modern foreign languages (MFL) • Music & music technology • Physical education • Physics • Psychology • Religious studies • Psychology • Sociology • Welsh second language • Welsh first language </td> </tr> </tbody> </table> <p>• AS and A levels are also available in the following applied subjects: business, art & design, engineering, leisure studies, media, performing arts, travel & tourism, ICT and health & social care.</p>	<ul style="list-style-type: none"> • Accounting • Art & design • Biology • Business studies • Chemistry • Citizenship studies • Classics • Computing • Design & technology • Drama & theatre studies • Economics • English language & literature • English literature • General studies • Geography • Government & politics 	<ul style="list-style-type: none"> • History • Home economics • ICT • Law • Mathematics • Media studies • Modern foreign languages (MFL) • Music & music technology • Physical education • Physics • Psychology • Religious studies • Psychology • Sociology • Welsh second language • Welsh first language
<ul style="list-style-type: none"> • Accounting • Art & design • Biology • Business studies • Chemistry • Citizenship studies • Classics • Computing • Design & technology • Drama & theatre studies • Economics • English language & literature • English literature • General studies • Geography • Government & politics 	<ul style="list-style-type: none"> • History • Home economics • ICT • Law • Mathematics • Media studies • Modern foreign languages (MFL) • Music & music technology • Physical education • Physics • Psychology • Religious studies • Psychology • Sociology • Welsh second language • Welsh first language 			

Field	Field Name	Information
9.	Level	<ul style="list-style-type: none"> • UK Level 3 qualification (equivalent to Level 6 in Scotland). • Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken at the end of the second year of A level study (known as the A2).
10.	Grading	<ul style="list-style-type: none"> • Single award: A, B, C, D, E. • Double award: AA, AB, BB, BC, CC, CD, DD, DE, EE.
11.	Assessment	<ul style="list-style-type: none"> • Currently, AS and A levels offer candidates the opportunity to be assessed either in stages during the course (most widespread) or at the end of the course. • Assessment is generally by written external examination except where this is not appropriate. • Additionally controlled assessments, practical examination and portfolio assessment are used to assess those aspects of the course which are not suitable to be assessed in a timed written examination. • Each unit of assessment is assessed by one method as specified in subject criteria
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • For the majority of subjects, candidates take two AS assessment units which together have a total weight of 50% of the A level. (A levels in mathematics and Welsh have three AS and three A2 units). • Units contribute 15–35% of the full A level. • Raw marks awarded in an exam are converted to a Uniform Mark Scale (UMS) according to the difficulty of the exam paper and the performance of candidates. • Hence in one year a candidate may need 62 raw marks to get an A grade but in another year 64 marks may be required for an A grade. • Grade boundaries for the AS are defined in relation to the total available UMS points to help ensure consistent understanding of requirements over time. <ul style="list-style-type: none"> – A at AS requires 80% of available UMS – B at AS requires 70% of available UMS – C at AS requires 60% of available UMS – D at AS requires 50% of available UMS – E at AS requires 40% of available UMS – U at AS if less than 40% of available UMS • Note that there is no A* at AS. • The contribution of external assessment to the total award is determined at subject level. For example, in mathematics this is a minimum of 80%, in English literature a minimum of 60% and 70% in science subjects.
13.	Resit arrangements	<ul style="list-style-type: none"> • AS and A levels allow resits of an assessment unit with the best result counting towards the qualification. • There are no longer assessment opportunities in January, hence students have one opportunity to resit their AS units within a standard two-year A level programme, but they can resit either or both AS or A2 units in subsequent years. • In Wales and Northern Ireland, January assessments were available in 2014 for the final time for learners who were enrolled on a relevant programme of learning in April 2013.
14.	Qualification size	<ul style="list-style-type: none"> • Single award: 180 hours • Double award: 360 hours (see Ofqual register)
15.	UCAS size bands	To be provided in 2014
16.	UCAS grade bands	To be provided in 2014
17.	UCAS Tariff points	To be provided in 2014

Field	Field Name	Information										
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> As AS results are generally available at the point of applying to university, many HEPs use these to inform offers made to A level students. The majority of offers made to A level students are expressed in terms of full A level grades. During Confirmation and Clearing, HEPs may consider additional AS grades when choosing between applicants with the same A level grades. Some HEPs making points-based offers will accept points gained from AS whilst others will not. Grade distributions vary across AS subjects, reflecting the fact that some AS and A levels attract students with higher achievements at GCSE. Some highly selective HEPs ask for candidates' Uniform Mark Scale (UMS) points as well as grades and may focus on grades achieved in one examination sitting 										
19.	Timing of assessments / results	<ul style="list-style-type: none"> AS and A levels are taken in May / June. Results are available mid-August. Prior to September 2013 in England, there was an additional assessment opportunity in January. In Northern Ireland and Wales, there was a final January assessment series in 2014 for learners who were enrolled on a relevant programme of learning in April 2013. 										
20.	Current or legacy	<ul style="list-style-type: none"> Current Many AS and A level specifications were introduced in 2008 and will be last awarded in 2015–2018. 										
21.	Certification information	Grade distributions by subject and total entries by subject are published by the Joint Council for Qualifications www.jcq.org.uk .										
22.	Further information	<ul style="list-style-type: none"> For details of specifications, see awarding organisation websites: <table border="1"> <tbody> <tr> <td>AQA</td> <td>www.aqa.org.uk</td> </tr> <tr> <td>OCR</td> <td>www.ocr.org.uk</td> </tr> <tr> <td>Pearsons/Edexcel</td> <td>www.edexcel.com</td> </tr> <tr> <td>WJEC</td> <td>www.wjec.co.uk</td> </tr> <tr> <td>CCEA</td> <td>www.rewardinglearning.org.uk</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Links to qualification and subject level regulations and rules published by qualification regulators: <ul style="list-style-type: none"> www2.ofqual.gov.uk/downloads/category/74-gce-as-and-a-level-qualification-criteria www2.ofqual.gov.uk/downloads/category/191-gce-as-and-a-level-subject-criteria 	AQA	www.aqa.org.uk	OCR	www.ocr.org.uk	Pearsons/Edexcel	www.edexcel.com	WJEC	www.wjec.co.uk	CCEA	www.rewardinglearning.org.uk
AQA	www.aqa.org.uk											
OCR	www.ocr.org.uk											
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A large, red, geometric shape resembling a stylized arrow or a folded piece of paper, pointing towards the top right. It has a white background on the left and top, and a red area on the right and bottom. The text is centered within the red area.

Extended Project Qualification (EPQ)

Field	Field Name	Information	
1.	Qualification family	Extended Project Qualification (EPQ)	
2.	Country	<ul style="list-style-type: none"> • England • Wales 	
3.	Purpose	<ul style="list-style-type: none"> • This qualification helps students develop and demonstrate their project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment. • Students can tailor their project to fit their individual needs, choices and aspirations with the agreement of their centre. • The outcome of the project can be a design, performance, report, dissertation or artefact. 	
4.	Education context	<ul style="list-style-type: none"> • The Extended Project is a stand alone qualification and is often taken by students to complement their A level studies. • Around 30,000 students take an EPQ each year. • The EPQ also formed a mandatory part of the Level 3 Advanced and Progression Diplomas which were introduced in 2008 and are currently being withdrawn. 	
5.	Awarding organisation(s)	AQA	The Assessment & Qualifications Alliance
		OCR	Oxford, Cambridge and RSA Examinations
		Pearson	Pearson Education Ltd (formerly known as Edexcel)
		VTCT	(formerly Vocational Training Charitable Trust)
		WJEC	Welsh Joint Education Committee
		CCEA	Council for Curriculum, Examinations and Assessment
6.	Code numbers	600/9534/9	AQA Level 3 Extended Project
		500/2406/1	OCR Level 3 Extended Project
		500/2372/X	Pearson Edexcel Level 3 Extended Project
		500/4161/7	VTCT Level 3 Extended Project
		500/4182/4	WJEC Level 3 Extended Project
7.	Structure	<ul style="list-style-type: none"> • The EPQ is a single component linear qualification. • Learners undertake their Extended Project in the context of a project topic they have selected, in agreement with the centre. • The outcome of the project can be a design, performance, report, dissertation or artefact. • The Extended Project at Level 3 provides learners with the opportunity to: <ul style="list-style-type: none"> – understand and use research skills – have a significant input to the choice and design of an Extended Project and take responsibility either for an individual task or for a defined task within a group project – develop and improve their own learning and performance as critical, reflective and independent learners – develop and apply decision-making and, where appropriate, problem solving skills – extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills – where appropriate, develop as e-confident learners and apply new technologies in their studies – develop and apply skills creatively, demonstrating initiative and enterprise – use their learning experiences to support their personal aspirations for further study and career development. 	

Field	Field Name	Information				
8.	Subject areas	<ul style="list-style-type: none"> The subject content of the Extended Project is not prescribed as it focuses on developing skills. These skills are summarised in the four learning outcomes: <ul style="list-style-type: none"> – Managing a project – Using resources – Developing and realising a project – Reviewing the project. Examples of acceptable titles for Extended Projects can be found on awarding body websites. 				
9.	Level	<ul style="list-style-type: none"> UK Level 3 qualification 				
10.	Grading	<ul style="list-style-type: none"> A*, A, B, C, D, E 				
11.	Assessment	<ul style="list-style-type: none"> The Extended Project consists of one component which is internally assessed by the centre and externally moderated. Whether the outcome of the project is a design, performance, report, dissertation or artefact, written work must be of sufficient length to explore the issues and demonstrate skills of structuring, using an appropriate style and form of writing and terminology. A dissertation should be approximately 5,000 words. For other outcomes the written component should be approximately 1,500 to 2,500 words. Learners will be assessed against four objectives: <p>A01 Manage Identify, design, plan and complete the individual project or task within a group project, applying organisation skills and strategies to meet stated objectives.</p> <p>A02 Use resources Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic.</p> <p>A03 Develop and realise Select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes.</p> <p>A04 Review Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present outcomes and conclusions.</p> Mark grids are provided for each unit to demonstrate learner performance at three levels for each assessment outcome, and how marks may be allocated. In general terms, progression across the mark bands is characterised by increasing: <ul style="list-style-type: none"> – breadth and depth of understanding – coherence, evaluation and analysis – independence and originality. 				
12.	Contribution of assessment components to overall grade	<p>Each assessment objective has a specified weighting:</p> <table> <tr> <td>A01 – 20%</td> <td>A02 – 20%</td> <td>A03 – 40%</td> <td>A04 – 20%</td> </tr> </table>	A01 – 20%	A02 – 20%	A03 – 40%	A04 – 20%
A01 – 20%	A02 – 20%	A03 – 40%	A04 – 20%			
13.	Resit arrangements	As an internally assessed qualification, students may complete the component at a time that suits the centre.				
14.	Qualification size	<ul style="list-style-type: none"> 120 hours (as published on Ofqual register) Approximately 50 hours taught time and 70 hours preparing for assessment 				

Field	Field Name	Information	
15.	UCAS size bands	To be provided in 2014	
16.	UCAS grade bands	To be provided in 2014	
17.	UCAS Tariff points	To be provided in 2014	
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Feedback from HEPs suggests that the skills that students develop as part of the EPQ are highly valued. • Some HEPs signal this by adjusting their standard A level offer for certain courses to include the EPQ. • Others use EPQ results in Confirmation and Clearing to distinguish between students who have the same A level results. • A number of HEPs encourage applicants to refer to their project in the personal statement and interviews. • EPQs are widely valued by HEPs making points-based offers. 	
19.	Timing of assessments / results	As internally assessed qualifications, students may complete their EPQ throughout the year.	
20.	Current or legacy	<ul style="list-style-type: none"> • Current • First awarded in 2009 • Operational end date is not specified 	
21.	Certification information	• Awarding organisations issue certificates at various points throughout the year.	
22.	Further information	Links to awarding organisation websites and specifications:	
		AQA	www.aqa.org.uk
		OCR	www.ocr.org.uk
		Pearsons	www.edexcel.com
		VTCT	www.vtct.org.uk
	WJEC	www.wjec.co.uk	

UCAS has developed this profile in response to requests from its members. Where a qualification is issued by one awarding organisation, the respective organisation has verified that the profiles provide an accurate reflection of their awards. Where a qualification is offered by multiple awarding organisations, UCAS has obtained qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions. Information on new UCAS Tariff points will be added to profiles at a later stage.

A large, red, geometric shape resembling a stylized arrow or a folded piece of paper, pointing towards the top right. It contains white text.

Pearson BTEC Level 3 (QCF) Qualifications

Field	Field Name	Information
1.	Qualification family	Pearson BTEC Level 3 (QCF) Qualifications (known as 'BTEC Nationals')
2.	Country	<ul style="list-style-type: none"> • England • Northern Ireland • Wales • International centres
3.	Purpose	BTEC Nationals are vocational qualifications designed to develop skills, knowledge and understanding in a sector area as preparation for employment, higher education, higher apprenticeship or other training. BTEC Nationals come in a range of sizes which allows the qualification to form the whole programme of learning or to be taken alongside other qualifications such as A levels.
4.	Education context	<p>BTEC Nationals have been offered since the formation of BTEC in 1984. In 1996 BTEC merged with London Examinations to become Edexcel, which is now part of Pearson.</p> <p>The BTEC Nationals have been updated on a regular basis since that date to meet the needs of employers, higher education and Government. BTEC Nationals in most sector areas were accredited to the Qualifications and Credit Framework (QCF) for first teaching in 2010 (first results in 2012).</p> <p>QCF regulations required that the titles be changed to 'BTEC Level 3 (QCF) qualifications' but they are still generally known as the 'BTEC Nationals'.</p> <p>Following the Wolf Review of vocational qualifications, the English Government announced the introduction of two categories for Level 3 vocational qualifications, Applied General and Technical Level. Both categories will require qualifications to demonstrate certain characteristics to feature in performance tables from 2016, as well as an extended list of characteristics required from 2018.</p> <p>The current BTEC Level 3 (QCF) qualifications ('BTEC Nationals') meet the Department for Education (DfE) requirements of purpose, size and recognition for qualifications reporting results in 2016. This means they are publicly recognised in written form by a minimum of five employers as developing and confirming specialist knowledge and skills relevant to an occupation; and by a large number of HEPs as meeting entry requirements either in their own right or alongside other qualifications at the same level.</p> <p>The BTEC Nationals will be revised for first teaching in 2016 to ensure they meet the additional DfE requirements for Applied General and Technical Level Qualifications, reporting results in 2018.</p> <p>Each qualification in the suite will be revised to meet the requirements for qualifications reporting results in 2018. These requirements include external assessment and synoptic assessment in both categories, and employer involvement in delivery and/or assessment in Technical Level qualifications.</p> <p><i>N.B. For information on the BTEC Nationals in Children's Play, Learning and Development (CPLD) which are on the National Qualifications Framework (NQF) and have different titles and assessment from other BTEC Nationals see:</i> www.edexcel.com/quals/btec-nat-cpld-14/Pages/default.aspx</p> <p><i>From September 2014, the BTEC National Certificate and Diploma in CPLD (Early Years Educator) will carry 'licence to practise' status.</i></p>
5.	Awarding organisation(s)	Pearson Education Ltd

Field	Field Name	Information
6.	Code numbers	<p>Unique qualification numbers are allocated to each subject offered.</p> <p>The format for qualification numbers in each case is xxx/xxxx/x.</p> <p>For more details of individual qualification code numbers see register.ofqual.gov.uk.</p>
7.	Structure	<p>BTEC Level 3 (QCF) qualifications ('BTEC Nationals') are a family of unit-based qualifications in a range of subjects. There are five different sizes of qualifications within the family:</p> <ul style="list-style-type: none"> • Certificate • Subsidiary Diploma • 90-credit Diploma • Diploma • Extended Diploma <p>Not all subjects have qualifications at each size.</p> <p>The structure varies according to the requirements of the sector. Most qualification suites contain both mandatory and optional content with the number of mandatory units increasing from the smallest to largest sizes within a suite. However, the number of mandatory units for a particular size may vary across subject titles. Some subjects have pathways within the specification and the mandatory units may vary between those pathways.</p> <p>As these are QCF qualifications, each unit has a credit value based on its size, one credit is equal to learning outcomes achievable in six guided learning hours.</p> <p>Rules of combinations determine the minimum eligible credit value required to achieve a pass grade.</p> <p>The vast majority of the BTEC Nationals comprise Level 3 units only although a few titles include a small number of Level 2 and / or Level 4 units.</p> <p>Students may complete their qualification requirements at a number of points during a year, since the grade is calculated on the basis of unit-level achievement.</p> <p><i>NB: NQF BTEC Nationals have different titles: see earlier link.</i></p>

Field	Field Name	Information		
8.	Subject areas	<p>BTEC Level 3 (QCF) qualifications ('BTEC Nationals') are available in 40 subjects. Not all subjects are available at all sizes.</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • Aircraft maintenance • Aeronautical engineering • Agriculture • Applied law • Applied science • Art & design • Aviation operations • Beauty therapy • Blacksmithing & metalworking • Business • Construction & the built environment • Countryside management • Creative media production • Dental technology • Electrical/electronic engineering • Engineering • Enterprise & entrepreneurship • Environmental sustainability • Fish management • Floristry • Forestry & arboriculture </td> <td> <ul style="list-style-type: none"> • Health & social care • Horse management • Horticulture • Hospitality • IT • Land-based technology • Manufacturing engineering • Mechanical engineering • Music • Music technology • Operations & maintenance engineering • Performing arts • Personal & business finance • Pharmaceutical science • Production arts • Public services • Sport • Sport & exercise sciences • Travel & tourism • Vehicle technology </td> </tr> </table> <p>Information on the full range of subject titles and the content and assessment of the Level 3 BTEC National qualifications may be accessed: www.edexcel.com/quals/nationals10/Pages/default.aspx.</p> <p>NB: There are also the Children's Play, Learning and Development (CPLD) qualifications on the NQF – see earlier link for details.</p>	<ul style="list-style-type: none"> • Aircraft maintenance • Aeronautical engineering • Agriculture • Applied law • Applied science • Art & design • Aviation operations • Beauty therapy • Blacksmithing & metalworking • Business • Construction & the built environment • Countryside management • Creative media production • Dental technology • Electrical/electronic engineering • Engineering • Enterprise & entrepreneurship • Environmental sustainability • Fish management • Floristry • Forestry & arboriculture 	<ul style="list-style-type: none"> • Health & social care • Horse management • Horticulture • Hospitality • IT • Land-based technology • Manufacturing engineering • Mechanical engineering • Music • Music technology • Operations & maintenance engineering • Performing arts • Personal & business finance • Pharmaceutical science • Production arts • Public services • Sport • Sport & exercise sciences • Travel & tourism • Vehicle technology
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9.	Level	<ul style="list-style-type: none"> • UK Level 3 qualification (equivalent to Level 6 in Scotland). • BTEC Level 3 qualifications are seen as spanning Level 3. 		

Field	Field Name	Information												
10.	Grading	<p>Grading is based on the following four domains:</p> <ul style="list-style-type: none"> • Application of knowledge and understanding • Development of practical and technical skills • Personal development for occupational roles • Application of generic skills. <p>Individual units are graded Pass, Merit and Distinction.</p> <p>All qualification grading is based on the aggregation of points achieved in its constituent units. Grades at qualification level are: Pass, Merit, Distinction and Distinction* (P, M, D, D*).</p> <p>NB: the D* grade was first introduced in results issued for QCF qualifications in 2012 (and for CPLD in 2014).</p> <p>Large qualifications have double or triple grades as follows:</p> <table border="1"> <thead> <tr> <th>Qualification</th> <th>Available grades</th> </tr> </thead> <tbody> <tr> <td>Certificate</td> <td>P, M, D, D*</td> </tr> <tr> <td>Subsidiary Diploma</td> <td>P, M, D, D*</td> </tr> <tr> <td>90-credit Diploma</td> <td>PP, MP, MM, DM, DD, D*D, D*D*</td> </tr> <tr> <td>Diploma</td> <td>PP, MP, MM, DM, DD, D*D, D*D*</td> </tr> <tr> <td>Extended Diploma</td> <td>PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*</td> </tr> </tbody> </table>	Qualification	Available grades	Certificate	P, M, D, D*	Subsidiary Diploma	P, M, D, D*	90-credit Diploma	PP, MP, MM, DM, DD, D*D, D*D*	Diploma	PP, MP, MM, DM, DD, D*D, D*D*	Extended Diploma	PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*
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Extended Diploma	PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*													
11.	Assessment	<p>Institutions wishing to run BTEC Nationals require approval from Pearson Education Ltd.</p> <p>All units of QCF BTEC Nationals are internally assessed. Students are set assignments. These may be in the form of briefs, scenarios, problem solving exercises and / or research investigations. They are contextualised using realistic, work-related scenarios and may be provided by local employers. The assessment may require students to write a report, write a business proposal, deliver a presentation, give the solution to a mathematical problem, give the results, analysis and conclusions from a practical investigation, etc.</p> <p>All assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit within a qualification has specified assessment and grading criteria.</p> <p>A summative unit grade can be awarded at Pass, Merit or Distinction.</p> <p>Assessment and grading are subject to external moderation.</p> <p>NB: The current NQF BTEC Nationals in Children's Play, Learning and Development do contain some externally assessed units – see link in section 4.</p>												

Field	Field Name	Information						
12.	Contribution of assessment components to overall grade	<p>Learners who achieve the minimum eligible credit value specified by the rules of combination for a qualification will achieve the qualification at Pass grade.</p> <p>Learners will be awarded a Merit, Distinction and Distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit.</p> <p>For each Level 3 credit, students will achieve the following number of points:</p> <table border="1"> <thead> <tr> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>9</td> </tr> </tbody> </table> <p>Hence, for a unit with a credit value of 10, a student achieving Merit will achieve 80 points (8 x 10).</p> <p>The grade distinction* (D*) is only available at qualification level, and reflects high level achievement across a number of units.</p> <p>Pearson Education Ltd automatically calculates the qualification grade for learners when unit grades are submitted.</p> <p>The grade ranges for each qualification are as follows:</p> <p>BTEC Level 3 Certificate Points range above Pass grade</p> <ul style="list-style-type: none"> • 230–249 Merit M • 250–259 Distinction D • 260 and above Distinction* D* <p>BTEC Level 3 Subsidiary Diploma Points range above Pass grade</p> <ul style="list-style-type: none"> • 460–499 Merit M • 500–519 Distinction D • 520 and above Distinction* D* <p>BTEC Level 3 90-credit Diploma Points range above Pass grade</p> <ul style="list-style-type: none"> • 660–689 MP • 690–719 MM • 720–749 DM • 750–769 DD • 770–789 D*D • 790 and above D*D* 	Pass	Merit	Distinction	7	8	9
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Field	Field Name	Information																		
12.	Contribution of assessment components to overall grade	<p>BTEC Level 3 Diploma Points range above Pass grade</p> <ul style="list-style-type: none"> • 880–919 MP • 920–959 MM • 960–999 DM • 1000–1029 DD • 1030–1059 D*D • 1060 and above D*D* <p>BTEC Level 3 Extended Diploma Points range above Pass grade</p> <ul style="list-style-type: none"> • 1300–1339 MPP • 1340–1379 MMP • 1380–1419 MMM • 1420–1459 DMM • 1460–1499 DDM • 1500–1529 DDD • 1530–1559 D*DD • 1560–1589 D*D*D • 1590 and above D*D*D* 																		
13.	Resit arrangements	<p>From 2014, the rules for re-submission will be changed, with learners being allowed only one re-submission opportunity.</p> <p>NB: In the case of the external assessment in the NQF BTEC Nationals in CPLD, learners can resit the external assessment up to two times after the first sitting – see earlier link.</p>																		
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18.	Key issues for UK HE admissions	<p>Students may combine BTEC qualifications with other qualifications, such as A level or AS, or may take a programme entirely made up of BTEC qualifications.</p> <p>Subject relevance of BTEC Nationals to higher education programmes is often seen as particularly key for admissions tutors.</p>																		
19.	Timing of assessments / results	<p>Students are assessed throughout their programme of learning and may submit units for qualification award at any point.</p> <p>Results are provided on a rolling basis.</p> <p>Students submitting units by the deadline for the summer for calculation of their qualification grade will receive results in July.</p> <p>UCAS applicants will have their results sent directly to UCAS as they are processed during the summer. This will mainly be prior to A level results day.</p>																		

Field	Field Name	Information																																																									
20.	Current or legacy	<p>These are current qualifications.</p> <p>Details of legacy NQF BTEC Nationals introduced in 2007 are found at: www.edexcel.com/btec/Pages/Qualifications.aspx.</p>																																																									
21.	Certification information	<p>Certification of BTEC Level 3 National qualifications is reported on the basis of the number of certificates achieved over a 12-month period (1 June to 31 May). In the 2012–2013 period 246,517 learners completed a qualification, broken down as follows:</p> <table border="1"> <thead> <tr> <th>Qualification</th> <th>Numbers achieving</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>BTEC Level 3 Certificate</td> <td>27,291</td> <td>11.1</td> </tr> <tr> <td>BTEC Level 3 Subsidiary Diploma</td> <td>82,424</td> <td>33.4</td> </tr> <tr> <td>BTEC Level 3 90-credit Diploma</td> <td>669*</td> <td>0.3</td> </tr> <tr> <td>BTEC Level 3 Diploma</td> <td>43,346</td> <td>17.6</td> </tr> <tr> <td>BTEC Level 3 Extended Diploma</td> <td>92,787</td> <td>37.6</td> </tr> <tr> <td>Total</td> <td>246,517</td> <td>100</td> </tr> </tbody> </table> <p>*BTEC Level 3 90-credit Diploma has been recently introduced, certification numbers up from six in the previous year.</p> <p>Grade distributions (2013)</p> <p>BTEC Certificate</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Distinction*</td> <td>6,437</td> <td>23.6</td> </tr> <tr> <td>Distinction</td> <td>2,757</td> <td>10.1</td> </tr> <tr> <td>Merit</td> <td>7,203</td> <td>26.4</td> </tr> <tr> <td>Pass</td> <td>10,894</td> <td>39.9</td> </tr> <tr> <td>Total</td> <td>27,291</td> <td>100</td> </tr> </tbody> </table> <p>BTEC Subsidiary Diploma</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Distinction*</td> <td>19,189</td> <td>23.3</td> </tr> <tr> <td>Distinction</td> <td>10,610</td> <td>12.9</td> </tr> <tr> <td>Merit</td> <td>21,164</td> <td>25.7</td> </tr> <tr> <td>Pass</td> <td>31,461</td> <td>38.2</td> </tr> <tr> <td>Total</td> <td>82,424</td> <td>100</td> </tr> </tbody> </table> <p>BTEC 90-credit Diploma No grade distribution reported (note new qualification).</p>	Qualification	Numbers achieving	%	BTEC Level 3 Certificate	27,291	11.1	BTEC Level 3 Subsidiary Diploma	82,424	33.4	BTEC Level 3 90-credit Diploma	669*	0.3	BTEC Level 3 Diploma	43,346	17.6	BTEC Level 3 Extended Diploma	92,787	37.6	Total	246,517	100	Grade	Number	%	Distinction*	6,437	23.6	Distinction	2,757	10.1	Merit	7,203	26.4	Pass	10,894	39.9	Total	27,291	100	Grade	Number	%	Distinction*	19,189	23.3	Distinction	10,610	12.9	Merit	21,164	25.7	Pass	31,461	38.2	Total	82,424	100
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		MMP	8,616	9.3																																		
		MPP	9,145	9.9																																		
PPP	12,879	13.9																																				
Total	92,787	100																																				
Detailed results information by subject, gender, etc: www.edexcel.com/btec/news-and-policy/btec-results-day/Pages/default.aspx .																																						
22.	Further information	DfE guidance on requirements for vocational qualifications for inclusion within performance tables: www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/otherqualifications/a00222542/vocational-qualifications-16-19-year-olds .																																				

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The image features a white background with a large, red, geometric shape on the right side. This shape is a trapezoid with a pointed top-left corner and a pointed bottom-right corner, resembling a stylized arrow or a banner. The text is centered within the white space of this red shape.

International Baccalaureate Diploma

Field	Field Name	Information
1.	Qualification family	<p>International Baccalaureate Diploma</p> <p>Qualification family also includes:</p> <ul style="list-style-type: none"> • IBO Level 3 Certificate in Higher Level (HL) subjects • IBO Level 3 Certificate in Standard Level (SL) subjects • IBO Level 3 Certificate in Extended Essay • IBO Level 3 Certificate in Theory of Knowledge
2.	Country	<ul style="list-style-type: none"> • UK • International
3.	Purpose	<ul style="list-style-type: none"> • The IB Diploma programme aims to provide an academically challenging and balanced programme of education with final examinations that prepare students for success in higher education and life beyond. • It has been designed to address the intellectual, social, emotional and physical well-being of students.
4.	Education context	<ul style="list-style-type: none"> • The IB Diploma programme is awarded by the IBO, a Swiss-based charitable foundation, established in Geneva in 1968. • Initially designed as a programme for students in international schools, IB Diploma examinations were first taken by about 300 candidates in 11 schools in 1970. • In 2013, there were 132,000 students completing IB Diploma programme exams in around 2,500 schools around the world, including approximately 5,000 students attending 186 UK schools. • IB Diploma students follow a broad range of Higher Level (HL) and Standard Level (SL) subjects over the two years of the programme, but can at the same time specialise in those subject areas of greatest interest to them. • Students are expected to develop the critical thinking skills, independent learning styles and knowledge of academic research that are expected for successful university level study. • They are also expected to consider the nature of knowledge, engage in community service and promote international understanding, valuing cultural diversity.
5.	Awarding organisation(s)	International Baccalaureate Organisation (IBO)
6.	Code numbers	<p>Unique qualification accreditation numbers are allocated by the qualifications regulators to each subject according to the following format:</p> <ul style="list-style-type: none"> • e.g. IBO Level 3 Certificate in HL Chemistry 500/3245/8
7.	Structure	<ul style="list-style-type: none"> • Three subjects (or occasionally four) are studied at Higher Level (HL) and three subjects (occasionally two) at Standard Level (SL). • Candidates also undertake IB Core requirements of an Extended Essay, a Theory of Knowledge Course and Creativity Action and Service (CAS). • All HL and SL subjects are two-year linear courses, with examinations in May of the second year (Year 13). • The IBO also offers another examination session in November for students based in the Southern Hemisphere. • Diploma candidates may choose to take at most two Standard Level subjects after the first year of study. However, this is unusual in the UK (although more common in schools in the US). • Candidates are allowed at most three different examination sessions in which to gain their Diploma. • It is possible for candidates to enter individual HL and SL subjects and IB core courses and receive certificates for these without obtaining the full Diploma. • Individual subjects are known as IB Diploma courses.

Field	Field Name	Information
8.	Subject areas	<ul style="list-style-type: none"> • The subjects available for study are divided into six groups: <ul style="list-style-type: none"> – Group 1: a literature course or a language & literature course in the student’s best language – Group 2: second language course (a modern or classical language) – Group 3: individuals and societies, including history, geography and economics – Group 4: experimental sciences, including biology, chemistry and physics – Group 5: mathematics and computer sciences, including two Standard Level courses (mathematical studies and mathematics standard) and two Higher Level courses (mathematics Higher Level and further mathematics Higher Level) – Group 6: the arts, including visual arts, music and theatre. • Students must study one subject from each of groups 1 to 5. Their sixth subject may come from Group 6, or be a second choice from one of the other groups, or be an authorised school-devised syllabus. • IB Diploma students will normally study three of the above subjects at Higher Level and three at Standard Level. • All IB Diploma students also complete the Diploma Core: this consists of a course in epistemology called Theory of Knowledge and a 4,000 word academic Extended Essay; both of these elements are graded. Students also complete 150 hours of Creativity, Action and Service (CAS).
9.	Level	The IB Diploma is regarded as broadly comparable to the A level.
10.	Grading	<ul style="list-style-type: none"> • Diploma programme students follow six courses at Higher Level or Standard Level. • The grades awarded for each course range from 1 (lowest) to 7 (highest) at both Higher and Standard Level. • Students can also be awarded up to three additional points for their combined results in the Diploma Core, consisting of Theory of Knowledge and the Extended Essay. • Therefore, the highest total that a Diploma programme student can be awarded is 45 points. • The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole Diploma (e.g. score a minimum of 12 and 9 points from their Higher and Standard Level subjects respectively and have no more than three scores of 3 or below) and satisfactory participation in creativity, action and service (CAS).
11.	Assessment	<ul style="list-style-type: none"> • For most subjects, there are three or four assessment components, with one of them being internally assessed coursework. • The examination papers take a variety of forms, some multiple choice, but mainly short answer, structured response or essay type questions. There are also data analysis papers, text commentary papers and case study papers. • Some subjects have a coursework component that is externally assessed. • The Extended Essay and Theory of Knowledge essay are produced under coursework conditions and are also externally assessed. • Externally assessed work is marked by examiners around the world, whose marking is moderated by sample re-marking. Most assessment is by e-marking. • Moderation by sample re-marking is applied to internal assessment. • Grade award meetings are held by the senior examiners for each subject to determine final grade boundaries on a component basis. • Diploma programme students follow six courses: normally three at Higher Level and three at Standard Level.

Field	Field Name	Information
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> Points from Standard, Higher and Core subjects are added together to make the Diploma points score. The maximum possible Diploma points score is therefore 45. Fewer than 1% of students achieve this score (0.18% of candidates in the May 2013 exam session). Candidates who gain at least 24 points, subject to certain conditions relating to the distribution of grades, are awarded the Diploma. The contribution of assessment methods to overall marks varies across subjects. For example, geography at Higher Level involves an external written examination covering core theme (25%), an external written examination covering optional themes (50%) and a field work report of 2,500 words which is internally assessed (25%). 24% of the assessment for chemistry is carried out by teachers during practical work and externally moderated.
13.	Resit arrangements	<ul style="list-style-type: none"> Students can retake IB subjects in their entirety in either November or May. Candidates have a maximum of three examination sessions in which to obtain the Diploma.
14.	Qualification size	<ul style="list-style-type: none"> IB Diploma 2,045 hours (Ofqual register) Higher Level courses: 360 hours (Ofqual register) and 240 teaching hours IBO documents. Standard Level courses 225 hours (Ofqual register) and 150 teaching hours IBO documents. Core: 300 hours (Extended essay 50, Theory of knowledge 100, CAS 150).
15.	UCAS size bands	Information to be provided in 2014
16.	UCAS grade bands	Information to be provided in 2014
17.	UCAS Tariff points	Information to be provided in 2014
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> Many HEPs making offers to IB Diploma students specify both an overall IB Diploma point score (or range) and specific points to be achieved in higher level subjects. Research by the Fischer Family Trust demonstrates that, for students with the same (GCSE) prior attainment (regardless of school type), the grade distribution of IB Higher Level compares to A levels is an exact match (i.e. A*= IB7, A=6, B=5, C=4) in all subjects, except IB Higher Level mathematics (where A*=5, A=4, B=3). For more details see www.ibo.org. IBO statistics show that average point scores and pass marks have remained consistent over time. About 78% of Diploma programme students are awarded the Diploma each examination session (i.e. have achieved 24+ IB points and met Diploma requirements). Fewer than 4% of candidates score grades over 40 points each session, whilst fewer than 1% of students gain 45 points (109 candidates worldwide in May 2013). 50% of IB students attend state schools; this is also the case in the UK (May 3013).
19.	Timing of assessments / results	<ul style="list-style-type: none"> There are two examination sessions per year, in May and November. IB results are published on 5 July each year (for the May exam session).
20.	Current or legacy	<ul style="list-style-type: none"> Current The basic structure of the Diploma programme (six subject groups with three additional core requirements) has remained unchanged since the programme's introduction.

Field	Field Name	Information
21.	Certification information	<ul style="list-style-type: none"> • For summary statistics of Diploma programme examination session and comparisons with previous years, see IBO's latest statistical bulletin on the IBO website. • These statistics show that the average IB point score and pass mark has remained consistent over time. In May 2012, the average pass score was 29.77, with a pass rate of 78.48%. Details are available in the World Statistical Bulletin (see below).
22.	Further information	<ul style="list-style-type: none"> • The UK network of schools and colleges offering the IB Diploma (IBSCA) publish an annual guide on the IB Diploma for HEPs which is available www.ibsca.org.uk/index.php/universities-and-ib/introduction. • All the statistics in this profile have been provided by the IBO. The IBO publishes an annual World Statistical Bulletin following each exam session http://www.ibo.org/facts/statbulletin/dpstats/index.cfm. • For more details see www.ibo.org.

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**Cambridge
International
Level 3 Pre-U
Diploma**

Field	Field Name	Information
1.	Qualification family	<p>Cambridge International Level 3 Pre-U Diploma</p> <ul style="list-style-type: none"> • Cambridge International Level 3 Pre-U Principal Subject • Cambridge International Level 3 Pre-U Short Course • Cambridge International Level 3 Pre-U Global Perspectives and Research (GPR)
2.	Country	<ul style="list-style-type: none"> • England • Northern Ireland • Wales • Qualifications are also available to international centres on request
3.	Purpose	<p>The Cambridge Pre-U curriculum is underpinned by a core set of educational principles and values:</p> <ul style="list-style-type: none"> • Encouraging the development of well-informed, open and independent-minded individuals. • Promoting deep understanding through subject specialisation, with a depth and rigour appropriate to progression to higher education. • Helping students to acquire specific skills of problem-solving, critical thinking, creativity, team-working, independent learning and effective communication which are needed for study in higher education. • Recognising the wide range of individual talents and interests. • Promoting an international outlook and cross-cultural awareness. <p>www.cie.org.uk/qualifications/academic/uppersec/preu/overview_html</p>
4.	Education context	<ul style="list-style-type: none"> • The Cambridge Pre-U is a linear qualification with all assessment being undertaken at the end of the programme of study – two years in the case of a Principal Subject, one year for a Short Course. • Schools began teaching Cambridge Pre-U courses in September 2008. • The linear structure of the Pre-U differentiates it from current A levels. • From 2015–16, A levels in England will move from being modular to linear qualifications. However, it is likely that the modular A level structure will remain in Wales and Northern Ireland.
5.	Awarding organisation(s)	Cambridge International Examinations
6.	Code numbers	<p>500/3815/1 Pre-U Diploma</p> <p>Constituent qualifications/units all have separate codes</p>

Field	Field Name	Information
7.	Structure	<ul style="list-style-type: none"> • Cambridge Pre-U Principal Subject syllabuses are linear. This means they are examined at the end of the two-year programme of study. • Each subject is graded and certificated separately. • Students who have passed four components comprised of three Certificates (Principal Subjects) plus the core component, Global Perspectives and Research (GPR), can obtain a Cambridge Pre-U Diploma. • Candidates can substitute up to two qualifications, e.g. A levels, for two of the three Cambridge Pre-U Principal Subjects, within the Diploma. • Pre-U Principal Subjects and Global Perspectives and Research (GPR) are stand-alone qualifications. • GPR may be taken and certificated on its own alongside A levels and other 16–19 qualifications, or as the core component of the Cambridge Pre-U Diploma. • Candidates who meet the Pre-U Diploma requirements will receive an additional certificate for the Cambridge Pre-U Diploma as well as certificates for each individual Principal Subject and for GPR. • The Pre-U Short Courses in modern foreign languages, mathematics, further mathematics and Global Perspectives are one-year stand-alone linear qualifications. • A Short Course outcome cannot, however, contribute to a Principal Subject result nor can it count towards the Pre-U Diploma
8.	Subject areas	<ul style="list-style-type: none"> • Art & design (Unendorsed) • Art & design: graphic communication • Art & design:3D design • Art & design: fine art • Art & design: lens-based Imagery • Art & design: textile design • Art history • Biology • Business and management • Chemistry • Classical Greek • Classical heritage • Comparative government & politics • Drama & theatre • Economics • English • French • French (Short Course) • Further mathematics • Further mathematics (Short Course) • Geography • German • German (Short Course) • Global Perspectives & Research • Global Perspectives & Research (international version) • Global Perspectives (Short Course) • History • Italian • Italian (Short Course) • Latin • Mandarin Chinese • Mandarin Chinese (Short Course) • Mathematics • Mathematics (Statistics with pure mathematics) (Short Course) • Music • Philosophy & theology • Physics • Psychology • Russian • Russian (Short Course) • Spanish • Spanish (Short Course)

Field	Field Name	Information
9.	Level	<ul style="list-style-type: none"> • Pre-U Principal Subjects and Global Perspectives and Research (GPR) qualifications are regarded as broadly comparable to the A level. • Pre-U Short Courses are regarded as broadly comparable in level to the AS.
10.	Grading	<ul style="list-style-type: none"> • Pre-U Principal Subjects, Short Courses and GPR are graded Distinction 1, D2, D3, Merit 1, M2, M3, Pass 1, P2, P3. • The Cambridge Pre-U Diploma does not have grades. Results are reported as a score out of 96, with 96 being the maximum score and 32 being the minimum pass score.
11.	Assessment	<ul style="list-style-type: none"> • Cambridge Pre-U Principal Subject syllabuses are examined at the end of the two-year programme of study. • Principal Subjects are externally assessed, using appropriate assessment methods. For example, biology is 100% externally assessed, with 15% of the total allocated marks being given to experimental and practical skills. Economics is assessed through a variety of multiple choice, short answer, data response and essay-based external assessments. Some subjects include coursework which is also externally assessed. • If coursework is included in the assessment, it can be completed whilst doing the course but will not be moderated or externally assessed until the end of the two-year course. • Short Courses are examined at the end of the one-year programme of study and follow a similar approach to assessment as Principal Subjects. • Global Perspectives is assessed through three compulsory components: a written paper, an essay and a multimedia presentation, all of which are externally examined. • The Independent Research Report submission is a single piece of extended writing in the form of a dissertation or a report based on an investigation or field study. The dissertation or report must be no more than 5,000 words in length. Where a project has involved extensive field study, manipulation of data, or laboratory experiment, the resulting report length may fall below these guidelines.
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • Assessment of Principal Subjects may involve a number of different components depending on the subject. For details of assessment for each syllabus, please see CIE's website: www.cie.org.uk/qualifications/academic/uppersec/preu/subjects. • Global Perspectives is assessed through three compulsory components; the weighting given to each component is in brackets: written paper (25%), essay (30%), presentation (45%). • The assessment of the Independent Research Report will focus on the ability to design, plan and manage a research project; to collect and analyse information; to evaluate and make reasoned judgements; and to communicate findings and conclusions. For further details, please see a copy of the GPR syllabus on CIE's website. • The full Cambridge Pre-U Diploma is given a separate score out of 96, derived by weighting and adding up the scores for the grade achieved in each subject, including GPR. Each grade achieved contributes points to the total Pre-U Diploma score, for example, a D1 grade is awarded 24 points, a D2 grade 22 points, an M1 grade 18 points. A complete table can be found in the Guide for Schools on CIE's website (see previous URL). • Assessment of Short Courses may involve a number of different components depending on the subject taken. For further details, see previous URL.

Field	Field Name	Information	
13.	Resit arrangements	<p>Individual Pre-U qualifications (i.e. Principal Subjects and Global Perspectives & Research) are linear therefore candidates must resit the whole qualification, not just individual components within it. Resits are available for all Pre-U Principal Subjects, except Art and Design. Resits are not available for Pre-U Short Courses.</p> <p>The Pre-U Diploma is a composite award and resit arrangements apply to its constituent qualifications rather than the Diploma as a whole.</p> <p>Where A levels form part of the Pre-U Diploma, they are subject to resit arrangements set by the respective awarding body.</p>	
14.	Qualification size	Principal Subjects	380 hours
		Global Perspectives	200 hours
		Independent Research Report	120 hours
		Diploma consists of three Principal Subjects and GPR	$(3 \times 380) + 320 = 1460$ hours.
		Short course	180 hours.
15.	UCAS size bands	To be provided in 2014	
16.	UCAS grade bands	To be provided in 2014	
17.	UCAS Tariff points	To be provided in 2014	
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Many HEPs regard Pre-U Principal subjects as interchangeable with A levels for the purposes of HE admissions. • Pre-U Short Courses are generally accepted in lieu of AS. • The Pre-U GPR is generally accepted as equivalent to an A level. • The majority of students take Cambridge Pre-U Principal Subjects or GPR in combination with A levels, so offers need to be flexible. 	
19.	Timing of assessments / results	<ul style="list-style-type: none"> • Coursework is submitted in April for assessment in June. • Pre-U examinations are taken in May / June. • Results are available in mid-August. 	
20.	Current or legacy	<ul style="list-style-type: none"> • Current • The first Cambridge Pre-U Short Course examinations were taken in June 2009 with the first Cambridge Pre-U Principal Subject examinations being taken in June 2010. • Operational end date is not specified. 	
21.	Certification information	<ul style="list-style-type: none"> • Results are available in mid-August. • Information on grade and point distributions is not available. 	
22.	Further information	Details of syllabuses can be found at the awarding body website: www.cie.org.uk	

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**OCR Level 3
Cambridge
Technical**

Field	Field Name	Information
1.	Qualification family	<p>OCR Level 3 Cambridge Technicals</p> <ul style="list-style-type: none"> • OCR Level 3 Cambridge Technical Certificate • OCR Level 3 Cambridge Technical Introductory Diploma • OCR Level 3 Cambridge Technical Subsidiary Diploma • OCR Level 3 Cambridge Technical Diploma • OCR Level 3 Cambridge Technical Extended Diploma
2.	Country	<ul style="list-style-type: none"> • England • Northern Ireland • Wales
3.	Purpose	<p>The Cambridge Technical qualifications have been developed to provide learners with:</p> <ul style="list-style-type: none"> • the opportunity to develop essential knowledge, transferable skills and personal skills necessary for further education and employment • practical skills and knowledge for progression into a variety of job roles in the sector • a practical, vocational basis for higher education in the sector.
4.	Education context	<ul style="list-style-type: none"> • Level 3 Cambridge Technicals were introduced in September 2012 as replacements for the Level 3 OCR Nationals. The first cohort will complete their qualifications in June / July 2014 and will be applying to HE for September 2014 entry. • Following the Wolf Review of vocational qualifications, the English Government has announced a number of characteristics that Level 3 Applied General and Technical Level qualifications will have to demonstrate to feature in performance tables from 2016, as well as an extended list of characteristics required from 2018. • The current OCR Cambridge Technicals qualifications meet the 2016 requirements for purpose, size and recognition. • The additional Department for Education (DfE) requirements for the 2018 performance tables in England will be that all Level 3 Applied General and Technical Level qualifications will have external assessment and Technical Level qualifications will also require employer involvement in delivery and / or assessment. • Each qualification in the suite will be revised to meet the 2018 requirements for one of the new categories of Applied General and Technical Level qualifications.
5.	Awarding organisation(s)	Oxford Cambridge and RSA Examinations (OCR)
6.	Code numbers	<ul style="list-style-type: none"> • Unique qualification numbers are allocated to each subject offered. • The format for qualification numbers in each case is: 600/****/*.

Field	Field Name	Information												
7.	Structure	<ul style="list-style-type: none"> • There are five different sizes of qualification in the family: <ul style="list-style-type: none"> – Certificate 180 hours – Introductory Diploma 360 hours – Subsidiary Diploma 540 hours – Diploma 720 hours – Extended Diploma 1080 hours • All sizes are available for all subjects. • The rules of combination for the qualification specify the minimum credit to be achieved through mandatory and optional units. • All qualifications contain both mandatory and optional content. • As a qualification on the Qualifications and Credit Framework (QCF), each unit has a credit value based on its size. One credit is equal to learning outcomes achievable in 10 hours of learning. • All constituent units are at Level 3. • Students may complete their qualification requirements at a number of points during a year, as the grade is calculated on the basis of unit-level achievement. 												
8.	Subject areas	<ul style="list-style-type: none"> • Art and design • Business • Health and social care • IT • Media • Performing arts • Sport 												
9.	Level	<ul style="list-style-type: none"> • UK Level 3 qualification (equivalent to Level 6 in Scotland). • Cambridge Technicals are seen as spanning Level 3. 												
10.	Grading	<ul style="list-style-type: none"> • Grading is based on the following four domains: <ul style="list-style-type: none"> – Application of knowledge and understanding – Development of practical and technical skills – Personal development for occupational roles – Application of generic skills • All qualification grading is based on the aggregation of points achieved in its constituent units. Grades at qualification level are: Pass, Merit, Distinction and Distinction* (P, M, D, D*). • Large qualifications have double or triple grades as follows: <table border="1"> <thead> <tr> <th>Qualification</th> <th>Available grades</th> </tr> </thead> <tbody> <tr> <td>Certificate</td> <td>P, M, D, D*</td> </tr> <tr> <td>Introductory Diploma</td> <td>P, M, D, D*</td> </tr> <tr> <td>Subsidiary Diploma</td> <td>PP, MP, MM, DM, DD, D*D, D*D*</td> </tr> <tr> <td>Diploma</td> <td>PP, MP, MM, DM, DD, D*D, D*D*</td> </tr> <tr> <td>Extended Diploma</td> <td>PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*</td> </tr> </tbody> </table>	Qualification	Available grades	Certificate	P, M, D, D*	Introductory Diploma	P, M, D, D*	Subsidiary Diploma	PP, MP, MM, DM, DD, D*D, D*D*	Diploma	PP, MP, MM, DM, DD, D*D, D*D*	Extended Diploma	PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*
Qualification	Available grades													
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Diploma	PP, MP, MM, DM, DD, D*D, D*D*													
Extended Diploma	PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*													

Field	Field Name	Information						
11.	Assessment	<ul style="list-style-type: none"> • Assessment of units may be by centre set assignments. • Assessment of all units can take place at a time to suit learners and centres. There are no timetabled exams required. • Tutors and assessors can draw on real work-based opportunities for learners to generate evidence. • Performance at unit level is graded as Pass, Merit or Distinction. • These grades are aggregated to provide an overall grade for the qualification. • All units are centre-assessed and externally moderated by an OCR Visiting Moderator. 						
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • Learners who achieve the minimum eligible credit value specified by the rule of combination for a qualification will achieve the qualification at pass grade. • Learners will be awarded Merit and Distinction grades above this level by the aggregation of points gained through the successful achievement of individual units. • Each unit has a credit value, reflecting its size. • Points are awarded per credit. For each Level 3 credit students will achieve the following number of points: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • For a unit with a credit value of 10, a student achieving Merit will achieve 80 points (8 x 10). • The grade Distinction* is only available at qualification level, and reflects high level achievement across a number of units. • The grade ranges for each qualification are as follows: <p>OCR Level 3 Cambridge Technical Certificate</p> <ul style="list-style-type: none"> • 210–229 Pass P • 230–249 Merit M • 250–259 Distinction D • 260 and above Distinction* D* <p>OCR Level 3 Cambridge Technical Introductory Diploma</p> <ul style="list-style-type: none"> • 420–459 Pass P • 460–499 Merit M • 500–519 Distinction D • 520 and above Distinction* D* <p>OCR Level 3 Cambridge Technical Subsidiary Diploma</p> <ul style="list-style-type: none"> • 630–659 PP • 660–689 MP • 690–719 MM • 720–749 DM • 750–769 DD • 770–789 D*D • 790 and above D*D* 	Pass	Merit	Distinction	7	8	9
Pass	Merit	Distinction						
7	8	9						

Field	Field Name	Information																		
12.	Contribution of assessment components to overall grade	<p>OCR Level 3 Cambridge Technical Diploma</p> <ul style="list-style-type: none"> • 840–879 PP • 880–919 MP • 920–959 MM • 960–999 DM • 1000–1029 DD • 1030–1059 D*D • 1060 and above D*D* <p>OCR Level 3 Cambridge Technical Extended Diploma</p> <ul style="list-style-type: none"> • 1260–1299 PPP • 1300–1339 MPP • 1340–1379 MMP • 1380–1419 MMM • 1420–1459 DMM • 1460–1499 DDM • 1500–1529 DDD • 1530–1559 D*DD • 1560–1589 D*D*D • 1590 and above D*D*D* 																		
13.	Resit arrangements	<ul style="list-style-type: none"> • The units are internally assessed; students may resit elements of assessment to improve their level of achievement prior to submission to OCR. • OCR automatically calculates the qualification grade for learners when unit grades are submitted. 																		
14.	Qualification size	<table border="1"> <thead> <tr> <th>Qualification</th> <th>Credit value</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Certificate</td> <td>30</td> <td>180</td> </tr> <tr> <td>Introductory Diploma</td> <td>60</td> <td>360</td> </tr> <tr> <td>Subsidiary Diploma</td> <td>90</td> <td>540</td> </tr> <tr> <td>Diploma</td> <td>120</td> <td>720</td> </tr> <tr> <td>Extended Diploma</td> <td>180</td> <td>1080</td> </tr> </tbody> </table>	Qualification	Credit value	Hours	Certificate	30	180	Introductory Diploma	60	360	Subsidiary Diploma	90	540	Diploma	120	720	Extended Diploma	180	1080
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		Certificate	30	180																
		Introductory Diploma	60	360																
		Subsidiary Diploma	90	540																
		Diploma	120	720																
Extended Diploma	180	1080																		
15.	UCAS size bands	To be provided in 2014																		
16.	UCAS grade bands	To be provided in 2014																		
17.	UCAS Tariff points	To be provided in 2014																		
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • The first cohort of students with Cambridge Technicals will complete their qualifications in June / July 2014 and will be applying to higher education for September 2014 entry. • Students may combine OCR qualifications with other qualifications, such as AS and A levels, or may take a programme entirely made up of OCR qualifications. • Subject relevance of OCR Cambridge Technicals to higher education programmes is often seen as particularly key for admissions tutors. 																		
19.	Timing of assessments / results	<ul style="list-style-type: none"> • Students are assessed throughout their programme of learning and may submit units for qualification award at any point. • Results are provided on a rolling basis. • Students submitting units for calculation of their qualification by the deadline for the summer will receive results in July. • UCAS applicants will have their results sent directly to UCAS on the same day as A level students. 																		

Field	Field Name	Information
20.	Current or legacy	<ul style="list-style-type: none"> • These are current qualifications. • Revisions to these qualifications will be made to ensure they meet DfE requirements for Applied General and Technical Level qualifications from 2018.
21.	Certification information	As new qualifications, information on candidate numbers and grade distribution will be made available by OCR through its website after first results are issued in August 2014.
22.	Further information	<p>DfE guidance on requirements for vocational qualifications for inclusion in performance tables:</p> <p>www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/otherqualifications/a00222542/vocational-qualifications-16-19-year-olds</p> <p>OCR information on Cambridge Technical qualifications: www.ocr.org.uk.</p>

UCAS has developed this profile in response to requests from its members. Where a qualification is issued by one awarding organisation, the respective organisation has verified that the profiles provide an accurate reflection of their awards. Where a qualification is offered by multiple awarding organisations, UCAS has obtained qualification information from a range of governmental and awarding body publications and other open-source websites. Whilst every effort has been made to ensure the accuracy of the information supplied herein, UCAS cannot be held responsible for any errors or omissions. Information on new UCAS Tariff points will be added to profiles at a later stage.

A large, stylized red graphic element on a white background. It consists of a dark red, rounded rectangular shape that tapers to a point on the right side, with a lighter red shadow effect behind it, creating a 3D appearance. The text 'Scottish Higher' is centered within the dark red area.

Scottish Higher

Field	Field Name	Information
1.	Qualification family	Higher
2.	Country	Scotland
3.	Purpose	<ul style="list-style-type: none"> • Highers develop subject knowledge and skills (and other transferable skills, as appropriate). • Highers have a long history of facilitating entry to higher education and also of providing access to employment, further education and training.
4.	Education context	<ul style="list-style-type: none"> • In Scotland, secondary school is organised into six school years, S1–S6 (first year to sixth year). • The current Highers are taken in all state schools, most tertiary colleges and most independent schools in Scotland. • Candidates may take Highers across more than one school year to be sat in a single examination diet or in different examination diets. At the current time, before full implementation of a Curriculum for Excellence, Highers are most commonly taken in S5 with a substantial minority of candidates taking them in S6. • Highers are being revised in accordance with the aims and principles of Curriculum for Excellence (CfE).
5.	Awarding organisation(s)	Scottish Qualifications Authority (SQA)
6.	Code numbers	<p>SQA allocates a unique qualification number to each subject as a 4 + 2 code:</p> <ul style="list-style-type: none"> • Cxxx 12 ('C' refers to a National Course and '12' refers to the qualification type – Higher).
7.	Structure	<ul style="list-style-type: none"> • Highers are made up of National Units totalling 18 Scottish Credit and Qualifications Framework (SCQF) credit points (180 notional learning hours), usually including three Units each worth 6 SCQF credit points. However, some Highers are made up of smaller and larger Units, depending on fitness for purpose. • A further six SCQF credit points (60 notional learning hours) are achieved through the added value provided in the course award, which is the externally assessed component(s) from which the grade is wholly derived. • The course award combines different skills, knowledge and understanding from across the course into a synoptic external assessment (which may be made up of one or more components). Learners are required to pass the external assessment in order to achieve the Higher. • Most Highers do not contain optional Units, but a small number do (see the Arrangements Documents by subject at www.sqa.org.uk/NQ for further information). • Higher Units are levelled at SCQF Level 6. Candidates may take one or more Units at SCQF Level 7 instead of Higher Units provided that the Units have been developed to form a structured sequence within a subject hierarchy across the two levels. • All Highers are developed according to SQA's Design Principles for National Courses and the SCQF level descriptors in order to ensure the consistency of standards, validity and reliability across subjects.

Field	Field Name	Information
8.	Subject areas	<p>Highers are currently available in 68 subjects. These are:</p> <ul style="list-style-type: none"> • Accounting • Architectural technology • Biology • Beauty* • Business management • Care • Chemistry • Classical studies • Dance practice • Early education & childcare • English • Fabrication & welding engineering • Gaelic (learners) • Geography • German • Health & social care* • Home economics: fashion & textile technology • Home economics: lifestyle & consumer technology • Human biology • Italian • Managing environmental resources • Mandarin (traditional) • Mechatronics • Mental health care • Modern studies • Music: performing with Technology • Philosophy • Physical education • Play in early education & childcare • Product design • Religious, moral & philosophical studies (RMPS) • Russian • Spanish • Travel & tourism • Administration • Art & design • Biotechnology • Building construction • Cantonese • Care practice • Classical Greek • Computing • Drama • Economics • English for speakers of other languages (ESOL) • French • Gàidhlig • Geology • Graphic communication • History • Home economics: health & food technology • Hospitality: professional cookery • Information systems • Latin • Mandarin (simplified) • Mathematics: mathematics 1, 2 & 3 • Media Studies • Matamataig: 1, 2 agus 3 (mathematics 1, 2 and 3) • Music: performing • Personal development* • Photography • Physics • Politics • Psychology • Retail travel • Sociology • Technological studies • Urdu <p>*Ungraded Highers</p>

Field	Field Name	Information
9.	Level	SCQF Level 6 qualification (equivalent to Level 3 in England, Northern Ireland and Wales).
10.	Grading	<ul style="list-style-type: none"> • A, B, C, D. • There are three ungraded Highers (see table above).
11.	Assessment	<ul style="list-style-type: none"> • Unit assessment is usually taken at the end of the learning and teaching of each Unit and is not graded. • Assessment of Units is usually through closed-book assessment under supervision. • Where appropriate, some Units are assessed through methods such as assignment, practical activities, performance or portfolio evidence. • Course assessment combines different skills, knowledge and understanding from across the course into a synoptic external assessment (which may be made up of one or more components). The course assessment measures retention, integration and application of skills, knowledge and understanding as appropriate. Grades are awarded on the basis of the course assessment. Learners are required to pass the course assessment in order to achieve the Higher course. • Course assessment may have one or more components, which may include, for example, an external examination paper and an assignment or performance piece. Most components of course assessment are wholly externally assessed, but where appropriate to the skills, knowledge and understanding being assessed, course assessment may be made up of a combination of externally and internally assessed (and externally verified) components which contribute to the grade. • To gain a course award, candidates must achieve a Pass in each of the component Units of the course as well as achieve a grade D or above in the course assessment. • The three ungraded Highers are based on internal assessment only. To achieve one of these Highers, candidates must pass the component Units of the course. • The Arrangements Documents specify the nature of both Unit and course assessment for each subject: www.sqa.org.uk/NQ.
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • Grading is derived from the added value (externality and synoptic assessment) in the course assessment. • Units which contribute to the course are not graded and do not therefore contribute to the final grade. • The course grade is based on the total marks for all components of the course assessment (for example, a question paper and a project). • Where there is more than one course assessment component, the weighting (marks/percentage) between them varies from subject to subject. See the subject Arrangements Documents for specific information: www.sqa.org.uk/NQ.
13.	Resit arrangements	<ul style="list-style-type: none"> • SQA offers only one annual opportunity for course assessment. • Candidates may resit the course in a subsequent academic year and retake any course assessment not passed previously. • Any Unit assessment already achieved need not be resat if the course is being retaken. • All components of course assessment must be resat if the course is being retaken. • For candidates who resit a Higher, SQA's Scottish Qualifications Certificate (SQC) records each achievement at grade D or above.
14.	Qualification size	<ul style="list-style-type: none"> • 24 SCQF credit points. • 240 notional learning hours.
15.	UCAS size bands	To be provided in 2014

Field	Field Name	Information
16.	UCAS grade bands	To be provided in 2014
17.	UCAS Tariff points	To be provided in 2014
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Highers are the standard entry requirement for Scottish applicants to Scottish HEPs and many HEPs in the rest of the UK. • Most Scottish HE applicants will have four or five Highers. A smaller number may have Advanced Highers. • Under the current system, local timetabling restrictions and size of school can create variations in the pattern of provision on offer, affecting the number of courses, subjects taken, timing and type of qualifications candidates take. • Some candidates may be able to take Highers in more than one school or college in the same academic year in order to access a wider range of subjects. • In some schools some candidates may take some Highers in S4 or S6 instead of all in S5. • Not all schools offer full Advanced Higher provision, so some candidates in S6 may take further Highers instead of, or in addition to, Advanced Highers.
19.	Timing of assessments / results	<ul style="list-style-type: none"> • Higher examinations are taken from late April to mid-June. • Results are published in early August.
20.	Current or legacy	<ul style="list-style-type: none"> • The current Highers will lapse after the 2014-15 academic year and will be replaced by new Highers introduced at the start of the 2014-15 academic year. • The current Highers will be dual-run with the new Highers for the 2014–15 academic year.
21.	Certification information	<ul style="list-style-type: none"> • Over 157,000 Highers were awarded at grades A–D in 2012. • Grade distributions vary across subjects. • Higher entries and achievement rates, including by age and stage, along with grade distributions and trends in pass rates by year are available at: www.sqa.org.uk/statistics.
22.	Further information	<ul style="list-style-type: none"> • SQA's National Qualifications Arrangements Documents for each Higher subject are available at: www.sqa.org.uk/NQ. • SQA's website is: www.sqa.org.uk. • The Scottish Credit and Qualifications Framework (SCQF) website is available at: www.scqf.org.uk.

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Scottish Advanced Higher

Field	Field Name	Information
1.	Qualification family	Advanced Higher
2.	Country	Scotland
3.	Purpose	<ul style="list-style-type: none"> Advanced Highers offer increased subject specialisation, enabling candidates to develop subject knowledge and skills (and other transferable skills, as appropriate). Sitting at the same Scottish Credit and Qualifications Framework (SCQF) level as the starting point of Scottish higher education (HE), SCQF Level 7, they are designed to provide a greater level of challenge beyond Higher for candidates in S6, particularly where they are seeking entry to HE, including to second year. Advanced Highers are not the standard entry requirement for Scottish applicants to Scottish HEPs, but are for several HEPs in the rest of the UK. Advanced Highers also provide access to employment, further education and training.
4.	Education context	<ul style="list-style-type: none"> In Scotland, secondary school is organised into six school years, S1 – S6 (first year to sixth year). The current Advanced Highers are taken in many state schools, some tertiary colleges and most independent schools in Scotland. In schools, candidates usually take Advanced Highers in S6 but occasionally may take them in S5. Advanced Highers are being revised in accordance with the aims and principles of Curriculum for Excellence (CfE).
5.	Awarding organisation(s)	Scottish Qualifications Authority (SQA)
6.	Code numbers	<p>SQA allocate a unique qualification number to each subject as a 4 + 2 code:</p> <ul style="list-style-type: none"> Cxxx 13 ('C' refers to a National Course and '13' refers to the qualification type – Advanced Higher).
7.	Structure	<ul style="list-style-type: none"> Advanced Highers are made up of National Units totalling 24 SCQF credit points (240 notional learning hours), usually including three Units each worth 8 SCQF credit points. However, smaller and larger Units make up some Advanced Highers, depending on fitness for purpose. An additional eight SCQF credit points (80 notional learning hours) are achieved through the added value provided in the course award, which is the externally assessed component(s) from which the grade is wholly derived. This combines different skills, knowledge and understanding from across the course into a synoptic external assessment (which may be made up of one or more components). Learners are required to pass the external assessment in order to achieve the Advanced Higher course. Most Advanced Highers do not contain optional Units, but a small number do (see the Arrangements Documents by subject at www.sqa.org.uk/NQ for further information). All Units are levelled at SCQF Level 7. All Advanced Highers are developed according to SQA's Design Principles for National Courses and the SCQF level descriptors in order to ensure the consistency of standards, validity and reliability across subjects.

Field	Field Name	Information		
8.	Subject areas	<ul style="list-style-type: none"> • Advanced Highers are currently available in 38 subjects. These are: <table border="1"> <tr> <td> <ul style="list-style-type: none"> • Accounting • Applied mathematics: mechanics • Applied mathematics: statistics • Art & design: design • Art & design: expressive • Biology • Business management • Cantonese • Chemistry • Classical Greek • Classical studies • Computing • Drama • Economics • English • French • Gaelic (learners) • Gàidhlig • Geography • German </td> <td> <ul style="list-style-type: none"> • Graphic communication • History • Home economics: health & food technology • Information systems • Italian • Latin • Mandarin (simplified) • Mandarin (traditional) • Mathematics: mathematics 1, 2 & 3 • Modern studies • Music: performing with technology • Music: performing • Physical education • Technological studies • Physics • Product design • Religious, moral and philosophical studies (RMPS) • Spanish • Technological studies </td> </tr> </table>	<ul style="list-style-type: none"> • Accounting • Applied mathematics: mechanics • Applied mathematics: statistics • Art & design: design • Art & design: expressive • Biology • Business management • Cantonese • Chemistry • Classical Greek • Classical studies • Computing • Drama • Economics • English • French • Gaelic (learners) • Gàidhlig • Geography • German 	<ul style="list-style-type: none"> • Graphic communication • History • Home economics: health & food technology • Information systems • Italian • Latin • Mandarin (simplified) • Mandarin (traditional) • Mathematics: mathematics 1, 2 & 3 • Modern studies • Music: performing with technology • Music: performing • Physical education • Technological studies • Physics • Product design • Religious, moral and philosophical studies (RMPS) • Spanish • Technological studies
<ul style="list-style-type: none"> • Accounting • Applied mathematics: mechanics • Applied mathematics: statistics • Art & design: design • Art & design: expressive • Biology • Business management • Cantonese • Chemistry • Classical Greek • Classical studies • Computing • Drama • Economics • English • French • Gaelic (learners) • Gàidhlig • Geography • German 	<ul style="list-style-type: none"> • Graphic communication • History • Home economics: health & food technology • Information systems • Italian • Latin • Mandarin (simplified) • Mandarin (traditional) • Mathematics: mathematics 1, 2 & 3 • Modern studies • Music: performing with technology • Music: performing • Physical education • Technological studies • Physics • Product design • Religious, moral and philosophical studies (RMPS) • Spanish • Technological studies 			
9.	Level	<ul style="list-style-type: none"> • SCQF Level 7 qualification (sitting between Level 3 / 4 in England, Northern Ireland and Wales). • SCQF Level 7 is the starting level for Scottish higher education on the SCQF. • Applicants to HE may be awarded direct entry to the second year at Scottish HEPs for certain degree subjects based on specified achievement in two or three Advanced Highers. 		
10.	Grading	A, B, C, D		

Field	Field Name	Information
11.	Assessment	<ul style="list-style-type: none"> • Unit assessment is usually taken at the end of the learning and teaching of each Unit and is not graded. • Assessment of Units is usually through closed-book assessment under supervision. • Where appropriate, some Units are assessed through methods such as assignment, practical, performance or portfolio evidence. • Course assessment combines different skills, knowledge and understanding from across the course into a synoptic external assessment (which may be made up of one or more components). The course assessment measures retention, integration and application of skills, knowledge and understanding as appropriate. Grades are awarded on the basis of the course assessment. Learners are required to pass the course assessment in order to achieve the Advanced Higher course. • Course assessment may have one or more components, which may include, for example, an external examination paper and an assignment or performance piece. Most components of course assessment are wholly externally assessed, but where appropriate to the skills, knowledge and understanding being assessed, course assessment may be made up of a combination of externally and internally assessed (and externally verified) components which contribute to the grade. • To gain a course award, candidates must achieve a Pass in each of the component Units of the course as well as achieve a grade D or above in the course assessment. • The Arrangements Documents specify the nature of both Unit and course assessment for each subject: www.sqa.org.uk/NQ.
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • Grading is derived from the added value (externality and synoptic assessment) in the course assessment. • Units which contribute to the course are not graded and do not therefore contribute to the final grade. • The course grade is based on the total marks for all components of the course assessment (for example, a question paper and a dissertation). • Where there is more than one course assessment component, the weighting (marks / percentage) between them varies from subject to subject. See the subject Arrangements Documents for specific information: www.sqa.org.uk/NQ.
13.	Resit arrangements	<ul style="list-style-type: none"> • SQA offers one annual opportunity for course assessment each year. • Candidates may resit the course assessment in a subsequent academic year and retake any course assessment not passed previously. • Any Unit assessment already achieved need not be resat if the course is being retaken. • All components of course assessment must be resat if the course is being retaken. • Resitting an Advanced Higher would be particularly rare, with it only likely to occur if a candidate either attempted an Advanced Higher in S5 and either did not pass it or did not achieve the grade they required; or if they took a resit in a tertiary college after S5 or S6. • For candidates who resit an Advanced Higher, SQA's Scottish Qualifications Certificate (SQC) records each achievement at grade D or above.
14.	Qualification size	<ul style="list-style-type: none"> • 32 SCQF credit points. • 320 notional learning hours.
15.	UCAS size bands	To be provided in 2014
16.	UCAS grade bands	To be provided in 2014
17.	UCAS Tariff points	To be provided in 2014

Field	Field Name	Information
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Many candidates in S6 receive unconditional offers from Scottish HEPs based on their Highers results in S5. • However, most Scottish HEPs also make offers based on the achievement of two to three specific Advanced Highers for entry to the second year of certain undergraduate degrees. • In most cases, candidates will enter for one or two Advanced Highers. Three Advanced Highers in S6 is not the standard uptake. Local timetabling decisions and size of school may create variations in the pattern of provision; this may affect the number of Advanced Highers offered and taken at a centre. • Some candidates may register at multiple centres within the same school year in order to access a wider range of subjects. • Not all schools offer full Advanced Higher provision, so some candidates in S6 may take further Highers instead of, or in addition to, Advanced Highers. • The practice of making unconditional offers to candidates in S6 affects Advanced Higher uptake and retention.
19.	Timing of assessments / results	<ul style="list-style-type: none"> • Advanced Higher examinations are taken from late April to mid-June. • Results are published in early August.
20.	Current or legacy	The current Advanced Highers will lapse at the end of 2014-15 academic year and will be replaced by new Advanced Highers introduced at the start of the 2015–16 academic year.
21.	Certification information	<ul style="list-style-type: none"> • Around 19,000 Advanced Highers were awarded in 2012 at grades A–D. • Grade distributions vary across subjects. • Advanced Higher entries and achievement rates, including by age and stage, along with grade distributions and trends in pass rates by year are available at: www.sqa.org.uk/statistics.
22.	Further information	<ul style="list-style-type: none"> • SQA's National Qualification Arrangements Documents for each Advanced Higher subject are available at: www.sqa.org.uk/NQ. • SQA's website is: www.sqa.org.uk. • The Scottish Credit and Qualifications Framework (SCQF) website is available at: www.scqf.org.uk.

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Scottish Baccalaureate

Field	Field Name	Information
1.	Qualification family	Scottish Baccalaureate
2.	Country	Scotland
3.	Purpose	<ul style="list-style-type: none"> • A Scottish Baccalaureate is a group award consisting of a coherent group of current Higher and Advanced Higher qualifications, in addition to an Interdisciplinary Project. • Scottish Baccalaureates offer increased subject specialisation, enabling candidates to develop knowledge, skills and qualifications in expressive arts, languages, science or social sciences, and other transferable skills, which will enhance progression opportunities and offer added breadth and value. • They are intended to: <ul style="list-style-type: none"> – provide candidates with valuable opportunities to make connections with the wider world of learning and work – broaden the learner experience and provide opportunities to further apply or extend subject knowledge and further develop generic skills, attitudes and confidence – raise the status and value of learning and to motivate learners in their last year of school, S6 (sixth year) – encourage greater coherence in study in S5 and S6 (fifth year to sixth year). • Separate QIPs are provided for Highers, Advanced Highers and the Interdisciplinary Project.
4.	Education context	<ul style="list-style-type: none"> • Scottish Baccalaureates are taken in a number of state and independent schools and some tertiary colleges in Scotland. University ‘hub’ centres, whereby HEPs deliver the Advanced Highers in partnership with schools and local authorities are also emerging. • They encourage collaboration between schools, colleges, HEPs and employers, with candidates often experiencing different aspects of their study in two or more of these environments. • Candidates usually complete their Baccalaureate in S6 but may take component awards in S5 and S6. • Scottish Baccalaureates are at the same Scottish Credit and Qualifications Framework (SCQF) level as the starting point of Scottish higher education, SCQF Level 7.
5.	Awarding organisation(s)	Scottish Qualifications Authority (SQA)
6.	Code numbers	Unique qualification numbers are allocated to each subject as a 4+2 code: Gxxx 47 (‘GE’ refers to the Group Award and ‘47’ refers to the qualification type – Scottish Baccalaureate).

Field	Field Name	Information
7.	Structure	<ul style="list-style-type: none"> • Each Baccalaureate is based on a coherent group of subjects at Higher and Advanced Higher level. The award consists of two Advanced Highers, one Higher and an Interdisciplinary Project. • For details of the structure and subject choices in each Scottish Baccalaureate see: www.sqa.org.uk/sqa/34638.1567.html. • In each Scottish Baccalaureate, candidates choose the following: <ul style="list-style-type: none"> – from the mandatory section, the Interdisciplinary Project and one subject from either English, ESOL and Gàidhlig or mathematics and applied mathematics, depending on the Baccalaureate – from the core options, either two subjects from the cognate group, such as two sciences in the Baccalaureate in Science, or one subject from the core options and one subject from the broadening options – up to one subject from the broadening options, which allows for a choice to be made for a subject in a broadly related cognate group, such as computing or product design in the Baccalaureate in Science. A broadening option will not be selected if two subjects are taken from the core options – the Baccalaureate in Languages does not have a broadening option. • The two component Advanced Higher courses (64 SCQF credit points) and the Interdisciplinary Project (16 SCQF credit points) are levelled at SCQF Level 7 whilst the component Higher (24 SCQF credit points) is a SCQF Level 6 qualification. • All Scottish Baccalaureates are developed according to SQA Design Principles and SCQF level descriptors in order to ensure the consistency of standards, validity and reliability across subjects.
8.	Subject areas	Scottish Baccalaureates are currently available in four subject areas: <ul style="list-style-type: none"> • Expressive Arts • Languages • Sciences • Social Sciences.
9.	Level	<ul style="list-style-type: none"> • SCQF Level 7 qualification (sitting between Levels 3 and 4 on the NQF, QCF and CQFW). • SCQF Level 7 is the starting level for Scottish higher education. • Applicants to HE may be awarded direct entry to the second year at Scottish HEPs for certain degree subjects based on specified achievement in two or three Advanced Highers.
10.	Grading	<ul style="list-style-type: none"> • Pass or Distinction for the Scottish Baccalaureate. • See separate QIPs for more information on grading on the Higher, Advanced Higher and Interdisciplinary Project component awards.
11.	Assessment	<ul style="list-style-type: none"> • To gain the Scottish Baccalaureate, candidates must achieve a Pass in each of the component Units and a grade C or above in each of the course assessments of the contributory Higher and Advanced Highers, as well as a Grade C or above in the Interdisciplinary Project. • Separate QIPs are provided for Highers, Advanced Highers and the Interdisciplinary Project.
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • Criteria for a Distinction: grade A in one eligible Advanced Higher; grade A in any other component; grade B or above in all other components. • Criteria for Pass: Candidates who achieve at least grade C in all mandatory components and who do not meet the criteria for Distinction will be awarded a Pass.

Field	Field Name	Information
13.	Resit arrangements	<ul style="list-style-type: none"> As a group award there are no separate resit arrangements. For details of retaking component awards see the QIPs for Higher, Advanced Higher and the Interdisciplinary Project. Where the component is taken as a resit, this could affect the grade of the Scottish Baccalaureate.
14.	Qualification size	The Scottish Baccalaureate represents 1,040 hours (104 SCQF credits): <ul style="list-style-type: none"> Two Advanced Highers: 2 x 320 hours = 640 hours (64 SCQF credits) One Higher = 240 hours (24 SCQF credit points) Interdisciplinary Project: 160 hours (16 SCQF credits)
15.	UCAS size bands	To be provided in 2014
16.	UCAS grade bands	To be provided in 2014
17.	UCAS Tariff points	To be provided in 2014
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> Many candidates in S6 receive unconditional offers from Scottish HEPs based on their Highers results in S5. Several Scottish HEPs make offers based on the achievement of a Scottish Baccalaureate, including entry directly into second year of an undergraduate degree. Some young people use them to gain entry to HEPs in England, Wales and Northern Ireland. Scottish Baccalaureates in S6 are not the standard uptake across Scotland. Local timetabling decisions and size of school may create variations in the pattern of provision; this may affect whether Scottish Baccalaureates are offered and taken at a centre. However, Baccalaureates are usually conducted through partnerships between schools, colleges, HEPs and employers, as appropriate. The practice of making unconditional offers to candidates in S6 affects uptake and retention of Advanced Highers and Scottish Baccalaureates.
19.	Timing of assessments / results	<ul style="list-style-type: none"> Higher and Advanced Higher subject examinations are taken from late April to mid-June. The Interdisciplinary Project is developed throughout much of S6 and results are submitted to SQA at the end of March. Results for the Scottish Baccalaureate are published in early August.
20.	Current or legacy	<ul style="list-style-type: none"> Current qualification. Scottish Baccalaureates were developed to support Curriculum for Excellence (CfE). Component Highers and Advanced Highers are being updated to support Curriculum for Excellence (CfE).
21.	Certification information	<ul style="list-style-type: none"> 148 candidates passed Scottish Baccalaureates in 2012. For more details of entries and pass rates per year / per qualification, including by stage, along with grade distributions are available at: www.sqa.org.uk/sqa/57523.html.
22.	Further information	<ul style="list-style-type: none"> More information on each Scottish Baccalaureate is available at: www.sqa.org.uk/sqa/34638.1567.html. SQA's website is: www.sqa.org.uk. The Scottish Credit and Qualifications Framework (SCQF) website is available at: www.scqf.org.uk.

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A large red geometric shape, resembling a stylized arrow or a folded piece of paper, pointing towards the top right. It contains the text 'Scottish Interdisciplinary Project' in white.

Scottish Interdisciplinary Project

Field	Field Name	Information	
1.	Qualification family	Interdisciplinary Project	
2.	Country	Scotland	
3.	Purpose	<ul style="list-style-type: none"> • The Interdisciplinary Project is a mandatory part of the Scottish Baccalaureate or can be taken as a standalone Unit. • It is intended to broaden the learner experience, provide opportunities to apply or extend subject knowledge in relevant contexts, and to develop the generic skills, attitudes and confidence necessary to make the transition into further and higher education, and / or employment. • The Interdisciplinary Project offers increased subject specialisation, enabling candidates to develop knowledge, skills and qualifications in expressive arts, languages, science or social sciences, which will enhance progression opportunities and offer added breadth and value. • The Interdisciplinary Project is intended to: <ul style="list-style-type: none"> – provide candidates with valuable opportunities to make connections with the wider world of learning and work – broaden the learner experience and provide opportunities to further apply or extend subject knowledge and further develop generic skills, attitudes and confidence – raise the status and value of learning and to motivate learners in their last year of school, S6, (sixth year) – encourage greater coherence in study in S5 and S6 (fifth year to sixth year). • A separate UCAS profile is provided for the Scottish Baccalaureate. 	
4.	Education context	<ul style="list-style-type: none"> • The Interdisciplinary Project is taken in a number of state and independent schools and some tertiary colleges in Scotland. • The Interdisciplinary Project encourages collaboration between schools, colleges, HEPs and employers, with candidates often experiencing different aspects of their study in two or more of these environments. • It is envisaged that much of the Interdisciplinary Project work will take place outside the familiar school setting, in collaboration or partnership with HEPs, colleges and employers. • The Interdisciplinary Project is usually taken in S6. • The Interdisciplinary Project is intended to ensure that candidates are capable of extending their knowledge and development of cognitive skills, autonomous learning, research skills and problem solving through interdisciplinary curiosity. 	
5.	Awarding organisation(s)	Scottish Qualifications Authority (SQA)	
6.	Code numbers	Unique qualification numbers are allocated to each subject as a 4+2 code: Hxxx 47 or Fxxx 47 ('H' or 'F' refer to the Unit and '47' refers to the qualification / Unit type – Interdisciplinary Project).	
7.	Structure	<ul style="list-style-type: none"> • The Interdisciplinary Project is a Unit of the Scottish Credit and Qualifications Framework (SCQF). • All Interdisciplinary Projects are developed to common policies and templates to ensure the consistency of standards, validity and reliability across subjects. • The Interdisciplinary Project can be taken by candidates as a discrete qualification outside of a Baccalaureate. 	
8.	Subject areas	The Interdisciplinary Project and the Scottish Baccalaureates are currently available in four subject areas. These are:	
		Expressive arts	Languages
		Science	Social sciences

Field	Field Name	Information
9.	Level	<ul style="list-style-type: none"> • SCQF Level 7 qualification (sitting between Level 3 / 4 in England, Northern Ireland and Wales). • SCQF Level 7 is the starting level for Scottish higher education.
10.	Grading	<ul style="list-style-type: none"> • A, B, C for the Interdisciplinary Project. • Grading for the Interdisciplinary Project is based upon five pieces of assessment evidence.
11.	Assessment	<ul style="list-style-type: none"> • Assessment of the Interdisciplinary Project (IP) is undertaken internally by the centre, based on five pieces of mandatory evidence: <ul style="list-style-type: none"> – the candidate's project proposal – project plan – record of the presentation of his / her project findings or product – evaluation of the project – evaluation of his / her generic and cognitive skills development. • The pieces of evidence are submitted to SQA's rigorous IP quality assurance procedure: <ul style="list-style-type: none"> – internal quality assurance by centres – managed and participated in by centres and their partners – centre submission of proposed grades and materials for verification – pre-forum central verifier event – managed by SQA and attended by external verifiers (EVs) and supporting SQA officers – quality forums – managed by SQA, each chaired by an EV and attended by centre representatives and supporting SQA officers – post-forum procedures – which involve EVs finalising their verification decisions and reports and may require further dialogue with centres and their partners.
12.	Contribution of assessment components to overall grade	<ul style="list-style-type: none"> • A wholistic judgment will be made by assessors across all five pieces of mandatory evidence required for the unit. • In order to pass (C), candidates must meet grade C criteria for each of the five pieces of evidence. • To achieve a B, candidates must achieve at or exceed grade C criteria for each piece of evidence and some aspects must meet grade A criteria. • To achieve an A, all pieces must meet the additional grade A criteria.
13.	Resit arrangements	<ul style="list-style-type: none"> • Candidates have the opportunity to improve upon only the project proposal and planning stages within the Interdisciplinary Project prior to their final assessment. • A full resit would involve a new project entirely and would be unlikely to occur, given that the IP is generally taken in S6.
14.	Qualification size	160 hours (16 SCQF credits)
15.	UCAS size bands	To be provided in 2014
16.	UCAS grade bands	To be provided in 2014
17.	UCAS Tariff points	To be provided in 2014

Field	Field Name	Information
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> • Many candidates in S6 receive unconditional offers from Scottish HEPs based on their Highers results in S5. • Several Scottish HEPs make offers based on the achievement of a Baccalaureate, including entry directly into second year of an undergraduate degree. • Some young people use them to gain entry to HEPs in England, Wales and Northern Ireland. • The practice of making unconditional offers in S6 can affect Interdisciplinary Project uptake and retention.
19.	Timing of assessments / results	<ul style="list-style-type: none"> • The Interdisciplinary Project is developed throughout much of S6 and results are submitted to SQA at the end of March. • Results are published in early August.
20.	Current or legacy	<ul style="list-style-type: none"> • Current qualification. • The Interdisciplinary Project was developed to support Curriculum for Excellence (CfE).
21.	Certification information	<ul style="list-style-type: none"> • 223 candidates passed the Interdisciplinary Project in 2012. • For more details of entries and pass rates by year and qualification (see Scottish Baccalaureate), including by stage, along with grade distributions are available at: www.sqa.org.uk/sqa/57523.html
22.	Further information	<ul style="list-style-type: none"> • The Unit specifications for each Interdisciplinary Project are available at: www.sqa.org.uk/sqa/34638.1567.html. • SQA's website is: www.sqa.org.uk. • The Scottish Credit and Qualifications Framework (SCQF) website is available at: www.scqf.org.uk.

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**WJEC Level
3 Welsh
Baccalaureate
Advanced
Diploma**

Field	Field Name	Information
1.	Qualification family	WJEC Level 3 Welsh Baccalaureate Advanced Diploma
2.	Country	Wales
3.	Purpose	<ul style="list-style-type: none"> • The Welsh Baccalaureate Advanced Diploma aims to develop a learning and assessment programme that develops and accredits learners' skills. • The qualification also provides a guarantee of a degree of breadth in learning programmes and promotes inclusion, retention, completion and achievement. • It builds on the candidate's previous education and allows for progression along and between the chosen pathway for each individual, thereby reflecting the vision laid out in the Welsh Assembly Government's guidance in <i>Learning Pathways 14–19 Guidance II</i> (Circular 17/2006).
4.	Education context	<ul style="list-style-type: none"> • The Welsh Baccalaureate Advanced Diploma was initially developed as a post-16 qualification, providing a Core of compulsory learning sitting alongside the A levels, GCSE or vocational qualifications that learners follow. The Core is designed to underpin learning with skills development and to add breadth to learning programmes. • The Welsh Baccalaureate is also available at Foundation and Intermediate levels (Levels 1 and 2 respectively). The Foundation and Intermediate levels are now available across the 14–19 age range. • Learners in both general and vocational qualification routes follow Welsh Baccalaureate programmes, and progression from Foundation and Intermediate levels to the Advanced Diploma is one of the reasons for the steady growth in candidate numbers for the Advanced Diploma, from an initial cohort of 299 in 2005 to over 10,000 in 2013. • The independent Review of Qualifications for 14–19 year olds in Wales reported in November 2012 and broadly endorsed the Welsh Baccalaureate. The Review made a number of recommendations, including that the Welsh Baccalaureate should: <ul style="list-style-type: none"> • be revised and made more rigorous at all levels (with the revised form being introduced from programmes starting in 2015) • be graded at Advanced level • when revised, be universally adopted as the basis for programmes of learning in schools and colleges • Grading has been introduced for Advanced programmes starting in 2013, based on the existing model. • A revised model will be implemented in September 2015 and will include grading at Advanced and Intermediate levels.
5.	Awarding organisation(s)	WJEC
6.	Code numbers	500/1804/8 WJEC Level 3 Welsh Baccalaureate Advanced Diploma

Field	Field Name	Information
7.	Structure	<p>For courses commencing September 2013 and 2014:</p> <ul style="list-style-type: none"> • To gain a Welsh Baccalaureate Advanced Diploma candidates must successfully complete both the compulsory Core and optional requirements comprising Level 3 qualifications such as A levels vocational qualifications, etc. <p>Core</p> <p>A programme of personal development which also provides opportunities to develop skills. The Core programme includes:</p> <ul style="list-style-type: none"> • Personal and Social Education – including Community Participation • Wales, Europe & the World (WEW), including a Language Module • Work Related Education including work experience and an enterprise activity-all evidenced through the Candidate Diary • Individual Investigation – Independent study which meets specified assessment criteria and is graded at either Pass, Merit or Distinction (see section 11) • Essential Skills Wales (ESW) /Wider Key Skills – A minimum of three Essential Skills Wales /Wider Key Skills at Level 3 and three at Level 2. At least one of the Level 3 skills must be from ESW i.e. Application of Number, ICT or Communication. <p>Optional qualifications:</p> <ul style="list-style-type: none"> • Level 3 qualifications which total 720 GLH or 108 credits or 100% of the Level 3 threshold (i.e. equivalent to two A levels graded A*–E). • The optional qualifications contributing to the Welsh Baccalaureate Advanced Diploma can be drawn from no more than three Level 3 qualifications. • Although these optional qualifications are required to achieve the Welsh Baccalaureate Advanced Diploma, grades achieved in these qualifications do not affect the grade awarded for the Core (see section 12). • The component parts of the Welsh Baccalaureate Advanced Diploma may be taken in either the Welsh or English language. <p>(A separate profile will be issued for courses commencing September 2015)</p>

Field	Field Name	Information
8.	Subject areas	<p>Core components:</p> <ul style="list-style-type: none"> • Wales, Europe and the World (WEW), the focus is on political, social, economic, and cultural issues setting them in the context of Wales, Europe (including the UK) and the world. There are eight identified key issues that each candidate must evidence (e.g. why people should be concerned about politics and political issues, ways of projecting the economic and technological image of Wales). There is also a Language Module aimed at developing language skills in a candidate's chosen language (any modern foreign language, Welsh second language or sign language). Candidates may be developing existing skills, or starting a new language. • Personal and Social Education (PSE), includes developing relationships, sustainable development and will promote active citizenship and good health. Candidates are required to consider four key issues (one from each of the following elements: positive relationships, health & emotional well-being, active citizenship, sustainable development & global citizenship). There is an additional community participation element which involves candidates working in active community volunteering. • Work Related Education (WRE) enhances understanding of the world of work, the importance of enterprise and entrepreneurship. Candidates work on two elements: working with an employer and a team enterprise activity. • The Individual Investigation provides an opportunity for candidates to develop their skills of research, information processing, creative and critical thinking, analysis, presentation and evaluation by investigating a contemporary area of interest covering Wales and one other country or region. The investigation must be based on a local /Wales perspective and at least one other country or region of the world. • Essential Skills Wales (ESW)/Wider Key Skills (WKS) will be embedded in each candidate's programme of study either in the Core and /or Options. <ul style="list-style-type: none"> – Essential Skills Wales: Communication, Application of Number, ICT – Wider Key Skills: Working with Others, Problem Solving, Improving own Learning & Performance.
9.	Level	<ul style="list-style-type: none"> • The Welsh Baccalaureate is a UK Level 3 qualification (equivalent to Level 6 / 7 in Scotland). • The Baccalaureate Core is seen as spanning Level 3.
10.	Grading	<ul style="list-style-type: none"> • The Baccalaureate Core is graded: <ul style="list-style-type: none"> – Pass (awarding in 2014) – A*/A/B/C (awarding in 2015 and 2016).

Field	Field Name	Information																																																	
11.	Assessment	<ul style="list-style-type: none"> Assessment of the Core of the Welsh Baccalaureate Qualification is based on a Candidate Diary, Individual Investigation and achievement in Essential Skills Wales / Wider Key Skills qualifications. The Candidate Diary is compulsory for all candidates and is assessed on a pass / fail basis. It provides evidence of the development of candidate knowledge, understanding and skills in respect of the requirements for achievement of: <ul style="list-style-type: none"> – Personal and Social Education including Community Participation – Wales, Europe & The World including the Language Module – Work Related Education including work experience and an enterprise activity Assessors authenticate that candidates have met all the requirements of all the components, (e.g. confirming that required hours have been completed on language modules and Key / Essential skills). The Individual Investigation is presented in written form that will normally include graphs, images, statistical tables, diagrams, drawings, etc. It must be at least 3,000 words (excluding graphs, tables and diagrams). The Individual Investigation is assessed in terms of five learning themes, and eight associated assessment criteria, each allowing achievement at Pass, Merit or Distinction. Points are available for each criteria as follows: <table border="1" data-bbox="491 920 1490 994"> <thead> <tr> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Candidates must achieve at least a Pass in each of the eight assessment criteria, thus the range of possible pass marks is from 8 – 24. Overall grades are determined on the basis of the total points score as follows:</p> <table border="1" data-bbox="491 1133 1490 1207"> <thead> <tr> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td>8–11</td> <td>12–19</td> <td>20–24</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ESW / Key Skills are separately certificated by the relevant awarding organisation. 					Pass	Merit	Distinction	1	2	3	Pass	Merit	Distinction	8–11	12–19	20–24																																	
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Field	Field Name	Information		
13.	Resit arrangements	<ul style="list-style-type: none"> Individual Investigation can be entered as a discrete unit within the Advanced Level Baccalaureate Diploma in either the March or August series. Candidates may resit this unit once. Qualifications achieved in fulfilment of optional requirement and ESW / Key skills have their own resit arrangements. 		
14.	Qualification size	<ul style="list-style-type: none"> Overall the Welsh Baccalaureate Core is regarded as similar in size to one A level and one AS. Typical time allocations in the Welsh Baccalaureate Core are set out in the table below. 		
			Components	Hours
		Wales, Europe and the World	Eight Key Issues + Language Module	100
		Personal and Social Education	Four elements + Community Participation	100
		Work Related Education	Working with an employer + Team Enterprise	100
		Individual Investigation		50
		Tutoring / Mentoring		6
	ESW / Key skill at Level 3 per skill area (3 or 4, depending on grade)	60 x 3 or 4		
15.	UCAS size bands	To be provided in 2014		
16.	UCAS grade bands	To be provided in 2014		
17.	UCAS Tariff points	To be provided in 2014		
18.	Key issues for UK HE admissions	<ul style="list-style-type: none"> Many universities accept the Welsh Baccalaureate as part of their general entry requirements, often in lieu of one A level, though not in lieu of subject specific requirements. The Welsh Government is working with stakeholders to revise and strengthen the Welsh Baccalaureate to increase its rigour. This followed recommendations from the independent Review of Qualifications and also addresses concerns raised in a report the Welsh Government commissioned from Wales Institute of Social & Economic Research, Data & Methods (WISERD) (2013): www.wales.gov.uk/docs/caecd/research/130325-relationships-between-welsh-baccalaureate-advanced-diploma-higher-education-en.pdf. 		
19.	Timing of assessments / results	<ul style="list-style-type: none"> Students may achieve different elements of the Core at different points throughout the year. Welsh Baccalaureate results are awarded twice a year in March and August. 		
20.	Current or legacy	<ul style="list-style-type: none"> Regulation start date was 1 September 2007. Grading introduced for courses starting in September 2013 (first certification 2015). Revised Welsh Baccalaureate programmes proposed for first start in September 2015. 		

Field	Field Name	Information
21.	Certification information	<p>Prior to the introduction of grading, results were published for numbers of students:</p> <ul style="list-style-type: none"> • completing the Welsh Baccalaureate programme • awarded the Advanced Diploma • awarded the Core Certificate. <p>www.wjec.co.uk/index.php?nav=51</p>
22.	Further information	<p>Links to qualification and subject level regulations and rules published by Welsh Baccalaureate Organisation: www.welshbaccalaureate.org.uk.</p> <p>Link to Welsh Government Review of Qualifications 14–16: www.wales.gov.uk/topics/educationandskills/qualificationsinwales/revofqualen/?lang=en.</p>

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