

**EXPERT GROUP REPORT  
FOR  
REVIEW OF AWARD  
IN  
THE UCAS TARIFF**

***WJEC WELSH BACCALAUREATE  
ADVANCED DIPLOMA QUALIFICATION (CORE)***

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## THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS Tariff Points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology.

Acknowledging the problematic nature of comparability studies, and recognising that a mechanical procedure would not work, the Department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an Expert Group.

Guidelines were drawn up for the composition of the Expert Group, the evidence that would need to be collected and examined and the choice of a benchmark qualification.

Procedures were developed for the conduct of the work of the Expert Group, including detailed sets of questions to be addressed at different stages in the process. Questions appropriate to the awards under consideration are selected and are used to guide, not constrain, the work of the Expert Group.

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points which take account of the size and demand of the award seeking admission to the Tariff, and a candidate's level of attainment within that award. The guidelines also provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently, there may only be a relatively small amount of evidence (particularly candidate evidence) available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure by an independent auditor from higher education.



## SUMMARY AND RECOMMENDATIONS

This report represents a review of the existing Tariff value for the WJEC Welsh Baccalaureate Qualification (WBQ) Advanced Diploma Core (hereafter referred to as WBQ Core). Prior to the meeting, Expert Group members had been asked to consider the qualification in comparison with the Extended Project. However, it was recognised that, in practice, the award was too large and too different to compare against a single qualification. In reviewing the qualification, the Group discussed the following key issues:

- Utility of the WBQ Core components for supporting progression to HE
- Differentiation/grading
- Key Skills and Essential Skills (Wales)
- Comparability of the Extended Project and the Individual Investigation
- Substitution (Extended Project/Individual Investigation; A level, GCSE, and Key Skills ICT)
- Inclusion of Level 2 components
- Breadth v 'thinness' in WBQ Core
- Credit/Guided Learning Hours/Notional Learning Hours
- Relationship across all components, their coherence and holistic worth
- The ways in which and the extent to which different component of the WBQ Core Components are relevant for supporting progression to HE
- Recognition that Tariff values for non-graded qualifications must reflect the minimum level of achievement required for a pass

Following the discussions summarised in Section 4 of this report, the majority of the Expert Group considered that the value should remain at 120 UCAS Tariff points, whilst some thought it should be increased to 140.

Following discussion, the final outcome was that the WBQ Core should continue to attract 120 points.

This recommendation was endorsed by the Tariff Advisory and Reference Groups and the UCAS Board.



## SECTION 1: THE COMPOSITION OF THE EXPERT GROUP

The following individuals with expert knowledge and experience of the qualifications under consideration in this study were selected to form the Expert Group:

- Brian Crossland, Senior Moderator, OCR
- Hywel Davies, Director of Recruitment and Admissions, Aberystwyth University
- Lizanne Duckworth, Head of Undergraduate Recruitment & Deputy Admissions, Cardiff University
- Steve Minney, Senior Student Recruitment Officer and Colleges Liaison Office, University College Swansea, Swansea University
- Mike Nicholson, Director of Undergraduate Admissions, University of Oxford
- Ross Thomas, Welsh Baccalaureate Development Officer, WJEC
- Jeff Thompson, Professor of Education, University of Bath
- Denise Williams, Deputy Academic Registrar, University of Glamorgan

In addition, the following representatives of the Welsh Assembly Government Department for Children, Education, Lifelong Learning and Skills were observers to the meeting:

- Julian Pritchard
- Mike Hatcher
- Mali Davies

UCAS staff acted as facilitators and secretaries for the meetings, ensuring that the Group worked systematically through the procedures.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent higher education based consultant.

CVs of the experts within the group are attached as Appendix 1.



## SECTION 2: OVERVIEW OF AWARD SEEKING ADMISSION TO THE TARIFF

### 2.1 Aims and purpose of the qualification

The Welsh Baccalaureate Qualification (WBQ) is an overarching qualification that provides a curriculum model and structure which offers learning programmes that are relevant, accessible and deliverable to candidates in a range of learning situations. In achieving these aims, every effort is made to remove barriers to learning and achievement. The Welsh Baccalaureate Qualification is available at Foundation (level 1), Intermediate (level 2) and Advanced Diploma (level 3). The UCAS Tariff is designed to compare level 3 qualifications for entry to higher education so consideration is given only to the WJEC Welsh Baccalaureate Qualification Advanced Diploma, (hereafter referred to as WBQ).

The WBQ builds on the candidate's previous education and allows for progression along and between the chosen pathway for each individual.

The WBQ aims to build upon the foundations laid earlier in the candidate's education and will allow progression into succeeding phases of education and training. To achieve this, the WBQ aims to develop a learning and assessment programme that promotes inclusion, retention, completion and achievement.

The WBQ comprises core studies and option programmes, underpinned by regular teacher support and mentoring. Given that the majority of the options currently attract UCAS Tariff points, UCAS were asked to focus Tariff considerations on the WBQ Core.

Each component of the Core has separate aims as outlined in Table 1.

Table 1: WBQ Core aims

<p><b>Wales, Europe and the World (WEW)</b></p> <p>This component provides opportunities for candidates to engage in a range of issues relating to contemporary Wales, the UK, Europe and the world. It aims to:</p> <ul style="list-style-type: none"> <li>• build upon candidates' knowledge and understanding and experiences gained through following a range of programmes at earlier Key Stages</li> <li>• help candidates to be better informed about what it means to live in Wales, the UK, Europe and the world</li> <li>• encourage candidates to adopt a 'learning by doing' approach with an emphasis on active participation, thereby helping them to relate their learning to their everyday experiences</li> <li>• provide opportunities for candidates to acquire and practise a range of Key Skills through practical and 'hands on' experiences.</li> </ul>
<p><b>Language Module</b></p> <p>The Language Module provides opportunities for candidates to improve their language skills and competencies, and aims to:</p> <ul style="list-style-type: none"> <li>• develop the candidate's language skills</li> <li>• develop the candidate's capacity for independent language learning</li> <li>• raise awareness of linguistic and cultural diversity.</li> </ul>
<p><b>Work-related Education (WRE)</b></p> <p>This component addresses knowledge, understanding and skills as defined in the framework document, 'Careers and the world of work: a framework for 11 to 19 year olds in Wales.'<sup>1</sup> It aims to give candidates:</p>

<sup>1</sup><http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/careerworldofwork/careersworldofworkframework/?lang=en>



<ul style="list-style-type: none"> <li>• opportunities to better understand the nature of working life by working directly with employers</li> <li>• realistic and relevant opportunities for using and developing basic and Key Skills in a working environment and through Team Enterprise activities</li> <li>• opportunities to recognise the importance of working disciplines and to develop positive flexible attitudes to work</li> <li>• a better understanding of employees' rights and responsibilities and the importance of following correct, safe working practices</li> <li>• the chance to work with others, and to develop more enterprising attitudes and approaches</li> <li>• a better understanding of the scope for future careers and to begin to think more seriously about career intentions.</li> </ul>
<p><b>Individual Investigation (II)</b></p> <p>This component takes the form of an autonomous personal study and requires the candidate to select an area of interest and take a high level of personal responsibility for the investigation. It aims to:</p> <ul style="list-style-type: none"> <li>• provide an opportunity for candidates to demonstrate originality, initiative and reflection</li> <li>• provide a meaningful and accessible context in which to carry out the Investigation</li> <li>• encourage experiential learning</li> <li>• provide opportunities for candidates to acquire and practise a range of Key Skills</li> <li>• enhance understanding of the investigation process so that candidates can improve the effectiveness of their learning</li> <li>• enable candidates, through the completion of the Investigation, to develop their skills of:             <ul style="list-style-type: none"> <li>- enquiry</li> <li>- creative thinking</li> <li>- reasoning</li> <li>- information processing</li> <li>- evaluation &amp; reflection</li> <li>- independent learning &amp; autonomy</li> <li>- presentation</li> </ul> </li> </ul>
<p><b>Personal and Social Education (PSE)</b></p> <p>This component is based on the knowledge, understanding and skills as defined by the non statutory 'Personal and social education framework for 7 to 19-year-olds in Wales'.<sup>2</sup> It aims to:</p> <ul style="list-style-type: none"> <li>• develop candidates' knowledge and understanding and experiences gained through following the PSE Framework in earlier Key Stages</li> <li>• develop a range of skills necessary to make informed decisions about personal and social issues</li> <li>• provide opportunities for candidates to engage with a range of experiences and activities that will promote candidates' personal and social well-being, helping them to develop a sense of self-worth and relate effectively to others</li> <li>• encourage candidates to adopt a 'learning by doing' approach with an emphasis on active participation, thereby helping candidates to relate their learning to their everyday experiences</li> <li>• allow candidates to build evidence of attainment in a variety of different forms</li> <li>• encourage candidates to address issues in a sensitive and positive manner;</li> <li>• provide opportunities for the candidates to acquire and practice a range of Key Skills through investigative techniques.</li> </ul>

## 2.2 History of the qualification

The first Welsh Baccalaureate students started their programmes in September 2003 in 18 pilot schools and colleges. Six more schools and colleges offered the Bacc from September 2004, and seven more from September 2005; making 31 schools and colleges in total offering the Bacc during the original pilot stage. From September 2008 there were 101 centres involved in implementing the post-16 phase of the programme and a total of approximately 18,000 students. From September 2009 there were 168 centres and approximately 30,000 students involved at all three levels.

The Welsh Assembly Government set the target that 40% of students in Wales will be following the WBQ by 2010.

<sup>2</sup><http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/pse/:jsessionid=8vj8K6pp4YLhfg2yqysD2L1RkR9RmYnN4tkxbgW8D1B5GkyJqXVI469745487?lang=en>



From September 2009, new applied Principal Learning and project qualifications will be available as WBQ options in Construction and the Built Environment, Creative and Media, Engineering and Information Technology, with a further six lines of learning to be offered from 2010 and a further four from 2011.

Principal Learning qualifications are new qualifications that have been developed in partnership with employers and universities with the aim of giving learners an insight into what is involved in an occupational area without committing the learner to a career in that area. They can be used together with, or instead of, other approved qualifications as part of the Options requirements within the Welsh Baccalaureate Qualification. Learners taking Principal Learning qualifications must also take the Project qualification at the same level. The Project provides the learner with opportunities to draw upon and integrate their learning from all components of the Welsh Baccalaureate Qualification.

### **2.3 Entry requirements for the qualifications**

The WBQ Advanced Diploma builds upon the candidates' knowledge, understanding and skills acquired in earlier stages of education, although there are no specified prior learning requirements.

The WBQ is intended to be accessible to all, irrespective of their gender, ethnic, religious or cultural background. The WBQ aims to build upon the foundations laid earlier in the candidate's education and will allow progression into succeeding phases of education and training. At entry, candidates embarking on the WBQ should have achieved a general educational level commensurate with their anticipated programmes of study in the Options.

Candidates may enter the WBQ Advanced Diploma at different ages and from a variety of learning backgrounds and situations. These might include post-16 candidates in either a school or college undertaking GCE A Levels or a vocational qualification or a combination of both. Some of these candidates may have previously achieved the Intermediate before moving on to the WBQ Advanced Diploma.

### **2.4 Age of candidates**

The WBQ Advanced Diploma programme will normally be pursued over two years by post-16 candidates.

### **2.5 Size**

The WBQ Core notionally occupies 280 guided learning hours, as set out in **Error! Reference source not found.** overleaf.



Table 2: WBQ Core Guided Learning Hours (GLH)

WBQ Core component	Programme	Enrichment/other	Total
Key Skills/ICT	60		60
Wales, Europe and the World (WEW) including Language Module	60	Language module 20	80
Individual Investigation (II)	20		20
Work related Education (WRE)	Team enterprise 30	Working with an employer 30	60
Personal and Social Education (PSE)	30	Community participation 30	60
<b>Total</b>	<b>200</b>	<b>80</b>	<b>280</b>

The size of the WBQ Core can also be reported through credit values (within the Credit and Curriculum Framework for Wales). Credit recognises the volume of learning achievement (one credit equating to learning outcomes achievable in ten hours of learning time) and the demands made by that learning on the learner. Credit values for the WBQ Core curriculum are shown in Table 3.

Table 3: WBQ credit values

WBQ Core component	Credit	Learning time required
Individual Investigation	5	50
Wales, Europe and the World (Key Issues)	8	80
Language Module	2	20
Work-related Education	10	100
Personal and Social Education	10	100
<b>TOTAL</b>	<b>35</b>	<b>350</b>

Given the principle that one credit equates to ten hours of learning time, the disparity between the stated GLH and calculated learning time required to achieve 35 credits is an issue that is revisited later in the report (Sections 4 and 5).

## 2.6 Content and structure of the qualification

Individual programmes within the WBQ Core are agreed with and monitored by the Personal Tutor.

### *Key Skills*

The development of Key Skills is to be embedded in each candidate's programme, by design in the Core components, within specific Key Skills programmes, and through signposting in the Options.

Wales, unlike England, is going to maintain the Key Skills qualifications, amalgamating them with the adult basic skills qualifications as Essential Skills (Wales). England, in the future, will have Functional Skills instead.

### *Wales, Europe and the World (WEW)*

The focus is on political, economic, social and cultural issues and sets them in the context of Wales, Europe (including the UK) and the world. This component includes a Language Module. Candidates must consider eight key issues, two key issues for each of the following four elements:



- Political issues
- Social challenges and responses
- The impact of economic and technological change
- Heritage and cultural perspectives

### *Work-related Education (WRE)*

Enhancing understanding of the world of work, the importance of enterprise and entrepreneurship and contributes to Careers Education and Guidance (CEG). There is a requirement that all candidates will work with an employer and contribute to a team enterprise activity.

### *Personal and Social Education (PSE)*

Includes equal opportunities, social inclusion, and sustainable development, and aims to promote active citizenship and good health. There is a community participation element for all candidates. This component consists of five elements:

- Positive relationships
- Health and emotional well-being
- Active citizenship
- Sustainable development and global citizenship
- Community Participation – candidates may work in small groups.

Choice will be afforded to the candidates in Elements 1 – 4, but with Element 5 must be completed in its entirety. Candidates will be expected to consider one Key Issue from each of the elements

### *Individual Investigation*

An autonomous personal study, with the candidate required to select an area of interest and take a high level of personal responsibility for the investigation. The Individual Investigation can arise from any part of the Core, may be related to the Options, and must involve consideration of a local/Wales perspective and at least one other perspective (e.g. the UK, Europe, the world), or, alternatively consideration of an issue in a more thematic way drawing examples from a variety of perspectives. There is no specific requirement for candidates to adopt a comparative approach, provided the candidate can demonstrate that they have met all the assessment objectives for the Individual Investigation.

### *Tutoring/mentoring support*

Each candidate must be allocated a personal tutor to provide advice and to support the student with their independent study. Each student is entitled to a one-to-one tutorial of half an hour every half term and should be given an induction programme.

## **2.7 Assessment – procedures, methods and levels**

For the components of the Core, the methods by which candidates are assessed are outlined in Table 4. The learning outcomes and assessment criteria for the individual investigation are shown in Table 5.



Table 4: WBQ assessment methods

Component	Assessment	Detail
<b>Key Skills</b>	Portfolio of evidence.	<p>Key Skills are assessed in Wales by means of an internally assessed and an externally moderated portfolio only. There are no external tests. Candidates must achieve all six Key Skills, three at level 3, including one of the 'first three' i.e. Communication, Application of Number and ICT, together with three at level 2.</p> <p>Candidates may substitute a qualification in A level Computing or ICT at Grade E or above for the Level 3 key skill requirement in ICT. Candidates may substitute a qualification in GCSE ICT at Grade C or above for the Level 2 key skill requirement in ICT.</p>
<b>Wales, Europe and the World</b>	Candidate diary	<p>Candidates must show, through their candidate diary, that they have evaluated four of the eight key issues, one from each of the four elements of the WEW component. The teacher or other appropriate person also completes a verification statement within the candidate diary confirming that the candidate has addressed or studied all eight key issues.</p> <p>Samples of the candidate diary are moderated externally by a Moderator appointed by WJEC.</p> <p><b>Language Module</b></p> <p>Whilst there is no formal assessment of the Language Module, candidates are required to spend a minimum of twenty hours either improving their skills in a language they have already studied or studying a language for the first time. Candidates will be required to demonstrate, through the completion of a self-assessment in the candidate diary, how and the extent to which they have developed their language skills and competencies as a result of the time spent on the Language Module. The teacher is required to verify the candidate's self-assessment.</p> <p>Samples of the completed candidate diaries containing the self-assessment of the language module are moderated externally by a Moderator appointed by WJEC.</p>
<b>Work-Related Education</b>	Candidate diary	<p>Candidates must show, through their candidate diary, that they have satisfied the curriculum requirements for the two Elements of the WRE component.</p> <p>Candidates are required to demonstrate, through the completion of a self-assessment in the candidate diary, how and the extent to which they have developed their skills and competencies as a result of the time spent on the Work Related Education. The teacher or other appropriate person is required to verify that the candidate has addressed the two Elements.</p> <p>Samples of the candidate diary will be moderated externally by a Moderator appointed by WJEC.</p>
<b>Personal and Social Education</b>	Candidate diary	<p>Candidates must show, through their candidate diary, that they have evaluated one of the Key Issues from each of the first four Elements of the PSE component. The teacher or other appropriate person will be required to verify that the candidate has addressed or studied all five Elements, which are:</p> <ul style="list-style-type: none"> <li>considering one key issue in each of elements 1-4</li> <li>completing satisfactorily the Community Participation (element 5)</li> </ul> <p>Samples of the candidate diary will be moderated externally by a Moderator appointed by WJEC.</p>
<b>The Individual Investigation</b>	2,000 – 2,500 word written presentation or 10 minute oral presentation	<p>Candidates are required to undertake an Individual Investigation of an issue arising from their study of the Core (the issue may be related to the candidate's Options).</p> <p>The 'outcome' of the Individual Investigation must be presented either as a written or an oral presentation.</p>



		<p>The outcome of the Individual Investigation is assessed within the centre. A sample of the Individual Investigations is then moderated externally by a Moderator appointed by the WJEC.</p> <p>Candidates seeking to achieve the Advanced Diploma are required to satisfy all the assessment criteria outlined in Table 5 below.</p>
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*Table 5: WBQ Individual Investigation learning outcomes and assessment criteria*

<b>Learning objective</b>	<b>Assessment criteria</b>
The candidate should be able to:	The candidate has achieved this outcome because they have demonstrated they can:
LO1: plan how they will approach, carry out and complete the Investigation.	<ul style="list-style-type: none"> <li>Identify an appropriate topic and title, including reference to a local/Wales perspective and at least one other country or region.</li> <li>Identify and use appropriate strategies for action planning, target setting and time management.</li> </ul>
LO2: Identify, select and use information from a range of sources.	<ul style="list-style-type: none"> <li>Identify, select and reference relevant primary and secondary information from a range of sources, including from a local/Wales perspective and at least one other country or region.</li> <li>Analyse and use a range of appropriate information.</li> </ul>
LO3: Present the findings of the Investigation in an appropriate format.	<ul style="list-style-type: none"> <li>Develop and use information from a variety of sources;</li> <li>Apply a range of skills and techniques</li> <li>Make connections between relevant information and concepts</li> <li>Include appropriate coverage of a local/Wales perspective and at least one other country or region.</li> </ul>
LO4: Draw conclusions based on the findings and evaluate their own performance.	<ul style="list-style-type: none"> <li>Reach well-supported conclusions based on the evidence found, including from a local/Wales perspective and at least one other country or region.</li> <li>Make balanced judgements, showing awareness of differing opinions or points of view</li> <li>Evaluate the effectiveness of their approach to the Investigation.</li> </ul>

## 2.8 Grading

The WBQ (Core) is awarded on a pass/fail basis, with all requirements outlined in Table 5 met.

## 2.9 Quality assurance processes

The WBQ Core has been designed to be internally assessed and to comply with 'The statutory regulation of external qualifications in England, Wales and Northern Ireland (2004).' WJEC aims to ensure centres comply with rigorous and robust arrangements for internal and external assessment and moderation. Controls are set within the assessment of the Individual Investigation, Candidate Diaries and the Centre Progress Files which support this process, so that validity and reliability are ensured and the assessors can confidently authenticate and assess the learners' work.



## SECTION 3: OVERVIEW OF THE BENCHMARK AWARD

### 3.1 Aims and purpose of the qualification

The Extended Project at level 3 provides learners with the opportunity to:

- 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/or career development.

### 3.2 History of the qualification

The Extended Project is both a mandatory part of the 14-19 Diploma at level 3 and a qualification in its own right.

### 3.3 Entry requirements for the qualification

This qualification is available to anyone who is capable of reaching the required standards. It has been developed with the intention that it should be free from any barriers that restrict access or progression thereby supporting equality and diversity.

All centre staff involved in the assessment or delivery of this qualification should understand their requirements and match them to the needs and capabilities of individual learners before entering them as learners for the Extended Project. There is no requirement for learners to achieve any qualification before progressing onto the Extended Project although, learners who have achieved level 2 qualifications will normally be at a level suitable for entry onto a programme leading to the Extended Project

### 3.4 Age of candidates

The level 3 Extended Project qualification is typically (although not exclusively) aimed at young people aged 14-19 in full-time education who wish to develop and apply their knowledge, understanding and skills in undertaking and managing a project at level 3 of the National Qualifications Framework (NQF).

### 3.5 Guided Learning Hours (GLH)

OCR Level 3 Extended Project is a single component, linear qualification and is allocated 120 Guided Learning Hours (GLH) in the National Database of Accredited Qualifications (NDAQ). GLH for the Extended Project is nominally broken down as:



- Hours linked to teaching (guidance and instruction by the teacher/ tutor/ presenter) = 50 hours (40%)
- Hours linked to assessment (eg individual work when teacher/tutor is supervising, mentoring and record keeping) = 70 hours (60%)

### 3.6 Content and structure of the qualification

The content of the Extended Project is intended to be flexible as each learner is expected to tailor their project to fit their individual needs, choices and aspirations. However, whilst content is tailored, the qualification prescribes a clear structure that the learner must follow:

- Planning the task
- Collecting information/research
- Project management
- Presentation
- Review/reflective learning
- Draft version of submission
- Final submission

The qualification incorporates a taught unit and a skills-based individual piece of work.

#### Taught element, including project management skills (40% of total GLH)

- how to choose a topic that is relevant and allows optimum benefit both in terms of assessed project result and also personal development
- a comprehensive coverage of project management, including tools such as timelines, critical path analysis, etc
- research techniques including selection, collation and evaluation
- how to identify what skills are needed to complete the project, including opportunities to develop personal, learning and thinking skills (PLTS), key skills and functional skills
- how to apply reflective learning
- presentation techniques, methods of evaluation and analysis.

#### Skills-based individual piece of work (60% of total GLH)

- develop independent learning
- develop skills in decision-making and problem-solving
- demonstrate creativity and initiative
- apply learning in order to identify potential career pathways
- be inspired by new areas of study
- learn by experience
- acquire skills related to developing, researching and presenting a project
- apply appropriate technologies.

### 3.7 Assessment – procedures, methods and levels

Learners are assessed on four areas:

- Managing a project
- Using resources



- Developing and realising a project
- Reviewing the project.

The outcome of the project can be a design, performance, report, dissertation or artefact. Whatever form this takes, the project must include a written component and the completed Project Progression Record (PPR)<sup>3</sup>. Other assessment evidence can also be included, eg evidence related to a diary or IT logging system, a presentation, an experiment. As a guide the dissertation should be approximately 5,000 words. For all other outcomes (for example a design, performance or artefact), the project must include a written component and a complete the written component should be approximately 1,000 to 1,500 words. Any written work must be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology.

The topic of the project should be chosen by the learner and negotiated and agreed formally with the teacher/mentor/ supervisor, linking it, as appropriate, to Principal Learning if it is part of the Diploma. The Extended Project is centre internally assessed and externally moderated by the awarding organisation.

There are four assessment objectives for the qualification, as shown below:

*Table 6: OCR EP assessment objectives*

Assessment objective	Weighting
<b>AO1 Manage (20%)</b> Identify, design, plan and complete an individual Extended Project (or task within a group Extended Project), applying organisational skills and strategies to meet stated objectives.	20%
<b>AO2 Use resources</b> 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.	20%
<b>AO3 Develop and realise</b> Select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically and flexibly, and to achieve planned outcomes.	40%
<b>AO4 Review</b> Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions.	20%

The learning outcomes and assessment criteria for each assessment objective are portrayed in

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<sup>3</sup> Further information is available in centre handbook, section 2.3  
[http://www.ocr.org.uk/download/kd/ocr\\_12625\\_kd\\_project\\_spec.pdf](http://www.ocr.org.uk/download/kd/ocr_12625_kd_project_spec.pdf)



Table 7 overleaf.



Table 7: OCR EP learning objectives and assessment criteria

AO	Learning outcomes		Assessment criteria	
1	1	Understand and take an active role in how a project is organised	1.1 1.2 1.3	Negotiate with their mentor/supervisor a suitable topic and its scope Identify the overall aims of the Extended Project Identify and draft detailed objectives for the Extended Project in terms of a question, hypothesis, problem, challenge or a client commission
2	2	Be able to plan and carry out independent research either individually or as part of a collaborative group	2.1 2.2 2.3 2.4	Use a wide and appropriate range of sources of information Select methods of collecting information that are relevant to the task Collate information from a range of sources Evaluate research material collected for suitability of purpose and quality
3	3	Be able to plan, organise, research and develop a project to progress it to a conclusion and evaluate the outcome, providing evidence of each aspect	3.1 3.2 3.3	Take ownership of all aspects of the project including its planning, organisation, methodology and outcome either as an individual or part of a collaborative group Demonstrate the skills necessary to deliver the intended outcome Complete the Extended Project on time and in accordance with the original brief
3	4	Be able to <ul style="list-style-type: none"> <li>• select and use relevant techniques, tools, equipment and technologies</li> <li>• work with others including their mentor/supervisor</li> <li>• use problem-solving and project management techniques</li> </ul>	4.1 4.2 4.3 4.4	Choose a range of tools, equipment, techniques and/or technologies suitable to develop and realise the project Use relevant tools, equipment, techniques and/or technologies to develop and realise the project Work with a group (one other person or more) to provide feedback and relevant input to their project Use recognised techniques to manage the project and solve problems that arise, demonstrating how and why those techniques were used in particular circumstances and evaluating their effectiveness
4	5	Know how to, understand the reasons for and demonstrate the ability to draw relevant conclusions analyse project outcomes evaluate the project present the outcome effectively to a previously defined audience	5.1 5.2 5.3 5.4	Identify the main conclusions and explain their relevance to the stated aims of the project Analyse and evaluate the results of the project Assess the relevance and effectiveness of the project in meeting its aims and objectives Present the project in a way that meets the needs of its audience

### 3.8 Grading

The Extended Project is internally assessed according to set criteria and mark schemes. This results in a 'raw' mark for each learner. Raw mark grade boundaries for each component are determined by an awarding committee consisting of senior assessors and based on the performance of the learners. These boundaries are not pre-set and may change between assessment periods. Once the grade boundaries have been chosen, each raw mark score is converted to a points score depending on the grade achieved. Although raw mark grade boundaries may vary, points boundaries are pre-set.

Performance is graded A\*/ A/ B/ C/ D/ E. Characteristics of performance at the grade A\*/A boundary and the E/U boundary are shown in Table 8:



Table 8: OCR A\*/A grade boundary performance indicators

Grade A*/A Boundary	
<b>AO1</b>	<ul style="list-style-type: none"> <li>• Candidate personally develops the project title and phrases it as a clearly focused question, hypothesis or brief and provides a clear rationale for the project</li> <li>• Candidate personally identifies appropriate strategies, tasks and objectives, justifies his/her choices and engages with them</li> <li>• The work is well-planned, well-organised, coherent and includes appropriate autonomous review and modification</li> </ul>
<b>AO2</b>	<ul style="list-style-type: none"> <li>• A rich and varied range of sources of information is used critically and effectively, and resources are used appropriately</li> <li>• Research skills, technical language and/or specialist vocabulary are evident and well-developed</li> <li>• There is evidence of clear understanding of the complexities of the topic</li> <li>• There is evidence of synthesis through the making of relevant links to related areas</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• There is considered response to guidance and evidence of critical reflection, plus appropriate action on advice given</li> <li>• There is reference to problems encountered and justification of action taken to address these</li> <li>• There is evidence of the development of skills, including underpinning ideas and concepts where appropriate, and of clear understanding of the topic area</li> <li>• Candidate achieves a high quality and appropriate outcome that realises most of the intentions of the project</li> </ul>
<b>AO4</b>	<ul style="list-style-type: none"> <li>• The candidate carries out an in-depth evaluation in relation to stated objectives and to own learning and performance. Reasons for any non-realisation of objectives are identified as are any flaws in the original objectives.</li> <li>• The outcomes of the project are clearly presented, including explicit commentary on findings and conclusions that are clearly related to the original objectives</li> <li>• The candidate makes use of a range of appropriate presentation skills</li> <li>• The candidate responds well to questions and displays a clear and in-depth knowledge and understanding of the topic area</li> </ul>

*Candidates at the E/U boundary tend to produce an uneven performance with good performance in some aspects being balanced by poor performance in others. Characteristics of an 'even' performance at the grade E/U boundary can be seen at*

Table 9:

Table 9: OCR E/U grade boundary performance indicators

Grade E/U Boundary	
<b>AO1</b>	<ul style="list-style-type: none"> <li>• There is limited evidence of personal choice and research into the project title (likely to be rather broad, lacking focus). A basic rationale is given with little real engagement from the candidate</li> <li>• Candidate produces a workable plan, although the objectives lack clarity</li> </ul>
<b>AO2</b>	<ul style="list-style-type: none"> <li>• Project lacks coherent research</li> <li>• A range of resources is used, although not necessarily including the different types expected for the project</li> <li>• There is some evidence of making links and connections to related areas</li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• There is some evidence of skills development and limited evidence of response to feedback or advice</li> <li>• There is a generally logical structure, but some errors in the use of language are likely</li> <li>• Candidate partially realises the planned outcomes</li> <li>• There is a broad set of conclusions, but very little in the way of analysis</li> </ul>
<b>AO4</b>	<ul style="list-style-type: none"> <li>• There is some review of the way the final outcomes have emerged from the objectives and to own learning and performance</li> <li>• The presentation is generally effective but may lack coherence and/or complete accuracy</li> <li>• Responses to questions reveal some knowledge and understanding of the topic area</li> </ul>



### **3.9 Quality assurance systems and code of practice**

The Extended Project component/qualification has been designed to be internally assessed, applying the principles of controlled assessment, as set out in the QCDA document QCA.07/3208. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the learners' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking.

Heads of each delivery centre ensure that controls set out in the centre handbook are imposed. OCR quality assures this through a system of centre inspection which includes assuring the centre processes and observing some local assessment on a sampling basis.



## SECTION 4: THE WORK OF THE EXPERT GROUP

### 4.1 Prior to the meeting

Prior to the meeting preparatory work was carried out. Pre-meeting papers were distributed, requiring members of the Group to compare the aims, content, study hours, relative size and assessment models, processes and outcomes of the WJEC Welsh Baccalaureate Qualification Advanced Diploma Core (WBQ Core) with the OCR Extended Project. Members were also asked to undertake preliminary scoring of these qualifications against UCAS Tariff domains.

### 4.2 The Expert Group meeting

At the start of the meeting it was explained that the exercise to be undertaken was a review of an existing Tariff value for the WBQ Core, as opposed to bringing the award into the Tariff for the first time. It was pointed out that although, as preparation, Expert Group members had been asked to consider the WBQ Core in comparison with the Extended Project, the WBQ Core was in practice too large and too different to compare against a single qualification. It was agreed that the following areas might be of relevance for discussion by the Expert Group:

- Utility of the WBQ Core components for supporting progression to HE
- Differentiation/grading
- Key Skills and Essential Skills (Wales)
- Comparability of the Extended Project and the Individual Investigation
- Substitution (Extended Project/Individual Investigation; A level, GCSE, and Key Skills ICT)
- Inclusion of Level 2 components (i.e. key skills)
- Breadth v 'thinness' in WBQ Core
- Credit/Guided Learning Hours/Notional Learning Hours
- Relationship across all components of the WBQ Core, their coherence and holistic worth

Two further points were identified for discussion. One, that a qualification such as the WBQ Core contains components which are relevant for progression into HE, but also those that have educational value but less or no value for HE progression purposes. Second, Expert Group members were reminded that the WBQ Core is not a graded qualification, and that, however well a candidate may perform, the Tariff can only reflect the minimum level of achievement required to pass the WBQ Core.

### 4.3 Qualification overviews

Presentations about the main features of the WBQ Core and the Extended Project provided an opportunity to clarify and confirm a number of areas. These included the status of the Extended Project when the Advanced Diploma Principal Learning (PL) was taken as the optional component of the Welsh Baccalaureate alongside the Core. It was explained that if PL was taken, the Extended Project must also be taken. The Extended Project could be used as a substitute for the Individual Investigation.

The Expert Group was also told that the Extended Project, if used as a substitute for the Individual Investigation, would as a matter of course require students to base it on studies associated with the Wales, Europe and the World component of the Core, and that that this involved a comparison of a particular issue in Wales with the situation existing in another



country. When further clarification was sought it was confirmed that although this could in theory be England, in all probability it would be an alternative country. Group members were informed that, unlike the Extended Project which was graded A\* to E (ie the same as GCE A level), the Individual Investigation was officially ungraded but that students received an indication of whether their performance level was a low, middle or higher pass. However, these grades are not reported externally.

#### 4.4 Aims

As a result of this overview and discussion, and based on the preparatory work, it was confirmed that in terms of overall aims the WBQ Core had not changed substantially since it was last considered in 2003. It was confirmed that the aims not only signified relevance for progression to HE, but that this had been confirmed through reviews undertaken by the University of Bath. (Subsequent to the Expert Group meeting, copies of two reports have been provided, both of which confirm support for the WBQ Core from HE). In comparison with the Extended Project which had been specifically designed for HE progression, it was identified that the WBQ Core was more wide-ranging and provided preparation for education, employment and life in general. It was also pointed out that the overall value of the Core was more than the sum of its separate parts, and the way in which the requirement for Key Skills in particular, supported not only progression to HE and employment, but also helped with learning associated with the study of the qualifications undertaken as the optional component of the Welsh Baccalaureate Diploma overall.

#### 4.5 Determining size

The Group was reminded that the Expert Group which had undertaken the initial work to bring the WBQ Core into the Tariff determined that it was equivalent in size to seven A level units, involving a total of 640 Guided Learning Hours (GLH). The Group was informed that a small change from the previous specification was an increase in GLH for the Individual Investigation from 10 to 20. According to information provided for the review, two sets of statistics were queried. In the presentation, the WBQ Core was represented as involving 4.5 - 5 contact hours per week, with options taking 18 – 20 hours per week. On this basis, and assuming the options involved study of two A levels, the Core would be half the size of an A level. On the other hand, documentation from WJEC indicated that the Core involved 280 GLH, with options 720 GLH. This would indicate that the WBQ Core is 7/9ths of an A level. Both of these metrics suggested that the WBQ Core was smaller than one A level. At the meeting the WJEC representative produced a third set of figures based on credit ratings for the components of the Core, indicating a total of 71 credits. The same official informed the Group that it was known that the credit rating for A level would be 54 credits. On this basis, the WBQ Core was 30% larger than an A level. There was therefore a need to reconcile four different sets of figures, those that had determined the size of the WBQ Core as part of the 2003 work, the two sets included in different parts of documentation relating to the WBQ Diploma and the new information provided at the meeting. In practice, this was impossible and at this point the issue of size was left in abeyance.

#### 4.6 Effects of substituting the Extended Project for the Individual Investigation

One new issue before the group was the possibility of substituting an Extended Project for the Individual Investigation in the WBQ Core. This would involve a student achieving an Extended



Project qualification and also completing detailed documentation, to evidence and demonstrate how additional requirements in the Individual Investigation assessment criteria had been met. Such a student could gain a potential advantage through double counting, acquiring Tariff Points for both the Extended Project and the Individual Investigation in the WBQ Core. The discussion of this issue was substantial, essentially amounting to claims on the part of the WJEC and DCELLS representatives that some WBQ students would be disadvantaged if additional points were not allowed, and HE representatives being concerned about issues of double counting and complexity.

The magnitude of any such advantage is likely to be small particularly in view of the number of GLH (20) attached to the Individual Investigation. Consequently, while the situation requires monitoring, it is suggested that it would be inappropriate at this stage to set up some barring mechanism such that a candidate could not achieve UCAS Tariff Points for an Extended Project if they were undertaking the WBQ Core. Individual HEIs may, of course, choose to exercise this option through their indicative entry requirements.

#### **4.7 Essential Skills (Wales) and Key Skills**

An important development in Wales is the merger of Key Skills with Adult Basic Skills to form a new suite of qualifications, Essential Skills (Wales). This has involved convergence and improvement through making clearer progression between levels, and giving clarity to outcomes and assessment requirements. Content has not been changed but the use of proxies will no longer be permissible. Essential Skills (Wales) will cover Communication, Application of Number and Information and Communication Technology. Wider Key Skills will be retained as they are now until 2012 when it is the intention that they will come under the Essential Skills umbrella. Key Skills will continue to be available until August 2011.

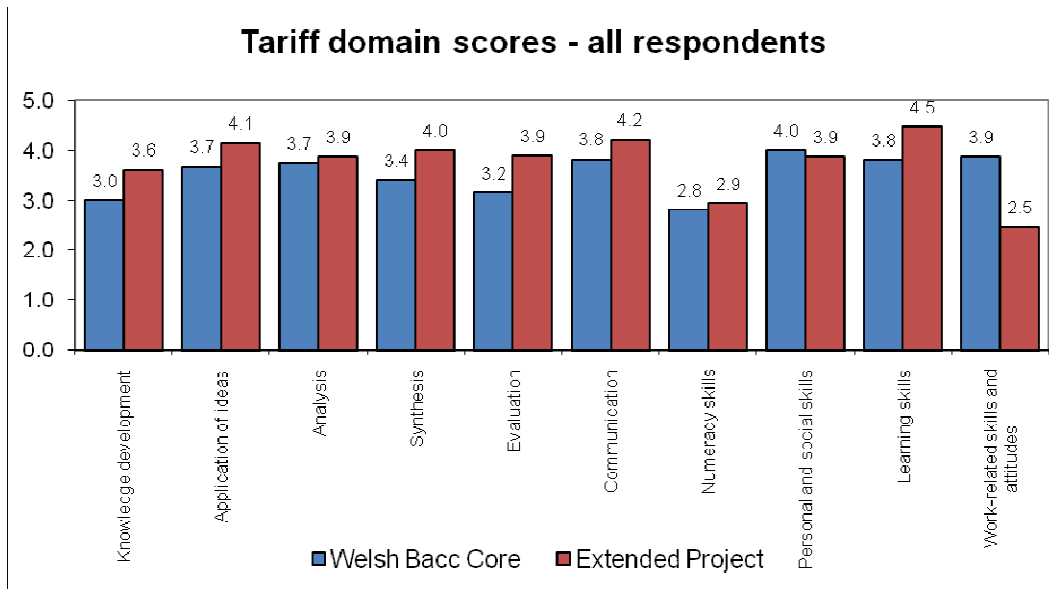
It was confirmed that in terms of requirements for the WBQ Core, six skills will continue to be a requirement. After explanation and discussion it was agreed that these changes will not have a significant impact on the WBQ Core, and that, for the purposes of the WBQ Core, the current points for Key Skills should be automatically transferred to Essential Skills.

#### **4.8 Domain scoring**

The aggregate domain scores for both the WBQ Core and the Extended Project produced as part of the preparation work for the Expert Group meeting were displayed to the Group in graphical form as shown in Figure 1 overleaf:

*Figure 1: Tariff domain scores*





Prior to the discussion of these, Expert Group members had the opportunity to peruse candidate evidence in respect of the WBQ Core, and on the basis of this were asked if they had any reason to challenge the domain outcomes. It was pointed out that these were very similar for both qualifications, with an obvious gap for the Extended Project in the Work-related Learning domain. There was confirmation that both qualifications were similar in terms of the enabling of skills such as evaluation, analysis and synthesis.

#### 4.9 Recommended allocation of UCAS Tariff points

It was recognised that the starting point for discussion of the allocation of UCAS Tariff points to the WBQ Core lay somewhere between 90 and 156. 90 was on the basis that primarily for historical reasons three Key Skills at Level 3, and three at Level 2, necessarily attracted such a value, and 156 on the basis that the maximum size of the qualification had been identified as possibly a third more than an A level. However, it was also recognised that 156 Tariff points aligned to the equivalent of an A grade in A level, were a qualification to exist which was one third larger than A level, and where A grades aligned exactly. It had already been pointed out that for ungraded awards such as the WBQ Core, the Tariff allocation could only relate to the minimum level of performance. On the latter basis alone, it was not therefore possible to think in terms of an allocation of 156 points. On the other hand, all members of the Group considered that the Core needed to attract more than 90 points,

The rationale for the allocation of 120 points arising from the 2003 work was re-visited, taking into account the following extract from Dr Hayward's analysis of the situation:

*'We have no doubt that the learning experiences the students will encounter when taking the Core will be extremely valuable and we feel that there is an important argument to be made with respect to the WBQ, and other overarching qualifications, in relation to Higher Education admissions processes. A key feature of these qualifications is that learners are compelled to undertake a range of tasks and experiences in order to complete the qualification. Thus, such qualifications have a degree of coherence, integration and challenge associated*



*with them that should be recognised in the allocation of Tariff Points. It is here that we believe the 'additionality' of the WBQ, should, in the first instance, be recognised. In particular, we think that the use of a learning diary/record during the tutorial process will lead to the sort of structured, reflective approach to learning that will map directly to the requirement from 2005 for personal development planning in HE.*

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

The question of the argument for moving away from the present Tariff value was posed, together with the sub-question of whether or not the original argument still held. In the event, there were two camps: those who considered that the value should remain at 120, and those who thought it should be increased to 140. The first put forward views about inclusion of Level 2 achievement reducing any overall potential value, the issue of the lack of grading, and the risk of HE not accepting even the 120 points if the value was increased. The second considered that the Core had been under-valued on the last occasion, that the benefits of study had now been confirmed through the achievements of candidates, and that the Core contained a breadth of study unlikely to be presented in alternative qualifications or qualification combinations.

The final outcome was a majority position: that the WBQ Core should continue to attract 120 points.



## APPENDIX 1 BIOGRAPHIES OF THE EXPERT GROUP MEMBERS

**UCAS COMPARABILITY STUDY****Outline Biography of Expert Group Member**

Name: **Brian Crossland**

Current Position: Education and Assessment Consultant

Organisation: Freelance - representing OCR for WJEC Expert Group

Qualifications: BA, MA Ed(mgnt), Cert. Ed, FCIEA, CEA, FIFL

**Brief Biography**

Barnsley Holgate Grammar School to 1969  
 Apprenticeship, then worked in electrical maintenance engineering at British Steel, Sheffield to 1985.  
 Teaching/managing in FE colleges until 2008.  
 Developing, implementing and managing quality assurance programmes for internal verification across a range of courses.  
 Since 2001 - examiner, moderator, author, external verifier, reviewer, etc.  
 Senior examiner/Chief examiner and Principal Moderator for Edexcel - BTECs, Diplomas, GCE Engineering, GCSEs Manufacturing.  
 Associate, representative and Moderator for OCR Projects and Extended Projects.  
 Author - BTEC, Diploma and Extended Project resources/books.  
 LSN consultant - Diploma support and workforce support.  
 STEM registered consultant/associate.  
 EAL/SEMTEA - examiner.  
 INSET provider for Edexcel and OCR for all qualifications listed above.  
 Part time tutor/e-tutor for Huddersfield University, teacher training.  
 Open University tutor, Science Summer School Tutor.  
 Consultant for QCA/OFQUAL for Diploma related topics, Standards and QA projects.  
 QIA Standards Unit Engineering Expert Group member.  
 QIA - development of teaching materials and sharing good practice.  
 Recently achieved Chartered Educational Assessor registration and currently regional manager for CIEA North East Network on-line community.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Hywel M. Davies**

Current Position: Head of Admissions and Recruitment

Organisation: University of Wales, Aberystwyth

Qualifications: BA Hons, PhD Research

#### **Brief Biography**

Hywel M. Davies has been Head of Admissions and Recruitment at University of Wales, Aberystwyth for ten years. He has worked at the University since 1980 in a variety of Registrar and Admissions capacities.

He is actively involved in developing access to Higher Education and is a member of numerous partnerships and groups across Wales including: Executive Committee of SWWOCAC (South West Wales Open College and Access Consortium), Director of Wales Access Unit, Higher Education Credit Initiative Wales, Ceredigion Lifelong Learning Strategic Partnership, Welsh Baccalaureate Qualification: Higher Education Advisory Team and ELWA Mid Wales Regional Committee

His academic and research interests lie in the political cultures of Wales, loyalism and emigration from Wales to the United States of America during the 1790s.



**UCAS COMPARABILITY STUDY****Outline Biography of Expert Group Member**

Name:	<b>Lizanne Duckworth</b>
Current Position:	Head of Admissions
Organisation:	Cardiff University
Qualifications:	BA (Hons) in Modern English Studies 2:1 (Cardiff University, 1994); MSc (Econ) in Methods and Applications of Social Science Research Methods (Cardiff University, 2002).

**Brief Biography**

Lizanne's current role as Head of Admissions at Cardiff University involves responsibility for the operational management of the University's combined undergraduate and post-graduate admissions function and the strategic development of the University's admissions policies and procedures, with reference to both the University's own strategic aims and mission and external priorities, policies and developments. Prior to the formal merger of the undergraduate and postgraduate functions in 2007 during an internal restructuring, Lizanne's responsibilities since joining the University's Registry in 2003 included undergraduate admissions and, previously, post-graduate taught admissions and student enrolment.

Prior to joining Cardiff University's Registry in 2003, Lizanne worked primarily in health services research and research administration: as a Data Collection Officer in the Research and Evaluation Unit at Breast Test Wales, the Welsh breast screening service, as Administrator for the Wales Multi-centre Research Ethics Committee (MREC) and as Research Co-ordinator at CeReS, the primary care research support unit for Wales, based in the Department of General Practice at the University of Wales College of Medicine. Whilst working for the Wales MREC, Lizanne commenced a part-time research methods Masters degree at Cardiff University; her dissertation focussed on the role of lay members in ethics committees' decision-making.

Lizanne's previous research experience informs her current work in Admissions and her interest the evidence-base for Government policy in this area.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Steve Minney**

Current Position: Senior Student Recruitment Officer

Organisation: Swansea University

Qualifications: BA (Wales)

#### Brief Biography

Steve Minney has been involved in Widening Participation, Student Recruitment and Curriculum Development since 1998. He was responsible for the creation of a network of Compact Partnerships between Swansea University and over 50 schools and colleges. In 2001 he was the author of a bid which resulted in the South West Wales Reaching Higher Reaching Wider partnership, encompassing HEIs, FE Colleges, LEAs and regional schools. Under Steve's leadership a project team was recruited which currently delivers an extensive outreach programme, campus taster events and a summer university.

As Senior Student Recruitment Officer, Steve's work involves developing the Applicant Experience across all academic departments, including pre and post application open days, visits and interview days.

In 2003 Steve was a member of the UCAS Expert Group which looked at the original tariff value of the WBQ Core. He has been a member of the WBQ HE Advisory Team from its inception in the summer of 2003 until the present day. In the summer of 2008 he contributed to a forum which considered the issue of grading regards the WBQ. He has spoken to staff, students and parents at many of the centres delivering the WBQ in Wales since 2003.

An enthusiastic member of HELOA, Steve has recently been appointed HELOA Wales representative to the UCAS/DCSF Curriculum Development Group.

Prior to embarking on a career in admissions and recruitment, Steve was a research assistant and tutor in the department of American Studies at Swansea University.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Ross Thomas**

Current Position: Welsh Baccalaureate Development Officer

Organisation: WJEC

Qualifications: BA (Hons) History P.G.C.E.

#### **Brief Biography**

Ross Thomas began his current role, as Welsh Baccalaureate Development Officer at WJEC, in September 2007. The role of Welsh Baccalaureate Development Officer involves providing advice, guidance and training on the Welsh Baccalaureate to a range of professional audiences. He has 31 years teaching experience in secondary education in a number of roles, including Head of History/Politics and Head of Sixth Form. When St Cyres School, Penarth became one of the original Welsh Baccalaureate pilot centres, in his role as Welsh Baccalaureate Co-ordinator, he led the initiative at the school.

He has extensive experience in education, having worked on curriculum development with QCA and in a number of roles with awarding bodies e.g. as an assessor for Government and Politics, examiner in History at the Advanced level and moderator for the Welsh Baccalaureate Qualification.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Professor J J Thompson**

Current Position: Emeritus Professor of Education

Organisation: University of Bath

Qualifications: Dip.Ed (Oxon)M.A. ,Ph.D, D.Litt (Hon),C. Chem., F.R.S.C.  
F.R.S.A., .FBAASc

#### Brief Biography

Jeff Thompson is Emeritus Professor of Education at the University of Bath, where he has been Pro-Vice-Chancellor and Head of Department and where he now teaches and researches in curriculum, assessment, and evaluation within national and international contexts. He is the author of many books in science education and international education, has edited more than 100 volumes in both fields, and has published over 50 articles in research journals. He was the Founding editor of the Journal of research in International education.

He is currently chair of the Examinations Appeals Board for England, Wales and Northern Ireland, and .he holds chairmanship/member positions in governing bodies for schools in national and international insitutions. He has been centrally involved in the development of the International Baccalaureate since its inception, was the Chair of the Science Working roup for the National Curriculum, Deputy chair of SEAC, Chair of the British Association for the Advancement of Science, and has held leading roles in boards and committees of The Royal Society, The Royal Society of Chemistry, The English National Board for Nursing, Midwifery and Health Visiting, and many other public and international organisations.He has been honoured with the award of CBE for his services to education.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Denise Williams**

Current Position: Deputy Academic Registrar

Organisation: University of Glamorgan

Qualifications: BEd (hons). MCIPD

#### **Brief Biography**

Started career as teacher of history and English in secondary school

Worked for 12 years at School Curriculum and Assessment Authority, School Examinations and Assessment Council and Secondary Examinations, acting as Secretary to the various Council and management of Human Resources and IT Section

Deputy Secretary at Royal College of Physicians

Deputy Secretary at Welsh Joint Education Committee

Head of Human Resources at National Museums and Galleries of Wales

University of Glamorgan - since 2000

- as Head of Student Registry and currently Deputy Academic Registrar
- areas of responsibility have included management of sections responsible for:
  - Admissions
  - Student Enrolment
  - Management of Student Records
  - Examinations and Assessment
  - Graduation Ceremonies
  - Planning and Reporting, including statutory returns to HESA and HEFCW
  - Student Casework, including appeals and complaints



## APPENDIX 2 THE EVIDENCE CONSIDERED

- WBQ Specification
  - WBQ Individual Investigation Criteria
  - WBQ assessment summary
  - WBQ Individual Investigation Good Practice Guide
  - WBQ WB3EP Form
  - WBQ admin handbook
- 
- OCR Level 3 Extended Project Centre handbook/specification v08.03
  - OCR Extended Project Teacher's Guide

