



Edge & Rethinking Assessment Baccaalaureate Working Group

Principles for a Baccaalaureate

What is a baccaalaureate?

A baccaalaureate programme is an educational experience that is:

- broad (involving all major subject disciplines alongside personal, community and global learning);
- balanced (with opportunity for progressive specialisation while retaining breadth)
- coherent (with clear values and learner outcomes, a clear narrative and a single set of terminology)
- concurrent (to enable connections to be made)
- universal (with pathways to success for all young people in all educational contexts, offering flexibility and choice more akin to bridges and ladders than rigid tracks).

A baccaalaureate contains a core of learning common to all learners which could include individual research, an element of study skills, work experience/internship and an opportunity to demonstrate service to others. The core provides an opportunity for learning to be applied as well as to deepen understanding and enrich learning itself. It uses technology innovatively to improve adaptability, inclusion, empowerment and coherence.

Assessment is rigorous and based on agreed criteria which are not subject to change other than as part of periodic systematic review. *(Adapted from the [AngloEuropean School](#) definition and [Pearson's 14-19 principles](#))*

Vision for a bacallaureate:

A bacallaureate aims to develop inquiring, knowledgeable and caring young people who are:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, creative contributors who will play a full part in life and work
- Ethical and informed citizens, ready to help create better sustainable communities locally and globally
- Healthy, confident individuals who will respect and value themselves and each other

A bacallaureate encourages students to become active, compassionate and lifelong learners who embrace diversity and continually seek to understand the worldviews of others. It supports and develops their self-awareness, agency, self-efficacy and their mental wellbeing.

A bacallaureate serves the future needs of individuals, society, culture and the economy. *(Adapted from the [four purposes of the Welsh curriculum](#) and the [IB mission](#))*

Draft Principles for a Bacallaureate

Rigour: a bacallaureate should represent a high-quality programme of learning, and assessment that properly and reliably tests what matters in a subject domain.

Challenge/Aspiration: a bacallaureate should be engaging to every young person by providing the appropriate level of challenge for all to progress and to be aspirational in what they can achieve.

Coherence: a bacallaureate should be easy to understand and easy to navigate, based on a single coherent narrative. It should operate across all educational contexts and be coherent with later pathways through higher education and apprenticeships.

Value: a bacallaureate should be valued by all stakeholders, including employers and higher education, teachers, students and parents.



Principles of post-14 assessment and qualifications, from different organisations

EDSK

Rigour: all qualifications and training routes available in secondary schools and colleges must represent a high-quality programme of learning that prepares them for the next stage in their educational journey

Coherence: the system of qualifications and associated assessments must be easy to understand and easy to navigate because it is based on a single coherent narrative and a single set of terminology.

Value: all the programmes on offer to young people must be valued by all stakeholders, even if they serve different purposes for different learners.

Aspiration: the secondary education system must encourage young people to progress in their learning and be aspirational about what they can achieve.

Independent Assessment Commission

Qualifications should serve the individual

Coherence: qualifications and assessment should be recognised as part of a wider education system including curriculum, pedagogy and accountability

Value: qualifications and assessment should serve the future needs of society, culture and the economy to enable the nation and young people to thrive in less predictable times socially and economically, nationally and internationally.

Inclusion: qualifications and assessment should be inclusive both in purpose and in the design and development of the system.

Aspiration: qualifications and assessment should support progression for all young people, but should not exist only to act as a mechanism for determining the next qualification or for purposes of selection.

National Bacallaureate Trust

Challenge: The National Bacallaureate for England (NBfE) should support provision of a rigorous and demanding set of learning experiences that provide appropriate levels of challenge for all learners in their context.

Coherence: A framework that ensures every young person receives a multi-faceted education which is deeper and richer for the value given to each component and the connections made between them.

Aspiration: Every young person is capable of significant achievements and successes in multiple domains, each of which deserves recognition as part of a broad and deep holistic education where the whole is greater than the sum of its parts.

Inclusion: Every young person is a valued member of our diverse society on an equal basis and is entitled to be equipped with the knowledge, skills and attributes required to allow them to make the maximum contribution possible. The NBfE is a universal framework providing paths to success and fulfilment for all young people in all educational contexts, including those with special educational needs.

Balance: A framework that embraces an appropriate degree of specialisation in technical and academic subject disciplines alongside wider personal development and extended enquiry.

Breadth: The NBfE is a framework that encompasses traditional subject disciplines in addition to an entitlement to personal development opportunities that are physical, creative and cultural and include elements of community service and extended enquiry.

Rethinking Assessment

Tests for any new assessment system

Holistic/balanced: valuing knowledge, skills and dispositions

Relevant/adaptable: connected to a fast changing world

Motivational: to students rather than constraining them, enables progression

Fair: values everyone's strengths and is not biased against certain groups or penalise those disadvantaged

Robust: not just reliable but valid, and has trust and credibility

Tomlinson (2004)

5 tests set by the secretary of state:

Excellence: will the reformed 14-19 framework stretch the most able young people?

Vocational: will it address the historic failure to provide a high quality vocational offer that motivates young people?

Employability: will it prepare all young people for the world of work?

Assessment: will it reduce the burden of assessment?

Disengagement: will it stop the scandal of our high dropout rate at 16 and 17?

Pearson 14-19

Empowering: An education is a preparation for life and work and should inspire a lifelong love of learning achieved through the acquisition of a core of knowledge plus broader, deeper knowledge including problem-solving, creativity, resilience, leadership and respect for others.

Coherent: Curriculum, qualifications, assessment and teaching should work together in harmony. Furthermore, the 14-19 phase itself should be coherent with later pathways through higher education and apprenticeships.

Adaptable: The 14-19 phase should offer flexibility and choice of academic, applied and technical pathways in an inclusive system more akin to bridges and ladders than rigid tracks.

Innovative: The delivery of assessment and teaching within the 14-19 phase should unleash the power of technology to improve adaptability, inclusion, empowerment and coherence

Ontario four goals for education

Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world

Ensuring Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.

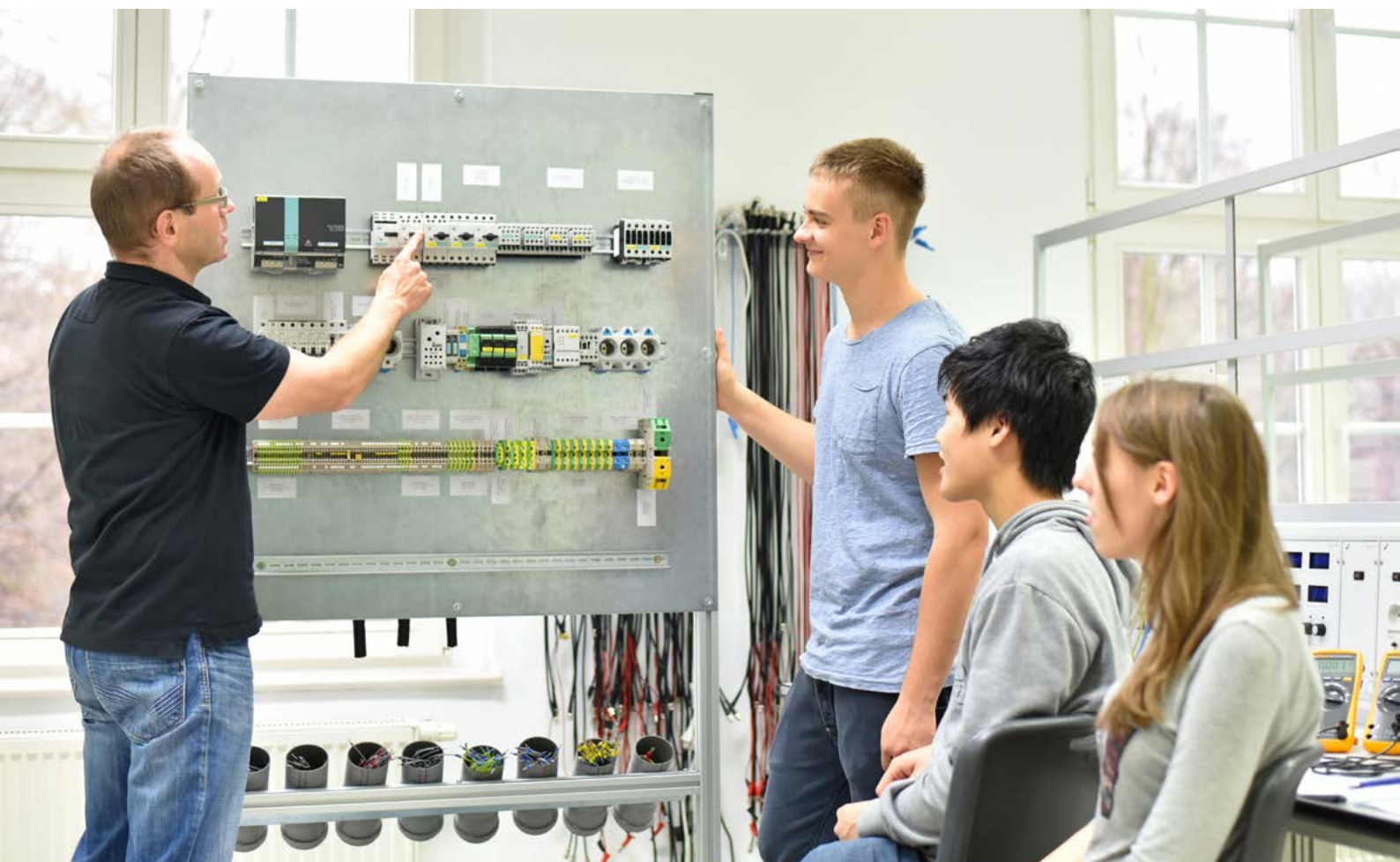
Promoting Well-Being: All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.

Enhancing Public Confidence: Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

Development of a bacallaureate could also link to the **Sustainable Development Goals** and to the **UN Charter of Human Rights**.

Article 26 states:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.



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