

Edge & Rethinking Assessment Baccalaureate Working Group

Baccalaureate-type programmes used or proposed, in the UK: Comparison tables



- > IB Diploma
- > Welsh Bacc
- > Future Skills Qualification Jersey Highlands
- > EDSK Upper Secondary Baccalaureate
- > National Baccalaureate for England NBT
- > Times Education Commission Diploma
- > 14-19 Diploma (historic)
- > Scottish Diploma of Achievement (proposed)

Baccalaureate-type programmes used or proposed, in the UK: Comparison tables

Qualification	IB Diploma https://www.ibo.org/about-the-ib/
Age range	16-19 (last 2 years)
Core components	Theory of Knowledge; Extended Essay; Creativity, Activity and Service
Compulsory subjects	Studies in Languages & Literature; Language Acquisition; Individuals & Societies; Experimental Sciences; Mathematics & Computer Science; The Arts. Can study an additional course in sciences, individuals & societies, or languages instead of the arts
Number of subjects	Up to 6 subjects from 6 core subject groups
Assessment methods	External: Exams – may include essays, case studies, short response questions... Internal: Teacher assessment - oral work, fieldwork, lab work, investigations, artistic performances
Levels of qualification	3-4 subjects at a higher level (240 hours of study), the remainder at standard level (150 hours of study)
Types of qualification	
Speed of implementation	

Qualification	Welsh Bacc https://www.gov.wales/welsh-baccalaureate
Age range	14-19
Core components	Supporting qualifications, plus skills challenge certificate – stand alone GCSE/A level equivalent with 4 components: <ul style="list-style-type: none"> ➤ Individual Project ➤ Enterprise and Employability Challenge ➤ Global Citizenship Challenge ➤ Community Challenge
Compulsory subjects	English or Welsh language, maths or maths numeracy
Number of subjects	Minimum 3 GCSEs or 2 A levels or vocational qualifications
Assessment methods	Skills challenge certificate assessed through an individual project and three challenges
Levels of qualification	Foundation (L1), National (L2), Advanced (L3)
Types of qualification	
Speed of implementation	Piloted from 2003, introduced in 2007 Changes are being made at the Advanced level from Sept 2023 following consultation

Baccalaureate-type programmes used or proposed, in the UK: Comparison tables

Qualification	Future Skills Qualification Jersey Highlands https://www.highlands.ac.uk/jifs/
Age range	16-18
Core components	5 modules as an integrated addition to vocational learning
Compulsory subjects	<ul style="list-style-type: none"> > Health & wellbeing > Enrichment & global citizenship > Next steps into employment, higher or further education > Future & digital skills > Leadership in sustainability
Number of subjects	
Assessment methods	<ul style="list-style-type: none"> > Competency based, demonstrate understanding > Each project line has an activity to evidence (video/blog... add to portfolio) > Show positive impact in the community
Levels of qualification	Bronze, silver gold
Types of qualification	Modular, with City & Guilds – each strand carries a credential (45 hours) Overarching Jersey future skills qualification equivalent to 1 A level
Speed of implementation	3 years development so far, piloting with 60 students this year, decisions to be made

Qualification	EDSK Upper Secondary Baccalaureate https://www.edsk.org/publications/reassessing-the-future-part-2/
Age range	3-year programme 15-18
Core components	
Compulsory subjects	Core English and Core Maths – studied until a Pass achieved in an exam at the 'Higher' level
Number of subjects	Combination from across the 3 pathways that total a minimum of 60 credits to complete each level. Begin broad, specialise later
Assessment methods	Exam in core English and core Maths Draw on content from existing qualifications
Levels of qualification	Foundation (equivalent to GCSEs); Standard (equivalent to AS); Higher (equivalent to A-levels). Students may take more than one year per level (stage not age)
Types of qualification	3 pathways: <ul style="list-style-type: none"> > Academic > Applied (related to broad areas of employment); > Technical (related to specific trades / occupations)
Speed of implementation	Intended to be deliverable in no more than 5 years

Baccalaureate-type programmes used or proposed, in the UK: Comparison tables

Qualification	National Baccalaureate for England NBT https://drive.google.com/file/d/1sAiv4IE_31ZDACUzBoZbDB12UF8xeGyy/view
Age range	<ul style="list-style-type: none"> > Part 1 14-16 > Part 2 16-18
Core components	<ul style="list-style-type: none"> > 2 years core learning (NC); > Extended project (eg EPQ, Inhouse PBL); Personal development programme including: <ul style="list-style-type: none"> > Community service; > Creative/arts; > Work experience; > Physical, sport, outdoor > Leadership & mentoring;
Compulsory subjects	Core learning, a combination of subjects including English and maths to 18 (could be modules or parts of other units)
Number of subjects	Could be minimum requirements for breadth across the full Part 1 and Part 2 Bacc
Assessment methods	Assessment points awarded. Exams, coursework, hours of work. Combination of units broadly equivalent to GCSEs, A-Levels, T-Levels & technical quals
Levels of qualification	Foundation, Intermediate, Advanced
Types of qualification	Credit based
Speed of implementation	<ul style="list-style-type: none"> > Schools submit a proposal, NBT decides if it meets the 6 criteria > Will start in 2023, students leave with Bacc in July 2025 > Will need to train up accreditors so there's a standardised process

Qualification	Times Education Commission Diploma https://nuk-tnl-editorial-prod-staticassets.s3.amazonaws.com/2022/education-commission/Times%20Education%20Commission%20final%20report.pdf
Age range	14-18
Core components	<ul style="list-style-type: none"> > Academic: 3 major, 3 minor subjects covering Humanities & sciences; Critical thinking; Communication; Creativity > Career-related: combine learning (eg BTECs/T-level) with work experience
Compulsory subjects	<ul style="list-style-type: none"> > Extended Project, > Community service > Literacy & Numeracy through to 18 > Expected to pass English and maths at a basic level at 16
Number of subjects	Academic: 6 (3 major, 3 minor),
Assessment methods	At 16: exams in 5 core subjects, with continuous assessment & online tests contributing to the grade
Levels of qualification	
Types of qualification	At 18: Academic & Career related - pupils have the option to mix and match elements of both programmes.
Speed of implementation	

Qualification	14-19 Diploma (historic) http://www.educationengland.org.uk/documents/pdfs/2004-tomlinson-report.pdf
Age range	14-19
Core components	<ul style="list-style-type: none"> > Sector & subject related knowledge; > Functional skills in Maths & English; > ICT; > a project; > 10 days work experience; > Personal learning and thinking skills. > Additional or specialist component
Compulsory subjects	
Number of subjects	14 'lines of learning': the first 5 were Construction & the Built Environment, Creative & Media, Engineering, Information Technology and Society Health & Development
Assessment methods	
Levels of qualification	Foundation Diploma L1 (equivalent to 5 D-G grades GCSEs), Higher Diploma L2 (equivalent to 7 A*-C GCSEs), Advanced Diploma L3 (equivalent to 3.5 A-Levels).
Types of qualification	
Speed of implementation	Developed between 2008 – 2010, Never reached full rollout

Qualification	Scottish Diploma of Achievement (proposed) https://www.gov.scot/publications/future-report-independent-review-qualifications-assessment/documents/
Age range	15-18
Core components	Programmes of Learning (includes curriculum subjects and VTQs); Project Learning – interdisciplinary; Personal Pathways
Compulsory subjects	
Number of subjects	
Assessment methods	<ul style="list-style-type: none"> ➤ A broad range of approaches to reflect what matters in the curriculum. ➤ Internal assessment of project learning, externally verified ➤ Digital opportunities to broaden the range should be pursued. ➤ Modular approaches. ➤ Internal assessment only at SCQF levels 1-5
Levels of qualification	Overall diploma not graded; individual components, if currently graded, continue to be; project learning linked to different levels of the SCQF
Types of qualification	Diploma, awarded at point of exit
Speed of implementation	<p>Introduction in a series of three overlapping phases – to be discussed and agreed by the start of 2024/25, to run to 2032</p> <ol style="list-style-type: none"> 1. Create the conditions for change (2023-2027) 2. Create new qualifications (2026-2030) 3. Embed them across the system (2028-2032) <p>An inclusive approach, involving collaboration, mutual respect, professional learning</p>



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