

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)
- > Advanced British Standard

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

Qualification	IB Diploma <a href="https://www.ibo.org/about-the-ib/">https://www.ibo.org/about-the-ib/</a>
<b>Age range</b>	16-19 (last 2 years)
<b>Core components</b>	Theory of Knowledge; Extended Essay; Creativity, Activity and Service
<b>Compulsory subjects</b>	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
<b>Number of subjects</b>	Up to 6 subjects from 6 core subject groups
<b>Assessment methods</b>	External: Exams – may include essays, case studies, short response questions... Internal: Teacher assessment - oral work, fieldwork, lab work, investigations, artistic performances
<b>Levels of qualification</b>	3-4 subjects at a higher level (240 hours of study), the remainder at standard level (150 hours of study)

Qualification	Welsh Bacc <a href="https://www.gov.wales/welsh-baccalaureate">https://www.gov.wales/welsh-baccalaureate</a>
<b>Age range</b>	14-19
<b>Core components</b>	Supporting qualifications, plus skills challenge certificate – stand alone GCSE/A level equivalent with 4 components: <ul style="list-style-type: none"> <li>➤ Individual Project</li> <li>➤ Enterprise and Employability Challenge</li> <li>➤ Global Citizenship Challenge</li> <li>➤ Community Challenge</li> </ul>
<b>Compulsory subjects</b>	English or Welsh language, maths or maths numeracy
<b>Number of subjects</b>	Minimum 3 GCSEs or 2 A levels or vocational qualifications
<b>Assessment methods</b>	Skills challenge certificate assessed through an individual project and three challenges
<b>Levels of qualification</b>	Foundation (L1), National (L2), Advanced (L3)
<b>Speed of implementation</b>	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 <a href="https://www.highlands.ac.uk/jifs/">https://www.highlands.ac.uk/jifs/</a>
Age range	16-18
Core components	5 modules as an integrated addition to vocational learning
Compulsory subjects	<ul style="list-style-type: none"> <li>&gt; Health &amp; wellbeing</li> <li>&gt; Enrichment &amp; global citizenship</li> <li>&gt; Next steps into employment, higher or further education</li> <li>&gt; Future &amp; digital skills</li> <li>&gt; Leadership in sustainability</li> </ul>
Assessment methods	<ul style="list-style-type: none"> <li>&gt; Competency based, demonstrate understanding</li> <li>&gt; Each project line has an activity to evidence (video/blog... add to portfolio)</li> <li>&gt; Show positive impact in the community</li> </ul>
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 <a href="https://www.edsk.org/publications/reassessing-the-future-part-2/">https://www.edsk.org/publications/reassessing-the-future-part-2/</a>
Age range	3-year programme 15-18
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"> <li>&gt; Academic</li> <li>&gt; Applied (related to broad areas of employment);</li> <li>&gt; Technical (related to specific trades / occupations)</li> </ul>
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 <a href="https://drive.google.com/file/d/1sAiv4IE_31ZDACUzBoZbDB12UF8xeGyy/view">https://drive.google.com/file/d/1sAiv4IE_31ZDACUzBoZbDB12UF8xeGyy/view</a>
<b>Age range</b>	<ul style="list-style-type: none"> <li>&gt; Part 1 14-16</li> <li>&gt; Part 2 16-18</li> </ul>
<b>Core components</b>	<ul style="list-style-type: none"> <li>&gt; 2 years core learning (NC);</li> <li>&gt; Extended project (eg EPQ, Inhouse PBL);</li> </ul> Personal development programme including: <ul style="list-style-type: none"> <li>&gt; Community service;                      &gt; Creative/arts;</li> <li>&gt; Work experience;                         &gt; Physical, sport, outdoor</li> <li>&gt; Leadership &amp; mentoring;</li> </ul>
<b>Compulsory subjects</b>	Core learning, a combination of subjects including English and maths to 18 (could be modules or parts of other units)
<b>Number of subjects</b>	Could be minimum requirements for breadth across the full Part 1 and Part 2 Bacc
<b>Assessment methods</b>	Assessment points awarded. Exams, coursework, hours of work. Combination of units broadly equivalent to GCSEs, A-Levels, T-Levels & technical quals
<b>Levels of qualification</b>	Foundation, Intermediate, Advanced
<b>Types of qualification</b>	Credit based
<b>Speed of implementation</b>	<ul style="list-style-type: none"> <li>&gt; Schools submit a proposal, NBT decides if it meets the 6 criteria</li> <li>&gt; Will start in 2023, students leave with Bacc in July 2025</li> <li>&gt; Will need to train up accreditors so there's a standardised process</li> </ul>

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

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

<b>Qualification</b>	<b>14-19 Diploma (historic)</b> <a href="http://www.educationengland.org.uk/documents/pdfs/2004-tomlinson-report.pdf">http://www.educationengland.org.uk/documents/pdfs/2004-tomlinson-report.pdf</a>
<b>Age range</b>	14-19
<b>Core components</b>	<ul style="list-style-type: none"> <li>&gt; Sector &amp; subject related knowledge;</li> <li>&gt; Functional skills in Maths &amp; English;</li> <li>&gt; ICT;</li> <li>&gt; a project;</li> <li>&gt; 10 days work experience;</li> <li>&gt; Personal learning and thinking skills.</li> <li>&gt; Additional or specialist component</li> </ul>
<b>Number of subjects</b>	14 'lines of learning': the first 5 were Construction & the Built Environment, Creative & Media, Engineering, Information Technology and Society Health & Development
<b>Levels of qualification</b>	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).
<b>Speed of implementation</b>	Developed between 2008 – 2010, Never reached full rollout

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

Qualification	Advanced British Standard
Age range	16-18
Core components	A common core (English & maths) with options across technical and academic pathways. Outside the qualification will sit enrichment, employability skills and industry placement where pupils choose.
Compulsory subjects	English and Maths (at least at minor)
Number of subjects	Minimum 5 from both technical and academic, split across 'major' and 'minor' Technical students could take a core major in their sector and a 'double major' in their occupational specialism
Assessment methods	Majors will have depth and rigour of A levels with at least 90% of the content Technical subjects based on the core of T levels
Levels of qualification	Level 3 Possible: Standard, Higher (for those who want to study more subjects), Higher occupational (for those who want to prepare for a technical occupation at L3) A pathway for Level 2 including apprenticeships
Types of qualification	The best of A levels and T levels' Academic, technical or mixed pathway
Speed of implementation	<ul style="list-style-type: none"> <li>➤ Will take a decade to deliver in full</li> <li>➤ Intention to consult and then publish a White Paper in 2024</li> <li>➤ Current funding commitments for teacher recruitment, training, EEF, GCSE resits</li> <li>➤ Commitment to 'streamline' GCSEs - but retain external exami</li> </ul>