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# Design principles for the Welsh Baccalaureate

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## Information

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# Design principles for the Welsh Baccalaureate

<b>Audience</b>	Awarding organisations and those delivering the Welsh Baccalaureate.
<b>Overview</b>	This document provides the framework for the development of the specification for the Welsh Baccalaureate at Foundation, National and Advanced levels for first teaching from September 2015.
<b>Action required</b>	Awarding organisations must use this document as the framework and criteria within and against which to create the detail of the specification for the Welsh Baccalaureate.
<b>Further information</b>	Enquiries about this document should be directed to: Qualifications and Regulation Division Department for Education and Skills Welsh Government Tŷ'r Afon Bedwas Road Bedwas Caerphilly CF83 8WT Tel: 01443 663869 e-mail: <a href="mailto:Wbq-cbc@wales.gsi.gov.uk">Wbq-cbc@wales.gsi.gov.uk</a>
<b>Additional copies</b>	This document can be accessed from the Qualifications Wales website at <a href="http://www.qualificationswales.org/qualification-type/welsh-baccalaureate">www.qualificationswales.org/qualification-type/welsh-baccalaureate</a>

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## Introduction

This document sets out the rationale, structure, aims and learning outcomes, content, assessment, grading, moderation and reporting for the Welsh BaccaLaureate, for teaching from September 2015.

It provides the framework and criteria within and against which an awarding body or awarding bodies create the detail of the specifications for the Welsh BaccaLaureate at each level.

The design principles are intended to ensure that the revised Welsh BaccaLaureate:

- is rigorous and robust
- is developed in response to the findings and recommendations of the *Review of Qualifications for 14 to 19-year-olds in Wales* (Welsh Government, 2012)
- retains the strengths of and addresses the weaknesses of the existing Welsh BaccaLaureate
- focusses on the development of the essential and employability skills needed for learning, work and life and valued by employers and higher education (see 'Aims, learning outcomes and content' on page 6).

Accredited specifications must meet the requirements of the design principles.

## Rationale

New Welsh BaccaLaureate qualifications, at Foundation, National, Foundation post-16, National post-16 and Advanced levels, are being introduced for use in Wales in response to recommendations 9 to 13 of the *Review of Qualifications for 14 to 19-year-olds in Wales* (Welsh Government, 2012).

The recommendations, made in November 2012, included the following key points relating to design of the qualifications.

**R9** The Welsh Government should introduce a revised and more rigorous Welsh BaccaLaureate model in September 2015... It should build on the widely respected strengths of the current model and on the work already invested by providers. The changes should address the concerns identified by the Review, notably the assessment method for skills elements, and repetition of learning or assessment. The model should provide flexibility for further development over time. The indicative outline model [in the Review final report]... should be used as a starting point for developing the revised Welsh BaccaLaureate, including arrangements for grading.

**R10** The Welsh Government should introduce grading of the Welsh Baccalaureate at Advanced level [for teaching] from September 2013 and should consider the arguments for and against grading at other levels in developing the revised Welsh Baccalaureate.

**R11** The Welsh Government should encourage the universal adoption of the Welsh Baccalaureate as the basis for programmes of learning, by schools at 14 to 16 and by schools and colleges at 16 to 19 (and work-based learning settings if appropriate). At 14 to 16 all learners should follow the same Welsh Baccalaureate programme of learning, but attainment may be at Level 1 (National Foundation) or Level 2 (National). Post-16 learners should pursue either a National post-16 Welsh Baccalaureate or an Advanced Welsh Baccalaureate. For post-16 learners following a vocational pathway, the content of their Welsh Baccalaureate should be informed by the emerging Learning Area Programme approach.

**R13** WJEC and subsequently Qualifications Wales should use the Unique Learner Number system to keep a central record of each learner's cumulative attainment of elements of the Welsh Baccalaureate programmes, to facilitate a continuum of progression at the learner's own pace and prevent the need for duplication of assessment.

**R17** Providers should engage more effectively with partners such as employers to deliver qualifications within and elements of the Welsh Baccalaureate, including work experience, work-related education, skills-based or enterprise elements. The Welsh Government should support such collaboration.

The strengths of the current Welsh Baccalaureate identified by the Review are:

- the incorporation of the broad range of skills and experience that employers, universities and others have told the Review they want young people to possess
- the emphasis on literacy and numeracy
- the other skills including 'employability' skills, and enriching experiences that contribute to a broad and well-rounded education. This includes work-related education, personal and social education and community participation
- the Individual Investigation, encouraging independent study and a range of research, thinking and communication skills
- the flexibility of the Wales, Europe and the World element. Where this is well delivered it proves popular, innovative and exciting
- the use of internationally recognised stand-alone qualifications in the options
- the accommodation of academic and vocational pathways within a single model and recognition of these pathways with the same qualification.

The concerns about the current Welsh BaccaLaureate identified by the Review are:

- the portfolio assessment method for Essential Skills Wales and Wider Key Skills is time-consuming and inappropriate for some settings
- there are instances of duplication of learning or assessment between options and the Core (for instance, learners taking both a GCSE and an Essential Skills Wales qualification in ICT)
- the quality of delivery of the Core varies too widely between providers
- the current requirements for the language element allow too much variation in what is delivered
- there is no recognition of different levels of achievement in the award received
- a low level of understanding, especially among parents/carers, of the structure, content or purpose of the Welsh BaccaLaureate.

Building on the findings of the Review and on development work and stakeholder engagement since November 2012, the key changes in relation to the structure and design of the new Welsh BaccaLaureate will include the following.

- A renewed focus on development and assessment of the skills needed for learning and work, developed through engaging learning and activities (Challenges and Individual Project) appropriate for the age group.
- An increased emphasis on rigour, including grading of the qualification at all levels, grading of the Individual Project and the Challenges, more demanding requirements in terms of supporting qualifications, and more robust quality assurance.
- Continuity with the Welsh Government's National Literacy and Numeracy Framework (LNF) and with the emerging wider skills and digital literacy framework(s).
- Clear, purposeful assessment of the skills. Essential Skills Wales and Wider Key Skills qualifications will no longer be required.
- For literacy and numeracy, assessment will be through the new GCSEs in English Language, Welsh Language and Mathematics – Numeracy at Key Stage 4. Post-16, literacy and numeracy will be assessed through these GCSEs and progression demonstrated through the Challenges and Individual Project.
- Essential skills other than literacy and numeracy will be assessed through the Individual Project and the Challenges.
- The Individual Project will be bigger than the current Individual Investigation and will no longer require a comparison between Wales and another country.
- There is no requirement to study a language, but Challenges may be based on a language. At post-16 these can be based on Welsh second language, but not at Key Stage 4 as this is a compulsory curriculum requirement anyway.
- There will be scope for sufficient stretch and challenge at all levels to engage the most able learners and specifically, in line with the findings of the Review of Qualifications, in relation to the Advanced level.

## Overall structure

The new Welsh Bacallaureate (Welsh Bac) will have qualifications at three levels:

- Foundation Welsh Bacallaureate
- National Welsh Bacallaureate
- Advanced Welsh Bacallaureate.

Foundation will equate to Level 1, National to Level 2 and Advanced to Level 3. These levels are based on the standards of knowledge, skills and competence needed for each qualification as set out in the National Qualifications Framework (NQF). There will be clear progression and increase in level of demand through the levels, and the qualifications at each level will provide a pathway for learners to develop and consolidate their skills.

Those learners achieving the requirements of the Challenges and Individual Project at Level 1, 2 or 3, but not attaining the required supporting qualifications, will be awarded a Skills Challenge Certificate at the appropriate level.

The National Welsh Bac and Foundation Welsh Bac require learners to achieve the following.

Supporting qualifications:

- GCSE English Language or GCSE Welsh Language
- GCSE Mathematics – Numeracy
- A minimum of three further GCSEs. At Key Stage 4 up to two of these may be equivalent<sup>1</sup> qualifications; at post-16 all may be equivalent.

Welsh Bac core:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge.

For a Foundation Welsh Bac, the GCSEs which contribute to the qualification must be achieved at grades A\* to G. For a National Welsh Bac, they must be achieved at A\* to C. Grading of the Individual Project and the Challenges, and overall grading of the qualification, is discussed in the 'Grades' section on page 14.

Learners following the Welsh Bac at Key Stage 4 will undertake the same range of Challenges, with attainment at either Foundation or National level being determined through assessment. These are untiered qualifications.

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<sup>1</sup> Equivalent qualifications are at the appropriate level and of the appropriate size. Supporting qualifications must of a size equivalent to half, one or two GCSEs, and will be rounded down to the appropriate equivalence if they fall between these sizes.

At post-16, Challenges will be identified as either Foundation or National level.

Learners not achieving all the requirements for a National Welsh Bac but achieving the requirements of the Foundation Welsh Bac, will be awarded the Foundation Welsh Bac.

The size of the Welsh Bac core is 120 Guided Learning Hours at Foundation and National levels.

The Advanced Welsh Bac requires learners to achieve the following.

Supporting qualifications:

- GCSE English Language or GCSE Welsh Language at grade A\*–C
- GCSE Mathematics – Numeracy at grade A\*–C
- Two A levels, or equivalent. This requirement must be met through the achievement of no more than three separate qualifications.

Welsh Bac core:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge.

No specific subjects are required at any level (other than literacy and numeracy).

The size of the Advanced Welsh Bac core is 360 Guided Learning Hours.

## **Aims, learning outcomes and content**

The aim of the Welsh Baccalaureate is to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are the skills that employers and next-stage educators value and that learners need for progression and effective performance in learning, work and life.

The essential and employability skills are:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

All of these skills areas will be developed in a variety of ways across the curriculum and throughout learning and life. The Welsh Baccalaureate will:

- enable learners to consolidate and formalise learning of skills
- provide a theoretical underpinning and knowledge or techniques related to skills
- encourage reflection, analysis and articulation of the learner's own proficiency in the skills
- engage learners in exploring, developing, practicing and applying the skills
- increase confidence and effectiveness in the use and application of the skills in a range of meaningful and 'real-life' contexts and purposes.

The specification(s) for the Welsh Bac must specify the content of the above skills areas in a way that is consistent with the National Qualifications Framework and the Credit and Qualifications Framework for Wales, the National Curriculum Key Stage 4 Programmes of Study for Wales, the statutory curriculum frameworks, the National Literacy and Numeracy Framework (LNF), and, when available, the wider skills and digital literacy framework(s). They should also correspond with the skills accredited through the stand-alone Essential Skills Wales (ESW) qualifications and the new GCSEs in English Language, Welsh Language and Mathematics – Numeracy.

The specifications must enable learners to develop their skills, knowledge, attributes and understanding within the skills areas as described below. The specific details will be set out in each specification.

### **Literacy**

At KS4, the skills are those specified for and assessed through GCSE English Language and/or Welsh Language.

At post-16, the skills are those set out in the ESW criteria and in due course to align with the extended LNF.

### **Numeracy**

At KS4, the skills are those specified for and assessed through GCSE Mathematics – Numeracy.

At post-16, the skills are those set out in the ESW criteria and in due course to align with the extended LNF.

### **Digital Literacy**

- Understand and respond appropriately to risks and problems in order to communicate safely in a digital world.
- Use social media safely and effectively.
- Understand and manage own digital footprint.
- Use, manipulate or create data and information and present it digitally for different audiences.
- Be able to find, organise, store, manage, share and protect digital information.
- Evaluate the reliability of sources of information.

- Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning.

### **Critical Thinking and Problem Solving**

- Understand and apply decision-making and problem-solving approaches and techniques.
- Identify and analyse problems or issues.
- Identify potential solutions or responses and reasons for different views.
- Be able to justify decisions.
- Identify and develop arguments.
- Critically assess the strength of options and arguments, take into account opposing views or alternative ideas, understand ideas of validity or reliability.
- Demonstrate resilience and perseverance.
- Reflect on approaches and techniques for critical thinking, decision making and problem solving and own proficiency in them.

### **Planning and Organisation**

- Understand the importance of clear aims and objectives.
- Be able to develop and agree aims and objectives and set targets or milestones.
- Demonstrate responsibility and reliability.
- Be able to produce a plan, identify and manage resources, timescales, activities and allocate responsibilities.
- Select, organise and evaluate information relevant to the objective or plan.
- Implement the plan.
- Monitor and evaluate the plan, modifying it as needed and adapting to change.
- Identify and respond to risks.
- Reflect on and evaluate the planning process and its outcomes.

### **Creativity and Innovation**

- Understand how to and be able to generate ideas and identify and make the most of opportunities.
- Demonstrate original thinking and an ability to identify and challenge assumptions.
- Be able to combine or develop ideas.
- Assess and evaluate ideas, choosing and implementing options.
- Demonstrate imagination and initiative.
- Reflect on the process and identify how it could be improved.

### **Personal Effectiveness**

- Understand, manage and improve own behaviour and performance.
- Demonstrate initiative and independence.
- Evaluate own personal effectiveness.
- Manage time effectively.
- Be able to respond appropriately to conflict.
- Understand roles and teams.
- Work effectively within a team.
- Respect and respond to the values and opinions of others, presenting own views effectively.

## Individual Project

The Individual Project contributes 50 per cent towards the Welsh Bac core.

The Individual Project is an independent, research-based activity through which learners demonstrate knowledge and skills that are assessed through a written account or an artefact/product supported by written evidence.

In order to fulfil the requirements and demonstrate the skills required by the assessment criteria, a learner would be reasonably expected to produce:

- Advanced – 3,000 to 5,000 words (1,500 to 3,000 if main focus is production of artefact/product)
- National/Foundation – 1,000 to 2,000 words with or without product/artefact.

## Challenges

There will be three Challenges, which between them make up 50 per cent of the Welsh Bac core. Each learner will complete an Enterprise and Employability Challenge, a Global Citizenship Challenge and a Community Challenge.

Enterprise and Employability Challenge	Develop enterprising skills and attributes and enhance employability.
Global Citizenship Challenge	Understand and respond appropriately to a global issue.
Community Challenge	Identify, develop and participate in opportunities that will benefit the local community.

Challenges can be completed as an individual or by working in a small group (of three to six learners). Within the three Challenges, each learner should complete one Challenge as an individual and one as part of a group.

Generic Challenges will be provided by the awarding organisation. For each Challenge at every level, there will be several options available for the centre or learner to choose from.

Centres will be able to adapt the generic Challenges and contextualise them within given parameters so that some Challenges could be undertaken across the curriculum, e.g.:

- Modern Foreign Languages or other languages (Key Stage 4)
- Modern Foreign Languages, Welsh Second Language or other languages (post-16)
- Work placement (with stated purpose) (all levels and stages)
- Statutory curriculum frameworks such as RE (Key Stage 4)
- Within the context of vocational qualifications (post -16).

External organisations and companies will be encouraged to:

- develop and/or be involved in the delivery of Challenges
- provide resources for a specific Challenge
- work with the Welsh Government/Qualifications Wales and the awarding organisation to develop and assist centres in delivering Challenges at either regional or national level.

The involvement of employers or other external organisations will enable the provision of a range of appropriate and engaging learning experiences for real-life purposes and contexts. The awarding organisation will be responsible for assuring the quality of and consistency between externally developed challenges.

The awarding organisation should ensure that Challenges:

- are primarily aimed at developing a wide range of skills for work and further learning, including those skills areas to be assessed within the specific type of challenge
- are supported by suitable teaching and learning resources, support, guidance and continuing professional development (CPD)
- include and specify content, knowledge and understanding in relation to the skills (as well as any relevant context for the specific Challenge)
- provide purposeful, meaningful and engaging learning experiences
- are set in real-life contexts for real-life purposes
- are active, creative, open-ended and learner-led
- encourage learners to be curious, enquire and think for themselves, plan, make choices and decisions, solve problems and reflect on and evaluate these
- are stretching and ambitious but allow space for learners to practice, make mistakes and learn from them
- encourage initiative, independence and resilience
- build on and align with the curriculum and frameworks set out in the 'Aims, learning outcomes and content' section on page 6
- are of consistent level of demand and quality
- broaden learners' experience through engagement with external organisations or through new types of activities and locations.

## Assessment and scheme of assessment

The relative weighting of the Individual Project and Challenges within the Welsh Bac core will be as follows at each level:

Individual Project	50%
Enterprise and Employability Challenge	20%
Global Citizenship Challenge	15%
Community Challenge	15%

At **National and Foundation** level at both KS4 and post-16, literacy and numeracy will be assessed through GCSEs in English Language or Welsh Language and Maths – Numeracy at the grades set out in the 'Overall structure' section on page 5.

There will be transitional arrangements in the first two years of the new Welsh Baccalaureate, to allow acceptance at Post -16 of Essential Skills Wales Communication

and Application of Number in place of GCSEs, in recognition of the fact that the learners will have studied the old GCSE specification to the age of 16.

At post-16, learners will also be assessed on their application of literacy and numeracy within the Challenges and Individual Project. Financial elements will be included in the Enterprise and Employability Challenge.

Learners will also be required to achieve the other specified supporting qualifications at the grades stated in the 'Overall Structure' section on page 5.

Learners will be required to demonstrate their knowledge, understanding, attributes and proficiency in skills in the assessments as follows:

### **Individual Project**

- Planning and Organisation.
- Digital Literacy.
- Critical Thinking and Problem solving.
- Research, knowledge and analysis of the chosen subject matter.
- At post-16: Literacy.
- At post-16: Numeracy.

### **Enterprise and Employability Challenge**

- Creativity and Innovation.
- Personal Effectiveness.
- Digital Literacy.
- At post-16: Numeracy.

### **Global Citizenship Challenge**

- Critical thinking and Problem solving.
- Creativity and Innovation.
- At post-16: Literacy.

### **Community Challenge**

- Planning and Organisation.
- Personal Effectiveness.

At **Advanced** level, literacy and numeracy will be assessed by achievement of GCSEs in English Language or Welsh Language and Maths – Numeracy at grades A\* to C and by demonstration of progression in literacy and numeracy through the Individual Project and the Challenges.

Learners will also be required to achieve the other specified supporting qualifications at the grades stated in the 'Overall structure' section on page 5.

Learners will be required to demonstrate their knowledge, understanding, attributes and proficiency in skills in the assessments as follows:

### **Individual Project**

- Planning and Organisation.
- Digital Literacy.
- Critical Thinking and Problem solving.
- Research, knowledge and analysis of the chosen subject matter.
- Literacy.
- Numeracy.

### **Enterprise and Employability Challenge**

- Creativity and Innovation.
- Personal Effectiveness.
- Digital Literacy.
- Numeracy.

### **Global Citizenship Challenge**

- Critical thinking and Problem solving.
- Creativity and Innovation.
- Literacy.

### **Community Challenge**

- Planning and Organisation.
- Personal Effectiveness.

An assessment rubric will be developed for the Individual Project and each Challenge at every level, setting out the stated skills.

The specification for each Challenge will state the evidence acceptable for assessment. Learners' work will be under the close direction of centres, internally assessed and externally moderated as set out in the 'Moderation' section on page 13. The awarding organisation will set out the controls required for each Challenge.

In order to achieve the Welsh Baccalaureate at any level, learners must achieve all four components of the Core – the Individual Project and three Challenges.

The Welsh Bac will be a modular specification, with annual opportunities for entering for moderation and awarding purposes. These will be in January and June each year for Foundation/National at Key Stage 4 and Advanced and in June for Post-16 Foundation and National. There will be a maximum of one resit for each Challenge/Project. If a candidate resits, their grade for that Challenge or project will be capped at Pass.

The qualifications should be written to ensure they may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. They should be designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic. The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a sign language interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications* (Joint Council for Qualifications. 2013).

This document is available on the JCQ website at [www.jcq.org.uk](http://www.jcq.org.uk)

## **Moderation**

This section covers the arrangements required to ensure learners' internally assessed work is marked consistently and accurately, to an agreed standard. Challenges and the Individual Project will be internally marked and externally moderated.

The awarding organisation must appoint moderators, principal moderators, team leaders, assistant principals (where necessary) with relevant experience of teaching and assessment.

The number of moderators must be sufficient to ensure standards can be aligned effectively within and across centres to a set timescale.

Moderators must consider work from several centres, and must not moderate the work of any learners from a centre where they have a personal interest.

The awarding organisation must provide training and follow-up guidance for moderators in all aspects of internal assessment and moderation procedures and all moderators must take part in training. Where moderators are considered unsatisfactory, they must not be allowed to continue to moderate or to moderate in future without successfully completing appropriate further training.

The awarding organisation must provide centres with clear administrative instructions including details of recording, checking and transcribing marks and guidance on how to make decisions and record the information.

The awarding organisation must provide clear instructions and guidance to internal assessors. The information will detail the arrangements for sampling, to cover all challenges and the full range of attainment in the centre. The instructions will also detail how the judgement of all internal assessors will be sampled. Details of requesting additional samples where relevant will also be included.

The awarding organisation must provide training for internal assessors in marking and internal standardisation.

Where it is found that centre's marks need adjustment, the awarding organisation must adjust marks.

The awarding organisation will monitor and evaluate the effectiveness of the instructions, training and guidance provided for internal assessors to ensure continual improvement.

The awarding organisation must require internal assessors to provide a written declaration for each learner to confirm that the work produced is their own. Centres must standardise assessments across different assessors and teaching groups. This ensures that all learners at a centre have been judged against the same standards.

The awarding organisation must provide centres that fail to meet its requirement for internal assessment with further guidance.

## **Grades**

The Welsh Baccalaureate will be awarded with the following grades:

- Foundation: Pass\* and Pass
- National: A\*, A, B and C
- Advanced: A\*, A, B, C, D and E

Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as 'not achieved'. For each level of the Welsh Baccalaureate, candidates must achieve the core requirements and achieve the necessary supporting qualifications. Learners achieving the requirements of the Challenges and Individual Project but not attaining the required supporting qualifications will be awarded the Skills Challenge Certificate at the appropriate level.

The Challenges and Individual Project will also be graded. At National and Foundation levels the grades for the challenges will be:

- Foundation Pass, Pass, Merit, Distinction.

At Advanced level the grading for the challenges will be:

- Pass, Merit, Distinction.

A total mark for the Welsh Baccalaureate core will be calculated for each learner on the basis of results for the Individual Project and each Challenge. The overall grade of the Welsh Baccalaureate will depend on this total mark and on meeting the following minimum requirements (and the required supporting qualifications).

- For a Foundation award, the learner must achieve all of the Core requirements, the Individual Project and the three Challenges, at Level 1.

- For a National award, the learner must achieve all of the Core requirements, the Individual Project and the three Challenges, with a minimum of 80 per cent at Level 2 and the further 20 per cent at Level 1.
- For an Advanced award, the learner must achieve all of the Core requirements, the Individual Project and the three Challenges, at Level 3.

The grades of the supporting qualifications will not impact on the overall grade of the Welsh Baccalaureate.

Grades above the minimum at each level will be decided using a formal awarding process that is similar to that used for general qualification awards. The awarding process will involve a small group of senior moderators deciding the minimum score that will be needed for key grades (Pass\* for the Foundation award, Grade A for the National award and Grades A and E for the Advanced award). These decisions are based on looking at actual candidate work supplemented by a range of statistical evidence about the performance of the assessments and the nature of the cohort of candidates. Once these key grade boundaries are set, others are determined arithmetically.

The awarding organisation must establish, maintain, publish and at all times comply with written complaints and appeals procedures. In accordance with equalities law, it must have in place clear arrangements for making reasonable adjustments in relation to its qualifications. It must have in place clear arrangements for special consideration to be given to learners in relation to its qualifications and require its centres to operate a complaints handling procedure or appeals process for the benefit of learners.

## **Certification and reporting**

The awarding organisation will maintain records of attainment by each candidate of each element of the Welsh Baccalaureate, using the Unique Learner Number system where possible, in order to facilitate aggregation of these 'building blocks' throughout a learner's education career, and ensuring that repetition of assessment is not required when learners move from one centre to another.

Certificates will say one of the following:

- Foundation Welsh Baccalaureate (Level 1)
- National Welsh Baccalaureate (Level 2)
- Foundation Welsh Baccalaureate Post-16 (Level 1)
- National Welsh Baccalaureate Post-16 (Level 2)
- Advanced Welsh Baccalaureate (Level 3).

Attainment grades in each Challenge and the Individual Project will also be reported on certificates.