

The Headteachers' Roundtable Qualifications Framework Proposal May 2013

The Framework has the following features:

1. It is a universal framework that applies to all school-age learners in all institutions
2. It is designed to wrap-around existing qualifications and their successor equivalents.
3. It is built around a suggested curriculum model that is broad, balanced and coherent. Whilst having several unifying elements, the core content is flexible in depth (difficulty), breadth (range of content areas) and volume (the number of study units) to accommodate the interests and abilities of all learners. There would be rules that determine the combination of subjects expected for the Baccalaureate but we are leaving this open for debate at this stage.
4. It allows for all learners to leave school with a full transcript of their achievements, providing coherent and consistent information for employers and Higher Education institutions.
5. It provides a means by which Primary Education can be assessed with the outcomes communicated to secondary schools in a consistent and clear manner.
6. It is based on progressive assessment with the opportunity to extend, and broaden every student's programme of learning according to their needs and level of achievement, rather than their age. This is the 'stage not age' concept in action.
7. It provides for progressive assessment of Maths and English all the way through school for all learners, regardless of the other components of study; this could be made compulsory if desired.
8. It includes a range of components that focus on Personal Development, Service and Work-based learning including a Personal Extended Project appropriate to the level.
9. The points system can be used to generate accountability measures for both Primary and Secondary schools and Colleges in terms of absolute outcomes and, for Secondary, progress from the starting point ie value-added.

How the Framework operates:

Units

- Units of learning are defined at different attainment Levels, Graded 1 – 8. These are broadly the same as GCSEs, A levels, BTECs and others.
- All existing qualifications would need to be aligned with the grading system and given a unit size appropriate for the grade. This would be the role of a central national body.
- Each unit will be devised and assessed by an Examination Board. The mode of assessment would be that which provides the best means of assessing the skills, knowledge and understanding specific to each area of the curriculum. (HTRT does not believe it is appropriate for non-specialists to devise assessments; this is highly technical, requiring experts.)

Grades (see Appendix 1)

Each Unit is devised to be assessed at a particular grade. This mirrors the 'piano exam' concept; a grade defines a particular range of attainment. The Term 'Grade' is used here to distinguish from 'Level', which is the current tier indicator in the National Qualifications Framework.

Grades cover a range of progressive attainment levels.

- Entry Level units are assessed at Grade 1 and 2: These are designed for older students with a range of special educational needs or for primary age students to serve as assessments of Early Years and KS1 learning.
- Level 1 units are assessed at Grade 3 or Grade 4: These are designed for GCSE levels below C or standard KS1/KS2 assessment.
- Level 2 units are assessed at Grade 5 (~B-C) and Grade 6 (~A/A* ++) rather than on one scale. (*Note additional challenge built-in*)
- Level 3 units are assessed at Grades 7 and 8, parallel to AS and A2 respectively.

Points

The units are assessed in terms of **Uniform Mark Scale (UMS) points**, not letter grades. In the short-term, existing grades could be converted to points OR the current UMS points used directly. Suggested points values: 100 per Grade 3 or 4 unit; 250 per Grade 5/6 unit.

The benefits of points are that there **are no artificial cliff-edge effects** along the spectrum and that units can be designed so the highest points scores are appropriately rigorous and challenging. *Further work is needed to explore points ranges at each grade and the points value of each Baccalaureate component.*

Baccalaureate Award – the umbrella qualification (see Appendix 2)

- The English Baccalaureate in the HTRT model has several components that must be completed in order to meet the standard for the award at three levels. *Permitted subject permutations for the award (eg Science, Vocational, Languages, Humanities, Arts,) is an area for discussion.*
- At a time of post-16 transition or on leaving school at 18/19, schools and colleges would submit evidence to an Awarding Body showing the full range of scores in each component, showing the Grade at which each of the assessments were taken.
- This would then lead to an **overall Baccalaureate Award**. *The precise weighting of points for each component is an area for discussion.*

Progression through the system.

Primary:

- When ready, children at KS2 would take Graded units in Maths and English.
- With further development other elements of the curriculum could lead to some broad units designed to assess a range of skills and some core content. Eg Humanities research/ Arts/Communication/ Physical World investigation
- Year 6 children would have a record of their completed units and scores at Grades 1-4 to inform transition to Y7 and to provide a measure of school accountability.
- Very able students could even take higher Graded units, if ready.

Secondary/Tertiary

- A balance would be struck between providing the opportunity to take Graded Unit assessments when ready – and ensuring that the learning experience is not dominated by exam preparation. Hence a 1-8 scale, rather than more sub-divisions.

- The standard pattern of assessment would be at 7, 11, 14, 16 and 18, as now. This would enable students to gain success at the level appropriate to their ability prior to moving on to the next grade. However, units could be examined at other times, when ready.
- Students who would typically aim for A*-C could move directly to Grade 6; others students may aim to succeed at Grade 5 prior to moving to Grade 6 later.
- A typical Level 3-bound student would progress from Grade 6 units to Grade 7/8
- Students who just gain Grade 5 – C/D GCSEs – require further units of learning (GCSE+) to help them reach Grade 6 post-16 if the vocational options do not meet their needs.

Maths and English

All learners should be able to study Maths and English throughout their schooling. They are the only core subjects prescribed at this point but others could be included. All students should have a score for Grades 1-3 (as a minimum) in both English and Maths by the end of Year 6. At Level 3, it should be possible to undertake study of Maths and English alongside other options; this could be part of the GCSE+ programme.

Core Units

- At **Intermediate Level**, the Core common to all learners, includes Maths, English and Six Units (ie 8 GCSE style units or equivalent.) Extra credit points are gained by taking additional units for additional depth at higher grades or additional breadth.
- At **Advanced Level**, the Core includes three Grade 5/6 units of larger volume (ie 3 A Levels, BTECS or equivalents). Extra Credit is gained by taking additional units for additional breadth.

Transcript and Transfer of Information

HTRT is floating the idea that the EBacc Transcript is developed to serve a number of purposes:

- Primarily it is to record the final outcomes of every student's school-age education, including all units at the highest grade achieved alongside the Personal Development and Service components. This is the terminal output from schools and colleges. The universal template will make it easy to use and different weightings can be placed on all the component scores depending on the priorities of the receiving organisation.
- The transcript would also serve as a record of Primary Education given that all students will have started to register achievements within the framework by the end of Year. A straightforward data transfer process would follow each student through transition to secondary school.
- The transcript would also have a formative aspect, allowing schools to look at gaps in the programme, or in progress and attainment at any time in their school lives.

Drafted by Headteachers' Roundtable Working Group
 At St Ignatius College, Enfield
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 March 2013

APPENDIX 1 The Headteachers' Roundtable Qualifications Framework Proposal:

Qualification Components

GRADE	Approx Equivalent in current framework	NQF Level	Common Core				Core Option Components	Extension Components		
			Personal Development		Maths	English	The Baccalaureate programme of learning in addition to English and Maths.	Additional Units		
8	A2	Level 3	Extended Project	PSHE/ Citizenship	Community Service /Work-based learning	Personal Development Activity Log	Maths 8	English 8	THREE Advanced Units from Alevel/Pre-U/IB Highers Technical or Vocational Units or 1/2/3 unit volumes. (Maths/English could be taken here instead of core.)	Unlimited additional units Additional Alevel, BTEC or GCSE components will add credit to overall Bacc Award and can be taken at any stage.
7	AS	Adv Bacc					Maths 7	English 7		
6	A-A* + GCSE	Level 2					Maths 6	English 6		
5	B/C GCSE	Int Bacc					Maths 5	English 5	Double or larger volume units in combination	
4	NC Level 5/6	Level 1					Maths 4	English 4	BTEC Level 1 Courses of varying unit volumes	
3	NC Level 3/4	Found. Bacc					Maths 3	English 3	<i>New Range of broad, multi-disciplinary Level 1 units needed</i>	
2	NC Level 1/2	Entry Level					Maths 2	English 2	Range of Entry Level qualifications <i>Specialist accredited School/College based assessments.</i>	
1	Entry Level	EL Bacc					Maths 1	English 1		
Baccalaureate Points System			A	B	C	D	E	F		
			Core Bacc Score: A+B+C+D+E : 1000 Points				Full Bacc Score: Core Score + F			

GRADE	Approx Equivalent in current framework	NQF Level	Common Core					Core Option Components	Extension
			Personal Development	Maths	English				
8	A2	Level 3				Maths 8	English 8	The Baccalaureate program to English and Maths.	
7								(Maths/English could be taken here if needed)	
6	A-A* +	Level 2			Learning Log	Maths 6	English 6	SIX Level 2 Units from	
5	GCSE								
4	NC Level	Level 1	Personal Development	Citizenship	Work Experience	Maths 4	English 4		
3									
2	NC Level	Entry			Comm	Maths 2	English 2		
1									
Baccalaureate Points System			A	B		C	D	E	
			Core Bacc Score: A+B+C+D+E : 1000 Points						Full

Advanced Baccalaureate / Tech Bacc

Intermediate Baccalaureate / Tech Bacc

Foundation Baccalaureate / Tech Bacc

Entry Level Baccalaureate

The Baccalaureate Award is a terminal umbrella award determined by an external Awarding Body.

The Baccalaureate Award is determined by a 'best fit' approach from two factors:

- a) The Grade Level of the Core Units
- b) The type of learning within the Core Units.

Students could be awarded
 Advanced Bacc/ Tech Bacc*
 Intermediate Bacc/ Tech Bacc*
 Foundation Bacc/ Tech Bacc*
 Entry Level Bacc.

A Baccalaureate Transcript showing Core Score, Full Score and all Components is provided.

* Tech Bacc identification is akin to BSc vs BA at degree level – ie it indicates the general orientation of learning. It helps to create parity across disparate, diverse curriculum areas and learning modes without making artificial equivalences.

HTRT EBacc Proposal: Sample Programme:/ Transcript Example (typical A level student)

James Barnes: DoB 1/1/1999 Baccalaureate Award Date: August 2017

Element	Subjects	Description/ Grade	Score	Date
Core	Maths	Grade 6	65	2015
	English	Grade 7	71	2016
Personal	Extended Project	Advanced: Technological Changes in the UK 1700-1850	75	2017
	Community Service	150 hours completed	-	2017
	PD Activity Log:	50 hours completed	-	2017
Core Subjects	History	Grade 8	232	2017
	Art	Grade 8	190	2017
	Economics	Grade 8	201	2017
Extension Subject	French	Grade 7	85	2016
Other Achievements	Physics	Grade 6	60/100	2015
	Chemistry	Grade 5	35/50	
	Biology	Grade 6	67/100	
	English Literature	Grade 6	72/100	
Core Score xxx / 1000		Total Score xxx		
Overall Baccalaureate Accreditation:		Advanced Baccalaureate		

NB Numbers for illustration only.

The relative points value of each grade would need to be determined.

The Core Score is designed to compare all students on the same core framework – similar to 'Best 8' at GCSE.

The Total Score reflects the fact that some students will undertake many more units than the minimum required and these must be given value in the system.

More information about the courses, any component scores within a units and the other details could be added.

Other Achievements provides a record of other Grades achieved that do not contribute to the terminal Baccalaureate Award

HTRT EBacc Proposal: Sample Programme:/ Transcript Example (typical L3 Vocational Pathway)

James Barnes: DoB 1/1/1999 Baccalaureate Award Date: August 2017

Element	Subjects	Description/ Grade	Score	Date
Core	Maths	Grade 6	73	2015
	English	Grade 5	44	2016
Personal	Extended Project	Advanced: Development of Android Apps for Business Promotion and Sales	75	2017
	Community Service	150 hours completed	-	2017
	PD Activity Log:	50 hours completed	-	2017
Core Subjects	Business and ICT	Grade 6 <u>Double Unit</u>	470	2017
	Computer Science	Grade 7	190	2017
Extension Subject	Sports Science	Grade 7	79	2016
Other Achievements	Double Science	Grade 5	60/100	2015
	English Literature	Grade 5	35/50	
	RE	Grade 6	67/100	2014
	French	Grade 4	35/50	
Core Score xxx / 1000		Total Score xxx		
Overall Baccalaureate Accreditation:		Advanced Technical Baccalaureate		

NB Numbers for illustration only.

The relative points value of each grade would need to be determined.

The Core Score is designed to compare all students on the same core framework – similar to ‘Best 8’ at GCSE.

The Total Score reflects the fact that some students will undertake many more units than the minimum

required and these must be given value in the system.

More information about the courses, any component scores within a units and the other details could be added.

Other Achievements provides a record of other Grades achieved that do not contribute to the terminal Baccalaureate Award