

Supporting the Welsh Baccalaureate

Opportunities for Museums, Heritage, Archive and
Library Services

Guidelines for Good Practice



Foreword

The National Trust is one of the leading and largest out of the classroom providers of learning in Wales. With properties and special places the length and breadth of the country we are well placed, with our cultural sector partners, to support education at Welsh Baccalaureate Qualification (WBQ) level - learning.

One of the key aspects of this qualification is 'Wales, Europe and the World'; Recommendation has it that the best way to support this is through visits, 'hands-on' sessions, and visiting speakers. Museums, libraries, archives (MLAs) and heritage sites, are in a prime position to meet these needs and actively support students in achieving this goal.

The core requirement to engage with their cultural heritage provides an excellent springboard for students in our local schools to connect with the special places and objects MLAs and historic sites are sharing with the world. We have the resources to bring our cultural heritage to life and to provide students with the opportunity to undertake research of their own to fulfil the need for enquiry-based learning.

However it is not the resources alone that make our organisations ideal to support our 14-19 audience; it is their accessibility. We have a responsibility to make what we care for accessible to as wide a range an audience as possible, catering for all learning styles.

This Good Practice Guide supported by CyMAL is an excellent opportunity for museums, libraries, archives and historic sites to demonstrate their provision for WBQ students across Wales.

Justin Albert
National Trust - Director for Wales

There are few if any parts of the Welsh Baccalaureate, which cannot be enhanced by the fantastic resources available in museums, libraries, archives and heritage sites. The Welsh Bac is all about learning experiences beyond the classroom.

*Ross Thomas, Welsh Baccalaureate
Development Officer*

I think visits like these are imperative to the success of the Welsh Bac. Its all very well discussing topics and looking at websites, but the real learning takes place through the experiential learning cycle, and interaction with the places and the people that work there and who have in depth knowledge.

Welsh Baccalaureate Coordinator

Contents

What is the Welsh Baccalaureate?	3
Is the Welsh Baccalaureate different in schools and FE colleges?	4
How does it fit in with other 14-19 agendas?	5
The Welsh Baccalaureate Core	5
What are the opportunities for cultural heritage venues?	8
Wales, Europe and the World	9
Personal and Social Education	12
Individual Investigation	15
Work Related Education.....	16
Essential Skills Wales / wider Key Skills.....	16
Working with options.....	17
Key advice for working with WBQ centres.....	19
Useful links	22

What is the Welsh Baccalaureate?

The Welsh Baccalaureate Qualification (WBQ) was introduced as a qualification in 2002. By the 2008-9 academic year 101 centres in Wales offered the qualification to 22,000 students, rising to 70,000 students at 240 centres from September 2011. The Welsh Government's commitment ensures that the WBQ will be a permanent feature of the Welsh education system.

What are the aims of the Welsh Baccalaureate Qualification?

- to widen participation, promote access and encourage completion in education and training;
- to promote active citizenship;
- to promote parity of esteem between vocational and academic courses and adopt a vocational approach to learning;
- to enable candidates of all abilities to progress to further or higher education, training or employment;
- to provide a broad and balanced range of curriculum experiences to candidates in Wales;
- to promote 'learning by doing' and the use of new technologies to make learning more effective;
- to promote attitudes that will prepare candidates for lifelong learning;
- to raise attainment at levels 1, 2 and 3 of the NQF/QCF;
- to provide structured support and guidance through a programme of tutoring and mentoring.

The WBQ is offered through schools and Further Education (FE) colleges, mainly to 16-19 year olds, but with limited 14-16 provision introduced from September 2010. It comprises a Core which sits alongside students chosen options, and makes up approximately $\frac{1}{5}$ of a

student's study. The Core consists of five components – Key Skills, Wales, Europe and the World, Work-related Education, Personal and Social Education and the Individual Investigation. The Options could include GCSEs, Vocational GCSEs (VGCSE), AS / A levels, NVQs, BTECs, and the new Principal Learning and Project Qualifications. Pilot studies started in 2011 to explore links with Level 4 courses (e.g. HNCs). The intention is for the Core to offer a cohesive structure, with the options providing opportunities for study at different vocational and academic levels. Criticism of the WBQ has centred around the lack of a science subject as a requirement to achieve the qualification, unlike the International Baccalaureate (IB). There is a view in Wales, that the IB is aimed at more academic students while the WBQ aims to provide a Welsh course for students for all abilities.

The WBQ is delivered at three levels, which broadly equate to the following:

- Foundation / Level 1 + 4 GCSEs at D-G (or equivalent)
- Intermediate / Level 2 + 4 GCSEs at A*-C (or equivalent)
- Advanced / Level 3 + 2 A levels (or equivalent)

Is the WBQ different in schools and FE colleges?

The WBQ can be offered in many different settings, which might affect the nature of a visit to an MLA. In schools, it is usually seen as a course in its own right, taught separately from other options. WBQ lessons in school sixth forms can be infrequent (e.g. one lesson every two weeks, or even taught during registration periods). Delivering the WBQ as a separate subject, often to whole year groups, means that while larger numbers of students may be taking the course, it is harder to deliver the individualised, skills-based, investigative approaches which are seen as one of its key features. MLA visits by large groups become less personal and are indeed only possible at larger venues with spaces and staffing. These visits inevitably become focussed on content – knowledge and information – rather than more personalised, experiential activities, and will be supervised by subject specialists rather than by teachers with particular awareness of the requirements of the WBQ.

A lot of schools are seeing the Bac as a whole-school initiative, not just a key stage 4 qualification, and it is changing their entire learning culture and ethos.

Ross Thomas, Welsh Baccalaureate Development Officer

In FE colleges the WBQ is more often integrated with options and therefore the skills will be taught in a wide range of different subject contexts, but to much smaller groups. Although the WBQ was established to achieve the elusive 'parity of esteem' between academic and vocational courses, there is some evidence that it is being taken by more academic students in FE colleges, alongside A levels. Vocational students are often only in college for one or two days a week, with the rest of their time spent in the workplace, so it becomes more difficult for the college to find time to deliver the WBQ as well as the college-based elements of the vocational option. Nevertheless visits from FE colleges offer some attractions for MLAs: they will be in smaller, more informal groups and their teacher will know what links and skills are relevant to the option. This Good Practice Guide includes examples of how some vocational groups linked their options to MLA visits (see page 17).

How does it fit in with other 14-19 agendas?

Principal Learning Qualifications

Principal Learning Qualifications (PLQs) are being phased in, with the first subjects (Information Technology, Construction and the Built Environment and Engineering) introduced at 15 centres in September 2009 and further subjects coming in over the following two years. PLQs are aligned with diplomas being introduced in England and aim to *'give learners an insight into what is involved in an occupational area without committing the learner to a career in that area.'* They can be taken alongside Welsh Baccalaureate courses and a PLQ Project can replace an Individual Investigation project if it is compatible with WBQ requirements.

Creative Apprenticeships

These are being introduced and these will become more widespread in future years. Creative and Cultural Skills, the organisation that runs the UK wide scheme, sees Creative Apprenticeships as 'qualifications within an apprenticeship framework' which can be applied to existing staff as well as new entrants to the sector. Some Welsh museums and historic sites offer apprenticeships, mainly in Cultural Venue Operations, with a smaller number in Community Arts Management, but these were almost entirely taken up by existing staff rather than WBQ students. As with PLQs, links between Creative Apprenticeships and the WBQ are being encouraged, so it is a scheme worth watching.

The Welsh Baccalaureate Core

The Core is the central part of the WBQ, delivered alongside a range of options. Rather than describe the system here, there are two websites where further information can be obtained:

1. <http://www.wbq.org.uk/> - the main website for students and the general public;
2. <http://www.ngfl-cymru.org.uk/wbq-home.htm> - the website for teachers.

The following is a very broad outline of the requirements of the Core.

Wales, Europe and the World (WEW – 80 hrs)

8 key issues, assessed by student diary / report / portfolio:

Element 1 Political Issues

Key issue 1 Why people should be concerned about politics and political issues.

Key issue 2 The ways countries, either collectively or individually, can work to improve international co-operation and understanding.

Element 2 Social Challenges and Responses

Key issue 1 The social issues that face people in their everyday lives and responses to them.

Key issue 2 The position of the Welsh language in contemporary Wales.

Element 3 The Impact of Economic and Technological Change

Key issue 1 The challenges posed by rapid economic and technological change.

Key issue 2 Ways of projecting the economic and technological image of Wales.

Element 4 Heritage and Cultural Perspectives

Key issue 1 How awareness of the heritage and culture of Wales can be increased.

Key issue 2 The ways multi-cultural influences may affect people's lives.

The Language Module (20 hours of language learning)

Delivered within WEW through class teaching, video-conferencing or self-study.

Personal & Social Education (PSE – 60 hrs)

4 elements and a Community Participation project, assessed by student record of activities

Element 1 Positive Relationships

Key issue 1 The challenges facing life in today's society

Key issue 2 The value of friendships

Key issue 3 The nature of relationships within the wider community in which we live

Element 2 Health and emotional well-being

Key issue 1 The benefits of a healthy lifestyle as a lifelong target

Key issue 2 The value of developing a responsible attitude towards sexuality

Key issue 3 The potential harm of substance misuse

Element 3 Active citizenship

Key issue 1 The key characteristics of the democratic process

Key issue 2 The value of moral and spiritual development

Key issue 3 Knowing your legal and human rights

Element 4 Sustainable development and global citizenship

Key issue 1 The links between society, the economy and the environment

Key issue 2 Living sustainably.

Key issue 3 The responsibility of the individual in promoting global citizenship

Community Participation (30 hours min)

Examples:

- taking part in a fund raising activity or charity event
- working with disabled, disadvantaged or older people
- helping voluntary organisations or religious groups

Could also be linked to WRE or to a certificated scheme such as the Duke of Edinburgh's Award.

Work Related Education (WRE – 60 hrs)

2 elements, assessed by student record of activities and employer statement:

Working with an employer

• All WBQ pilot centres must provide a minimum of 30 hours of notional study time for a student to work with an employer.

• This 30 hours includes the time needed to plan for and secure a placement and to complete a self-assessment of the educational benefits gained from the placement.

• Different placement patterns may be adopted to meet specific needs, especially in vocational courses. Placements may be frequent and short, or fewer and for longer periods.

- There are many examples in schools and colleges of one-week or longer block placements, often arranged towards the end of the first year of a two-year study programme. Equally, there are many examples of one-day-a-week placements combined with a later and longer block placement.
- Most placements will be with local employers. However, there are some examples of students being placed abroad. This provides an opportunity for the development of a modern language (the Language Module in Wales, Europe and the World) to be linked to working with an employer.

Involvement in a team enterprise activity

- form an enterprise activity group with other students and have the group agreed by teachers
- decide the nature of the goods or services that the team is going to provide
- plan the enterprise activity and agree the roles and responsibilities which team members will undertake
- ensure that records are kept of team meetings, including those that involve business advisers/mentors
- complete the diary/record of activities that will provide evidence of the opportunities available to develop key skills
- complete a self-assessment of how effective they have been within their team activities
- obtain verification of the self-assessment from their business advisers/ mentors and teachers.

Individual Investigation (20 hrs)

Can be carried out as part of the Core or options. Ties in best with WEW because at Intermediate and Advanced level student needs to relate localised research to a wider UK or European context. For guidance see: http://www.ngfl-cymru.org.uk/wbq-teaching/curriculum_indiv_invest-2/wbq-good_practice_guides-2.htm

Essential Skills Wales / wider Key Skills (60 hrs)

6 skills, all assessed by student portfolios:

Communication

Discussion, speaking, listening, reading, writing

Application of number

Finding numerical information, understanding, interpreting, calculating, presenting

Information technology

Gathering, exploring, presenting information

Wider Key Skills

Improving own learning & performance (IOLP)

Setting own targets, planning, executing, reviewing

Working with others (WVO)

Planning, agreeing objectives, cooperating, reviewing

Problem solving

Identifying, proposing solutions, experimenting, checking results, reviewing

What are the opportunities for cultural heritage venues?

There is enormous potential for MLAs to engage with the 14-19 formal learning audience through the Core of the WBQ. Findings from existing research with this age group show that MLAs are especially good at reaching more challenging groups, as they use a range of approaches to interpret collections and are therefore well placed to support a range of learning styles. They are good at supporting individual learners and have shown that creative and experiential approaches work well.

A CyMAL funded research project (2007-8) explored how MLAs could work with WBQ centres. A number of case studies and pilot visits were set up and evaluated, providing ample and compelling evidence that learning outcomes were improved and enhanced in many ways through heritage visits, especially when interactive and experiential opportunities are offered. The studies showed that visits to MLAs need not be limited to academic students in this age group and that if care is taken to address optional subjects as well as WBQ core studies during the visit, vocational groups can have exceptionally rewarding experiences, contributing to broad life skills and attitudes as well as specific subject needs.

The following pages describe how MLAs could respond to each part of the WBQ Core, with a selection of case studies. However a general rule of thumb would be to read through the WBQ specifications and adapt existing services (see Case Study 8). As WBQ learning outcomes are similar to the best practice used with other groups – essential skills, enquiry-based learning, communication, etc – the best activities are those which have been designed with these in mind rather than just content. Like younger pupils, students in the 14-19 age group respond best to engaging and interactive experiences rather than ‘chalk and talk’.

Material from the Archives can be relevant to the study of a wide variety of subjects, ranging from traditional academic subjects such as history and geography to vocational courses such as business studies and health and social care. The nature of the material we hold means that we can provide a local perspective on these topics of study. A visit to the Archives can easily be combined with a visit to a nearby museum, library or historic site and also provides students with the unique opportunity of working with original documentary resources.

Susan Edwards, Glamorgan Archives



Tre-Gib Comprehensive School students at Dinefwr Castle

Wales, Europe and the World

This is the obvious link for MLAs working with Welsh Baccalaureate centres. Within the Wales, Europe and the World (WEW) theme the two most relevant elements are 'The Impact of Economic and Technological Change' and 'Heritage and Cultural Perspectives'. However a key feature of MLA visits is the potential for cross-curricular learning, both with other elements of the Welsh Baccalaureate Core such as PSE and Key Skills and with options.

What does DfES say about 'Wales, Europe and the World'?

Extracts from the statutory framework document on WEW (2009)

Enquiry approach and progression within WEW

The emphasis of the framework is on activity-based learning, with a particular focus on enquiry. This allows students to experience both independent working and working within teams. This approach should enable learners to make progress in becoming more independent learners, requiring less support from staff. They move from being passive learners to appreciating the many benefits of working both independently and cooperatively within a group to achieve their aims.

'The component occupies 60 hours of guided learning time and typically consists of visits, 'hands-on' sessions, visiting speakers, and other activities.'

'Learners should be given opportunities to experience and undertake activities that enhance their sense of identity and heritage'

<http://wales.gov.uk/docs/dcells/publications/091019frameworke.pdf>

Case study 1: a visit to the National Slate Museum

90 17 year olds (the whole of Year 12) from Ysgol Syr Hugh Owen

This visit was from a complete year group as an enrichment activity to provide input, knowledge and experience to meet the needs of the Wales, Europe and the World Industrial Heritage element. The site did not prepare anything specific for the visit, partly due to the late booking – only one week before. The late booking suggests that from the school's point of view, the visit was seen as an add-on rather than central to the Welsh Baccalaureate core curriculum. Nevertheless the visit was a positive experience for the teacher (*'essential experience for students to visualise their industrial and historical legacy'*; *'students value contributions from experts in their field in addition to briefings from tutors'*) and the students (*'heard the opinion of someone that worked there'*). The large group was not a particular problem for this large, well-staffed attraction but would probably have been for many other sites. The students were more academic and were able to cope with the mainstream offer provided to interpret the site – a lecture and guided tour provided by experts. The dramatic aspects of the site – the large water wheel, impressive workshops and opportunities to see people working the machinery – made the visit successful without having to develop bespoke activities and resources.

Findings from the case study

From teachers. ► Provide as much interactive and visual elements as possible without trivialising the exhibit / theme.

From students. ► Concentrate on active participation (students wanted to try out the workers' activities) and demonstrations.

► Students said they would be keen to have summer jobs at the quarry to give them a deeper experience.

From MLAs. ► The site needs a resource pack for Welsh Baccaulaureate visits – mainly information-based, noting elements that link with the Welsh Baccaulaureate requirements.

Case study 2: a visit to Llancaiach Fawr Manor

11 16-22 year old Childcare students from Coleg Gwent, Ebbw Vale



Childcare, 17th century style, at Llancaiach Fawr Manor

Llancaiach Fawr is a historic manor house where costumed actors guide visitors around the building in rôle as people who lived and worked there in the 17th century. This FE college group were given a guided tour by the actors who had done extra research about childcare in the period. They then had a structured workshop session using the site's existing handling collection. This was supported by a specially prepared worksheet which had been designed to look like an old document and gave students a sheet to remind them of their visit and go into their coursework file. For the teacher, a particular benefit was the opportunity to combine objectives both from the WB core and the Childcare option through the visit.

This was a very successful visit. For the teacher it was *'very valuable – brought the whole experience to life. Made 'history' realistic and believable'*. Comments from students included *'this visit was very relevant to our childcare course'*, with examples such as *'mothers didn't really bond with their children'* and *'you could be as young as 7 years old to be a servant'*. One student wrote *'if I didn't do the Welsh Bacc I wouldn't have learned any of this'*.

Findings from the case study

From teachers. ► Make delivery stimulating, interactive and fast paced; minimal written work. Staff need to be able to respond to group dynamics.

► Offer practical workshops *'to meet the needs of visual and kinaesthetic learners.'*

From students. ► Make sure that the programme includes opportunities for students to *'ask lots of their own questions'*.

► *'Show us, don't just tell us'*; drama is a good way of communicating with this age group.

From MLAs. ► Focus on what is unique to your particular site or collection; ensure your sessions are interactive (e.g. practical workshops) and set aside spaces for such sessions.

Case study 3: a visit to National Museum Cardiff

16 17 yr olds doing AS levels at Coleg Glan Hafren, Cardiff

A successful visit to the temporary art exhibition ‘Industry to Impressionism’ displaying a range of paintings and sculptures of international quality. The visit demonstrated how a cultural event could be used to enhance the curriculum with students who would not otherwise have the opportunity to experience it due to subject option restrictions. The Welsh Baccalaureate core theme of Welsh Heritage and Culture gave a reason to justify the trip. Once at the museum, it was a fairly standard visit, with no special services apart from the gallery display itself. The teacher had prepared her own worksheet during a prior visit to the exhibition; this was mainly content-based, using factual rather than open-ended and creative questions. Nevertheless the worksheet obviously fulfilled the teacher’s needs and the students *‘learnt a great deal’*. A further comment from the teacher illustrated the impact of the visit on the students: *‘It was great, the students raved about the art they had seen (after originally dismissing the idea as ‘Bo-oring’)*. The visit also achieved more general outcomes: *‘It was just refreshing to get out of the classroom. They discussed it with enthusiasm afterwards; it also helped the group to ‘gell’*”.

Findings from the case study

From teachers. ► Art is very accessible for students of this age group, and leads to heated discussion both during and after the visit. Include opportunities for challenging and open-ended thinking.

From students. ► The visit brought the group together by giving us new things to talk about, so make sure you don’t make it too structured.

From MLAs. ► Inform the colleges when you have appropriate new exhibitions in place.

Case study 4: a visit to the National Waterfront Museum, Swansea

18 16-19 year olds studying BTEC Business Studies at Coleg Glan Hafren, Cardiff

The purpose of this visit was to help the students complete two WEW key issues – Cultural heritage and Technological changes – while also showing them different ways of presenting information. The success of the visit was due to a well-prepared teacher and some very simple elements which most MLAs would be able to provide:

- A preparatory visit enabling the teacher to build up her knowledge of the site;
- A useful orientation talk by the museum Learning Officer which pointed the group at displays and galleries relevant to their course of study, including different interpretive techniques such as the use of interactives, graphics and video;
- Quizzes and worksheets which helped students to structure their visit around learning outcomes rather than ‘walking around’.
- Publications which could be used by the teacher back in class for follow-up.

Findings from the case study

From teachers. ▶ Don't just give a talk – students need to be stimulated with activities that are relevant to their studies and that have an outcome.

▶ Resources are better if they are 'fun' – quizzes, competitions, hands-on activities and experiences.

▶ Resources that we can take away with us are always well received, e.g. PowerPoints, hand outs and activity sheets. They can then be used in the classroom in recap sessions; and will save us time in having to prepare our own resources!

From students. ▶ Provide some advance information to whet their appetites for the visit.

From MLAs. ▶ Make the information as relevant as possible to the key issues. The more obvious the links to the Welsh Bac are, the more likely staff are going to use the site.

▶ Keep taught sessions short and introduce as much interactivity as possible.

The interactive exhibits were novel and showed students a different way of displaying information.

Welsh Baccalaureate Coordinator

Case study 5: working with the Royal Commission on the Ancient and Historical Monuments of Wales (RCAHMW)

ICT BTEC National Diploma students from Coleg Gwent, Ebbw Vale Campus

This was a long-term partnership between the Royal Commission and Coleg Gwent, in which GIS-linked archive material related to the historic environment was made available to ICT students to create their own 'e-trails' around their local area assisted by the Royal Commission's staff using software developed there. Through the project, the students were able to relate their ICT option to the wider requirements of the WBQ, including WEW and Essential Skills Wales in IT.

This was a 'real' task for a 'real' client using professional equipment. 'E-trails' are developed using digitised historic images and information taken from the Royal Commission's archive and website but focussed on the local area. This project developed over two years. In 2008 Year 2 students produced an e-trail for Abergavenny, with remote assistance from the Royal Commission. The 2009 Year 2 students were given a much stronger brief, acting as 'contractors' on an e-trail based around the former Ebbw Vale steelworks. Gwent Record Office was also involved as a partner, in advance of its move to the site. As part of their work the students also took part in the testing of the People's Collection Wales 'trail builder'. The Ebbw Vale e-trails were shown on the Commission's stand at the 2010 National Eisteddfod and were published on the People's Collection Wales website.

Similar opportunities are now available for other colleges to use the People's Collection Wales 'trail builder' with or without the Royal Commission's support.

Personal and Social Education

Interestingly, Personal and Social Education (PSE) allows WBQ students to explore issues in more depth than may be possible through their options, with opportunities to meet expert staff who can offer insights not normally available in schools or colleges. One teacher noted,

'I could not match the input of the museum staff. They brought invaluable expertise to the experience.' The main part of PSE which ties in with MLAs is Element 4 – 'Sustainable development and global citizenship', where 'the links between society, the economy and the environment' is considered in Key Issue 1 and 'The responsibility of the individual in promoting global citizenship' is addressed in Key Issue 3. There is also the potential for students to work with voluntary organisations – which would include MLAs and heritage sites – as part of the Community Participation element. However the focus on contemporary practice rather than historical themes makes Personal & Social Education a less likely hook for visits to MLAs than Wales, Europe and the World, with its focus on culture, heritage and technological change.

Case study 6: a visit to the Centre for Alternative Technology

15 15-16 year old BTEC Health and Social Care students, Coleg Gwent, Ebbw Vale Campus

The Level 1 group was visiting the Centre for Alternative Technology (CAT) to provide an insight into the Social Responsibility at Work element of their course while also covering the Sustainability element of the Personal & Social Education theme. The Centre has a strong existing education service and was able to offer resources and specialist support without preparing anything especially for the group. The visit began in a water-powered lift up to the site, which is in a former quarry, and a series of installations demonstrating alternative technology offered plenty of experiential activities and discussion points for the students, with learning outcomes such as *'I found out that you don't really need power stations to create electricity'*. The students themselves would have liked a workshop – some are available but were not possible for this visit due to limited time on the site. The most successful aspects of the day were the interaction with the site's installations and the informal discussions with site staff in the context of the different displays. In many ways, and partly by intention, the visit achieved more social and general learning outcomes than ones specific to their courses – the long journey, the experience of a different setting, the interaction with different people all helped to improve the students' *'confidence and self-esteem'*.

Findings from the case study

From teachers. ▶ Make sure the presentations are appropriate for the academic level.

▶ Make sites as interactive as possible.

From students. ▶ Bear in mind that many students will be paying for the trip out of their own part time earnings so offer cheap food and drink.

The Welsh Baccalaureate allows students to place their learning in the context of the big picture. We encourage them to explore connections between their lives in Wales and the wider world they might not have previously been aware of. They might learn for example that copper mining is no longer an industry in Wales. But of course we still rely on copper with our increasing demand for electronic goods. Have we just exported a polluting industry elsewhere? Where does it come from now, who mines it and under what conditions? Will it run out? And how much difference does recycling really make? We encourage students to create their own visions for a sustainable future, and help them work out which of their ideas are technically achievable.

Julie Bromilow, Education Officer, Centre for Alternative Technology

From MLAs. ► This is an exciting audience, at the point where the students begin to decide for themselves the direction they will take in their lives, so provide plenty of opportunities for discussion.

Case study 7: a visit to the National Museum Cardiff

33 16-17 year old VI form students from Lewis Girls' Comprehensive School, Cardiff

A Core WBQ group visited the museum to see an exhibition of contemporary art – ‘Artes Mundi’.

The visit comprised a gallery session led by museum Learning Officer, with time for independent study. This visit showed how the Welsh Baccalaureate can open up specialist areas to general groups, providing opportunities for enrichment which would not normally be open to them. The WBQ teacher had heard about this temporary exhibition at a teachers' inset day organised by WJEC, after which she proposed the visit. The visit shows how temporary exhibitions can contribute to education services, especially as they can draw in works from international artists not otherwise represented in the collections, with a specific Welsh Baccalaureate link through the Personal & Social Education Global Citizenship theme. The visit also showed how resources and services do not need to be prepared specifically for Welsh Baccalaureate courses so long as Learning Officers can provide information and support to enable teachers to facilitate learning within the requirements of the Welsh Baccalaureate. The initial contact is also significant, showing one way that MLAs can make teachers aware of their services, by attending inset days, or at least providing information at these events attended by teachers. The teacher felt the trip was *‘excellent, as it added the type of depth of experience I would look for at Welsh Bacc.’* Follow-up included a research project arising from the stimulus of the visit, looking at global conflict issues.

Findings from the case study

From teachers. ► Look into the Welsh Baccalaureate Core's requirements; they offer broad-based opportunities without the restrictions of a specialist subject course.

From students. ► The chance for students to meet specialists ('experts') cannot be underestimated.

From MLAs. ► Make sure that schools are aware of the existence of support materials.



A practical opportunity to study sustainable development

Case study 8: visits to Newport Museums

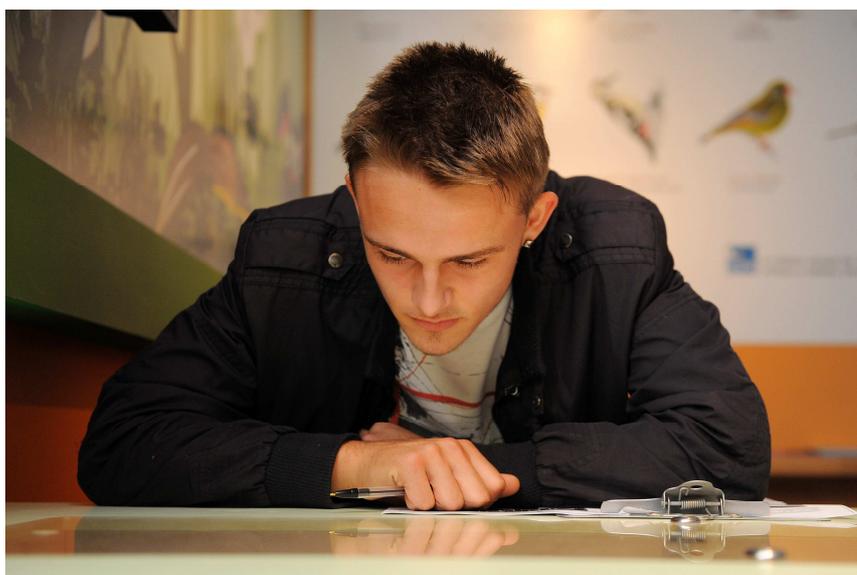
Childcare students from Coleg Gwent, Newport Campus

Newport Museum received a request from Coleg Gwent to bring Childcare students to the museum as part of their WEW studies. The museum adapted their existing 'Living in

Newport' workshop developed for primary schools and has been receiving regular WBQ visits from the college since then. The workshop is based around handling collections developed by the museum and kept in suitcases – seven in all – to represent personal experiences of immigrants to Newport from India, Colombia, Bangladesh, Iran, Algeria and other countries. Using discussion and enquiry-based techniques, the museum is able to offer a learning experience not available in college. They respond to the option needs by including discussion on Childcare themes, asking the students how they might use such handling collections with children or ESOL learners.

Individual Investigation

The Individual Investigation is an opportunity for students to look further into a topic of interest to them, ideally drawn from something they have come across during their Welsh Baccalaureate studies. As MLAs are founded on collections, there is plenty of potential for these to be made available to students for research projects. The challenge for MLAs is to be able to guide individual students in their research, as appropriate to their academic level, and to support school and college libraries by providing source material either online or as printed documents. Archive and library services will be better placed to do this, although museums and heritage sites can offer settings for experiential research such as conducting visitor questionnaires, or interviewing expert staff. The teachers' section of the WBQ website has a wide range of support material on the Individual



MLAs are particularly suited to research for the Individual Investigation

Investigation, including examples of students' projects (see http://www.ngfl-cymru.org.uk/wbq-teaching/curriculum_indiv_invest-2.htm).

The Individual Investigation can be linked to an option, or replaced by a Project or Extended Project within the Principal Learning and Project Qualifications.

Individual Investigation Toolkit

A toolkit has been developed to support students and WBQ centres with the Individual Investigation. It is intended as a guide for MLAs but is also designed for use by students in their research and outlines the kind of material MLAs can provide and how to include this as part of an Individual Investigation. The toolkit also describes how to use the enquiry-based

learning approach with MLAs. Contact the WBQ office for more information (see <http://www.wbq.org.uk>).

Work Related Education

There is potential for MLAs to be involved with Work Related Education (WRE) through Work placements and Team enterprise activities. This is a strong area within schools and colleges and there will be staff to support work placements and apprenticeships and plenty of existing links with local employers. Careers Wales (Education Business Partnerships) can also become involved to support WRE projects, providing contacts and / or advice for teachers. Most vocational courses will already have WRE elements as part of the programme, so in some ways the challenge for the Welsh



Work experience placement at Tenby Museum and Art Gallery

Baccalaureate is to create new opportunities for more academic students, as the course is flexible and pragmatic enough to allow students to make use of existing placements and casual employment to meet their core requirements. Team enterprise activities, if effectively organised, can provide opportunities that meet the requirements of the wider Key Skill Working With Others.

Essential Skills Wales / wider Key Skills

Many visits support Essential Skills Wales (ESW) and wider Key Skills at the same time as covering other elements of the Welsh Baccalaureate or option courses. Two evaluated pilot heritage projects illustrate how these skills can be addressed by MLAs.

- **Ruthin Town Trail.** This pilot project was run by the Royal Commission on the Ancient and Historic Monuments of Wales (RCAHMW) with Denbighshire Records Office and Welsh Baccalaureate students from Ysgol Brynhyfryd in Ruthin. Using GPS-enabled PDAs loaded with detailed maps, the students accessed links to GIS data and developed town 'e-trails' in Ruthin, which were then offered to the public in partnership with members of the Ruthin Civic Society. The trails allowed people to see historic images of the town and individual buildings as they walked around. The strongest links were to Wales, Europe and the World, but the project included evaluation of the Essential / Key Skills covered – obviously ICT (working with PDA software), but also Communication (presenting guided tours), Working With Others (group planning and discussion,

teamwork) and Problem Solving (identifying, solving and evaluating). The project was later extended as an outreach activity by RCAHMW (see case study 5, above).

- **The 'Great Debate'**. As part of a university study looking at how people learn through drama in heritage sites, this project was set up at Llancaiach Fawr Manor. A debate was researched and facilitated by VI form students at Monmouth Boys' College on issues related to republicanism and monarchy during the Civil War (1642-1651), with 70 Key Stage 3 pupils taking part. As with the Ruthin Town Trail described above, the main WBQ link was Wales, Europe and the World but the strong focus on drama and literacy skills meant that Essential / Key Skills in Communication and Working With Others could also be addressed by this project.

Working with options

In general, FE colleges tend to integrate the WBQ with options, while schools tend to teach it as a separate subject. As far as MLAs are concerned, therefore, visits via options might mean smaller groups making a visit mainly led by the requirements of the subject option rather than the WBQ. The links to the WBQ would be more skills-based, such as communication, enquiry and debate, and any content chosen because of its relevance to the option. In several of the case studies included earlier in this guide the option was the main context for this visit:

- in Case Study 2 (page 10) Childcare students focussed on how children were brought up in the 17th century manor house they were visiting;
- in Case Study 4 (page 11) Business Studies students used a museum visit to look at examples of different ways of presenting information;
- in Case Study 5 (page 12) ICT students were looking at ways of managing a database of digitised images and presenting the material in a user-friendly format;
- in Case Study 8 (page 14) Childcare students use the museum's collections to raise awareness of the needs of ESOL families.

For more traditionally academic subjects such as History or English the WBQ still acts as an encouragement to visit MLAs, because most arts courses do not include a Welsh focus and schools and colleges will be looking for opportunities to address this. For instance an English Literature A level group would be interested in adding a Welsh perspective to a period they were studying, and a History group could explore research techniques using an archive of Welsh material, thus achieving some of the WEW objectives while developing subject-specific skills.

There are further crossovers between the WBQ and options. As noted above, the Individual Investigation can be linked to an option, or replaced by a Project or Extended Project within the Principal Learning and Project Qualifications.

Stuck for ideas?

The following table may be useful. It is not a definitive list of activities but is intended to give examples of projects and how they would link with WBQ specifications. Compare them with the case studies above.

Site	Activity	WBQ links
Local museum	- Adapt existing school sessions.	- Wales, Europe and the World – heritage and cultural perspectives; - ESW / Key Skills – Communication.
19 th century gaol	- Tour, handling session and discussion on Crime and Punishment today and in Victorian times.	- Wales, Europe and the World – heritage and cultural perspectives; - Personal & Social Education – rights and responsibilities of active citizen; - ESW / Key Skills – Communication.
Medieval church	- Design a contemporary artwork for the site inspired by a medieval art and architecture on the site.	- Wales, Europe and the World – Heritage and Cultural Perspectives; - Personal & Social Education – Community Participation.
Heritage tourist venue	- Visit from Business Studies and Leisure & Tourism students, with tour and meetings with range of commercial staff.	- Wales, Europe and the World – Heritage and Cultural Perspectives.
Heritage tourist venue	- Team enterprise activity to run an event on the site as part of the tourist offer.	- Work Related Education – Team Enterprise.
Archives Service	- Induction for students and teachers; - Group visits and tours of Record Office; - Supply records to support study at heritage sites; - Supervised research at RO.	- Wales, Europe and the World – Heritage and Cultural Perspectives; - Individual Investigation.
Archives Service	- Work experience (placements for teachers and students).	- Work Related Education – Working with an Employer.
Archaeological Trust	- Information on archaeological sites for research; - Research skills (documentary, digital, photographic, maps); - Information Technology (computer mapping, databases, websites).	- Wales, Europe and the World – Heritage and Cultural Perspectives; - Work Related Education – working with an employer; - Individual Investigation.
Public Library Service	- Local and family history research (newspapers, census, BMDs, parish records, maps) including assistance with ICT.	- Wales, Europe and the World – Heritage and Cultural Perspectives; - Individual Investigation; - ESW / Key Skills –communication, IT.
Public Library Service	- Work experience placements to offer practical experience of working with children in libraries, as part of existing services such as ‘Toddler Time’, ‘Rhyme & Sign’.	- Personal & Social Education – Community Participation; - Work Related Education – Working with an Employer.
Regional Library Network	- Marketing students promote Library Festival; - Design students sell products designed for Festival.	- Work Related Education – Team Enterprise.

Key advice for working with WBQ centres

1. Know your audience

Teachers

- Many MLAs will be familiar with schools at Key Stages 1-3, but VI forms and FE colleges have different structures. They are geared towards working with smaller numbers of students doing more specialised courses.
- Group numbers will probably be 10-20, travelling in school/college minibuses.
- Some school VI forms organise visits by whole year groups if they are timetabling the WBQ Core as a separate option.
- Every school/college offering the WBQ has a course coordinator, who will pass on information to other teachers.
- Teachers spend most of their time in school/college and will probably need to visit your site before they appreciate its educational potential and experiential opportunities.

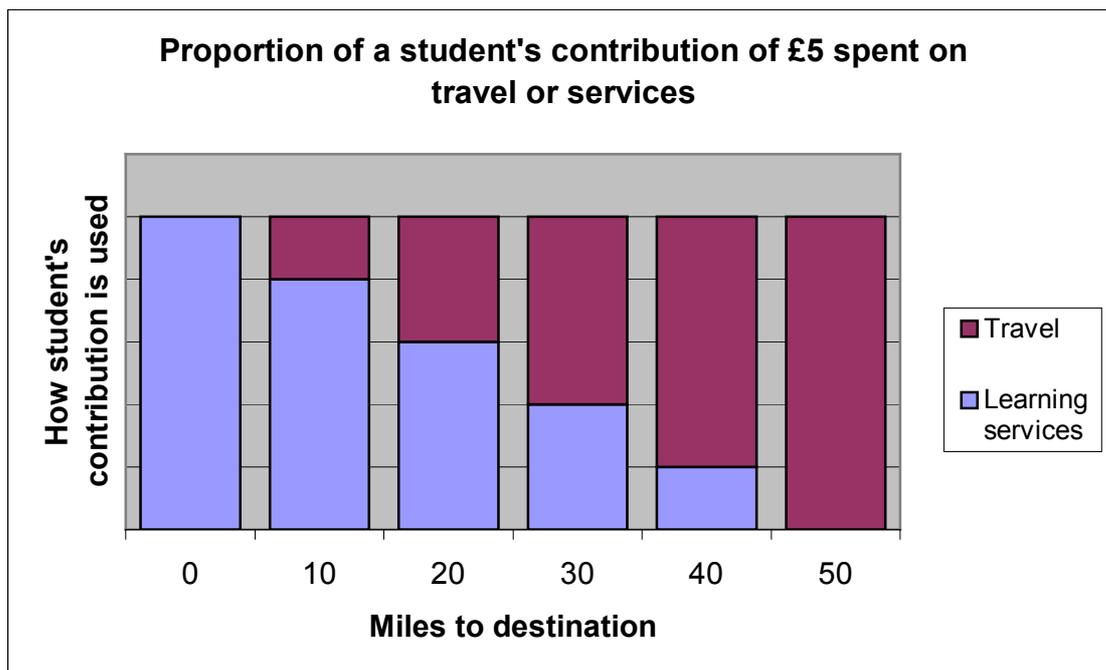
Students

- Unlike younger pupils at Key Stages 1-3 whose parents will expect to pay, many students in the 14-19 age group may have to fund their extra curricular activities from their own earnings.
- Students often attend college or VI form on a part time basis, combining it with work placements or private study. This means that contact time is at a premium and there may be little time for extra-curricular activities.
- Above all, 14-19 year olds are thinking about their identity, style and relationships so experiences which allow them to work in this context will be more valid for them.
- Students are concerned about their future – their career and adult life. Experiences and activities which make them think about this will be very relevant to them. They like certification and accreditation to include in portfolios.

Cost

- Cost is a major issue for teachers organising educational visits. WBQ centres may be able to subsidise them but it is likely that travel costs will make local visits more viable than long distance ones. A WBQ centre's minibus might be charged out to departments at a rate of about £1 per mile.¹
- A 2008 survey of WBQ students indicated that the maximum they would be able to pay towards a visit (including transport costs) would be £4-5. Thus the further away you are from the school/college, the less you will be able to charge for activities or admission.

¹ The Senedd supports transport costs for visits by schools and colleges: using the RAC's 'route planner' (<http://www.rac.co.uk/route-planner/>), it offers a subsidy base on the mileage between the school's and Senedd's postcode (CF99 1NA). The National Assembly subsidises one visit per year from each institution more than 10 miles from the Senedd – a system to be applauded but unfortunately one that makes it harder for the larger colleges than for the smaller primary schools.



- The exception to this rule will be the degree to which the visit is regarded as 'essential' to the course, which will dictate the level of subsidy the WBQ centre is prepared to provide to make the visit possible for all WBQ students.

2. Set up essential resources and services

- The key resource is a Learning Officer who can coordinate visits and adapt existing services for Welsh Baccalaureate needs. Where trained and experienced staff are not available (e.g. in a small community museum or archive) someone should nevertheless take this responsibility, finding out about the audience and course requirements, attending training events, networking with MLA learning officers and coordinating services with other local sites.
- MLA learning officers felt that a single day's training was enough for them to develop a service for WBQ groups at their sites.
- The second essential is a space where groups of 15-20 students can meet for introductory presentations, workshops and plenary sessions.
- Existing services can be adapted for WBQ groups (see Case Study 8).
- The WBQ audience is not academic or highly specialised. Using a heritage site to be a vehicle for skills such as communication, and inspiration through contact with real objects, documents, buildings and sites. This is more important than historical content and information.
- Put resources online so teachers and students can prepare for and follow up visits. High resolution images of archive material, objects or sites will be especially useful for teachers to use in class and for students to use in coursework.

3. Market your service to WBQ centres

- WBQ teachers have noted that lack of knowledge is their main reason for not making educational visits.²
- Research links between your site and the WBQ Key Issues (see page 7).
- List the links in any information sent to WBQ teachers / coordinators. This should not be a table of links in which the MLA ticks every single element, key issue and key skill, but a short list of the main selected links.
- Make contact with local Welsh Bacallaureate coordinators. Go to the WBQ website's teachers' section for help with contact details and upcoming INSET events.
- Point WBQ coordinators and teachers to the guidelines on working with MLAs on the WBQ website.
- If you have produced resources, put them online and tell teachers about them.



A storytelling session with Welsh Bacallaureate students at St. Fagans: National History Museum

² Research carried out in 2008.

Useful links

Organisations

CyMAL: <http://wales.gov.uk/topics/cultureandsport/museumsarchiveslibraries/cymal>

Museums Association: <http://www.museumsassociation.org>

Group for Education in Museums: <http://www.gem.org.uk>

Engage: <http://www.engage.org>

Association for Heritage Interpretation: <http://www.ahi.org.uk/>

Literature Wales: <http://www.literaturewales.org/creative-writing/i/134605/>

International Museum Theatre Alliance: <http://www.imtal-europe.org/>

Heritage Education Trust: <http://www.heritageeducationtrust.org.uk/>

Guidelines

Inspiring Learning for All: <http://www.inspiringlearningforall.gov.uk/>

ABC of working with schools: <http://abcofworkingwithschools.org.uk>

Heritage online

Culture 24: <http://www.culture24.org.uk>

People's Collection Wales: <http://www.peoplescollectionwales.co.uk/>

Gathering the Jewels: <http://education.gtj.org.uk>

Caerphilly Chronicle: <http://www.caerphilly.gov.uk/chronicle/index.htm>

Education sector

Creative and Cultural Skills Wales:

<http://www.ccskills.org.uk/Industrystrategies/WalesCymru/tabid/92/Default.aspx>

Creative Apprenticeships:

<http://www.ccskills.org.uk/Apprenticeships/ApprenticeshipsinWales/tabid/790/Default.aspx>

WBQ teachers' section: <http://www.ngfl-cymru.org.uk/wbq-home.htm>

WBQ Guidelines section (including how to make use of MLAs): <http://www.ngfl-cymru.org.uk/wbq-essentials/wbq-guidance.htm>

WBQ main site: <http://www.wbq.org.uk/>

Welsh Government Education and Skills:

<http://new.wales.gov.uk/splash?orig=/topics/educationandskills>

Welsh Heritage Schools Initiative: <http://www.whsi.org.uk/>

Colleges Wales: <http://www.colegaucymru.ac.uk/en-GB/home-1.aspx>

Estyn: <http://www.estyn.gov.uk/>

Direct Gov Qualifications explained:

<http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/index.htm>

MLA sector

The Federation of Museums and Art Galleries of Wales:

<http://www.welshmuseumsfederation.org/>

Library Wales: <http://library.wales.org/>

Society of Chief Librarians Wales: <http://www.goscl.com/regional-scl/scl-wales/>

School Library Association: <http://www.sla.org.uk>

Archives Wales: <http://www.archiveswales.org.uk>

Access to Archives: <http://www.nationalarchives.gov.uk/a2a/>

Oral History Society: <http://www.oralhistory.org.uk/>

Archives and Records Association Wales: <http://www.archives.org.uk/ara-wales/ara-wales.html>

The National Archives (Education): <http://www.nationalarchives.gov.uk/education/>

Participation Cymru: <http://www.participationcymru.org.uk>

On Common Ground (youth heritage project): <http://www.oncommonground.co.uk>

Project Partners

The National Trust: www.nationaltrust.org.uk

National Museum Wales: www.museumwales.ac.uk

National Library of Wales: <http://www.llgc.org.uk/>

Royal Commission on Ancient and Historic Monuments of Wales: www.rcahmw.gov.uk

Llancaiach Fawr Manor: www.llancaiachfawr.co.uk

Centre for Alternative Technology: www.cat.org.uk

Cadw: www.cadw.wales.gov.uk

Bridgend County Borough Council (Library & Information Service):

www.bridgend.gov.uk/libraries

Blaenavon World Heritage Centre: www.forgottenlandscapes.org.uk

White Rook Projects: www.whiterook.co.uk

Further copies of this handbook are available from robin@whiterook.co.uk. For printed copies, please contact The National Trust on 01492 860123.

Written by Robin Clutterbuck, White Rook Projects, 2012.

Back cover images

Clockwise from top left: Welsh Baccalaureate visits to Llancaiach Fawr; the Centre for Alternative Technology; Llancaiach Fawr; the National Waterfront Museum; Llancaiach Fawr.

 Ymddiriedolaeth Genedlaethol
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