

The National Baccalaureate for England: Getting Started



There are **three key elements**: Core Learning, Personal Project and Personal Development Programme.

This model can be applied at any Key Stage and can be adapted to provide appropriate challenge for students of all levels. You may find that you are already doing a lot of this but it may not yet be formalised as an entitlement programme for all students or set as an explicit goal for them all to achieve.

Here are some suggestions for getting started:

NBfE Element	Guidance.
Core Learning	This comprises students' qualifications or the core curriculum at KS2/3.
Personal Project	<p>Accredited: Look at AQA, Edexcel Projects at Level 1, 2 and 3 and select an appropriate level for your students. Consider how much is taught and how much is left to supervised independent working.</p> <p>Centre-Devised: Schools/Colleges can devise their own projects. They should represent a significant amount of work lead to a high quality final product but the scope is wide open and we would encourage centres to be innovative.</p>
Personal Development Programme	<p>Typically centres are aiming to devise a programme that constitutes 100-150 hours of activities over two years.</p> <p>The programme should complement the core learning adding breadth to the curriculum and should include elements that students initiate rather than being fully timetabled.</p> <p>Programmes should have minimum requirements for activities in different areas: eg creative, cultural, physical, community. For example you might specify 'at least 15 hours of physical activity'. Some schools include reading and other learning goals.</p> <p>Consider embedding existing programmes as part of your students' Personal Development Programme. This might include the following:</p> <ul style="list-style-type: none"> ● AQA Bacc Level 3 ● National Citizen Service ● Duke of Edinburgh Award ● Arts Award ● PiXL Edge Programme ● SSAT Passport ● ASDAN Award of Personal Effectiveness ● Community Sports Leaders Award <p>There should be a physical or electronic log for students' activities so that the range and quality of each student's programme can be monitored ahead of completion and for moderation purposes afterwards. Ideally students should take responsibility for maintaining their own log but experience shows that systematic teacher monitoring is required to ensure that all students engage with the programmes.</p>
Certification	Centre's can offer completion certificates for all student who complete the stated requirements of the centre's Baccalaureate. Approved NBT programmes can carry the logo to add value and authenticity.
Transcripts	Each student should be issued with a completion transcript that summarises their qualifications, the title of their project and the key components of their Personal Development Programme.

The expectation is that all centres following the NBfE model will contribute to the evaluation process by submitting an annual report and attending annual moderation meetings where ideas and standards will be shared.