

WB 09

Ymateb gan: Undeb Prifysgolion a Cholegau
Response from: University and College Union

Our colleague, who has been working on the attached report is on long term sick and we are therefore only able to provide you with the latest draft of the report. However we believe that the data and analysis are sufficient for you inquiry.

We would offer the following comments in addition to the survey data and analysis.

WBQ can be purposeful and productive but this is not experienced by a lot of students. Many feel shoehorned into taking the qualification as it is often implied that it is compulsory as part of the funding for their main qualification.

Some vocational staff can struggle with the delivery as they don't always understand the curriculum, many have come from industry and non-academic backgrounds - if they don't understand the language and methodology needed to deliver WBQ how can they possibly expect the students to understand it.

WBQ creates a very heavy workload more in respect of assessments if you have numerous classes (WBQ is linked to tutorial) some staff could have two groups or more often assessment schedules clash leaving the teacher overwhelmed.

Students often have a bad experience with WBQ in school often expecting the same level of assistance from lecturers as they were given in school - spoon feeding- it is difficult to engage students in doing the learning for themselves.

This can also be said for staff that have been given WBQ as a timetable filler, they fear the unknown and with very limited support for such a large complicated curriculum often impacts on their health and well-being.

Overall if managed correctly, with staff who are willing to teach it, it can be a great addition to a student's learning experience and cv.

Unfortunately I only realized recently that this inquiry was taking place and I haven't had the time to get the report finalised and translated, our apologies. The data has been translated and both Welsh and English are attached.

UCU WALES/NUS CYMRU

WELSH BACCALAUREATE SURVEY JUNE 2017

DRAFT REPORT September 2017

The Survey ran from 5th May – 30th June 2017. Questionnaires were designed for both students and for staff and were available in both Welsh and English languages. The purpose was to gather Views from staff and students, of their experience of the new post-16 Welsh Baccalaureate qualification (WBQ).

Total responses from staff were 300 (4 Welsh, 296 English) and from students 568 (all English language).

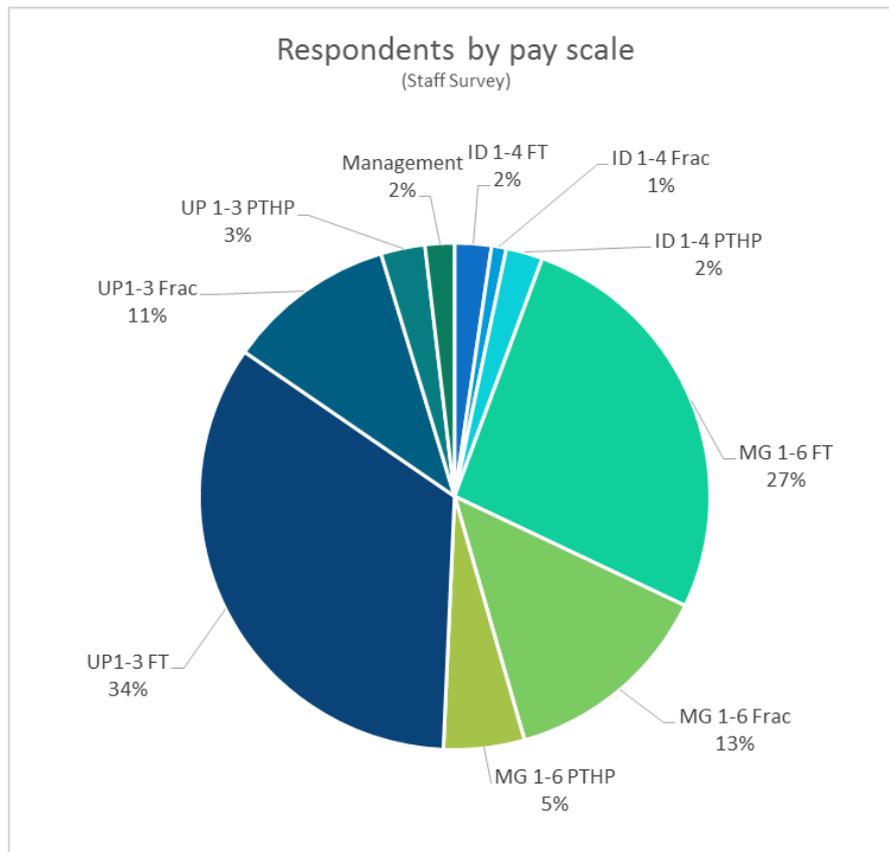
The results indicate that there are valuable features to the Welsh Baccalaureate, which should be encouraged, such as the development of writing and research skills and of team working skills; all of which lay positive foundations for entry into employment or higher education. However these assets are overshadowed by the increase workload and pressure that it places on both staff and students, which is compounded by the perceived lack of relevance that the qualification has to the students chosen subject of study.

There is clearly some appreciation of the ideology behind the introduction of the WBQ and a willingness to develop this, however it needs to be done in a way that is compatible with the aspirations of young and the professional judgements of teachers and lecturers, as well as the Welsh Governments agenda for educational change.

STAFF DATA

The first question asked if staff were currently teaching the Welsh Baccalaureate. A quarter of respondents answered 'No' and were therefore excluded from the remainder of the survey, with the aim of keeping responses relevant to the 2016-17 qualification.

Of those that were able to access the rest of the questionnaire, the majority of participants engaged in teaching the WBQ were full-time, main-grade and upper grade lecturing staff (61%), followed by main-grade and upper grade staff on fractional contracts (24%). A total of 48% of all those participating, were on the upper pay scale, indicating that almost half of the staff teaching the Welsh Baccalaureate Qualification in 2016-17 were very experienced staff, including those on upper pay points 2 and 3, who are considered to demonstrate "excellence in teaching". 2% of participants were on the management pay scale and almost 45% were main grade lecturers.



PREPARATION AND DELIVERY

Over 50% of participants' indicated that their college allocated two hours per week for the delivery of the WBQ, within a full time programme of study, followed by 15% with three hours and 10% with four hours. However the survey did not show the spread of participants from individual colleges, therefore this is not an accurate indication of the average time allowed across providers in Wales; further research would need to be done to clarify this.

Almost 40% of participants indicated that they were timetabled to teach the WBQ for two hours per week; again further clarification is needed to gain an understanding of the pattern across differing providers.*

2% of participants indicated that the training and guidance they received in order to deliver the WBQ was good or excellent. 18% indicated that it was good; 56% indicated that this was poor and 24% had no training or guidance.

89% of participants indicated that time allowed to prepare for first delivery of the WBQ was less than adequate. 10.5% indicated that the time they had was adequate and less than 1% felt that they had more than adequate time to prepare for first delivery.

The most frequently indicated period of time per week spent preparing to deliver the WBQ was two hours per week (just over 30%). 15% of participants indicated that they spent one hour per week, approx. 12% spent three hours per week and another 15% spent four hours per week preparing. Time spent on preparation ranged between zero (3%) and ten hours (2%)

The most frequently indicated period of time per week spent on assessment of the WBQ was two hours per week (just under 30%) approximately 17% of participants indicated that they spent one hour per week, approx. 14% spent three hours per week and another 12% spent four hours per week assessing. Time spent on assessment generally ranged between zero (approx. 3%) and twelve hours (approx. 1%). A small percentage indicated that 40 hours per week were spent on assessment.

The most frequently indicated period of time per week spent on administration of the WBQ was one hour per week (approx. 32%), followed by almost 30% of participants indicating that they spent two hours per week. After that the most frequently indicated number of hours spent on administration were five hours (approx. 9%) 3 hours (approx. 8%) and four hours (just over 5%).

Time spent on preparation, assessment and administration, were asked a three separate questions, so although they give an indication of the differing amounts of time each of the three activities take, the survey does not indicate the total amount of combined time participants spend on WBQ teaching duties outside the classroom environment. However the survey does indicate that for a high proportion of participants, they spend more time on one or other of the three activities, than they do delivering the qualification. *

Respondents indicated that online resources were good (6.10%), variable 50.30% and poor (43.60%); and that support and resources within institutions were excellent (2.40%), good (11.50%), variable (49.70%) and poor (36.40%). This suggests that whilst a small number of respondents are satisfied with the resources and support that they receive, to help them deliver the Welsh Baccalaureate qualification, the majority indicated that this was an area that needed improvement.

*Further analysis will be given to raw data to look at individual teaching, preparation, assessment and administration hours.

WORKLOAD

In response to the impact that delivering the WBQ has on teaching workload, almost 75% of respondents indicated that delivering the WBQ made their teaching workload much more difficult, with a further 19% stating that workload was made a little more difficult. Only just over 6% felt that it made no difference to workload or made it easier. Therefore almost 94% of respondents indicated that delivering the WBQ made their workload more difficult.

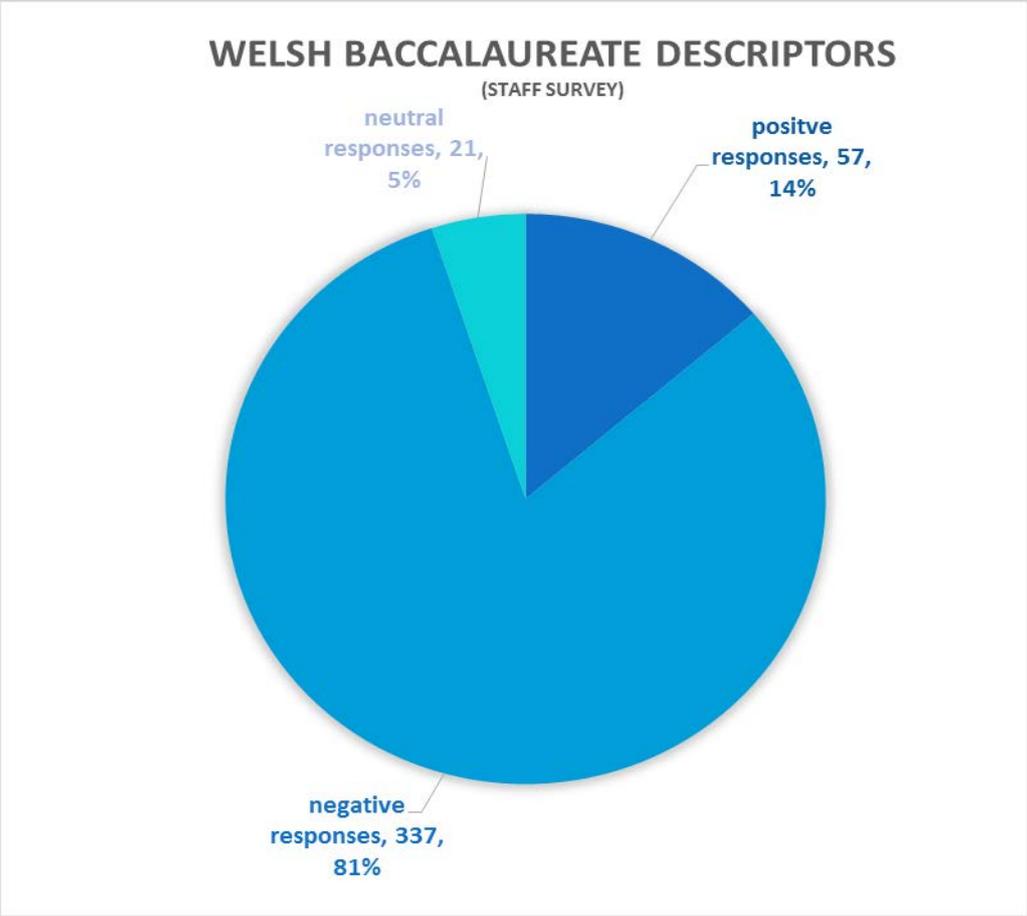
Almost 80% considered the May submission date was too early and would prefer June (62.90%) or July (31.80%). Supporting comments suggested that a 9 month completion time frame, for national and foundation level students was “unachievable and setting learners up to fail”. Further to this, just over two thirds (67%) considered the level of challenges set for the students were too difficult, just under one third (31.8%) indicated that they were about right and 1.2% considered that they were too easy.

VALUE TO STUDENTS AS PERCEIVED BY STAFF

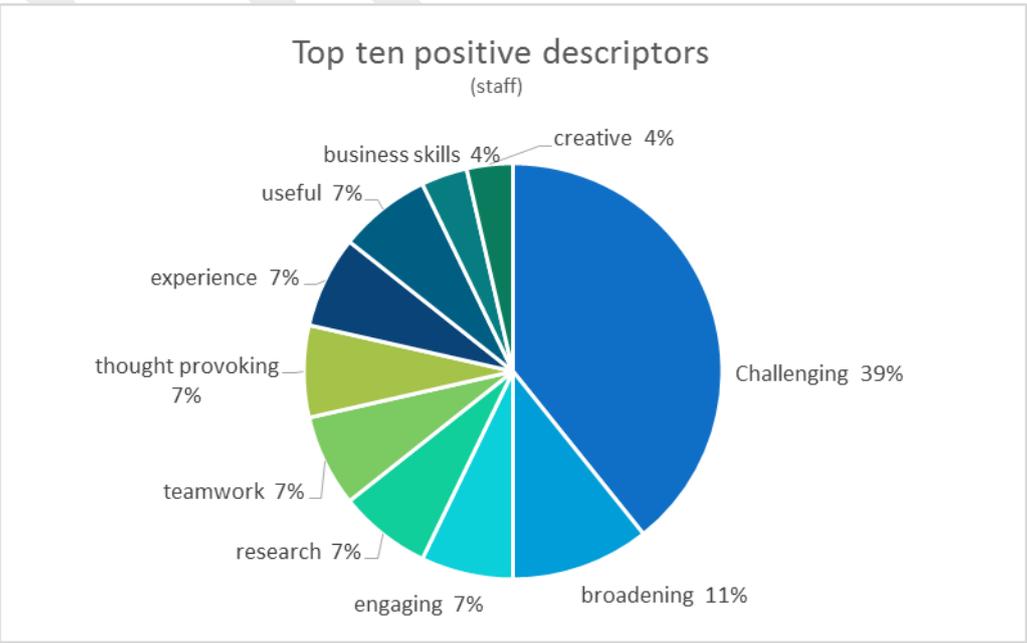
Respondents were asked to use three different words to describe the value of the WBQ to the learning experience of their students. The most frequently used adjectives were:

- Stressful
- Irrelevant
- Time-consuming

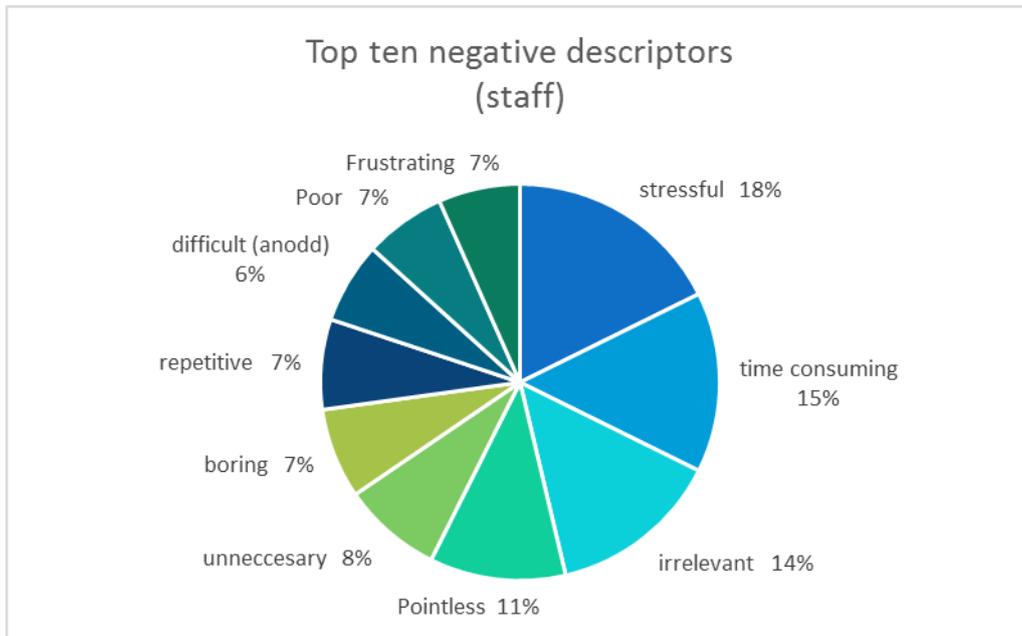
The vast majority of descriptors were negative (81%) compared to 14% positive and 5% neutral



Positive descriptors suggested that there are several ways that the WBQ enhances the learning experience of students as it provides the opportunity to challenge and engage the skills, experience and thinking that assist learning.



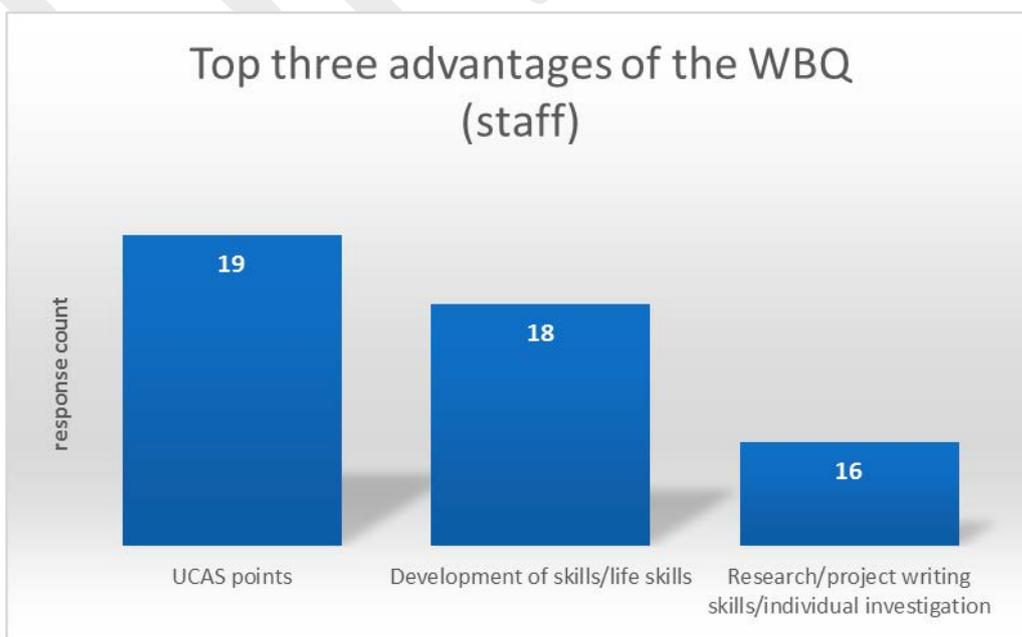
Although the survey results indicated that the benefits were outweighed by factors that perceived to have a negative effect on the student learning experience.

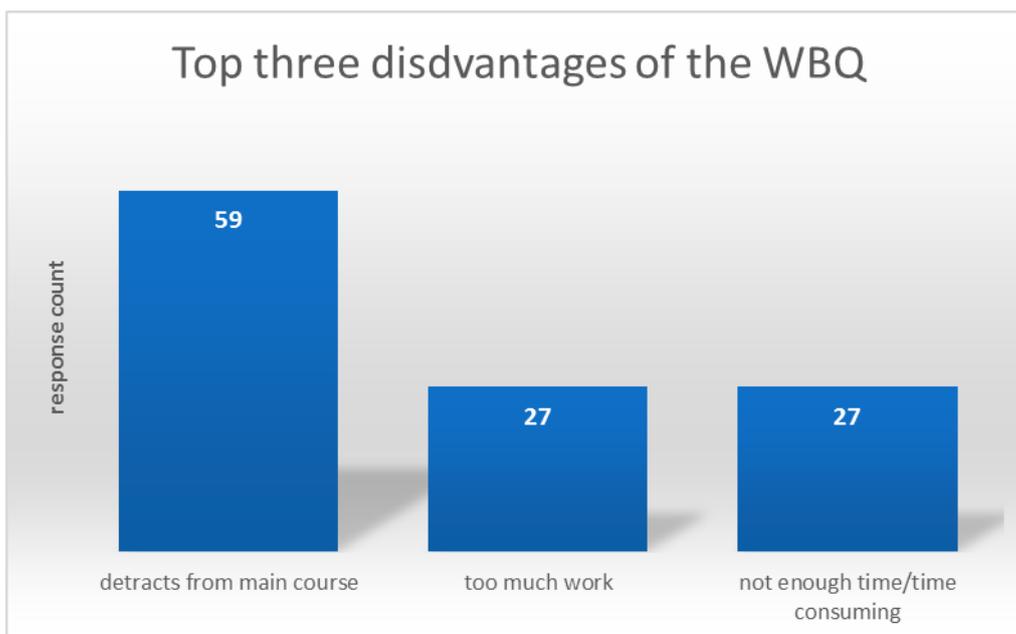


Staff were also asked to state the main advantages and disadvantages of the WBQ for students. The most frequent single answer for the main advantage of the Welsh Baccalaureate was that there were none.

However, the majority of positives responses indicated a variety of advantages, the main ones being UCAS points and breadth of experience and skills enhancement that the qualification offered, which was useful preparation for HE and employment.

The main disadvantages cited were similar to the negative values to learning, that the qualification was too time consuming; it detracted from the main qualification and that the workload was over burdensome.

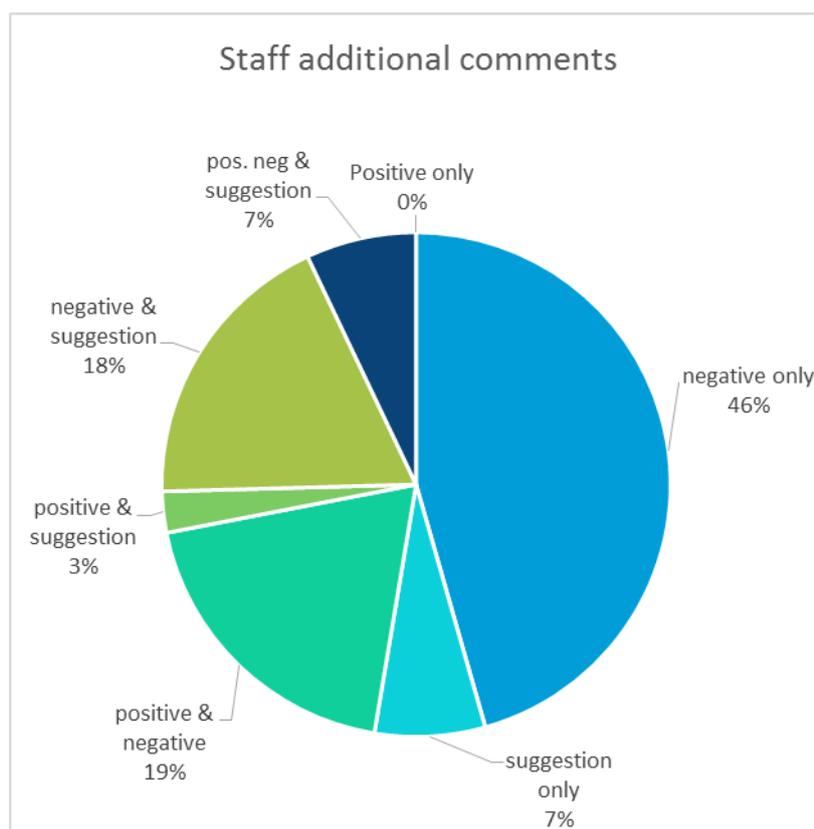




A total of 116 further comments about the WBQ in general were left by respondents. Although there was support for the qualification, the main theme that emerged was that it was detrimental to the main qualifications that the students had enrolled for; the time taken to complete the WBQ could have been time spent focussing on A' level or vocational qualifications. It was reported that the WBQ had the effect of reducing potential grades for main qualifications. The extra workload that was generated by the WBQ was felt to be unrelated; in particular that it did not complement vocational qualifications. It was reported that time to deliver the WBQ had been squeezed into the same number of timetabled hours that had previously allocated to main qualifications; in addition, further time needed to be taken from main qualification classes during the year, to complete WBQ activities. One respondent commented that if the WBQ was equivalent to an A' level then it should be given an equivalent number of hours on the timetable. Mention was also made of the requirement to gain GCSE's in Maths and English, which was felt made the qualification "unachievable for lots of students" and that there was no account taken for students with learning difficulties. It was also felt that the qualification should not be compulsory.

Several respondents also had concerns about the way that the qualification had been organised and designed. Almost 20% of the comments mentioned how there had been several changes to the qualification during the year and that information was often late in coming forwards. 18% of the responses expressed concern that there was a lack of training, information and guidance; or that it was of poor quality; either prior to or during the academic year. Particular reference was made to assessment processes and the uploading of information, which was described by one respondent as a "nightmare".

20% of comments also referred to negative feelings towards the qualification, such as disliked, stressful, hated and demoralising. It was also described as being "the worst part of my job" and of being "completely defeated by the WBQ".



Other common themes that came through in the comments were related to the final submission date being too early, that the course was repetitive and inflexible, that level one work in particular, was too demanding of the students; the 30 hours community experience was an unrealistic expectation for many post 16 students due to work/study/family commitments; that the qualification lacked the recognition of employers and universities; and worryingly several respondents felt that there were components of the WBQ that they were required to deliver that were “outside [their] area of expertise.”

Despite the number of concerns raised over the WBQ, there were also several benefits identified. It was stated that the qualification was an “excellent idea” that “could be an advantage to the students” as it can help to improve skills such as literacy and numeracy and may help students to get into university. The qualification was also described as having “tremendous potential” to make students “more rounded individuals” and the investigative and research skills were seen as an advantage to those wishing to continue to university. However it was clear that the qualification would benefit from several improvements to its current form.

Several comments made reference to removing or revising the WBQ. There were also those that felt that several good elements of the previous WBQ had been lost, such as sexual health, wellbeing and politics.

Suggestions for improvement included the need for input from industry to make WBQ, particularly for vocational students, more relevant and that this should entail the inclusion of more practical activities. The requirements of the WBQ should also be mapped to the students’ main qualifications, so that evidence for the WBQ could be taken from main qualification, rather than having to

producing extra work. Further suggestions for improvement included there being just “one big reflection at the end of the journey” rather than having to repeat numerous reflections throughout the year.

Finally it was suggested that the skills required of the WBQ, should be built into the main qualifications and hours currently allocated for the WBQ should be given back to the main qualifications to allow “teachers to teach what students need to learn.”

STUDENT DATA

The first question asked students if they had studied the Welsh Baccalaureate during 16/17 academic year. 7.5% of respondents answered ‘No’ and were therefore excluded from the remainder of the survey, with the aim of keeping responses relevant to the 2016-17 qualification.

Of those that were able to access the rest of the questionnaire, 47.6% studied at Advanced Level, 29.9% at National level and the remaining 22.5% at Foundation Level. The majority, 97.1% of participants engaged in studying the WBQ were enrolled at a college of further, with 2.5% of responses coming from 6th form students and one respondent from secondary level.

ALLOCATION OF HOURS

Just over 60% stated that 2 hours per week were timetable for studying the WBQ, followed by just over 10% stating that they had 3 hours per week and a further 10% receiving 4 hours per week.

SUPPORT

Online resources were in the main felt to be poor to variable (39% & 39.20%) with 18.8% stating they were good and 2.90% that they were excellent.

Support within the school or college was seen as mainly good (38.40%) to variable (34.20%), with some stating the support they received was poor (18.10%) and a few indicating that the support that they received at college or school level to be excellent (9.30%).

For students the final submission date was seen by just over half of respondents (53.8%) as about right, although 42.3% felt that it was too early. A small number of respondents (3.90%) stated that the final submission date was too late.

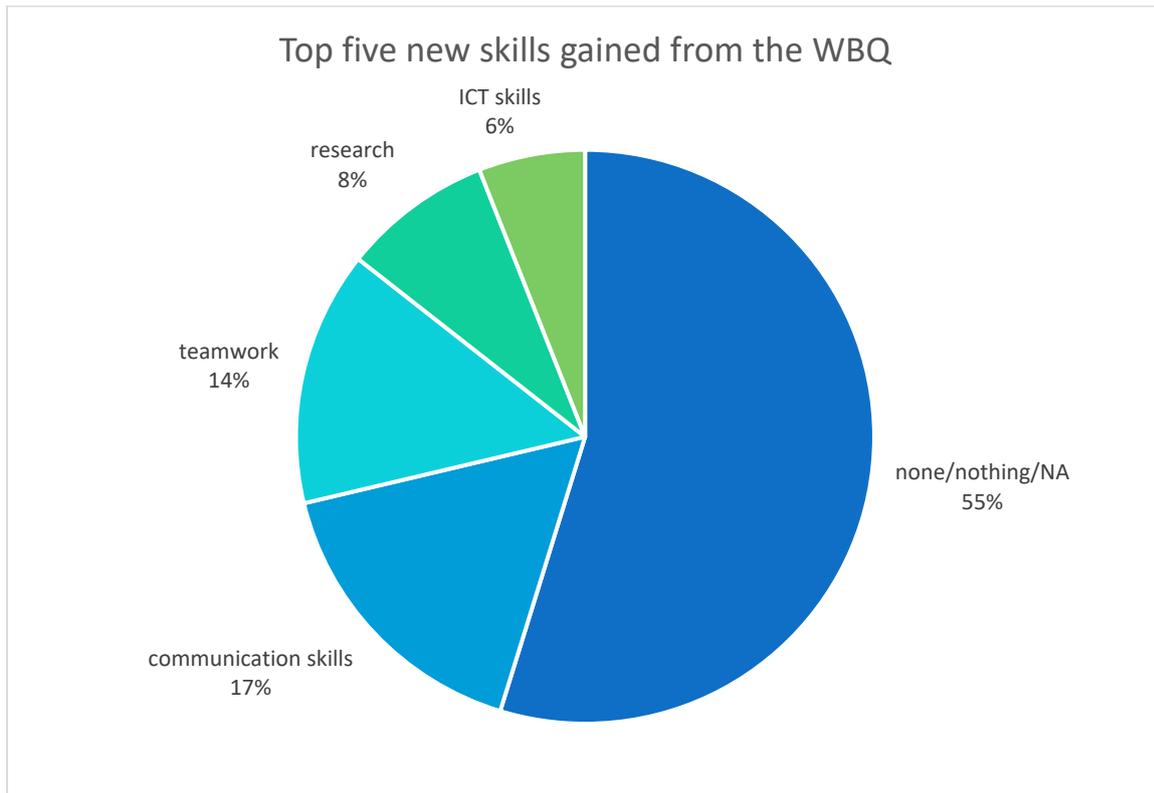
BENEFITS OF STUDYING THE WELSH BACCALAUREATE

In response to the statement ‘the Welsh Baccalaureate is helpful to me’, Just over a quarter (26.5%) agreed or strongly agreed that the WBQ was helpful. 9.50% neither agreed nor disagreed and 64.10% disagreed or strongly disagreed that the WBQ was helpful to them (21.40% and 42.70% respectively). However, 60% of students stated that they level of challenges was about right, whilst 30.30% stated they were too difficult and the remaining 9.50% found them too easy.

With regard to the development of new skills, the top three, cited by students responding to the question, were:

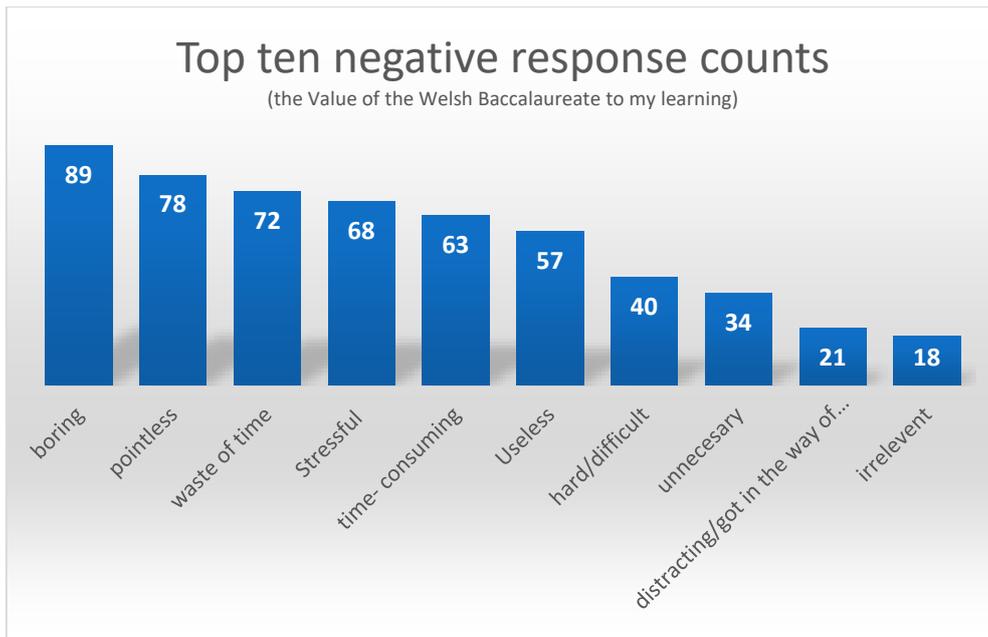
- Team work
- Research skills
- Time management

However the majority of responses to this question (55%) indicated that WBQ did not help students to develop any new skills

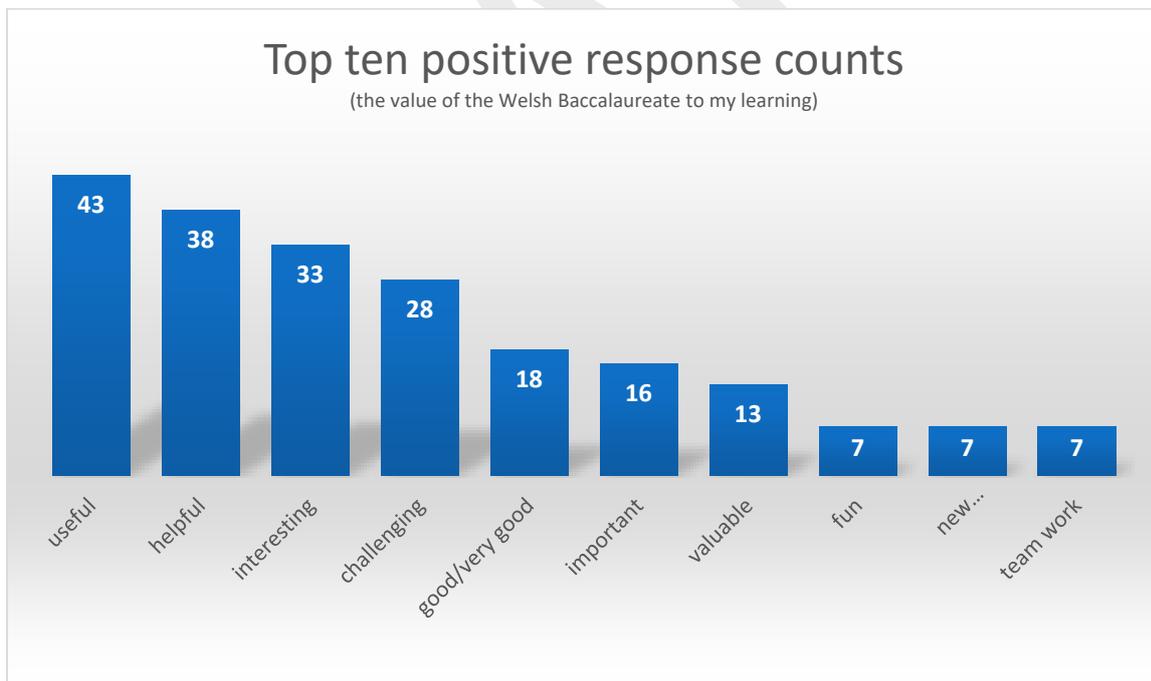


However in answer to the question asking students to provide three words to describe the value of the Welsh Bacallaureate to their learning experience, the top three answers were:

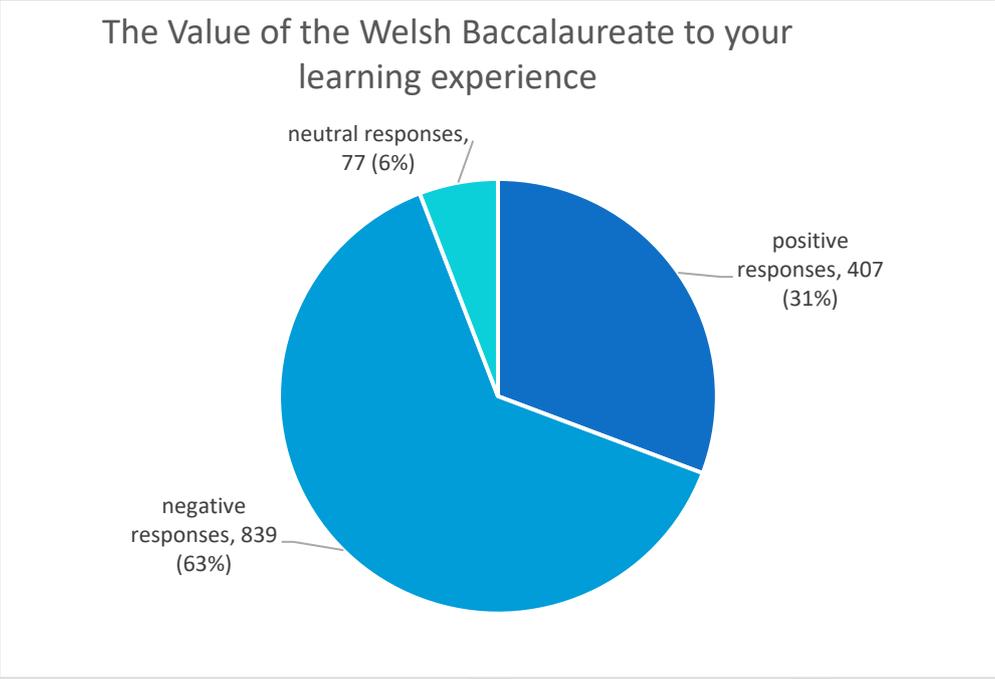
- Pointless
- Stressful
- Time consuming



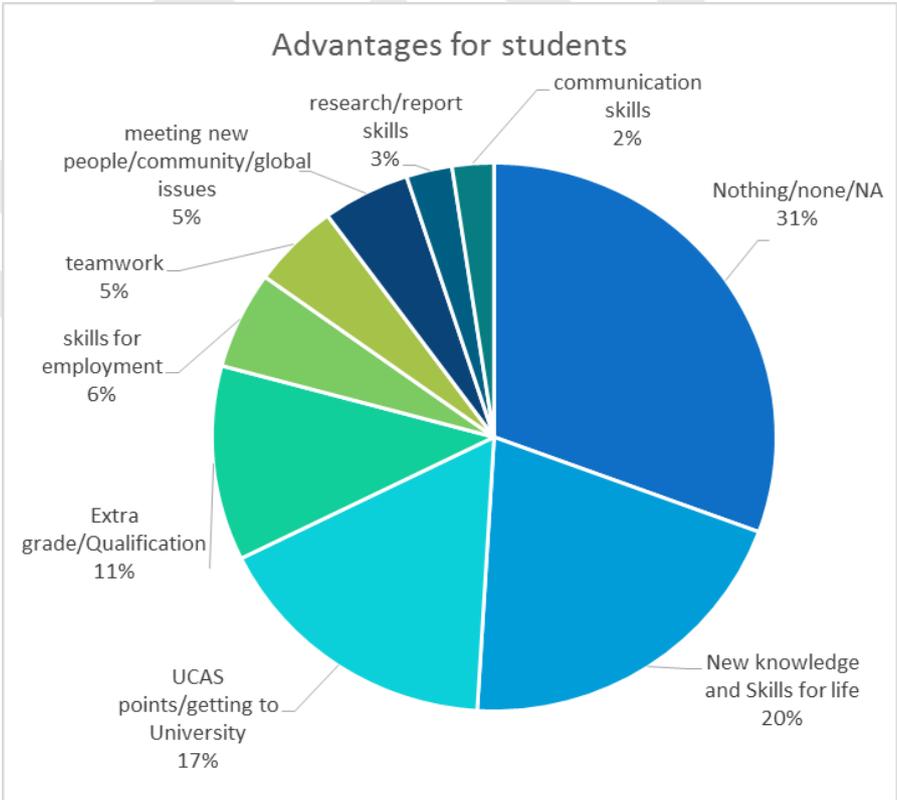
Not all the responses were negative:

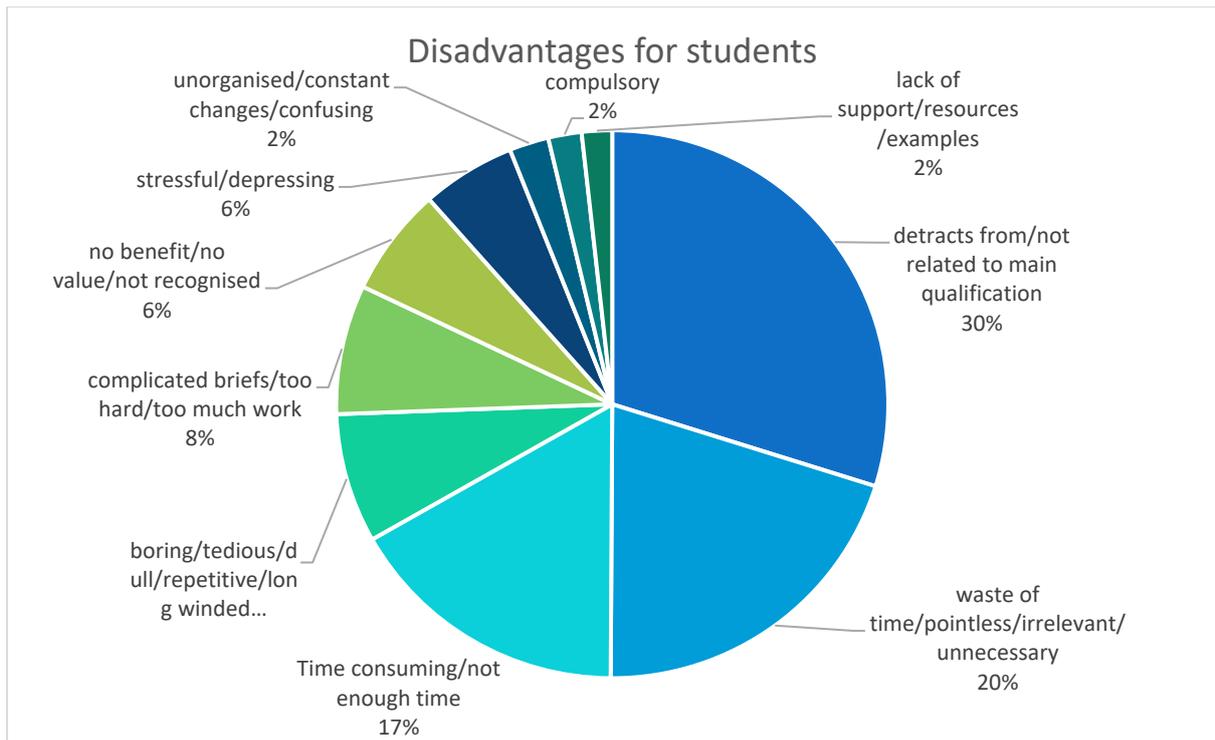


However, the volume of negative responses exceeded the number of positive responses as indicated below.



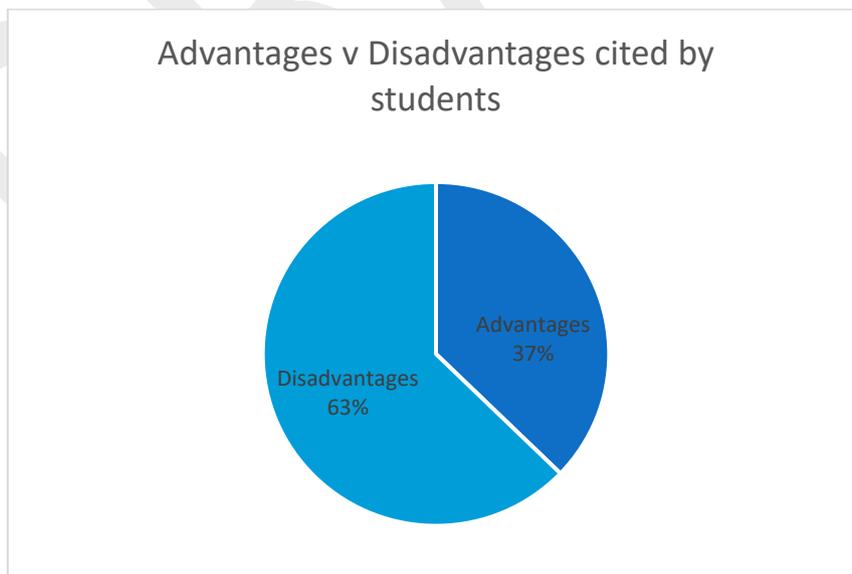
When asked what the main advantages of studying the Welsh Bacallaureate were, the most frequently cited response was ‘nothing’, representing almost a third of all responses given. Nonetheless, the remainder of responses indicated that the top three advantages of studying the Welsh Bacallaureate, for students were gaining new knowledge and skills for life, UCAS points and an extra qualification.





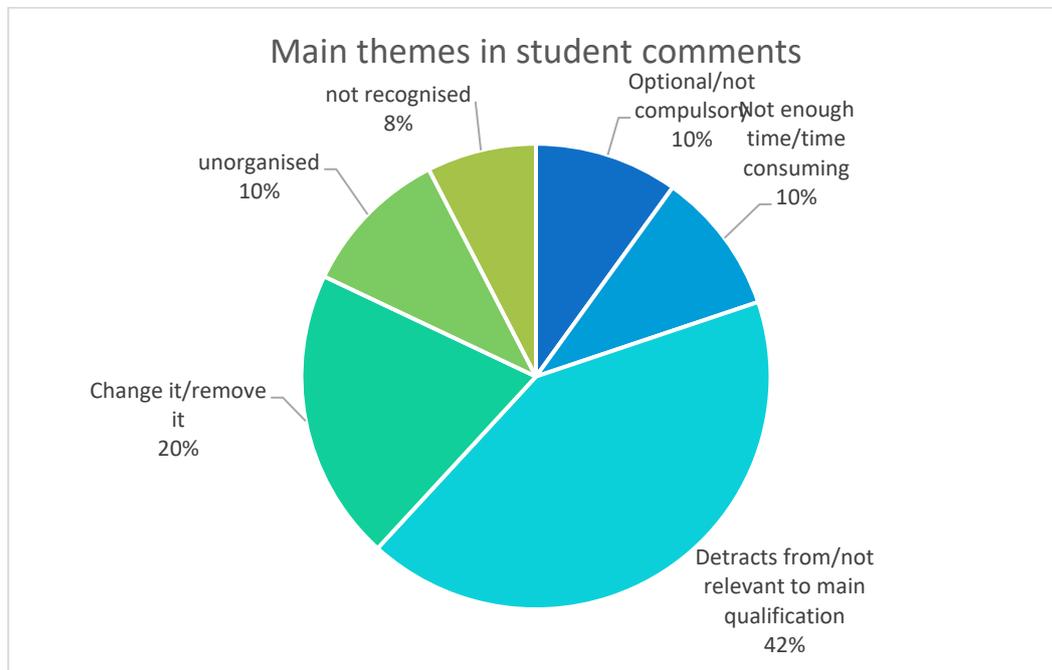
The main disadvantage of the WBQ cited by 30% of respondents was that the qualification was not related to and/or detracted from their main qualification of choice, 20% that the qualification was unnecessary and 17% that it was it took up too much time or there was not enough time allocated.

The number of disadvantages to studying the WBQ outweighed the stated advantages by a ratio of approximately 2:1



This was reflected in the responses to the question of the value of the WBQ to the learning experience, were 31% of the responses were positive and 63% negative.

In excess of 200 additional comments were supplied, analysis of which indicates that the main themes were that the qualification detracted from the main qualification; that it was time consuming and disorganised; that it was not widely recognised by employers of HEI's and that students would like the qualification to be changed or removed from the curriculum or at least not be a compulsory qualification.



COMPARISON

The majority of both staff and students who responded indicated that the online resources available were variable to poor.

Staff particularly felt that college resources and support was poor to variable and just over half of the students felt the same.

The majority of staff and almost half of the students indicated that the May submission date was too early.

Regarding issues over the value of the Welsh Baccalaureate qualification, both staff and students indicated that there were useful elements to the qualification such as gaining extra skills, an extra qualification, improved teamwork skills and UCAS points. However the majority of student responses indicated that they felt that the qualification was not helpful to them and that they had gained nothing by studying it. Negative attributes outweighed the number of positive attributes listed; the qualification mainly being described as 'stressful', 'pointless', 'time consuming' and 'boring'. Both staff and students overwhelmingly described the qualification as detracting from the main qualification of study.

However, further analysis is needed of the additional comments.

CONCLUSIONS

The majority of staff responding to the survey indicated that the time that they had prior to delivering the WBQ was less than adequate and the training and guidance that they received was poor or non-existent; this is clearly not in the best interests of the students as it results in staff who are ill prepared to teach appropriately and therefore unable to deliver the quality of provision expected by Welsh government and the general public; not to mention the frustration reported by lecturers, in being unable to deliver the qualification to the professional standards that they would like to be able to accomplish.

It would appear that the most common number of hours allowed to deliver the qualification across the providers is two hours per week, however respondents indicate that this matches the number of hours cited by staff for weekly preparation and for weekly assessment. Administration was reported to take less time, with one hour per week being cited most frequently.

Further analysis of the data is required in order to ascertain the average number of combined hours for preparation, assessment and administration per lecturer; however preliminary analysis suggests that lecturers frequently spend more time on preparation, assessment and administration of the WBQ than they do delivering in the classroom, bearing in mind the national contract for lecturers in Wales allows 20 minutes per hour of teaching, for preparation and assessment, and that 94% of staff responding to the survey, stated that the WBQ makes their teaching workload more difficult, this issue warrants further analysis.

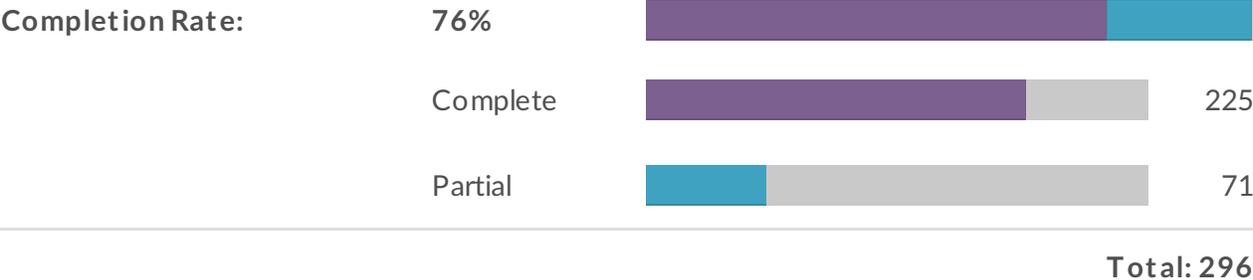
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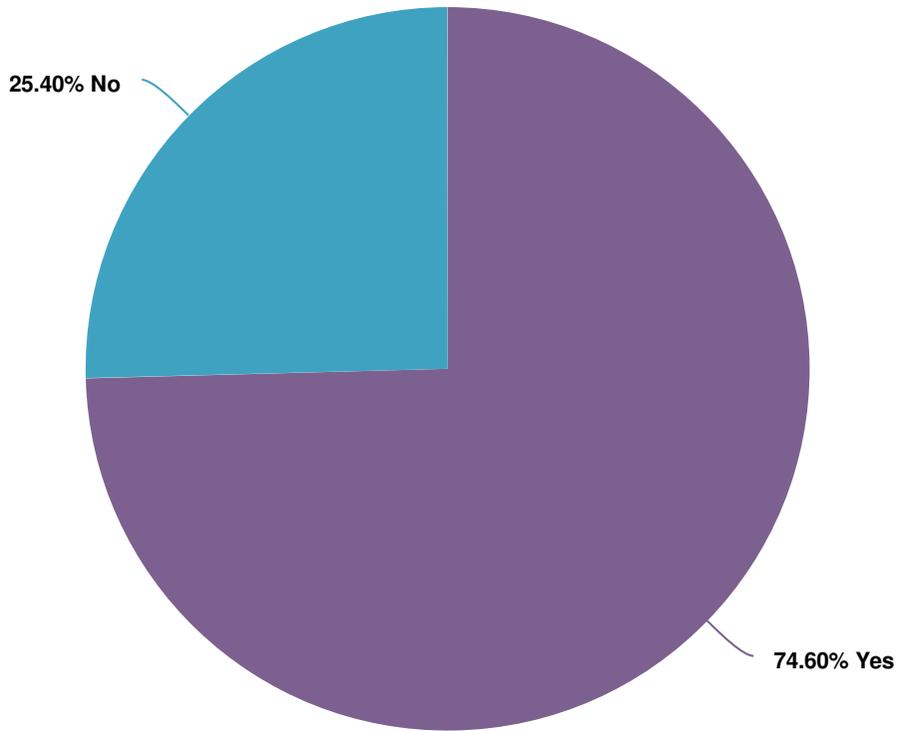
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Report for Welsh Baccalaureate - Staff

Response Counts



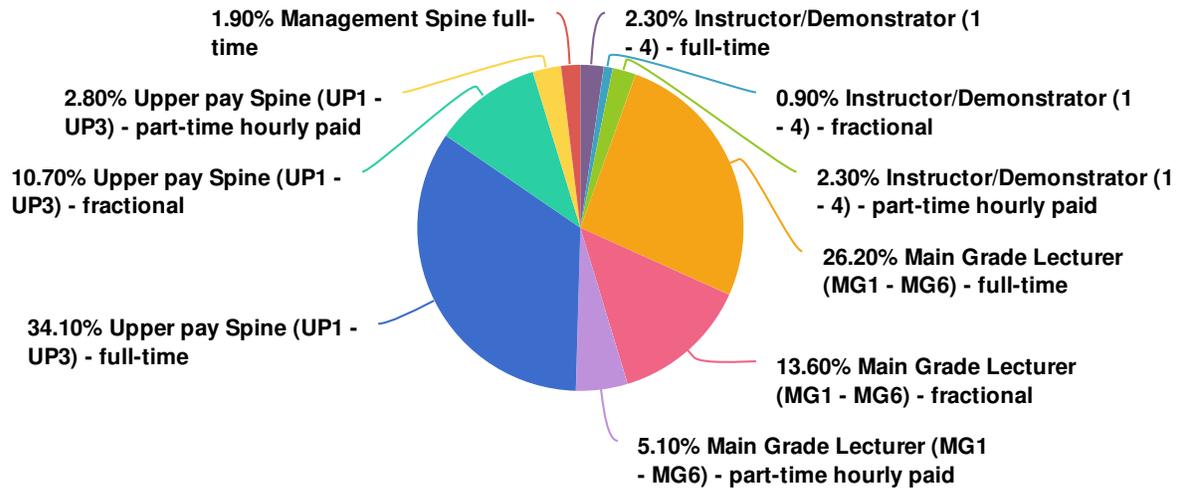
1. Do you teach the Welsh Baccalaureate?



Value		Percent	Responses
Yes		74.6%	217
No		25.4%	74

Total: 291

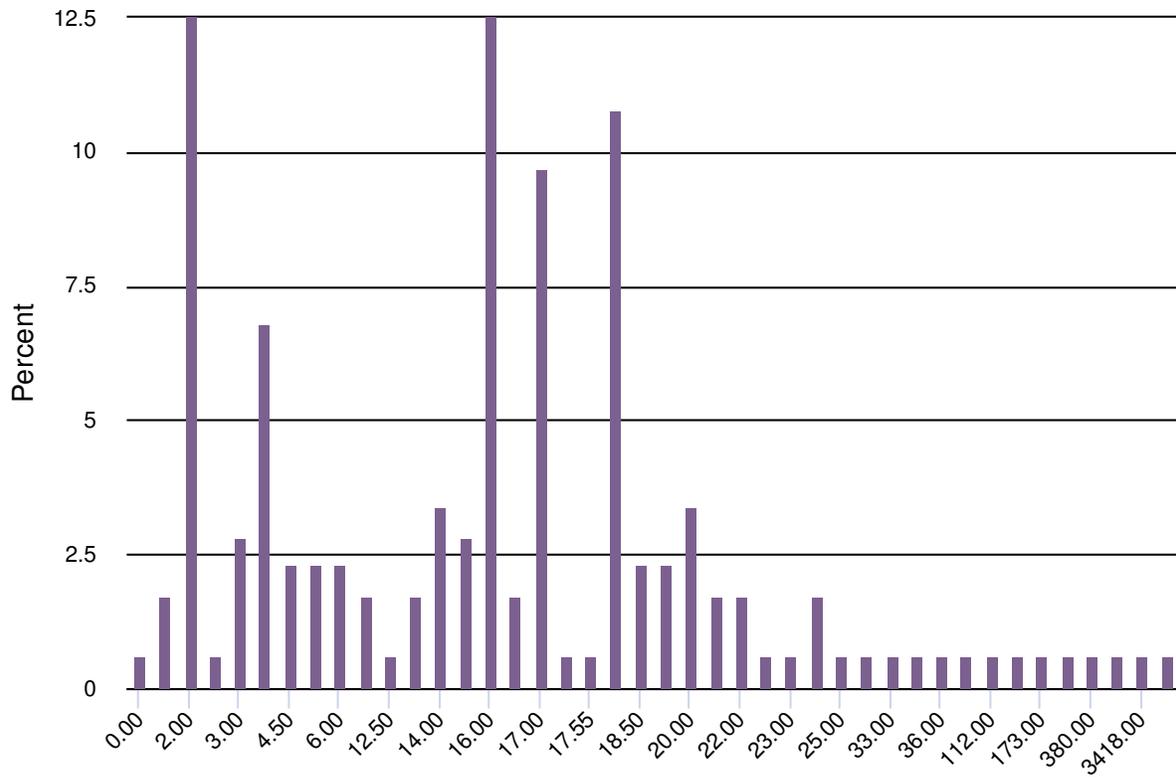
2. Which Pay Scale are you on?



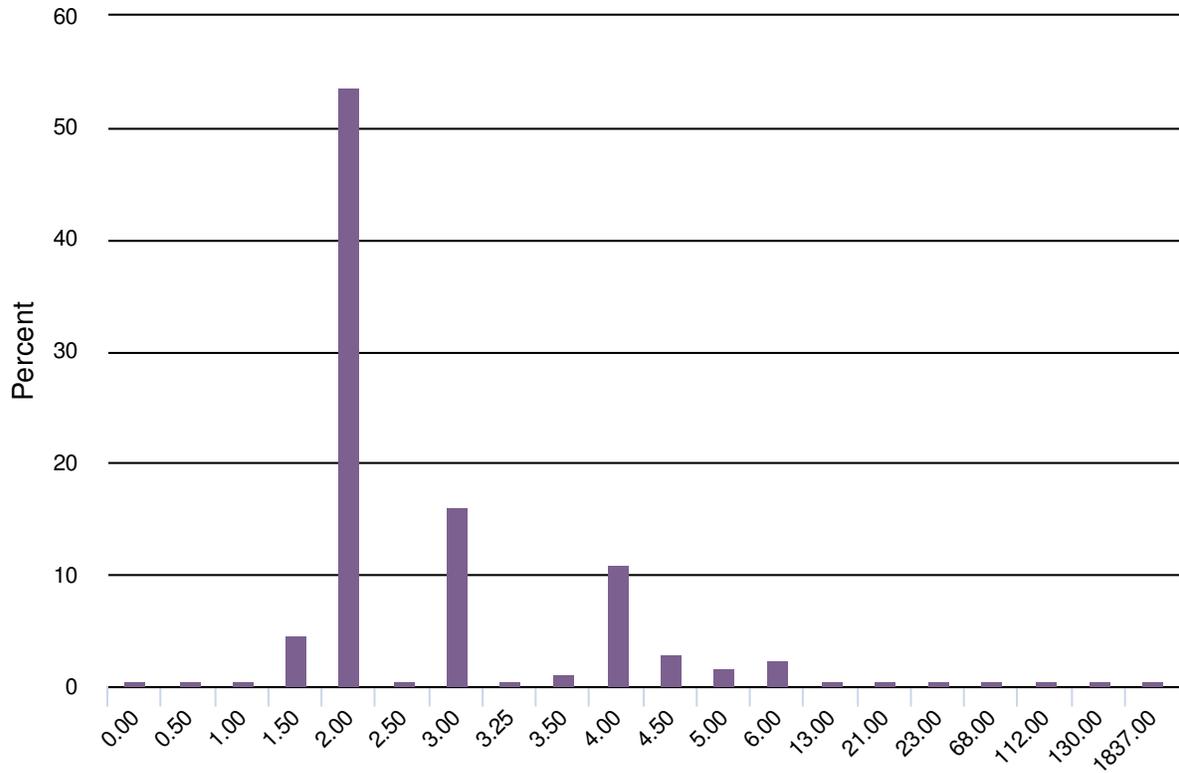
Value		Percent	Responses
Instructor/Demonstrator (1 - 4) - full-time		2.3%	5
Instructor/Demonstrator (1 - 4) - fractional		0.9%	2
Instructor/Demonstrator (1 - 4) - part-time hourly paid		2.3%	5
Main Grade Lecturer (MG1 - MG6) - full-time		26.2%	56
Main Grade Lecturer (MG1 - MG6) - fractional		13.6%	29
Main Grade Lecturer (MG1 - MG6) - part-time hourly paid		5.1%	11
Upper pay Spine (UP1 - UP3) - full-time		34.1%	73
Upper pay Spine (UP1 - UP3) - fractional		10.7%	23
Upper pay Spine (UP1 - UP3) - part-time hourly paid		2.8%	6
Management Spine full-time		1.9%	4

Total: 214

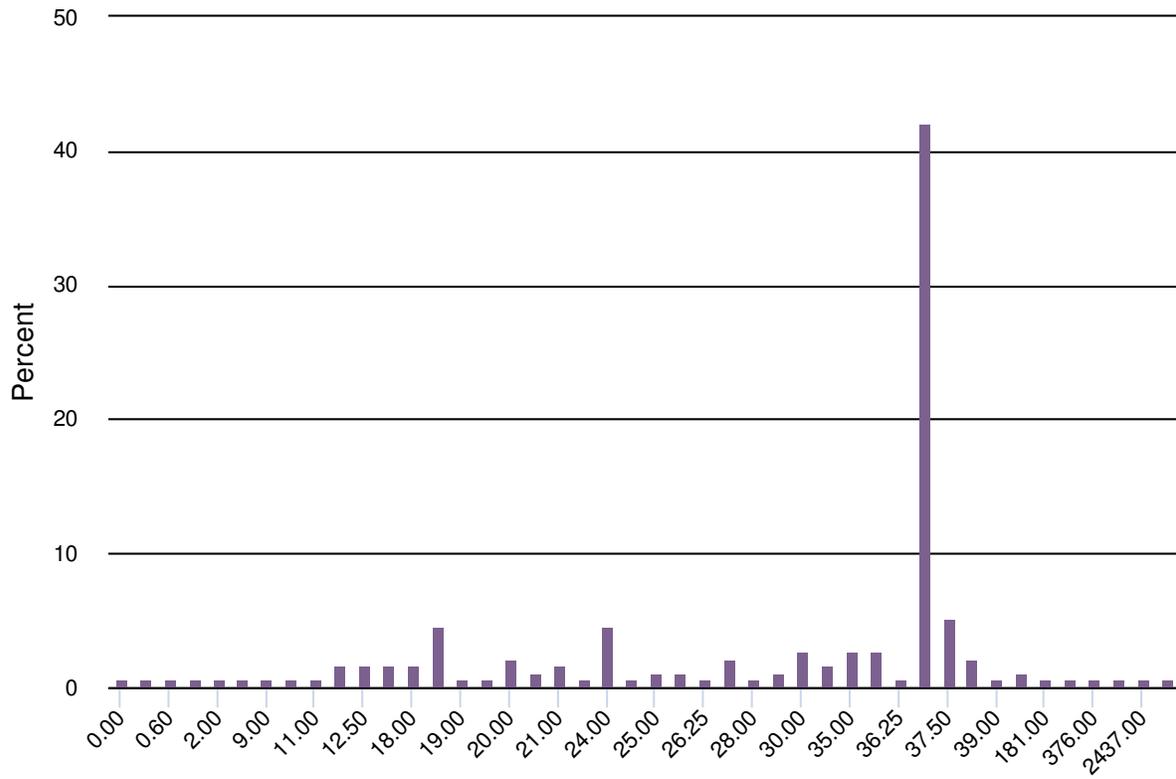
3. How many hours per week does the college allocate in total for the delivery of a full time programme of study?



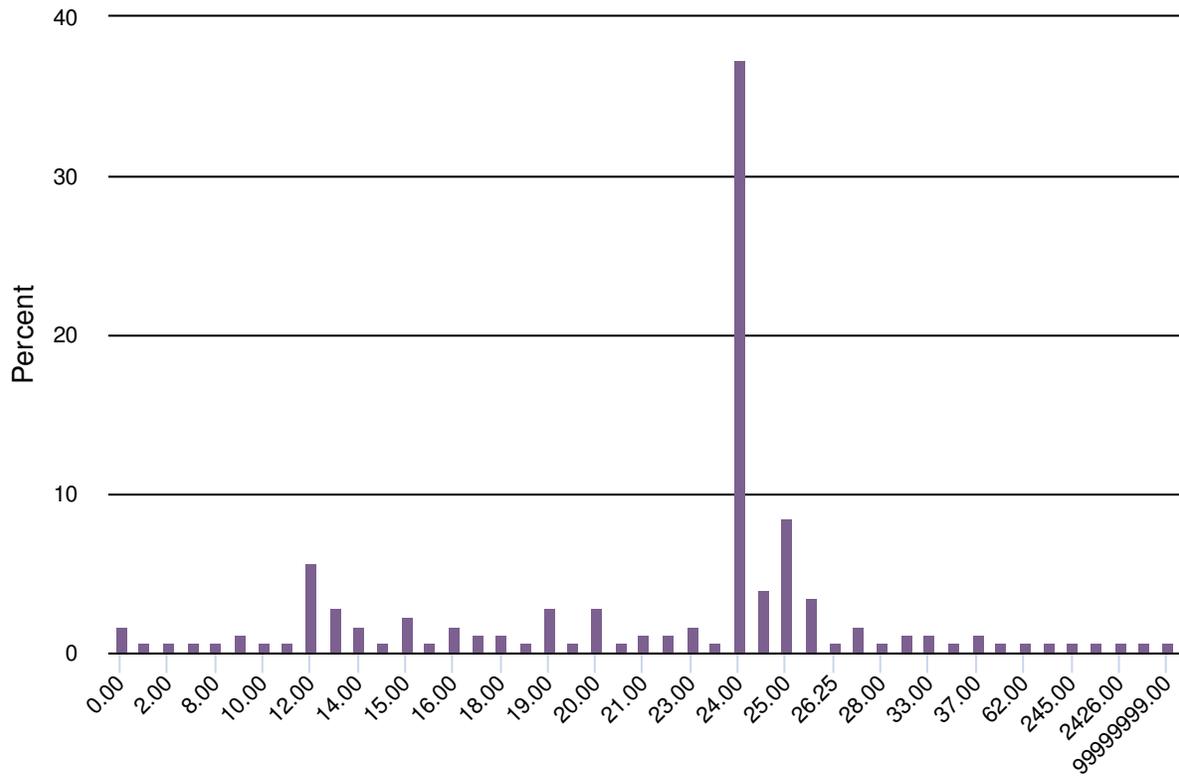
4. How many hours per week does the college allocate for delivering the Welsh Baccalaureate per full time programme of study?



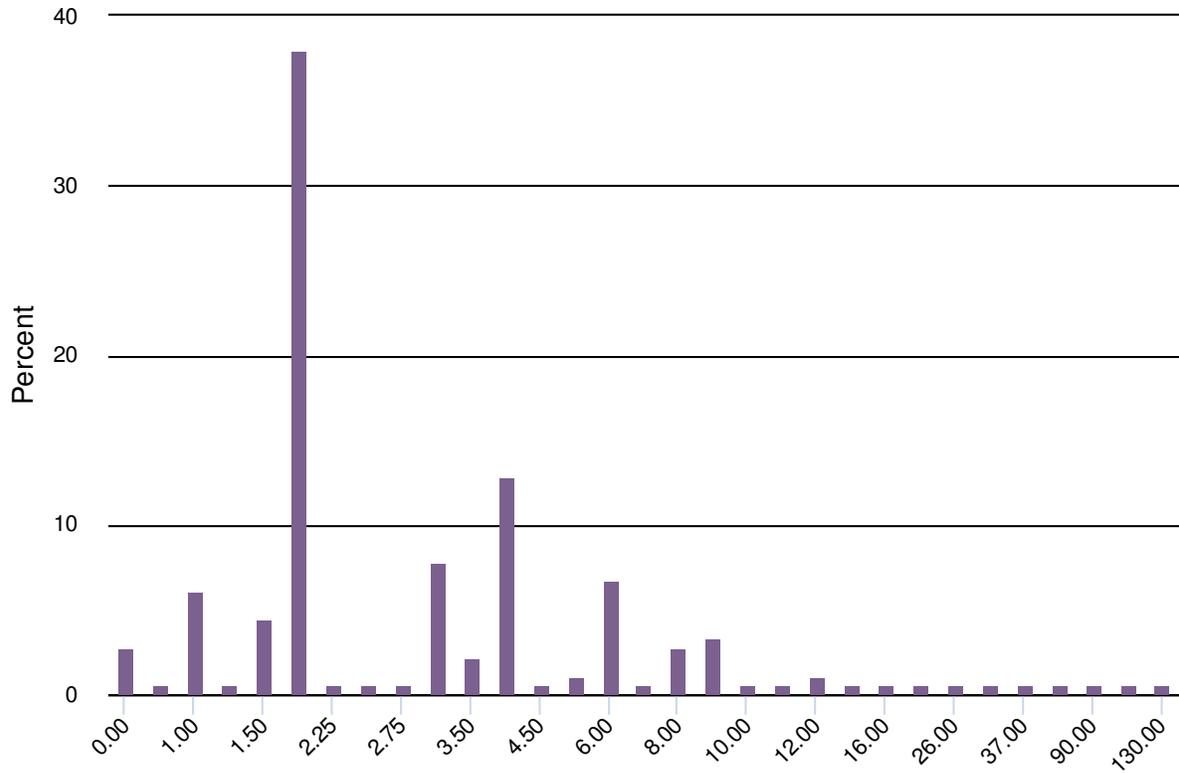
5. How many hours per week are you contracted to work, in total?



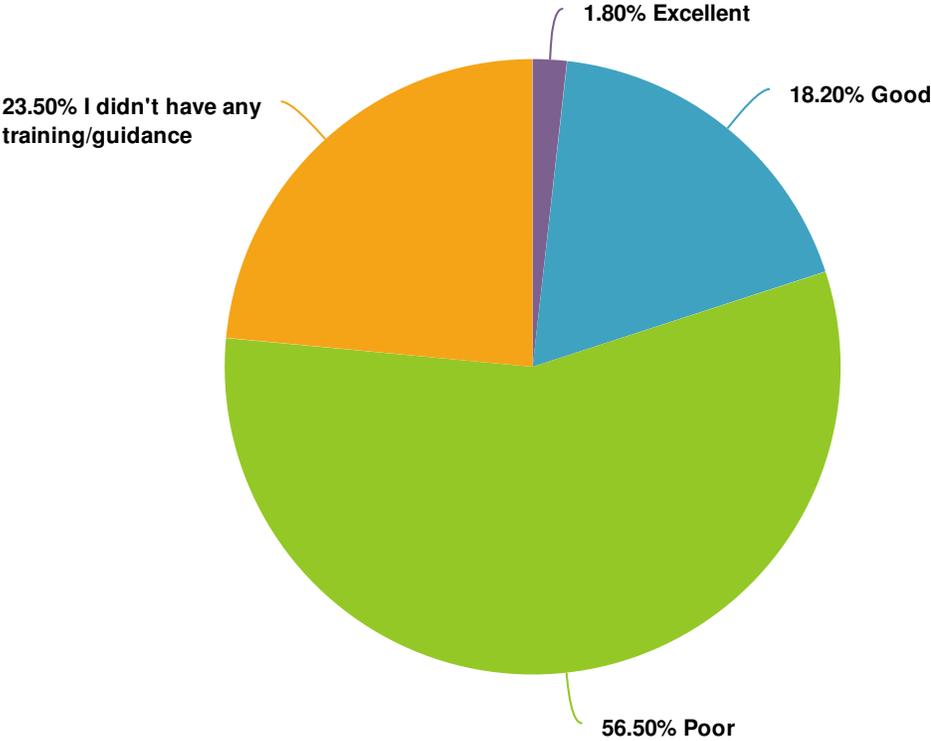
6. How many hours per week are you contracted to teach?



7. How many hours per week are you timetabled to teach elements of the Welsh Baccalaureate?



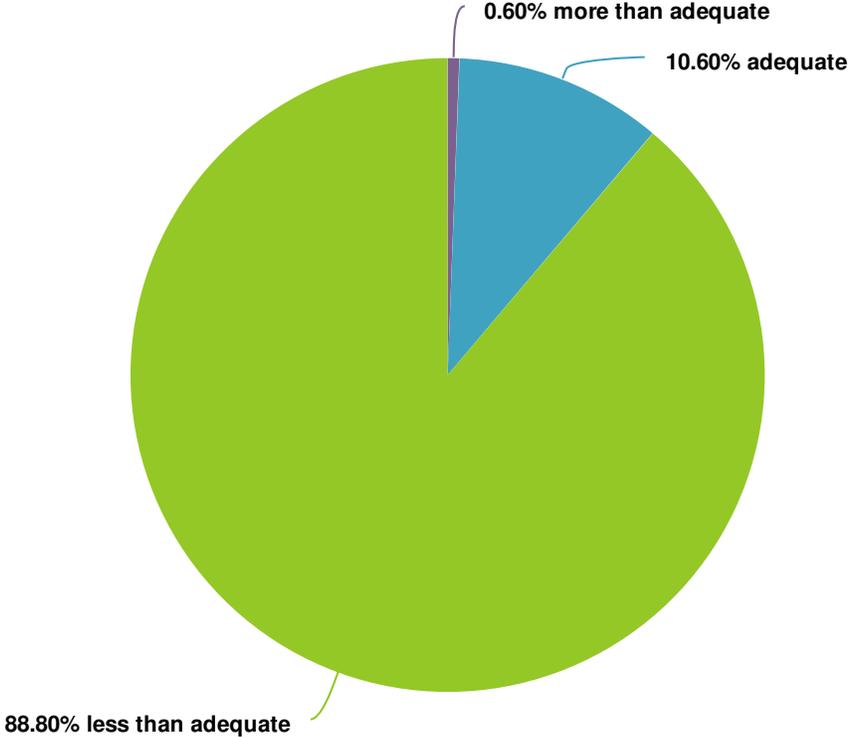
8. The training/guidance you received to enable you to deliver the Welsh Bacallaureate was:



Value	Percent	Responses
Excellent	1.8%	3
Good	18.2%	31
Poor	56.5%	96
I didn't have any training/guidance	23.5%	40

Total: 170

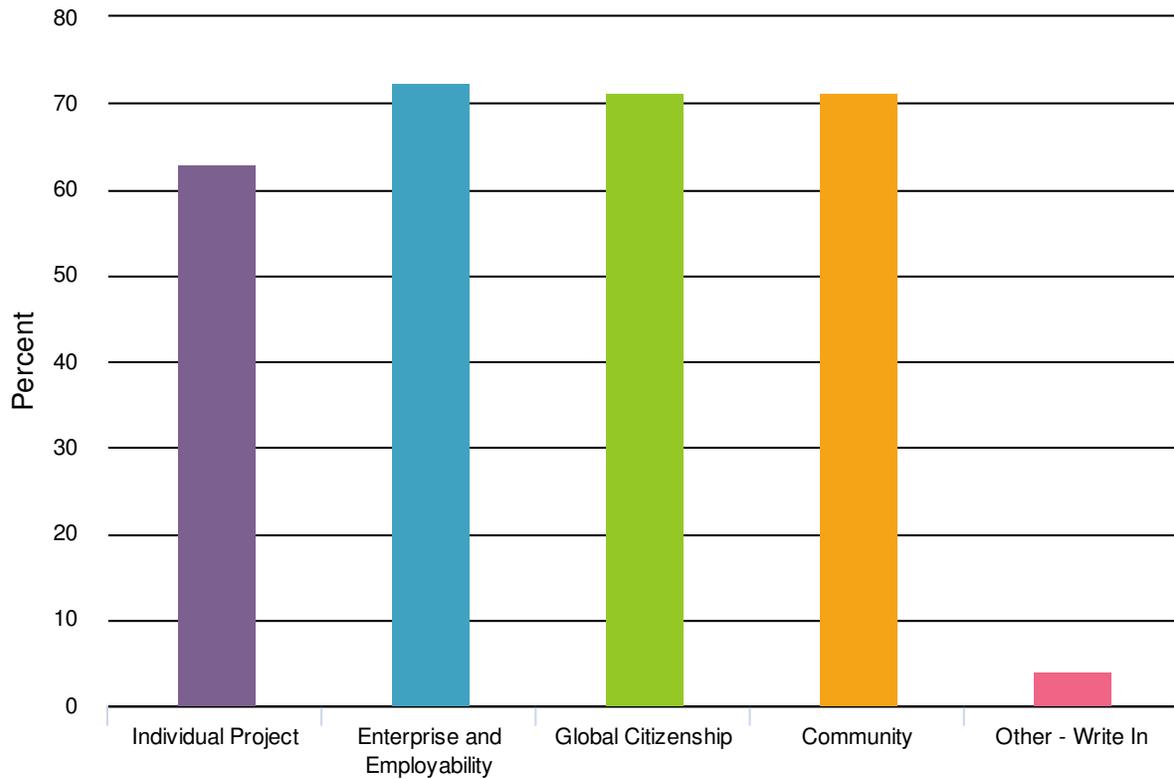
9. The amount of preparation time you had to prepare, before delivering the Welsh Bacallaureate for the first time was:



Value	Percent	Responses
more than adequate	0.6%	1
adequate	10.6%	18
less than adequate	88.8%	151

Total: 170

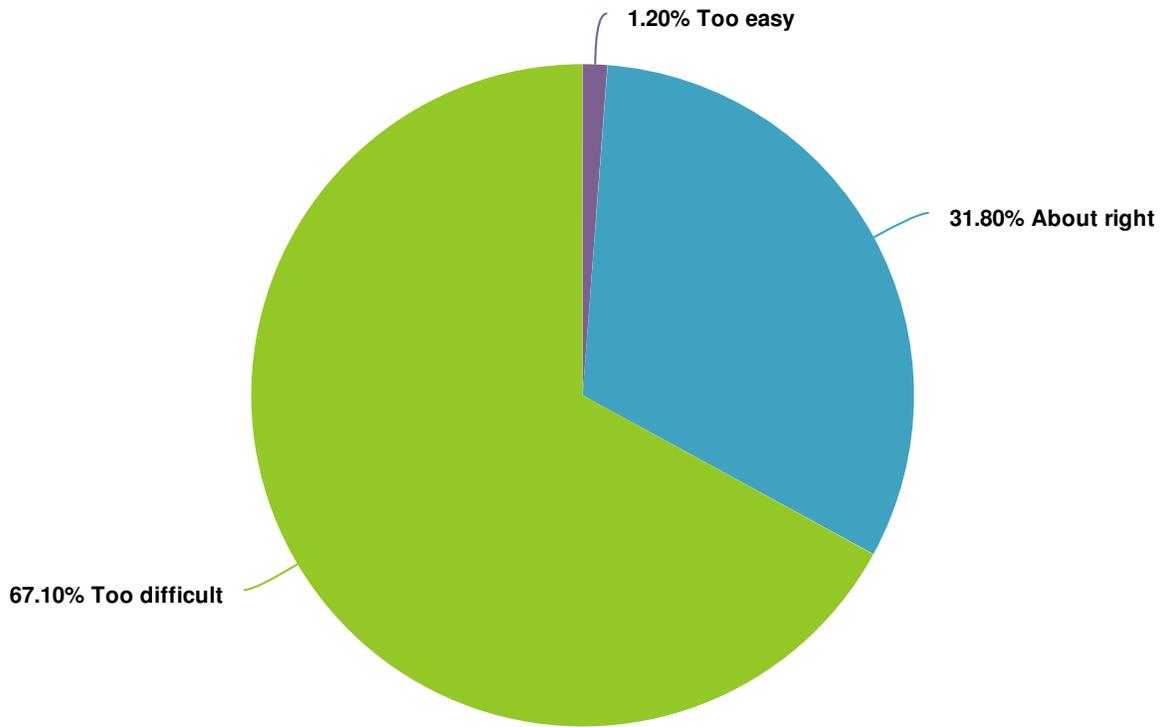
10. Which components of the Welsh Baccalaureate do you deliver?



Value		Percent	Responses
Individual Project		62.9%	107
Enterprise and Employability		72.4%	123
Global Citizenship		71.2%	121
Community		71.2%	121
Other - Write In		4.1%	7

Other - Write In	Count
All components	1
But also had to work with students on E&E and Global who were resitting from the previous year	1
L1 & L2 Skills Challenges	1
Level 2 College Certificate	1
No Prep time allocated	1
level 2	1
support in I2a	1
Total	7

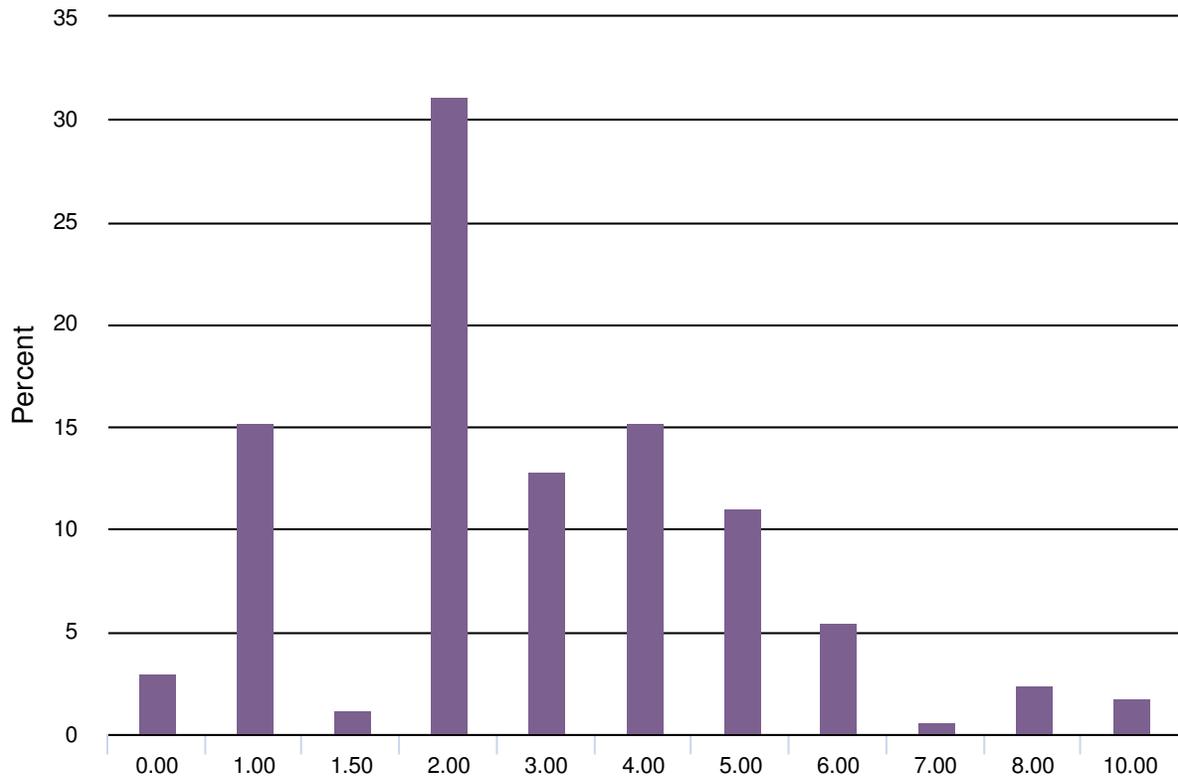
11. The level of the challenges set for the students are:



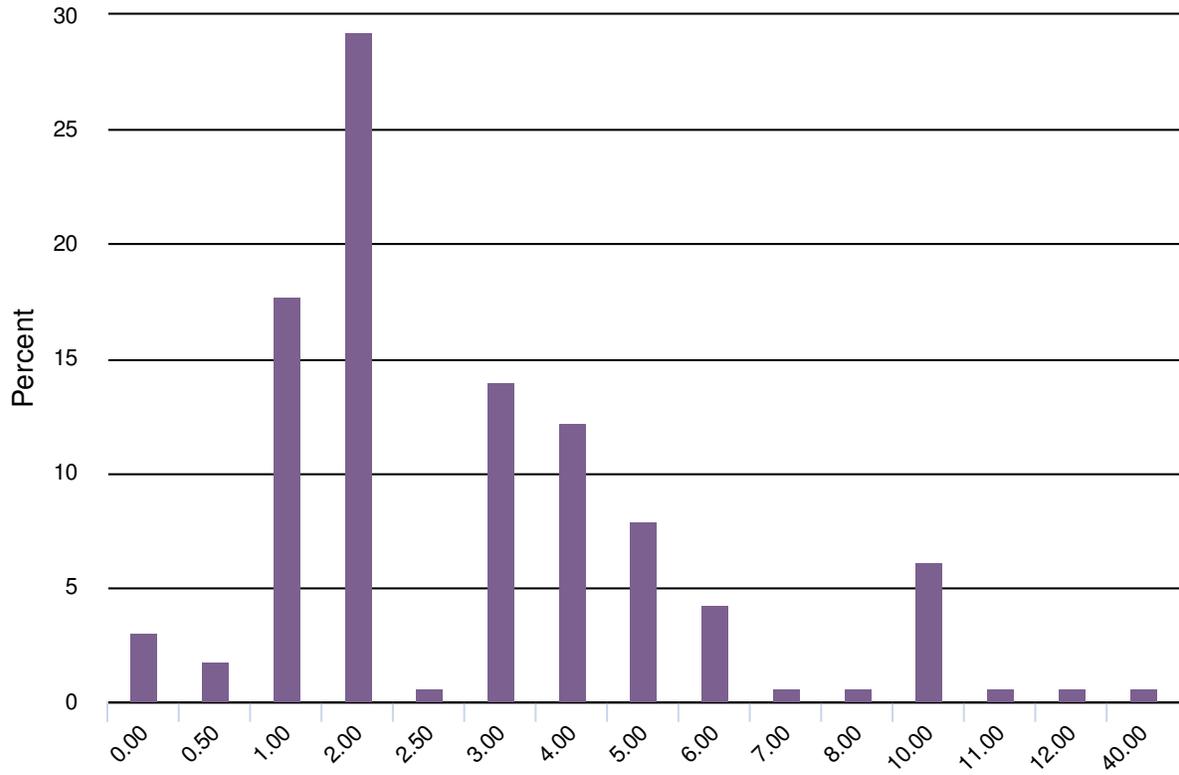
Value		Percent	Responses
Too easy		1.2%	2
About right		31.8%	54
Too difficult		67.1%	114

Total: 170

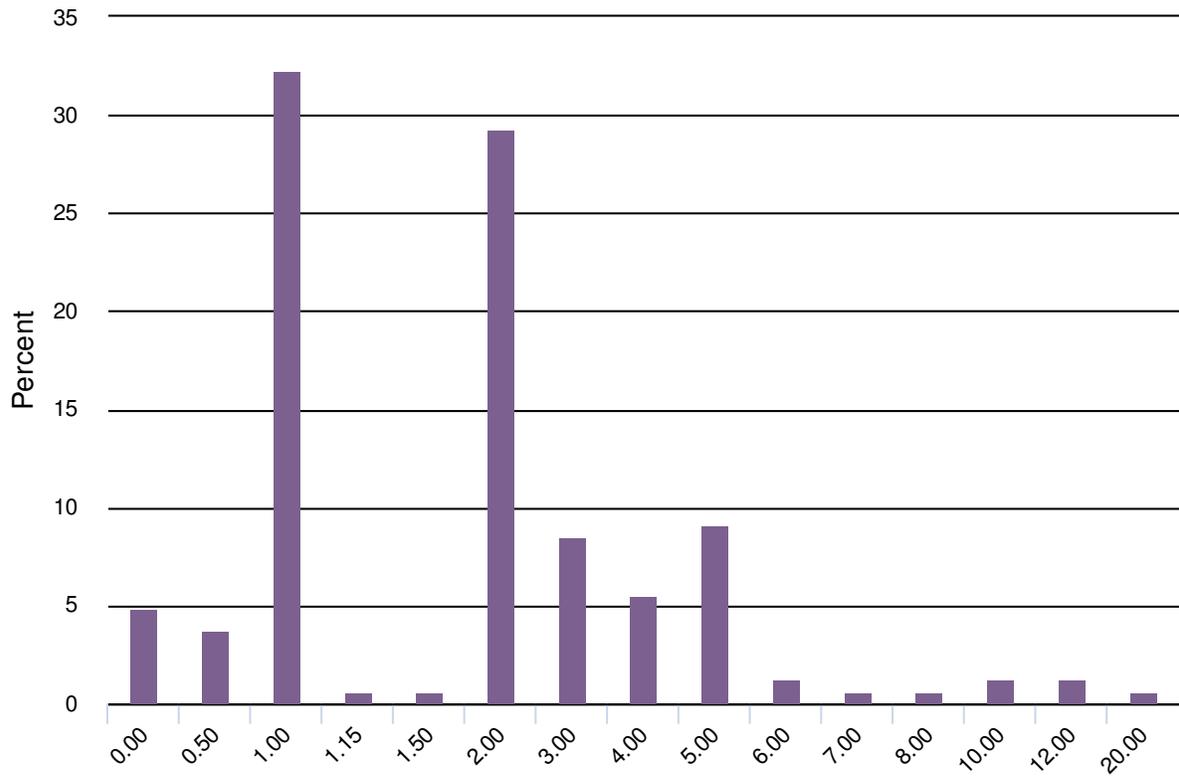
12. Preparation for the Welsh Baccalaureate



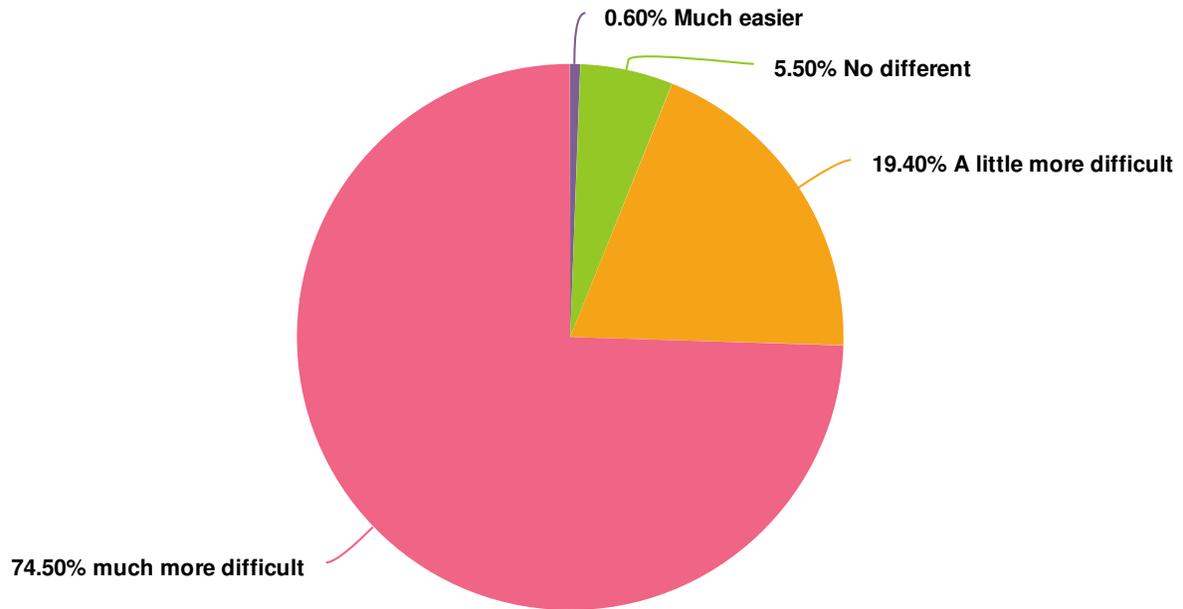
13. Assessment of the Welsh Baccalaureate



14. Administration for the Welsh Baccalaureate



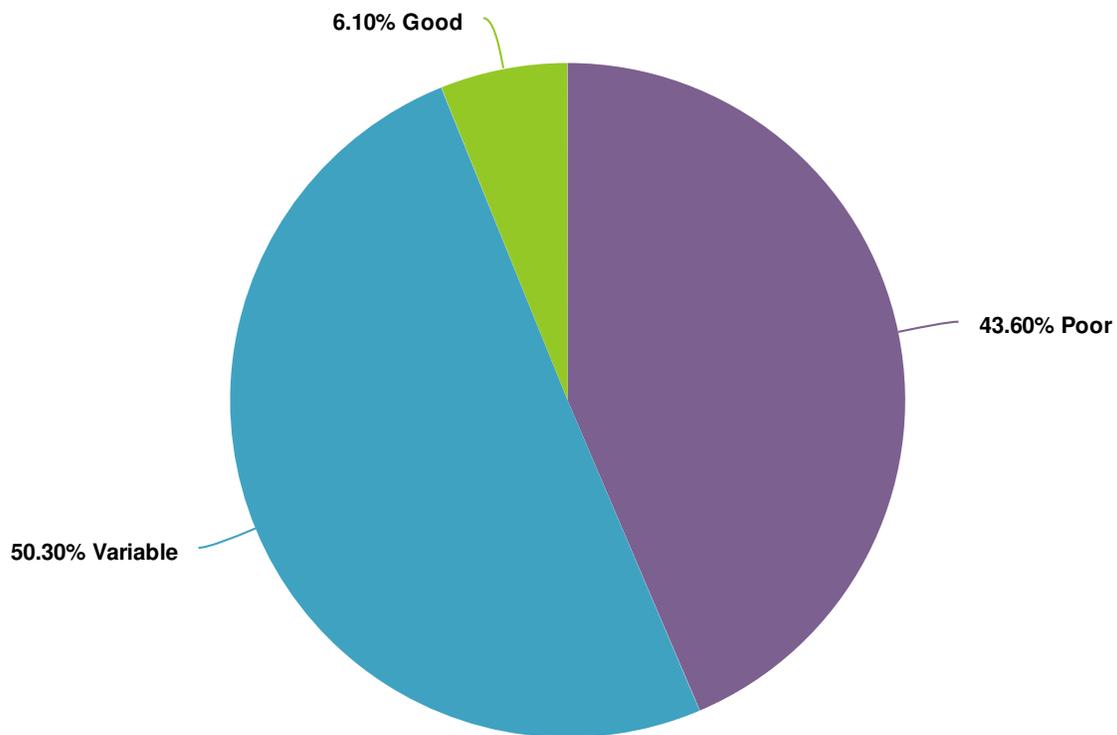
15. Delivering the Welsh Bacallaureate makes your teaching workload



Value	Percent	Responses
Much easier	0.6%	1
No different	5.5%	9
A little more difficult	19.4%	32
much more difficult	74.5%	123

Total: 165

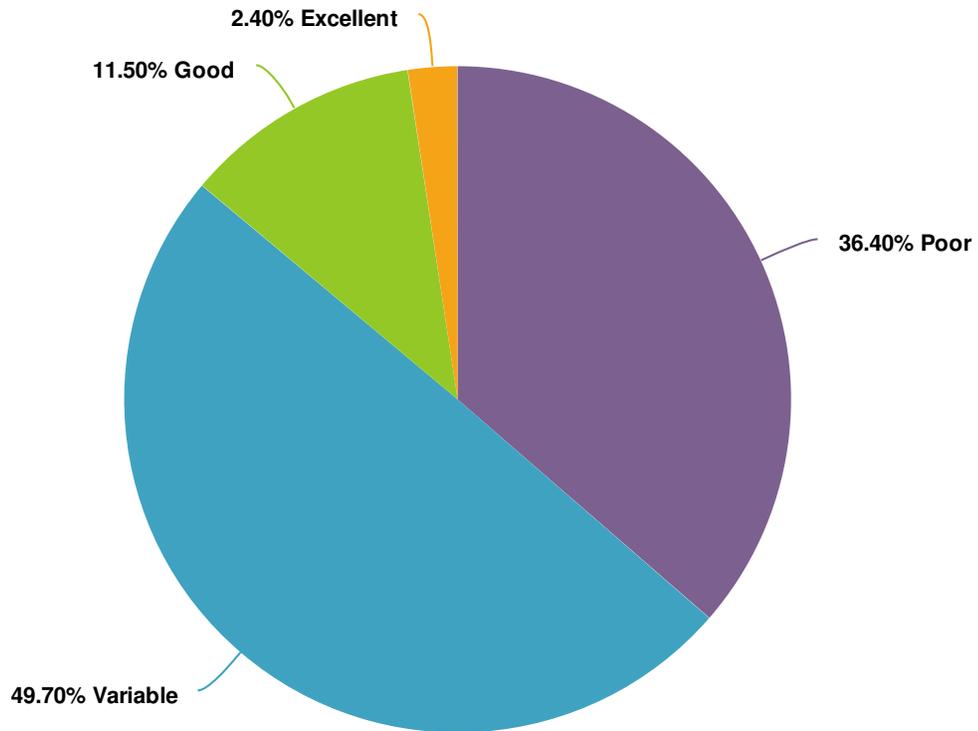
16. The availability of online resources to support the delivery and assessment of the Welsh Baccalaureate is:

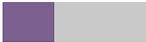


Value	Percent	Responses
Poor	43.6%	72
Variable	50.3%	83
Good	6.1%	10

Total: 165

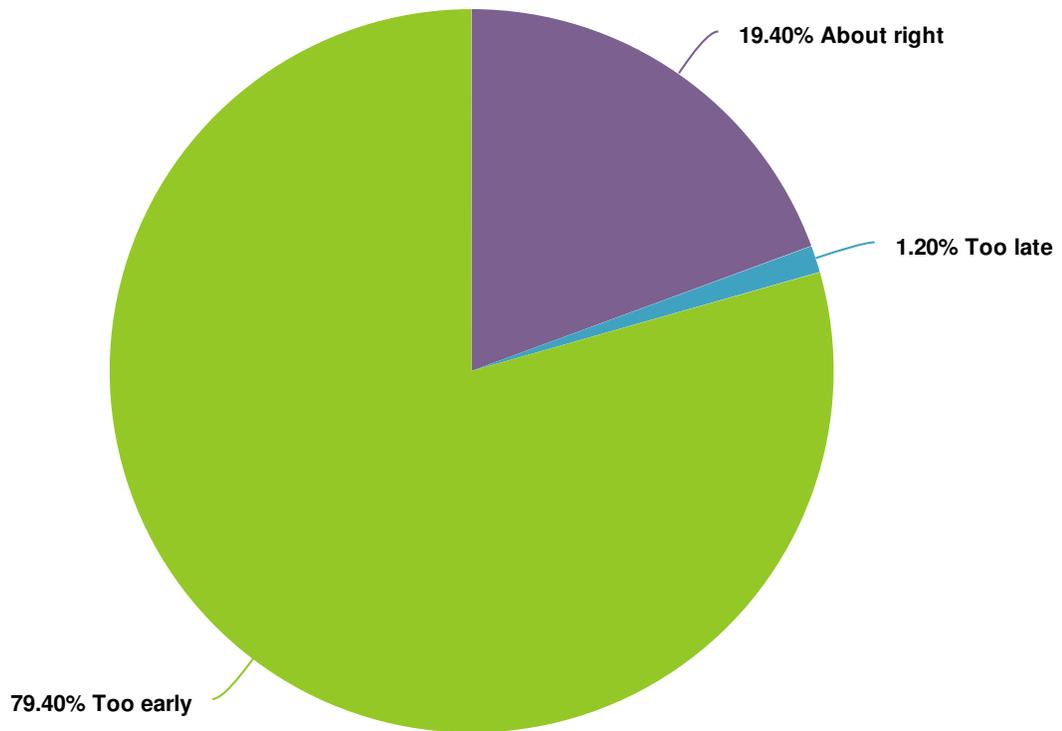
17. The availability of resources and support within your institution is:



Value		Percent	Responses
Poor		36.4%	60
Variable		49.7%	82
Good		11.5%	19
Excellent		2.4%	4

Total: 165

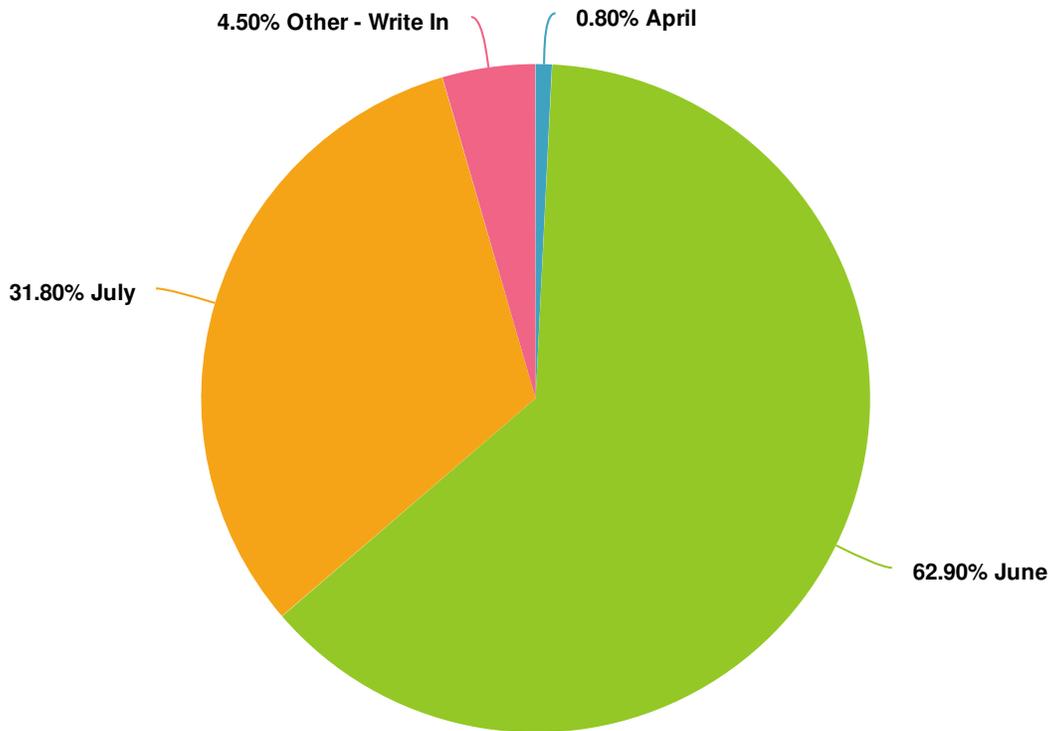
18. The May submission date for grades and moderation is:



Value		Percent	Responses
About right		19.4%	32
Too late		1.2%	2
Too early		79.4%	131

Total: 165

19. If May is not the right time for submission, when do you think would be right?



Value	Percent	Responses
April	0.8%	1
June	62.9%	83
July	31.8%	42
Other - Write In	4.5%	6

Total: 132

Other - Write In	Count
End of May	1
Never	1
Ridiculous to construct this programme on 9 month delivery for national and foundation levels - unachievable and setting learners up to fail.	1
When it's completed	1
the whole qualification is awful and needs reviewing	1
there is no ideal time for a one academic year course - it is impossible to do a good job in the time frame allocation - 9 months - absolutely ridiculous	1
Total	6

20. Which three adjectives would you use to best describe the value of the Welsh Bacallaureate to the learning experience of your students?

1



Count	Response
4	Challenging
4	Frustrating
4	Pointless
4	Poor
3	Irrelevant
3	limited
3	stressful
2	Boring

Count	Response
2	Confusing
2	Detrimental
2	Excessive
2	Stressful
2	Time consuming
2	Unnecessary
2	Valueless
2	boring
2	difficult
2	none
2	onerous
2	pointless
2	poor
2	unrealistic
1	.
1
1	Challenging
1	Complex
1	Confusing
1	Crammed
1	Daunting

Count	Response
1	Demanding
1	Demotivating
1	Demotivating
1	Difficult
1	Difficult
1	Disruptive
1	Enjoyable
1	Enrichment
1	Expansive
1	Experience
1	Extra Work
1	Frustrating
1	Global knowledge
1	Hard
1	INAPPROPRIATE
1	Improves communication skills
1	Inappropriate for vocational qual
1	Ineffective
1	Insufficient
1	Interesting
1	Irelevant to specific study

Count	Response
1	Irrelevant
1	Neglidgable
1	Negligable
1	None
1	Onerous
1	Over assessment
1	Over-bearing
1	Overload
1	Pressure
1	Problematic
1	Repetitive
1	Rushed
1	Stressfull
1	T
1	Tedious
1	Time Consuming
1	Unispiring
1	Unnecessary
1	Unrealistic
1	Useful
1	Useless

Count	Response
1	Variable
1	Wasteful
1	Worthless
1	Worthwhile (if more time)
1	annoying
1	avarage
1	broadening
1	challenging
1	confused
1	confusing
1	depressed
1	develop skills
1	excessive
1	futile
1	ill thought out
1	inadequate
1	independence
1	ineffective
1	insignificant
1	irrelavent
1	irrelevant

Count	Response
1	irrelevent
1	laborious
1	little value
1	moderate
1	na
1	no
1	no value
1	practical
1	productive
1	relevance
1	relevent
1	research
1	rushed
1	slight
1	strained
1	tedious
1	thought provoking
1	time-wasting
1	unenjoyable
1	unnecessary
1	unrigorous

Count	Response
1	useful
1	useless
1	waste of time
1	weak
1	worthless

2



Count	Response
7	Stressful
5	stressful
4	Irrelevant
3	Confusing
3	Pointless
3	Stressfull

Count	Response
3	Time consuming
3	boring
3	frustrating
3	pointless
2	Demanding
2	Flawed
2	Irrelevant
2	Tedious
2	Time Consuming
2	Unnecessary
2	Unnecessary
2	broadening
2	demanding
2	time consuming
2	time-consuming
1	.
1
1	Academic
1	Annoying
1	Boring
1	Business skills

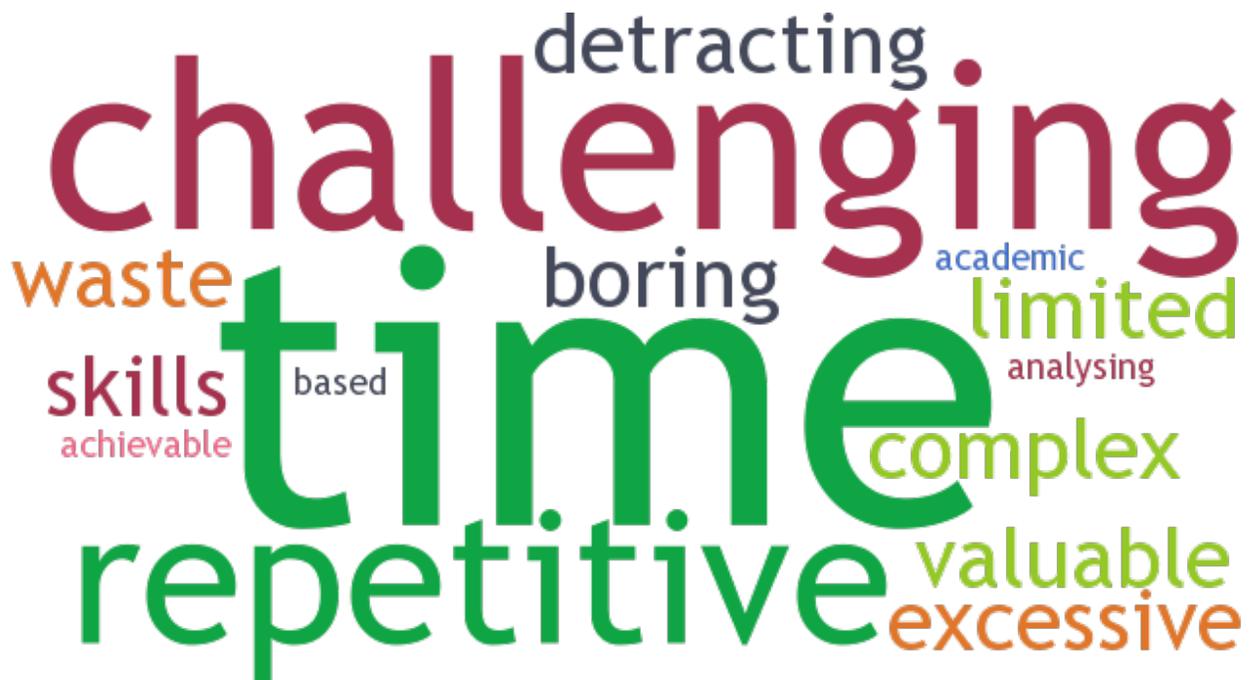
Count	Response
1	Community work ok
1	Contradictory
1	Creative
1	DEMANDING
1	Demoralising
1	Difficult
1	Disrespected
1	Engaging
1	Hard
1	Hard to motivate
1	Intrusive
1	Irrelevant
1	Laborious
1	Limited
1	Monotonous
1	None
1	Overwhelming
1	Poor
1	Repetitive
1	Sometimes irrelevant
1	T

Count	Response
1	Time consuming
1	Time wasting
1	Time-consuming
1	Timeconsuming
1	Tiresome
1	Too intense
1	Unachievable in time frame
1	Unrealistic
1	Unsuitable
1	Useless
1	Waste of learning
1	Waste of time
1	Worthless
1	Worthless
1	anxious
1	chaotic
1	confusing
1	cumbersome
1	demoralising
1	demotivating
1	depressing

Count	Response
1	detrimental
1	difficult
1	engaging
1	enlightening
1	excessive
1	gaining
1	inadiquite
1	insignificant
1	learn about global issues
1	limited
1	long
1	na
1	no
1	no value
1	not relivent
1	not-linked to vocational employment
1	overly complex
1	overwhelming
1	poor
1	preparing
1	pressurised

Count	Response
1	reflective
1	repetative
1	repetitive
1	research methods
1	restrictive
1	social
1	superfluous
1	tedious
1	time-wasting
1	too much detail
1	too prescriptive
1	unacheivable
1	university offers
1	unorganised
1	unusual
1	wastefull

3



Count	Response
3	challenging
2	.
2	Boring
2	Distracting
2	Pointless
2	Repetitive
2	Time consuming
2	detracting
2	disruptive
2	distracting
2	frustrating
2	stressful
1

Count	Response
1	Academic
1	Burden
1	Challenging
1	Challenging
1	Complex
1	Cumbersome
1	Demoralising
1	Demoralising
1	Detested
1	Disengaging
1	Disincentivising
1	Disruptive
1	Drawing time from A levels
1	Employability
1	Evalaution skills
1	Excessive
1	In valuable
1	Inferior
1	Informative
1	Innappropriate
1	Inpractal

Count	Response
1	Insignificant
1	Irrelevant
1	Lengthy
1	Low value/use in learning
1	Minimal
1	None
1	Not needed
1	Outdated
1	Overwhelming
1	Poorly planned and organised by wjec
1	Relevance
1	Repeated
1	Repetative
1	Repetitive
1	Shambles
1	Stretching
1	T
1	TIME-CONSUMING
1	Team working skills
1	Teamwork
1	Time consuming

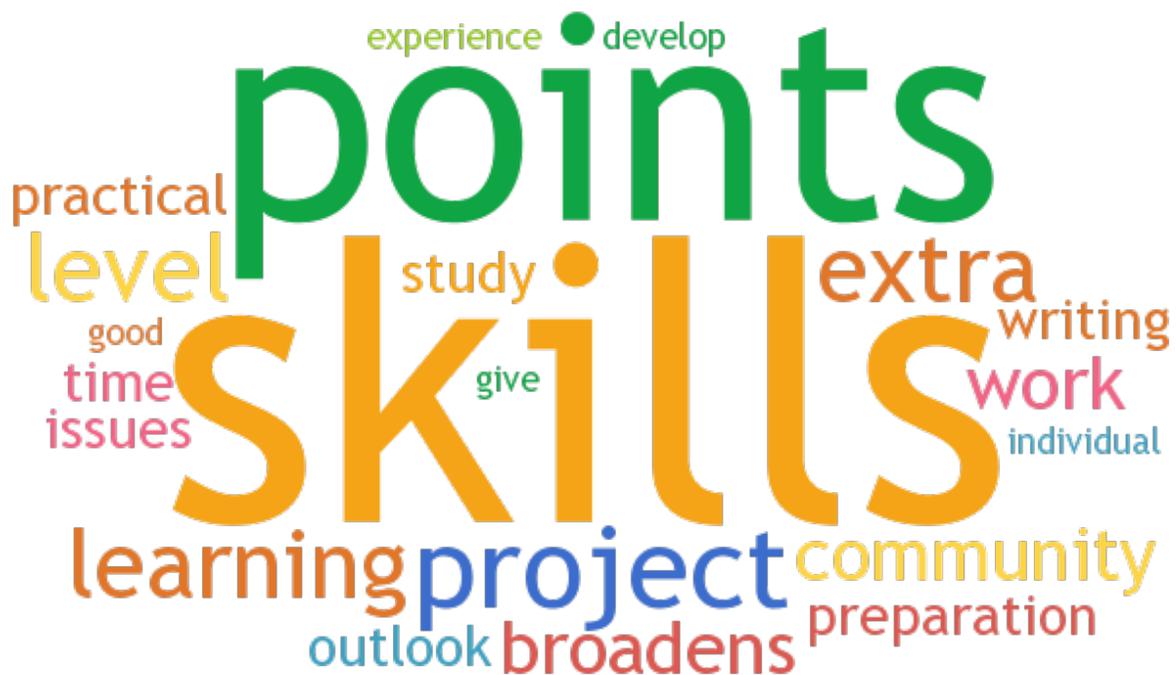
Count	Response
1	Time waster
1	Tiring
1	Unattainable
1	Unconnected
1	Unhelpful
1	Uninspiring
1	Unnecessary
1	Unnessesary
1	Unrelated
1	Unsatisfactory
1	Unuseable
1	Valuable
1	Wordy
1	Worthless
1	analysing data
1	basic
1	compulsory
1	constrained
1	demanding
1	demotivating
1	detailed

Count	Response
1	dificult
1	diificult
1	disadvantageous
1	disliked
1	doubtful
1	easier
1	excessive
1	experience
1	horrendous
1	impossible
1	inaduqate
1	inconsequential
1	irrellevent
1	laborius
1	lacks differentiation
1	limited
1	limited empolyability
1	meaningless
1	na
1	no
1	no value

Count	Response
1	not relevant
1	opportunity
1	overwhelming
1	pointless
1	poor
1	questionable
1	repetitive
1	rounded
1	skill-based
1	squandered
1	stressful
1	superficial
1	tedious
1	thought provoking
1	threatening
1	time consuming
1	too complex
1	too schools focussed
1	too wide in topic
1	un-achievable
1	unhappy

Count	Response
1	uninspiring
1	unnecessary
1	useless
1	waste
1	waste of time
1	worth
1	worthless

21. What would you say is the main advantage of the Welsh Baccalaureate, for your students?



Count	Response
13	None
8	none
5	UCAS points
2	Development of skills
2	Extra qualification
1	.
1	A Level learners develop extended writing project
1	Accepted by Universities
1	Additional enrichment
1	Additional qualification

Count Response

1	Another A level without prior knowledge
1	Appreciation of world issues
1	Asking them to do the community vol hours good idea but not all the write up assessment point
1	Breadth of study
1	Breadth of study and outlook
1	Broadens their learning experience
1	Broadens their skill set
1	Budgeting
1	Core activities - e.g. Working in the community
1	Could broaden their outlook
1	Develop a wide range of skills and knowledge
1	Development of skills (if allocated enough time)
1	English and Maths
1	Enrichment potential
1	Extends skills, qualities and broadens outlook
1	Extra UCAS Points
1	Extra UCAS points
1	Extra grade for uni at level 3
1	Further develops literacy and numeracy
1	Gain an A'level
1	Global topic open minds

Count Response

1	Good preparation for university dissertation
1	Got the help in the community
1	Group work
1	Ind project can be used for qual and can be useful in prep for HE
1	Independent Learning
1	Individual investigation if only element
1	Individual project can be used for elements of main qualification
1	Insight into real issues they will face
1	Introduces them to important global issues
1	It gives them more points for university
1	It improves research skills.
1	It teaches them about pointless exercises.
1	Learning research skills and essay writing
1	Life skills
1	Links to health topics
1	May add a few UCAS points
1	Meets university offers
1	N/A
1	None in its current state
1	None my learners have English as a second language so find anything Welsh of no use
1	None!

Count	Response
1	Not sure of any real advantages at this time
1	Nothing
1	Practical
1	Practical Knowledge
1	Presentation condifence
1	Project management skills
1	Relevant life skills
1	Significant Literacy developments and excellent development of the students ability to study
1	Skill building
1	Slightly broadens their outlook
1	Some of the learning within the course is good/useful but its not really fit for purpose within our area, the requirements are constantly changing and the support is non-existent
1	Something different
1	Team work skills developed
1	The Employability challenge adheres to have the most relevance for future development of the learners
1	The project give them experience of planning and managing a large piece of work
1	The quality and standard of learning on my course has NOT increased to a ohigher level with the inclusion of this course
1	The teamwork element
1	There are none because they dislike it so much, they cannot see how it will benefit them.

Count Response

1	There isn't any advantage
1	There isn't any maybe a little bit of enterprise but not
1	There isn't. They are sick of it before they have even started here, and the thought of repeating something year after year is destructive to student motivation & morale.
1	They get to uncover new skills
1	To encourage the writing skills of our students
1	UCAS Points
1	UCAS Points - although universities don't accept them.
1	UCAS point for university
1	Ucas Points
1	Ukas points
1	Unsure at present
1	Wide range of skills
1	Working Together
1	Wouldn't
1	a wider world view
1	achieve a qualification
1	an extra qualification
1	aquiring research skills
1	can give UCAS points
1	collabiration
1	communication

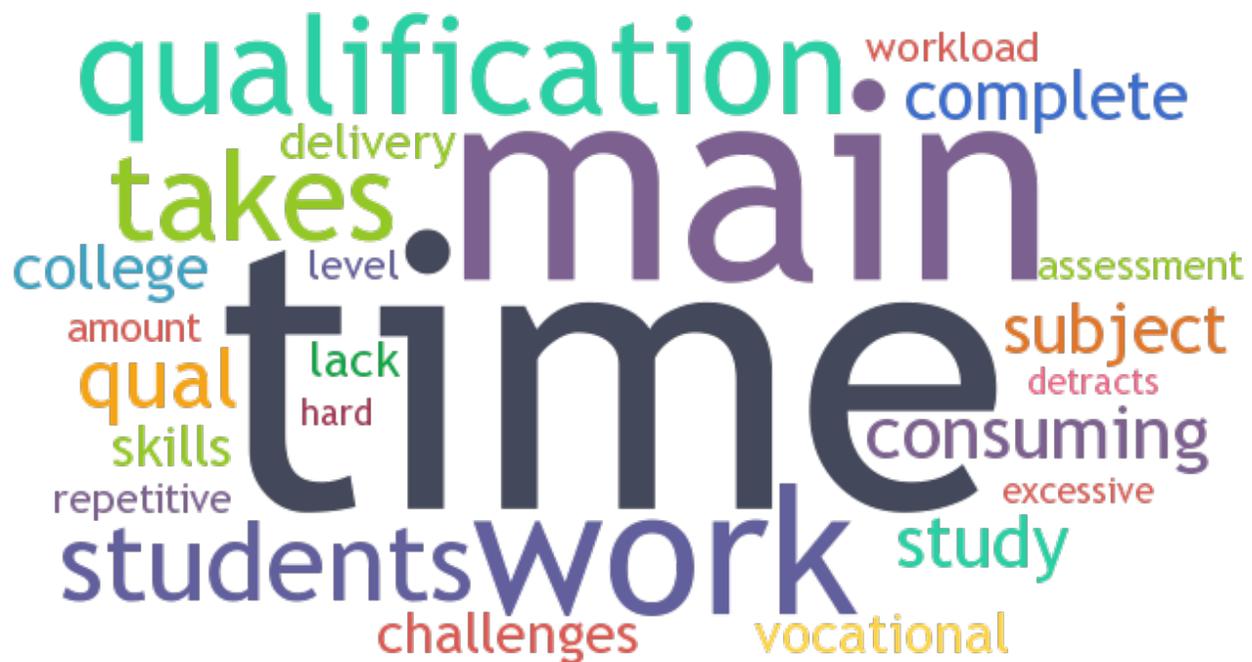
Count Response

1	community engagement
1	community experience
1	compensates for low A Level grades?
1	could give u UCAS points
1	course work
1	critical thinking
1	dont know
1	employability
1	gaining university places and new skills
1	helps them get to uni.
1	it is practical and broadens their education and makes them think about their futures
1	literacy
1	n/a
1	no advantages
1	non technical skills
1	none in a practical course
1	none its a disadvantage
1	nothing
1	opportunities to develop personal effectiveness and learning how to work as a team
1	preparation for dissertation with the project
1	preparation for higher level of study

Count Response

1	prepares those hoping to go to university
1	preparing for HE
1	research skills
1	research for and writing the individual project as preparation for university
1	skills
1	strengthening skills development
1	tasks outside the college
1	teamwork
1	the chance to explore environmental issues.
1	there is NO main advantage - in fact there is NO advantage - speaking from a teaching aspect as well as from an industry aspect
1	there is not any
1	time management
1	time management skills
1	ucas points
1	uni offers
1	variety of skill development

22. What would you say is the main the disadvantage of the Welsh Baccalaureate, for your students.



Count	Response
2	Time consuming
2	too much work
1	A lot of work to complete to a very high standard with not enough hours
1	Approach challenges subject based boundaries
1	Assessments too long and "samey"
1	Causes ectra stress and takes away from the main course that they have chosen to study
1	Complexity
1	Deistracts them from why they came to college - i.e. to learn a trade

Count Response

1	Demotivates them from their main qualification, the reports are repetitive and lack focus therefore students find it difficult to see the value in what they are doing, takes up valuable time inside and outside of college that could be developing other areas of education. The skills that the challenges set up to achieve are already covered through other areas of study.
1	Demotivating and students don't see the advantage of the qualification, particularly those applying to English universities.
1	Detracts from main programme.
1	Disruption with main qualification
1	Disruptive
1	Distracting from Primary Qualification
1	Distracts from the purpose of them being on the course
1	Distracts students from the main qualification
1	Excessive workload
1	Frustration and confusion as equally poorly trained staff unilaterally interpret each challenge and then try to develop that with which they have no experience, such as skills audits or cashflows or project management in restrictive contact time.
1	Has cut into core subject delivery, and is not what they came here to learn. The kids hate it and the time it has cut into their main study.
1	Highly repetitive
1	Hinders the success of their main qualifications
1	How much time everything takes and the fact that it seems to be taking precedence over their main qualifications.
1	Inappropriate for students planning to do engineering apprenticeship
1	Inconsistent guidance
1	Individual Learning

Count Response

1	It carries more importance than their main qual
1	It compromises their main course grades
1	It detracts from other areas of the course they are studying.
1	It doesn't fully embrace a lower level 3 BTEC students - they work extremely hard and to the best of their ability and make huge literacy developments but the grading criteria penalised them (especially wording in band 1). There are also far too many presentations needed on top of presentations they are doing for their main qual.
1	It is an over complex qualification which does not support vocational delivery and development of subject specific skills
1	It is not fit for purpose for many vocational areas
1	It puts Welsh students at a disadvantage - less time to study the subjects they actually want to do.
1	It takes the focus of their Main A-Levels
1	It takes valuable time from the main qualification.
1	It was not properly thought out and colleges were asked to deliver it before it was fit for purpose
1	It's a separate qualification that is shoehorned into the main qualification without adequate time to complete it
1	It's too much work for something that they didn't enrol onto the course for
1	Lack of HE recognition, therefore the students see little point in completing the qual and are not motivated to do so
1	Lack of personal skills to complete the challenges
1	Lack of resources, guidance, support, clarity, delivery time. Constant contradictions from internal leaders within the college
1	Largely irrelevant, distracting and too academic for vocational students

Count Response

1	Learners gain the skills through practical not the over assessment for WJEC EV's. Not enough time to complete work, poor support from WJEC and unclear specifications for staff, huge lack of confidence from teaching staff
1	Less time spent on main qual
1	Limited delivery time provided means content is rushed
1	Little account of the low academic level of learners disadvantages them from the foundation and national qualifications
1	No time to concentrate on their main tech qualification
1	No use to them to progress
1	Not enough delivery time.
1	Not enough teaching hours and too many outcomes to meet
1	Not enough time
1	Not enough time allocated to Welsh Baccalaureate
1	Not enough time per week allocated to complete, students were rushed to come lete
1	Not enough time provided.
1	Not enough time to complete the challenges.
1	Not needed for entry to UNi plus it's an A level they don't need
1	Occupies too much of their time - at the expense of quality time on their main course, which is what the learner came to the college for.
1	Over assessed
1	Overwhelming and needlessly repetitive workload.
1	Reduction in main qualification units
1	Repetitive, same components as school

Count Response

1	Stops them achieving higher grades in their main qual because of excessive work. Dropout rate for BTEC course has increased dramatically because students cannot cope with the amount of work.
1	Students do not value the qualification due to their previous experiences of the subject within their secondary schools.
1	Students do not want to do it! They have come to study course of their choice and do not want to do the WBQ as well. Detracts from their core studies, builds resentment and causes students stress and anxiety.
1	Takes away time from main subject.
1	Takes away too much time from main course of study
1	Takes time away from main qual, and main qual is being squeezed
1	Takes too much time away from the main qualification
1	Takes too much time from main qualification
1	Takes too much time from there other studies
1	Takes up time from their main qual
1	The amount of time it takes to deliver and complete
1	The amount of written work
1	The enterprise project is simply embarrassing for many and is in no way reflective of their intended career path.
1	The lack of structure and amount of assessment
1	The students have found the quantity of work required for each of the challenges very stressful and the limited time and resources to achieve the deadlines, have resulted in more time taken from their main qualification, thus lowering the attainment overall.
1	The way the qualification is organised and the level of difficulty for assessment
1	They are forced to do it, they hate it, the colleges don't value it, frankly its such a missed opportunity, it's a real shame..

Count Response

1	They do not understand that it is a skills challenge and saw it as a drain on their normal study time
1	They find it too hard, and they've all failed so it was pointless
1	They see it as worthless
1	They want to focus on the subject they have chosen, they are not interested in WBQ
1	Time Consuming
1	Time allocation by the college
1	Time consuming and having to collapse main frame teaching to meet the May 5th Deadline
1	Time consumption
1	Time could be spent on their assignments
1	Time out of main programme
1	Time spent not developing relevant academic or vocational skills
1	Time to complete the challenges
1	Time-consuming
1	Time-consuming impinges on other subjects
1	Timings
1	Too evidenced based
1	Too hard to achieve, not what they want to study no interest,
1	Too much additional work together with their main quals.
1	Too much theory when they have enrolled at college to complete a vocational course.
1	Too much work

Count Response

1	Too much work that is not appropriate to the course they are doing.
1	Too much work.
1	Too much writing and assessment involved
1	Too much written work
1	Training of staff
1	Unable to concentrate in main qual
1	Uncertainty as to what is required
1	Vocational learners have come to learn a trade and often find written work too hard. There is too much writing for them
1	Volume of work required
1	Waste of time / distraction
1	Workload as a fourth subject
1	a lot of work for a qualification of little significance
1	compulsory
1	demoralising
1	detracts from main qual
1	excessive work load on top of main qualification
1	excessive workload
1	extra additional work for a subject they don't want to do and see no point in doing, especially the global and community challenges. which take up valuable time they need to spend on A levels
1	far too time consuming when they already have enough to do and worry about
1	insufficient guidance

Count Response

1	its time consuming and it would be better spent on doing another unit on their chosen pathway.
1	lacks rigour, meaning and value
1	large amount of additional work
1	larger project would be more beneficial - college wide rather than individual classes
1	little scope for professional teaching input
1	lose an A level subject
1	lots of writing
1	method of assessment
1	no investment into training
1	none
1	not recognised by employers
1	not recognised outside of wales
1	not relevant
1	not relivent
1	preventing students to concentrate on the reason they've come to college - to gain experience in a vocational field NOT wasting time on undertaking WBQ paperwork which provides no benefit or improvement of their vocational knowledge and application
1	quantity of work
1	recognition, therefore relevance
1	repetitive
1	students dislike the course because of it

Count Response

1	take them away from the main qual with the time frame for delivery
1	takes time away from main course
1	takes time away from their main qual
1	takes too much time off main qualification
1	takes up time from main study and is pretty much a waste of time, cant really see the point appart from keeping the person who approved it in a job
1	taking time away from their main qualification and the one that they enrolled onto fe to do
1	the volume & quantity of work required
1	time away from the main program of study
1	time consuming
1	too difficult and too much work, not enough time to learn, some of it is irrelevant
1	too time consuming and taking time away from main programme
1	uninspired!
1	work load
1	work load for learners
1	workload (document overload)

Count Response

1	An horrendous and stressful experience for both students and lecturers.
1	As a multi cultural college Welsh bacc is a conference to my main course
1	Changes half way through the year with paperwork was unacceptable, the repetitive nature of the challenges demoralised students. College year runs until June, beginning of May deadline is unrealistic. Welsh baccalaureate is marketed as an A level yet only 2 hours per week is allocated. Just unacceptable to both learners and teaching staff.
1	Community expectation of 30 hours in community is unrealistic Too many assessed documents, less reliance on witnessed activities. Overall far too large to be delivered in 2 hours per week, and staff need training
1	Community hrs a good idea but the fact that for some learners 3 a levels is enough and this is too much extra. Often not mentioned by unis for points
1	Could be tailored more appropriately to suit students such as more emphasis on practical activities rather than theory orientated.
1	Delivery and assesement is manageable. The paperwork is ridiculous. That put a tremendous amount of pressure on me when I was coming to the crucial ending of my main subject.
1	Demotivated learners, unclear guidance and huge pressure on staff to ensure we do the best for the learners however we are always working blind with no way enough time to deliver to enable learners to complete the challenges fairly
1	Dislike off the shelf learning
1	Does not benefit students of lower ability as their grades are in direct comparison to everyone in 6th form. The work load is too much and not necessarily of interest to students who are able to choose the other subjects they study.
1	Excellent idea and programme but far too repetitive in all the reflections and audits which makes it less valuable and more time consuming to students. Perhaps one big reflection at the end of the journey
1	Extremely relevant for students however clearer instructions from WJEC on the evidence required from learners at the start would be helpful for staff.
1	Far too much priority is given to the WBQ. Too much funding, too much importance , too much time. It simply detracts from the learning experience and has a wholly negative effect on student morale.

Count Response

1	Far too much to do in the time constraints. Students would benefit from an extra BTEC unit to their chosen course.
1	I agree with the Welsh Bacc but I think it was better before they changed it. They used to learn things that were useful to them. For example sexual Health etc.
1	I am reducing my contract to negate the need to teach so much wbq. It should be compulsory for those that desire to achieve this qualification and not compulsory for staff and students.
1	I can only speak for advanced level so Too much work expected to complete the qualification. Poor advice and guidance from the exam board. The training given is lacking and always given too late. We did not receive training in the delivery of the individual project until the end of November. Giving us less than 5 months to complete the project. Staff are de-motivated due to insufficient time to complete the whole qualification therefore this impacts on the core qualification. As we have to use hours dedicated to the core qual to complete the WBQ Lack of recognition in Universities both inside and outside Wales. Deadline is too early seeing as the academic year does not finish until the end of June. Officially this is said to be equivalent to one A Level for vocational students studying level 3 this effectively means they are studying the equivalent of 4 a levels. This is too much for the majority of vocational students Vocational students do not get free study ti
1	I do feel there could be an advantage to the students by doing welsh bacc but the very poor time allocation doesn't give it justice. There is suppose to be 300 contact hrs to doing the challenges and the project and we get less than 90!!!! Asking the students to do a level 1 in the first year and then a level 2 in the second year isn't beneficial to them either as in the second year it's a lot harder to get them motivated to do the work It would be nice if the welsh bacc which ever level was over two years so the students have a better chance of understanding the challenges and producing better work.
1	I feel that the WBQ is a pointless exercise for the learners who enrol on a technical vocational course. The level and quantity of work that is required/expected of the learners to meet basic criteria is almost 'sci-fi' far fetched. The qualification is not recognised by prospective employers and would therefore seem pointless to a learner who is feeling drowned in paper work and stretched meeting unachievable objectives. As a practitioner delivering the WBQ, the most often asked question from the learners is "If we fail the WBQ, do we fail our main qualification" The effort required to get the learners on board and enthusiastic is draining and when you feel you are flogging a dead cat, it is wholeheartedly demoralising.

Count Response

1	I feel that the assessment between different challenges is swayed. The assessment needs to be of similar duration and quantity for the learners. Topics covered do not interest them and this is evident by the quality of the work they produce in relation to topics they do enjoy.
1	I feel the Welsh Baccaureate is far too demanding for learners when they have 3 or 4 other A-Levels to sit. It's also so much work for lecturers that it takes time away from their main subjects.
1	I have become completely defeated by the Baccaureate and I am considering a career
1	I have replied 9999 to some questions in this questionnaire as I don't believe the questions do not require an answer. WBQ in theory provides necessary skills, however, WJECs emphasis is on the writing up rather than the doing. This is putting vast amounts of pressure on learners who are not necessarily academically minded. In addition the amount of paperwork expected for each challenge is an administrative nightmare even for tutors nevermind learners. Information provided by WJEC at roll out of the WBQ was at best substandard. The marking criteria is as clear as mud. Lastly as already mentioned students want to study their qualification choices not WBQ, in April and May time is having to be taken from their main qualification to complete WBQ challenges which is not acceptable but would be completely impossible to achieve without doing this. Learners also have a very negative attitude towards WBQ for these reasons making it extremely difficult for tutors to get learners engaged in the
1	I quite like the concept and the activities themselves, but they are too rigid (e.g. 30 hours over 4 weeks with 72 students is very difficult). The marking schemes are highly subjective and difficult to standardise. My autistic and dyslexic students really struggle with this - one broke down in tears during global challenge
1	I support the WB but it is far too bureaucratic and time consuming. The introduction of it was shambolic. The training for it was abysmal. It was badly organised and the fact we are only now getting exemplars is a poor show. In the first term it was very stressful to cope with for teachers.
1	I taught all aspects of Welsh Bacc for academic year 2015-16, and the time allowed for the learners was inadequate. 18 hours for a vocational course, and Welsh Bacc, and English and maths GCSE. This put too much pressure on the learners, they did not see the relevance as a lot of them had completed the Bacc at school.

Count Response

1	I teach ESW and WBQ in a vocational department - construction and motor vehicle. 2 of 12 of my students said they enjoyed this qualification as they felt it challenged them (mature students). Some hated it, saying 'they didn't want to do all this writing, that's why they picked a practical course'. I am very nervous about teaching this to the rest of the department next year (this year is a pilot year, for 2 hand picked groups). Many groups I teach are very challenging and disengaged from education. That being said, there is value to it as it improves literacy and numeracy skills, but ONLY with learners who are academically capable.
1	I teach the Welsh Baccalaureate and have done so since 2008. The number of times it has changed since I started is ridiculous. It is not relevant to the majority of learners. Even though I'm positive and professional about the qualification, I have yet to find a learner that has benefited from the Welsh Baccalaureate qualification.
1	I will be refusing to teach welsh bac ever again as no student enjoyed it or benefitted from it, timescales are unrealistic, majority already had done it in high school and it is not flexible enough to allow it to be tailored to individual vocational courses.
1	If taught well and with intelligent students then good work can be generated. However too many hours are spent at the detriment of their A levels
1	If the Qual is equivalent to that of an A Level...It should have the same teaching hours allocated to it, to ensure it's success.
1	In most cases, our learners are completing a full programme with WBQ as an extra qualification. This equates to completing four A levels as it is not a choice. Many struggle with the overall workload and so this is the subject that tends to be the least important. It may help to get to university but it is not a subject that is one they intend to follow through. e.g. physics, English, Law. They will prioritise their learning, which is understandable. Also still some universities do not recognise the qualification.
1	In theory it is a good idea, but in it's current form there are too many issues and questions about assessment, delivery and resources. It seems t have been introduced without proper trial and lecturers are having to take the strain.
1	It has incredible potential but the challenged need streamlining.
1	It is nearly good as it allows students to see other aspects of real life, e.g. businesses and global issues. Yet there is way too much work for students who most already struggle with the amount of FE work as it is

Count Response

1	It is not fit for purpose as it is trying to be too many things at the same time. The students do not grasp that it is a skills challenge, rather they see it as a selection of essays that they have to complete. The 30 hours of community work is also far too arduous a task for students looking to arrange
1	It is seen by students and staff as a massive waste of time. Though insufficient time is allocated to it in the timetable to do it well.
1	It is very time consuming and it impacts on their main qualification.
1	It may be suitable for schools, but colleges need a different approach to skills delivery
1	It was implemented in a rushed way. The result of this was that staff were not given enough, if any, training. The students on vocational courses don't like it because it is not what they enrolled for, and it takes valuable time from their main qualification. If a student has no intention of going into higher education they see the Welsh Baccalaureate as pointless.
1	It will be better next year when delivering as we've done it once BUT I still would want training to clarify and also see exemplars of excellent work The upload was HORRENDOUS
1	Many students do not see the relevance. More emphasis (both in participation and in marks allocation) should be on practical activities and less on the written side and evidence generating.
1	May submission was way too early, students don't have enough time to complete hours needed and submit. Very hard work to mark in a short space of time.
1	More teaching/planning time to deliver the course effectively. More suitable resources/guidance produced.
1	More training needs to be provided in regards to marking.
1	My students found it difficult to relate to some of the demands of the course, especially Enterprise. Their numeracy and IT skills were not sufficient enough to complete tasks adequately . I could not allocate sufficient hours to teach units and some of the units - in fact most of them - were outside of my area of expertise. The Welsh Bacc had a detrimental effect of the teaching of my main AS/A Level subject and the assessment, marking and recording of marks was a complete nightmare. Lastly, students did not have sufficient time - as set out in the WJEC guidelines - to complete tasks. It needs dedicated and expert staff to deliver it properly.

Count Response

1	My tutor group have found the enterprise and employability section particularly frustrating. They have each submitted around 100 pages of text and it has been going on for an entire academic year.
1	Not as interesting as the previous Welsh bac. No relevance to wales. Workload is excessive considering this qual is to compliment their main qualification.
1	Not enough time is given to the preparation and deliverance of this topic. The legacy Welsh Bac in my opinion was of better use to students as each element was relevant to the progression into adulthood.
1	Not only has the Welsh Bac qualification lowered the moral and motivation of learners. It has also had a great impact on teaching staff. Most of the staff had to sacrifice BTEC lessons in order to gain enough hours to deliver the Welsh Bacc curriculum in order to achieve the unrealistic deadline at the start of May. Furthermore, feedback from the learners have suggested that the qualification is a waste of their time, they have no interest
1	Please make it optional! Also the requirement for GCSE English and Maths means that a lot of FE students won't achieve, there doesn't appear to be any account for students with learning difficulties..
1	Post 16 foundation and national need scrapping. Not suitable for learners on 1 year programmes. Reconsideration needed and adoption of tech bacc qualifications which would be far more useful to vocational learners. May deadline meant many learners just missed the submission dates last year and failed everything. The re-submission dates now set can't support learners on 1 year programmes. Need to rethink the WBQ for college learners.
1	Qualification is not suitable for vocational students. There should be subject specific staff teaching the qualification.
1	Reconsider - the qualification is not fit for purpose
1	Recruit the correct people to deliver it and give them more time. At this moment it's given out to people who had no intention what so ever of delivering this content when they came into the teaching profession. We feel stressed, threatened and inadequate
1	Rethink the whole thing starting with the learner and working back.
1	Shambles!!! Not fit for purpose.

Count Response

1	Should be choice; not compulsory. Majority of students are forced to do it against their will...and are therefore resentful and disengaged from the start - resulting in stress, pressure, anxiety for all involved. Too big an ask of students and staff in too little time. Students struggle to give their time/best efforts to their chosen core qual due to demands of the WBQ which leads to more resentment....takes too much time away from the course they came to study; the course they CHOSE to do. T&L of main qual is squeezed/trimmed to accommodate WBQ. Adult Education is a CHOICE, not compulsory...so how can people be forced to study a subject they do not want to? WBQ being compulsory has a negative impact on the overall learning experience of the student.
1	Should be optional for students
1	Should be removed
1	Students and staff are all demoralised with the teaching, assessment and outcomes for all levels of the WBQ.
1	Students don't want, teachers don't want it, institutions don't want it. It was foisted upon us by meddling politicians.
1	Students found The Welsh Baccalaureate a stressfull and wholly
1	Students hate it, they do not see the need for it to progress in employment. Studied in schools then FE at same level, so qual is done twice. Students leave because of it. Teachers left to deliver with no training, WJEC are terrible at resources, and organisation. Students absolutely detest it. Its not that well received in industry and holds no clout to it. Concentrate on GCSE or A levels!!!
1	Students should be able to decide if they want to study/achieve a Welsh Baccalaureate qualification There is not enough time to deliver and support all students to achieve Time is taken from the students main 'chosen' qualification and has compromised their grades It is too stressful trying to make all students achieve the WB Both Teachers and students are stressed with the amount of hours to complete all tasks for the units
1	The Challenges themselves are a good idea and the students think they are too. It's how they are assessed is the issue with them being a lot of work, too similar and in places, tedious.

Count Response

1 The WBQ could be a very good qualification where learners develop skills and take part in learning experiences. The Enterprise challenge and project are good challenges and prepare learners for the world of work and also university i.e to complete projects/assignments using a structure, researching and referencing for example however the Global & Community challenges are not so effective and I believe require changes. The community does not really record the learners efforts as in the old WBQ. Global should also be related to more local issues, in the old WBQ there was a focus on health & well being and also politics. In my experience learners enjoyed

1 The Welsh Bac has tremendous potential to offer learning experiences which make students more rounded individuals who are better prepared for employment and university, but whilst it is a) contingent upon other qualifications for its existence and certification, and b) reflects none of the academic rigour or quality control associated with subject-specific A Levels, it will not be valued equally by staff, students or other stakeholders. It is a bolt-on which over-stretches staff and under-stimulates students. It could be much more.

1 The Welsh Bacc has been rushed through without it being fully worked out. We as staff have had snippets of information and no real training from WJEC or the college. There has been now continuity from one campus to another and it just seems that we are left to make things up. The most un-happy

1 The Welsh Bacc has some good intentions and could be a valuable experience for the students and staff unfortunately poor guidance, overwhelming and repetitive written work requirements and the sheer amount of time these projects take has meant that the Bacc has had a detrimental effect on my teaching, student experience and has made this one of the worst years in my teaching careers (10 years).

1 The Welsh Baccalaureate is paperwork and marking heavy. The students have unrealistic targets and the staff even more unrealistic targets.

1 The Welsh baccalaureate is lacking in integrity. Staff are not given sufficient guidance to properly deliver the subject, and students are unsure of why they have to study the subject as it's not part of what they thought they were enrolling on to.

1 The amount of input required from both tutors and learners in the limited time given far outweighs any potential academic gains that could be made.

1 The challenges and expectation is too high and not relevant for the students. The requirements are not clear and the grading criteria is subjective. The students cannot relate to the content therefore it is very difficult to engage them in the process. Having already done WBQ throughout their time in school, they are already sour to the process therefore this makes them even more harder to engage at FE.

Count Response

1 The challenges are far too difficult , the expectations for band 3 are not realistic. This academic year the students have spent too much time on the WBQ which has had a negative impact on their main qualification.

1 The college does not allocate enough time to the delivery of the subject which renders it valueless and impossible to complete effectively in the eyes of the students. WJEC training was delivered 4 months after we had started teaching the Project and Enterprise challenges. Resources are often poor and relate to the old WeBQ and not the new one. The only one students saw any real value in was the Individual Project as it stretched them intellectually and allowed them to research topics of interest relating to their chosen degree courses. The WAG should replace the WBQ with the EPQ.

1 The community challenge does not work because there is not enough time around a learners timetable to complete 30 hours as well as completing all of their coursework for their main programme. Other tutors are reluctant to lose their lessons with the learners so are not likely to agree for the learners to complete a whole day/afternoon completing community work. The community challenge will only work if learners have one whole week where they are taken off timetable to complete it. Although I have been positive in my approach to the WBQ my learners do not like doing it and see it as extra hassle when trying to complete work for their main programme. The paperwork that comes with the WBQ is too much and takes tutors a long time to complete such as marking grids, observation sheets and controlled assessment logs. The uploading of learners work onto Moodle was an absolute nightmare because to ensure that each learner had uploaded everything correctly I had to sit with them individually

1 The community challenge is particularly annoying - voluntary work should be a choice not compulsory. The Welsh Baccalaureate has been disliked by staff and students for years, but the Welsh Assembly seem to be obsessed with it. Any party in Wales that puts 'scrap the Welsh Baccalaureate in it's manifesto will gain a lot of votes on June 8th!

1 The current (new) format of the WBQ needs a complete overhaul. Whilst I can appreciate the skills and knowledge gained by engaging with this qualification, the demands of delivering and assessing this qualification are too much on both staff and learners. Also, learners are struggling to see the benefits of this qualification as it is primarily being sold as a tool for getting extra UCAS points for university. Some (quite a few) universities are not accepting the WBQ and as a result learners cannot see the benefit to them in doing the massive amount of work required for this qualification.

Count Response

1	<p>The delivery of the WBQ by the WJEC to practitioners has been a shambles from the outset. Few training events to attend. The specification for delivery was not available until the November AFTER delivery had begun in September. Limited or no support. Goal posts and requirements for learning outcomes changing mid way through courses. It's hugely time consuming for both deliverers and learners, and largely repetitive (how many personal reflections??!). The idea behind it is good (developing learners' group work skills, investigative and research skills etc) but there has to be a better system of delivering and assessing.</p>
1	<p>The hours that each challenge needs are not possible to deliver over the time</p>
1	<p>The idea of all the challenges is a good, but 2 hours to deliver an A-level, is not enough time, however, these skills should be built into the main quals and the hours given back to the teachers to TEACH what the students need to learn. The students NEED to focus on the journey they go on, not just the main focus being the GRADE.....Education is falling apart.</p>
1	<p>The learner as come to the college to gain a qualification in electrical installation and yet they spend more time on the Welsh baccaureate a qualification forced on them. I think the learners should be allowed to choose what qualifications they want to do. The Welsh baccaureate should be a stand alone qualification and then if a learner wants to gain this qualification they can choose to do it.</p>
1	<p>The learners do not have the time to assimilate the learning required to produce the quality and volume of work for the qualification.</p>
1	<p>The level's need to be looked at - Foundation level students are Level 1, work is at a Level 2</p>
1	<p>The most frustrating thing is the moving goalposts all staff have had to deal with regarding WBQ. This is more WJEC's issue. The older Workbook that covered elements like sexual health, finances, world affairs, cultures etc was way better and stimulating for the students.</p>
1	<p>The problem is that learners have a bad experience with having Welsh Bacc at school and are very negative towards it. There is too much work to cover as well.</p>

Count Response

1	<p>The qualification has some excellent opportunities, and will provide a broader level of education and cultural growth for the students. However, provision in its current form is unacceptable and puts incredible strain on the students who fail to see the relevance of it, and the staff who have to deliver a program that most students previously abhorred in comprehensive school therefore fail to engage. If the qual was able to be mapped into the existing provision of main qualifications and delivered as a project based subject, with 4 hours a week, over the entire academic calendar, it would atleast provide the time to be taught and assessed efficiently. Re-branding as an industry specific qualification would also positively enhance the qual, as unfortunately in its current guise it has a stigma, and the students are immediately against the program and soon as they hear the title.</p>
1	<p>The qualification is badly designed with little input from industry - its skillset is a largely outmoded set of lightweight academic methodologies which fail to engage students through an almost complete reliance on written skills. The assessment process is cumbersome and time consuming, and worse of all the assessment framework relies on numerical values being linked to multiple criteria clumsily lumped together in bands. Whilst students across Wales studying the new specifications seem to universally be critical of the qualification, senior managers incessantly persist with the notion that the qualification is somehow rigorous and relevant. Young people in Wales urgently need qualifications that will develop properly rigorous and relevant vocational skills that form such an important part of our collective futures.</p>
1	<p>The qualification itself could be seen as useful if it is made clear from the start what the student is actually getting from it. There seems to be an entire grey area over what the actual worth of the qualification itself is and the application of it outside of Wales itself. I also believe that the allocation of hours need to be reconsidered as the amount of work expected is not possible to achieve within the allotted timeframe provided.</p>
1	<p>The students have chosen what subjects they want to study and resent having to do WBQ as this causes them extra stress and work load. They feel that it has affected the grades in their main courses and they feel really resentful about doing it. As a result they put in very little effort and every lesson and challenge becomes a battle with them. This is the case no matter how fun and interesting you make it.</p>
1	<p>The time spent on the WBQ would be more useful to students if they could take a specific subject, this would be more useful to students applying to unis that don't accept WBQ</p>
1	<p>The way it is designed means teacher will be forced to ensure students pass at a particular grade . Teachers will 'dictate / drip feed' content to students to ensure they meet criteria for an top grade in the Welsh Bacc. As a result qualification will rapidly become worthless.</p>

Count Response

1	<p>The whole thing has been a complete and utter shambles! The organisation from the exam board down has been poor and it has been confusing and continuously changing focus and direction. I have not received any responses when I have asked important questions about the qual and it appears that no one has clear answer anyway. The marking guidance is vague and dramatically variable. The students hate this qualification, despite all efforts to make it seem relevant and valuable. They feel it just takes time away from their main qualification and is unnecessary for the courses they are applying for. I have been expected to teach subjects such as global citizenship and enterprise that I simply do not know enough about. It would be beneficial to use subject specialists. I would be happy to assist a rota of students in my specialist subject to complete individual projects, rather than bluff my way through something I know nothing about. I usually love my job but this qualification makes me dread</p>
1	<p>There is such a time pressure on lecturers it make it difficult to make the learning experience enjoyable. It is far too prescriptive, I always thought the main point of WBQ was to open the learners up to topics they may never have considered before. The new version is not as experiential as previous versions of WBQ. This is a shame.</p>
1	<p>There is very little difference in specification of level 1 and 2. The volume of work-load for student and staff is too much. The time-scale of delivery is shorten to May, some two months short than the academic year. Vocational students need to develop basic work related skills and not just complete a challenge, which is too reliant on the desired evidence. If all secondary school students sit the WBQ, there is no need to repeat again in college. Also when in college a student may need to complete it 3 years in a row! It would be far better to concentrate on developing he student's skill-gap in Numeracy & Literacy. Employers I speak to are not interested in the WBQ, they are interested in their specific range of skills set, related to the sector and skills needed for the intended job role.</p>
1	<p>This qualification for further education should be more specific to FE students, a lot of the components are completed in school.</p>
1	<p>This qualification has been a total disgrace. The exemplars are written by academics or students who come from very privileged and middle class schools/college. The assessment process is inadequate and not fit for purpose. The topics and challenges are confusing and there are too many parts to each one. The level of work required for each challenge is as much as a university dissertation. Riddle: If two people do all the Welsh Bac challenges and the Investigation so they have done exactly the same qualification and volume of work then why is it that just because one has a GCSE and the other doesn't one gets the qualification and the other does not? The qualification does not allow students to keep up with news events etc. The previous qualification had flexibility for example when the Tsunami hit Japan we were able to discuss it and write about it for the Welsh Bac now the qualification is too prescriptive. I agree that the old Advanced qualification needed a test/ exam so w</p>

Count Response

1 This qualification is not fit for purpose. The challenge part of the course should be putting emphasis on the practical element of doing the tasks not the lengthy arduous confusing documents. Assessment for Advance level is far too difficult.

1 This qualification should be offered to the learners and allow them to choose if they want to partake in this qualification, as an A level option. With regards vocational qualifications which are mainly assignment based, this qualification causes the learners to have an excessive workload and the time spent completing the extreme amount of elements to meet the requirements for each challenge requirements is impacting on the grades they are receiving for their main qualification. This is then impacting on them achieving their university grades. The WBQ qualification was pitched as a way of allowing the learners to engage in extracurricular activities to develop their skills. IT DOES NOT DO THIS, it is just another evidence based challenge which caused the students a huge amount of stress and is over challenging them so much so that we have had learners leave their main qualification as they just cannot cope with the workload. The qualification is poorly organised, over assessed and ro

1 Too much emphasis on recording rather than doing. Students so stressed with the extra work that they are leaving the course. (highest dropout rate ever). Staff have not had enough training, information drip fed after students have completed sections, so has to be redone. No exemplar work available so total lack of standardisation. Needs to be marked by WJEC. Not fit for purpose. BTEC students have no choice, they now have to do the equivalent of 4 A levels. It is not needed for university so difficult to motivate them. Students already do 200 hours community involvement as part of their course and now need an extra 30 hours on top! Staff and students finding it the most stressful part of their course. Students in tears because they are so stressed with the challenges on top of 20 health & Care Subjects. This is the worst part of my job.

1 Uploading process is complicated and can cause inaccuracies. More time is needed to ensure the quality of the work. More training in relation to marking and grade boundaries is needed.

1 Valuable for the less academic, but questionable benefit for the highly motivated more academic students.

1 Waste of time and money, not fit for purpose. They are repeating everything they do in school far better to concentrate on getting students to achieve main qualifications and gcse eng and maths which the schools have failed to do

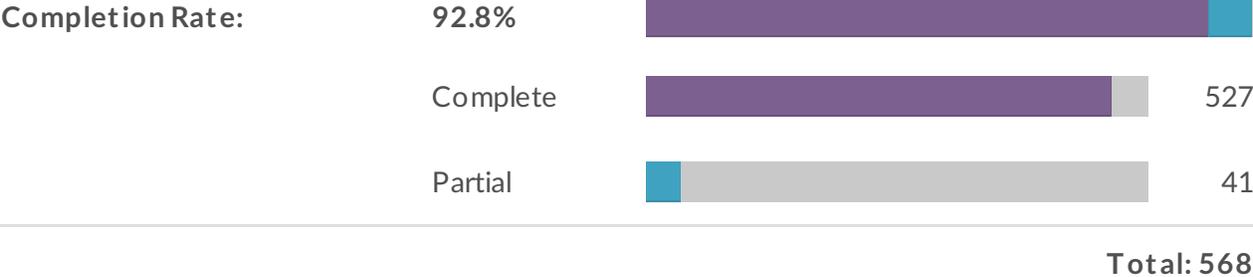
1 Welsh Bac is used as the main driver then it comes to funding and therefore becomes the primary qualification in a sense. This is not what students want. They want to be able to focus on their main qualification and get the best grades possible. With the way things are now, Welsh Bac is a time consuming qualification that distracts them from their main qual and impacts on their grades in it.

Count Response

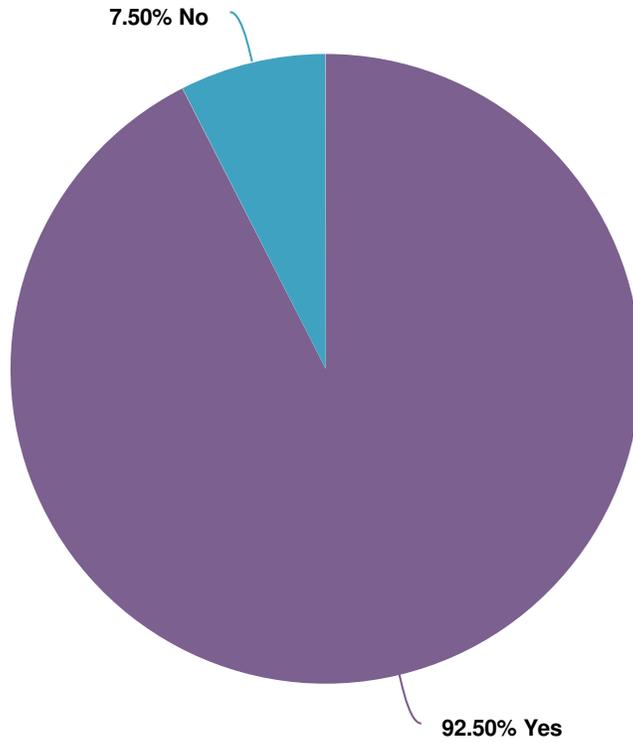
1	<p>Why force a humanities based subject (WB) on students who have chosen science and mathematics courses. Why have a 'Welsh Bac' with no Welsh content? Vocational students suffer most....a fifth of their time table is wasted attempting the Wb qual with no chance of attainment. The wb is not recognised by universities or employers</p>
1	<p>as i have said i feel that we have done our best with this qualification but staff and students see it as real distraction from their main studies and i know for a fact that some universities see the welsh bacc as a negative instead of a positive and many do not recognise it as a qualification which has wasted over 100 hours of time which would be far better channeled else where</p>
1	<p>for students on the Btec national this has no bearing on their future employment and causes the student unnecessary stress</p>
1	<p>in addition to those aspect already mentioned.: From an industry point of view (as I have two jobs) - students going out to work placements /industry do not have any additional skills as a result of the WBQ - in fact they have less - this is because more time is spend undertaking the challenges at college rather than the students undertaking VALUABLE vocational practical experience. From a lecturer view: the delivery is ridiculus - does the WJEC and Welsh Assembly really know the level of our student ability: the model answers on the website was certainly NOT written by a level 2 or level3 student - the level of work shown would be more of a level4-5 degree students standard when regarding vocational students. From the students view: they resent doing work that takes their focus away form the reason why they came to college - this is one reason why as a college we have a higher number of students not completing the full qualification in the last 3-4 years compared with previously -</p>
1	<p>it could be a very interesting and useful qualification if proper time was put into development of the program</p>
1	<p>none</p>
1	<p>the idea of the welsh bac is excellent giving students an opportunity to develop and form critical thought processes. unfortunately the ridge method of assessment stifles creative flare for deliverers and allows less involved tutors to do the minimum amount of work and attain a pass.</p>

Report for Welsh Baccalaureate - Students

Response Counts



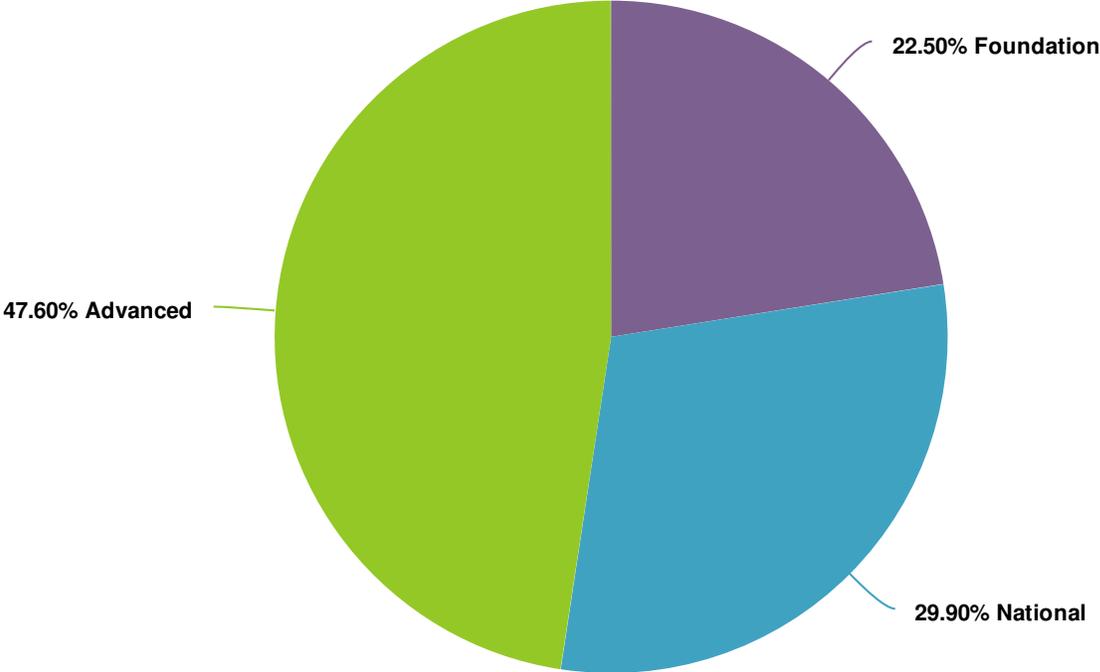
1. Did you study the Welsh Baccalaureate qualification in the academic year 2016-2017?



Value	Percent	Responses
Yes	92.5%	521
No	7.5%	42

Total: 563

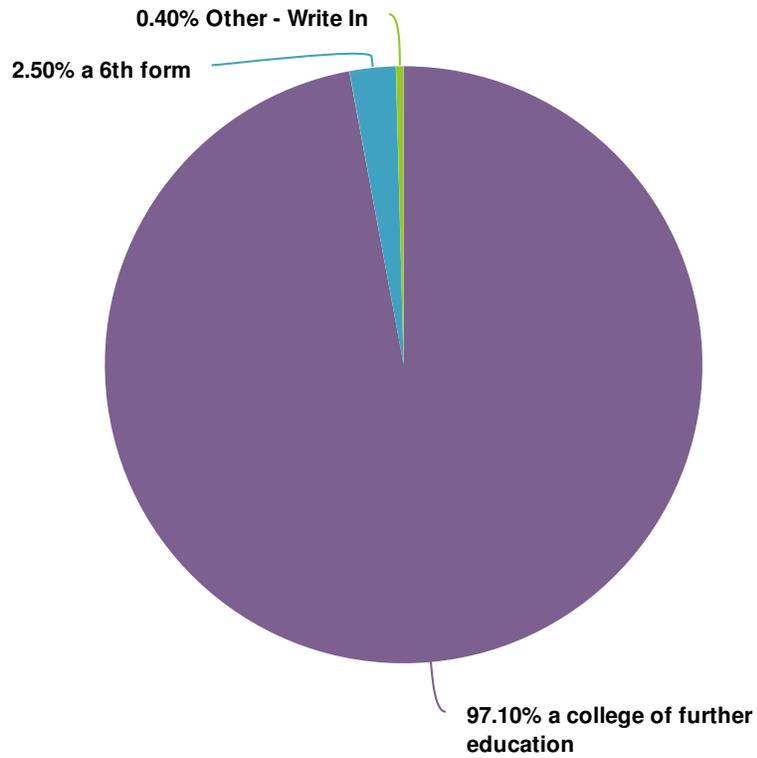
2. Which level of Welsh baccaulaureate qualification are you studying?



Value		Percent	Responses
Foundation		22.5%	116
National		29.9%	154
Advanced		47.6%	245

Total: 515

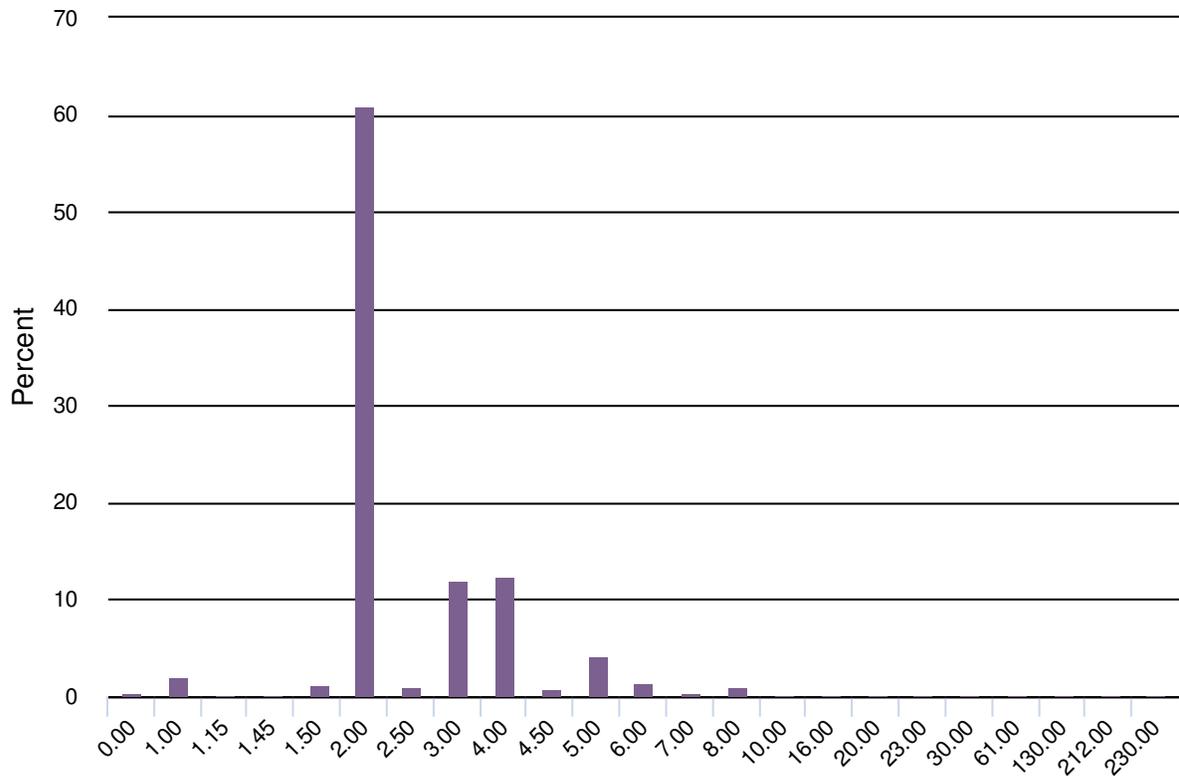
3. Are you a student in



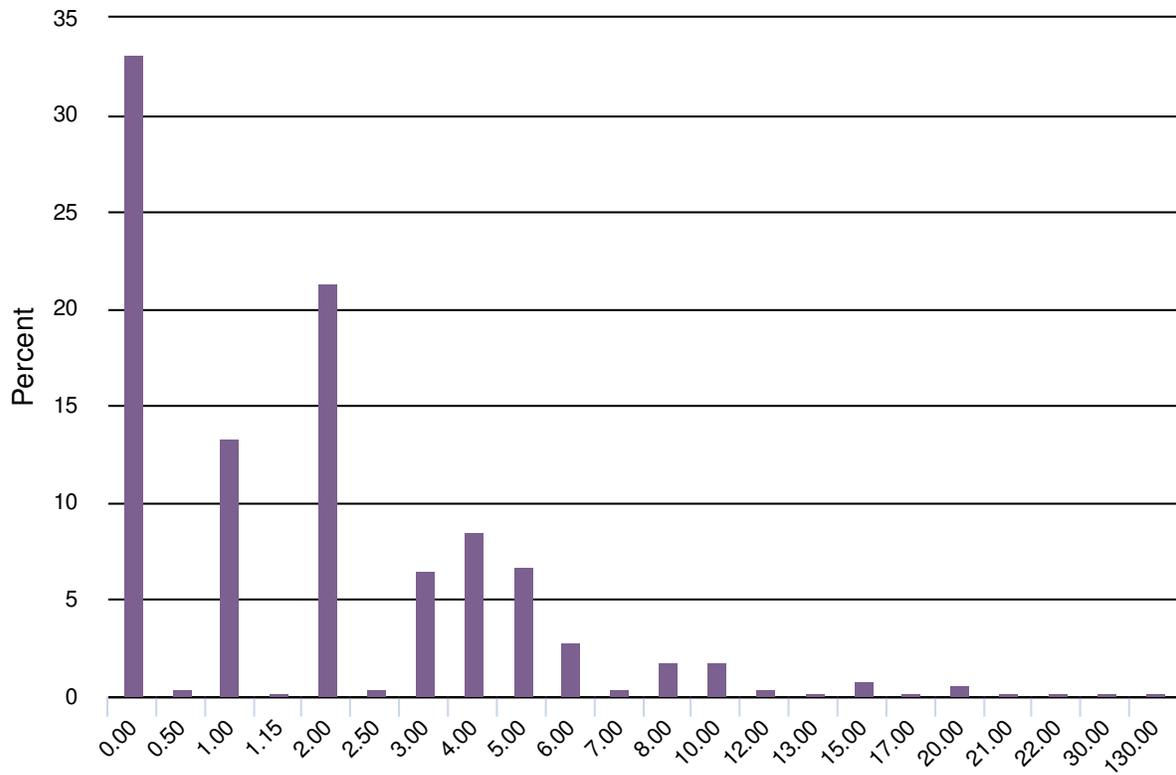
Value	Percent	Responses
a college of further education	97.1%	500
a 6th form	2.5%	13
Other - Write In	0.4%	2
		Total: 515

Other - Write In	Count
College	1
secondary school	1
Total	2

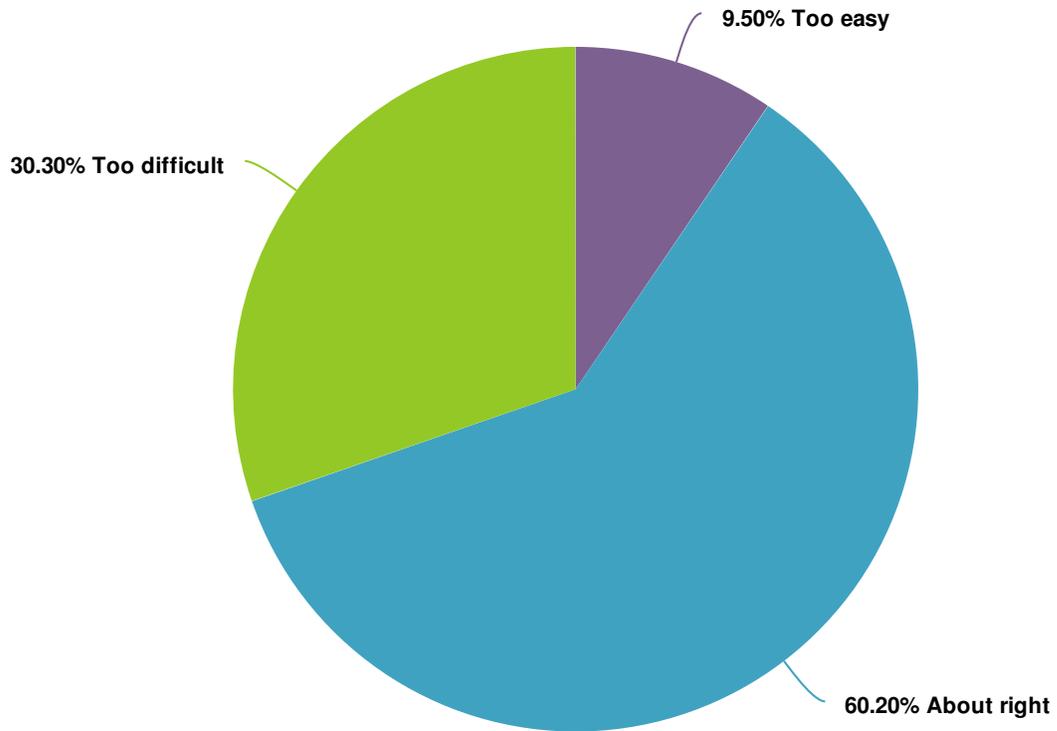
4. How many hours per week are on your timetable for the Welsh Baccalaureate?



5. How many hours a week do you spend on Welsh Bacallaureate work, outside of the timetabled hours?



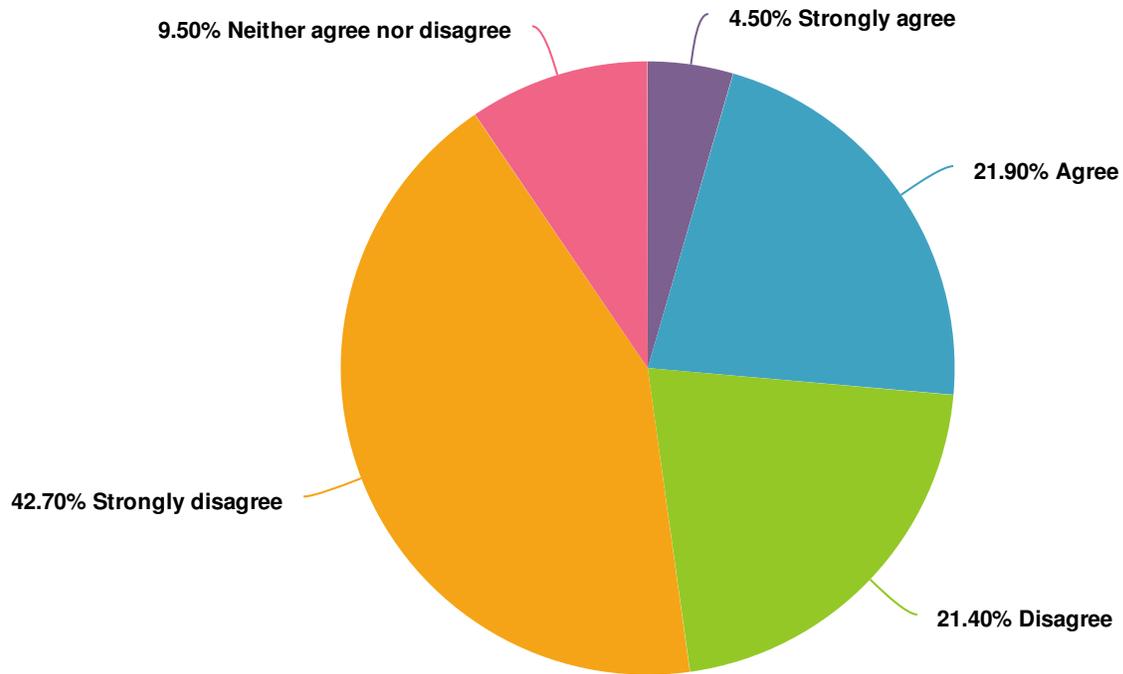
6. The level of the challenges set for me are:



Value		Percent	Responses
Too easy		9.5%	49
About right		60.2%	310
Too difficult		30.3%	156

Total: 515

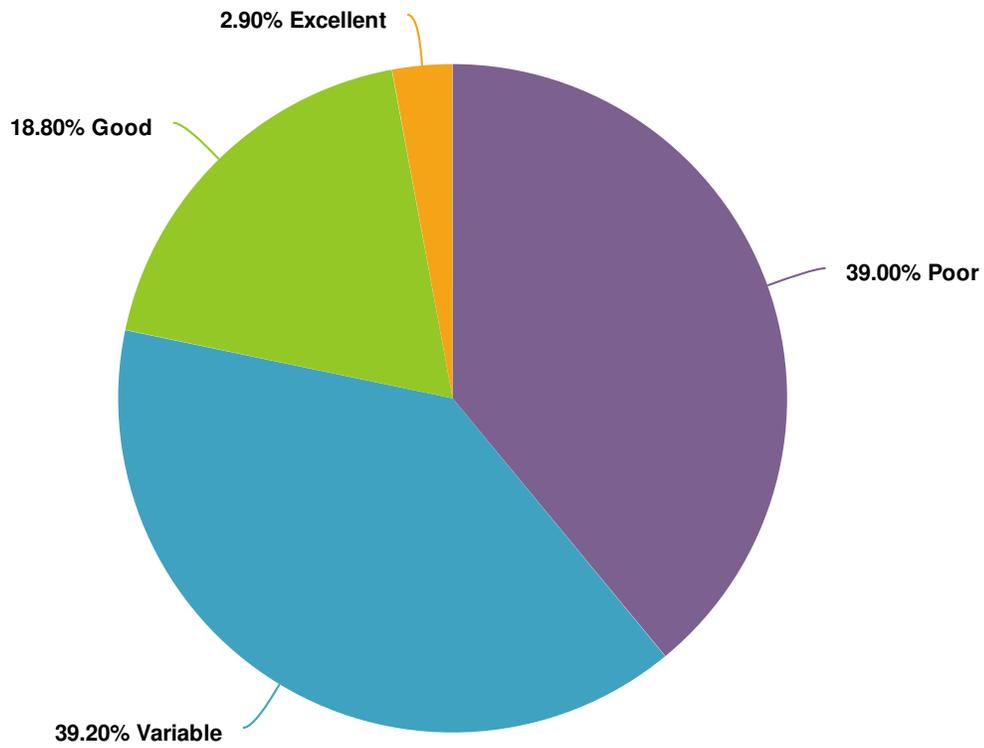
7. Studying the Welsh Baccalaureate is helpful to me.



Value	Percent	Responses
Strongly agree	4.5%	23
Agree	21.9%	113
Disagree	21.4%	110
Strongly disagree	42.7%	220
Neither agree nor disagree	9.5%	49

Total: 515

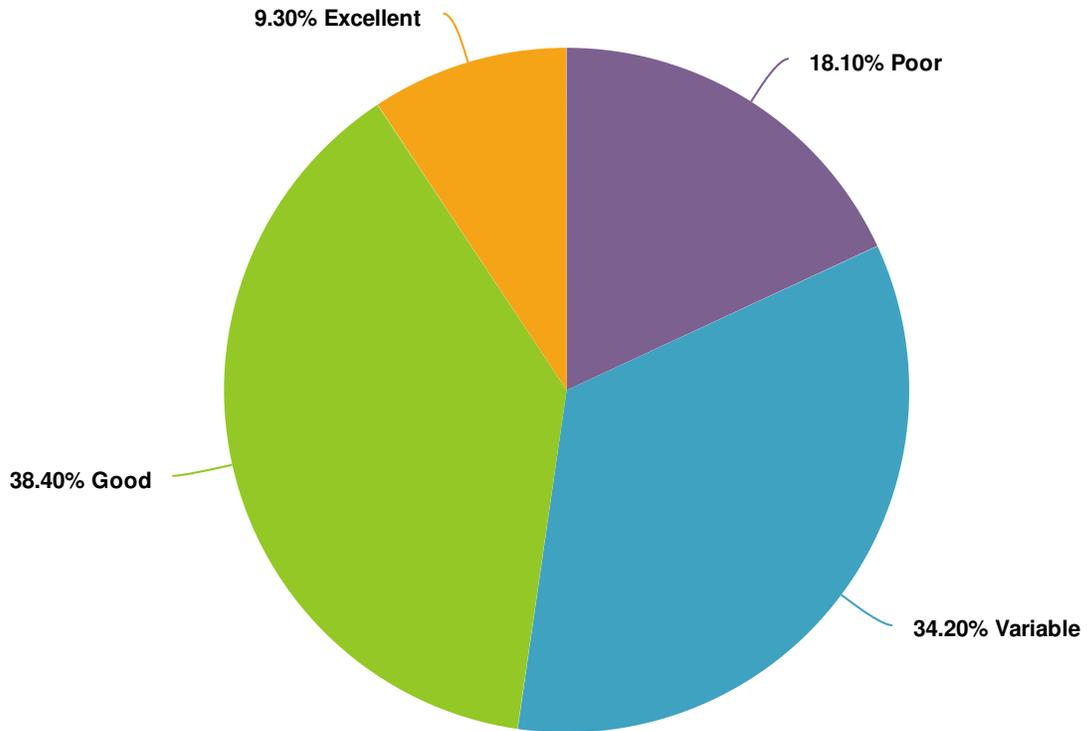
8. The availability of online resources to help you with the Welsh Baccalaureate is:



Value		Percent	Responses
Poor		39.0%	201
Variable		39.2%	202
Good		18.8%	97
Excellent		2.9%	15

Total: 515

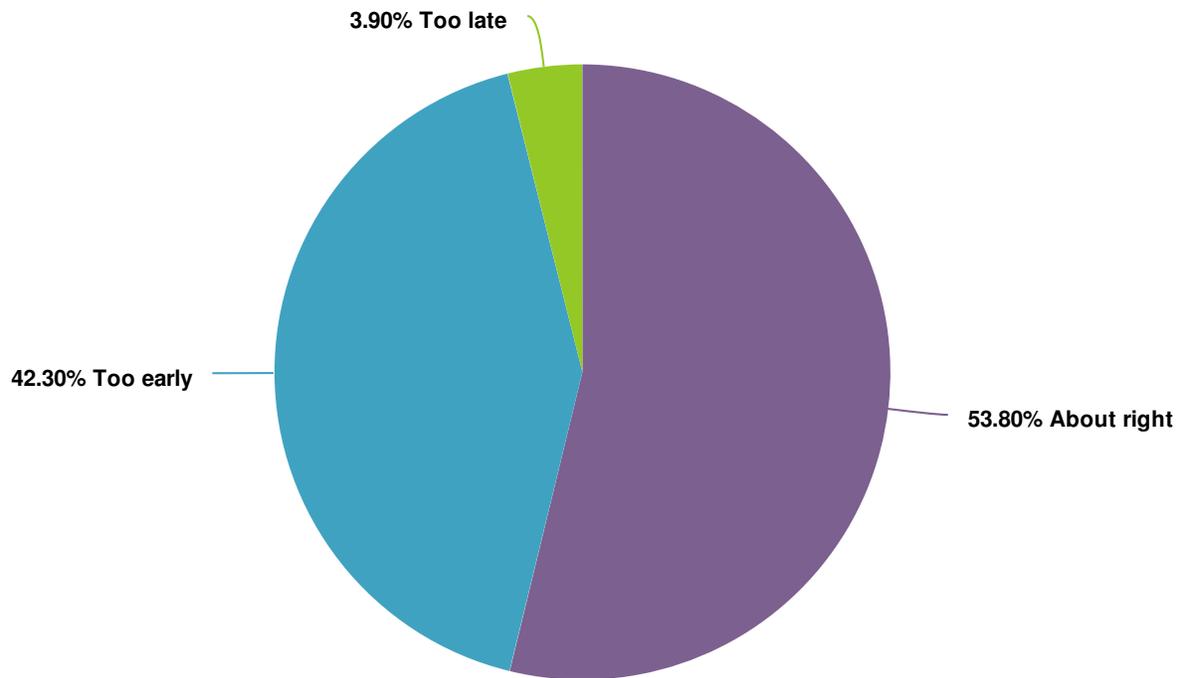
9. The availability of resources and support within your school or college is:



Value		Percent	Responses
Poor		18.1%	93
Variable		34.2%	176
Good		38.4%	198
Excellent		9.3%	48

Total: 515

10. The final submission date is:



Value		Percent	Responses
About right		53.8%	277
Too early		42.3%	218
Too late		3.9%	20

Total: 515

Count Response

4 Time management

3 Communication skills

3 Organisation

3 Patience

3 Teamwork

3 research

3 time management

2 0

2 Communication and team work

2 Critical Thinking

2 IT skills

2 Leadership

2 None.

2 Not much

2 Planning and organisation

2 Team skills

2 Teamwork and communication

2 Timing

2 lots

2 n/a

2 organisation

Count	Response
2	planning
2	researching
2	teamwork
1	.
1	...
1	About my employability status and more of my strengths and weaknesses.
1	Absolutely nothing as I've already done this qualification at A Level, but because it changed names, had to do it all over again.
1	Adobe Premier Pro skills
1	Being verbose to extend a simple point into a pointlessly large document
1	Better time management
1	Bone
1	Budgeting
1	Bussiness
1	CV writing
1	Communication and literacy
1	Communication and public speaking
1	Communication skills and Literacy Skills
1	Communication skills and team building skills
1	Communication when working with the elderly.
1	Communication, Enterprise, Planning and Organisation,
1	Communication, Listening, IT

Count	Response
1	Communication, analysis, researching
1	Communication, planning skills
1	Communication, team building, problem solving
1	Communication. Interaction.
1	Communicational, team work, organisational
1	Computer skills
1	Confidence
1	Confidence and to be independent
1	Coping under pressure
1	Cost analysis strategies
1	Creativity and problem solving
1	Creativity and critical thinking
1	Critical thinking, planning
1	Data management
1	Did not learn any, just enhanced my skills
1	E-mailing and talking to people confidently.
1	Essay writing
1	Finance, communication, research and team work.
1	Financial skills and Leadership skills
1	Formal report writing
1	Group skills

Count Response

1	Group work
1	How the course I applied for is effected by this
1	How to be bored to death
1	How to better work in a team, manage time and priorities and work as a team leader
1	How to cram in work in such a small amount of time. We literally have too little time to complete this.
1	How to create a CV.
1	How to develop online application
1	How to get overly stressed over a qualification that counts for nothing
1	How to get stressed easier
1	How to get through something which is asking too much of As students studying 4 other subjects.
1	How to make a Gantt chart
1	How to measure my own skills
1	How to organise my work to a level that helped me fit all of my studies into a manageable timeline.
1	How to prepare myself for uni
1	How to procrastinate like A PRO!
1	How to reference
1	How to run a buisness if I wanted to.
1	How to suck up to authorities
1	How to work in a team
1	How to work in group well

Count Response

Count	Response
1	How useless it is.
1	I could spend my time studying for my other subjects. Lots of my peers agree that Welsh Baccalaureate is a waste of time. The staff delivering the course are not given proper training and the guide lines are unclear. Me and many other students across Wales agree that Welsh Bacc is not worthy of our limited time during our A levels. Hours given to A level students per subject have been cut from 7 hours to a meger 4 in the space of a decade. The exams have not gotten easier but harder to gain the top grades. If you want to give
1	I did not learn any but was required to write that I did or you fail the bacc
1	I didnt learn any new skills
1	I don't feel as though i've learnt anything.
1	I dont know
1	I feel that I haven't learned any skills, I have learned the majority of my skills from my main course. If I'm honest Welsh Baccularate has added unnecessary stress to my life
1	I have learnt how to do an insane amountof work in a timescale that is way too small
1	I have learnt to be more confident in myself and what I do - it has also helped with my communication skills.
1	I have not acquired any new skills from welsh bac
1	I learnt from my peers, from taking to then as opposed to the syllabus
1	I've improved my communication skills, my confidence and my I.C.T skills
1	I've improved skills I already possessed, such as team work, communication, listening
1	ICT skill
1	ICT skills
1	IT skills, literacy skills and numeral
1	IT skills, numeracy

Count Response

1	Improved presentation skills
1	Improvement of my ICT skills.
1	Increased Efficient work speed
1	Increased patience and self control
1	Keeping on top of writing skills from GCSE as I am doing science A Levels
1	Knowledge of other cultures
1	Learning about global issues
1	Learning to work better as a group
1	Life skills e.g bills/ tax system
1	Literacy
1	Literacy skills-written and verbal, gain new knowledge
1	Literally just how to upload onto moodle
1	Mainly it has improved my conversational skills and confidence
1	Meeting deadline
1	Mortgage skills and budgeting
1	N/a
1	NA
1	NA. How to work out an average budget
1	No new skills
1	No new skills at all a waste of time
1	No new skills learned from the programme

Count Response

1	No new skills, helpful for University Applications
1	No skills what so ever
1	None - Built on existing skills
1	None and was only frustrated by the work
1	None at all
1	None fam
1	None it's pointless
1	None really
1	None, Just Stress
1	None, it is an awful qualification which is not beneficial
1	None, waste of time
1	None, zilch, keine, ingen
1	None. The Welsh bacc is a waste of time
1	Not a lot but how to apply to uni is the main one
1	Not applicable, -rep it's a waste of time :/
1	Not sure
1	Notging
1	Nothing I already didn't know
1	Nothing I didn't already have found it pointless and they kept changing the rules to each task
1	Nothing really.
1	Nothing significant

Count Response

1	Nothing, absolutely useless qualification
1	Nothing, my teacher doesn't know what he's doing, he lost my work and everyone is behind
1	Numeracy, digital literacy
1	Oral
1	Oral communication
1	Organisaion
1	Organisational
1	Organisational, communication, teamwork
1	Organizational skills and communication skills
1	Overall general information about global issues. Also boosted computer skills e.g. using platoon presentations.
1	Panicking
1	Patience communication
1	People skills
1	Picking up litter off the streets
1	Presentation
1	Presentation skills
1	Presenting work
1	Public Speaking
1	Research and planning ahead
1	Research and time management

Count Response

1	Research skills
1	Research skills and communication
1	Research skills, innovation, organisation, problem solving
1	Research, confidence,
1	Research-based skills
1	Researching skills
1	Skills in teamwork and presentation
1	Spelling and research
1	Strangling the amount of words I'm allowed to write
1	TEAMSKILLS
1	Team work and how to write a conference paper
1	Team work, independent work, communication
1	Team work, media and personal effectiveness.
1	Team work..
1	Team working
1	Team working skills
1	Teamworking, independent working
1	That working in a group doesn't always work
1	The ability to restrain myself from cause serious bodily harm to myself
1	Time allocation
1	Time keeping

Count Response

1	Time management skills
1	Time management, organization and research
1	Time management, teamwork
1	To be independent & organisational skills
1	To work in a group easily and to be able to express my opinion
1	Transferable Skills
1	Various, including creativity and innovation
1	Very few, if any
1	Welsh
1	WorkING with others, Communication, Presentation and self-evaluation skills
1	Working as a team effectively
1	Working under pressure
1	Working with others. Application of number. Fund raising.
1	analysing articles
1	better communication
1	communcation
1	communication and group working
1	communication skills
1	communication, team work and i.c.t
1	computer and research skills
1	critical thinking

Count Response

1	different facts about the topic that i had done
1	faster typing
1	finding relevant information in long articles
1	formal report writing
1	fuck all
1	group work
1	how to conduct a project to welsh bacc specification and relevant to oyr course
1	how to create an exhibition, new planning and organisation skills
1	how to do a SWOT
1	how to do work fast
1	how to hate my life
1	how to makeprestation
1	how to plan and set out my work
1	how to push my self when i dont think im capable of doing some think
1	how to run a charity shop
1	how to start a business
1	how to start an app buissness
1	i gained more knowledge
1	i learnt about hair extensions
1	improved IT skills, be more independent with studies
1	innovation

Count Response

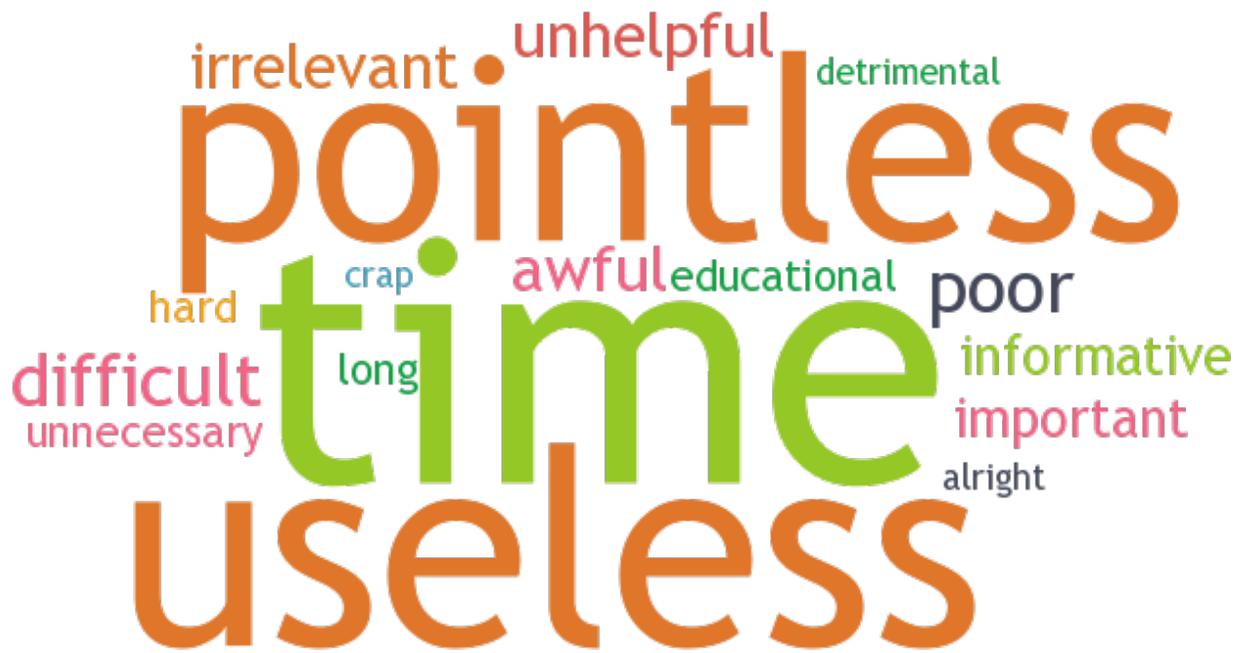
1	ive learnt some facts
1	knewloge abouth welsh
1	literacy
1	literacy and nymeracy skills
1	literacy skills
1	literacy, communication and team work
1	literally none
1	new information
1	none, some IT
1	not much
1	numerical data and graphs
1	online researches,and more about wales
1	patience
1	patience, how to pad out long essays
1	politics
1	presentation
1	presentation and organisation skills
1	problem solving, numbercy, spelling, communication skills
1	reasurch
1	resarching about deffrent issus
1	rescheing infromelion

Count Response

1	researching and general skills
1	searching information and how to open a business
1	some Microsoft word functions
1	talking skills
1	tea m work#
1	team work doesnt work
1	team work skills
1	team worker/ leadership
1	that Jonathan Hood is a brilliant tutor for helping.us
1	that it's not worth killing myself over the course
1	time keeping skills
1	to be more worls saftey
1	using IT
1	working better as a community
1	working in a group
1	working with people that are challenging

12. Which three words would you use to best describe the value of the Welsh Bacallaureate to your learning experience?

1



Count	Response
16	stressful
14	Useless
13	Pointless
12	Useful
11	Boring
11	Boring
11	Waste
11	boring
10	useless

Count	Response
9	Helpful
8	Time consuming
7	Good
7	Waste of time
7	boring
7	pointless
6	Interesting
6	good
6	useful
5	Awful
5	Challenging
5	Stressful
4	Challenging
4	Interesting
4	N/A
4	None
4	Pointless
4	Poor
4	Time consuming
4	Time-consuming
4	Useless

Count	Response
3	Educational
3	Not
3	Tedious
3	Unhelpful
3	Unnecessary
3	Useful
3	hard
3	irrelevant
3	time consuming
3	time wasting
3	waste
2	Bad
2	Crap
2	Demanding
2	Detrimental
2	Difficult
2	Good
2	Helpful
2	Important
2	Important
2	Informative

Count	Response
2	Informative
2	Irrelevant
2	Long
2	Okay
2	Organisation
2	Shit
2	Stressful
2	Unhelpful
2	Worthless
2	challenging
2	difficult
2	good
2	helpful
2	interesting
2	none
2	not
2	pointless
2	poor
2	stressfull
2	waste of time
1	

Count	Response
1	.
1	A
1	A good opportunity
1	Accurate
1	Achievable
1	Acquired
1	Alright
1	Alright
1	Annoyance
1	Appalling
1	Average
1	Awful
1	Awfull
1	CHALLENGING
1	Can be interesting
1	Clunky
1	Communication
1	Community
1	Complete
1	Confidence
1	Cool

Count	Response
1	Creative
1	Decent
1	Detrimental
1	Difficult
1	Difficult
1	Don't know
1	Effective
1	Enlightening
1	Excellent
1	Exciting
1	Exhausting
1	Experience
1	Extra
1	Extra qualifications
1	Fascism
1	Fun
1	Futile
1	Good for university
1	Good value
1	Great
1	Hard

Count	Response
1	Hateful
1	Help prepare for uni (CV, cover letter etc)
1	Horrible
1	I really did not find it useful at all
1	Imaginative
1	Improved numeracy
1	Insufficient
1	Interactive
1	Interference
1	Internationally recognised
1	Invaluable
1	Invaluable
1	Irrelevant
1	Knowledgable
1	Knowledge
1	Knowledgeable
1	Lackluster
1	Lifelong
1	Load of crap
1	Long
1	Mess

Count	Response
1	NOT
1	Non-Existent
1	Not
1	Not valued
1	Nothing
1	Nothing
1	Okay
1	Old
1	Please
1	Pointless.
1	Poor
1	Pressure
1	Progression
1	Redundant
1	Repetertive
1	Repetitive
1	Rewarding
1	Rubbish
1	Satisfactory
1	Skilful
1	Skills

Count	Response
1	Stress
1	Stress full to ones Mental health
1	Suitable
1	Team work
1	Time-consuming
1	Timewasting
1	Transitional
1	UCAS Points
1	Unchallenging
1	Unclear
1	Underwhelming
1	Unnecessary
1	Unecisary
1	Uninteresting
1	University
1	Unnecessary
1	Unneeded
1	Unrelated to Course
1	Unrelated to course
1	Unsuccesful
1	Unuseful

Count	Response
1	Useful.
1	Valuable
1	Valuable
1	Variable
1	Vaulable
1	Waste
1	Waste of time
1	Wasteful
1	Worth nothing
1	Worthless
1	Writing
1	a learning curve
1	absolutely
1	alright
1	annoying
1	approved my skills
1	benifencial
1	boring.. sorry
1	challenging
1	consuming
1	depression

Count	Response
1	difficult
1	disposable
1	distracting
1	educational
1	engaging
1	enjoyable
1	enjoyable
1	experience
1	experience
1	fantastc
1	fun
1	help
1	helpful
1	i am unsure
1	important
1	improvement
1	informative
1	interesting
1	invaluable
1	involving
1	irrelevant

Count	Response
1	it doesnt have a value with my learning
1	learn
1	long
1	mediocre
1	monotonous
1	more skills
1	n/a
1	necessary
1	non enjoyable
1	not
1	ok
1	q
1	qualification
1	quality
1	related
1	repetitive
1	shit
1	social
1	stress
1	stressful
1	time consuming

Count	Response
1	unhelpful
1	unimportant
1	unuseful
1	useful
1	useless
1	valuable
1	valuble
1	waste of my time
1	waste of time
1	wasteful

2



Count	Response
12	Pointless

Count	Response
9	stressful
8	Helpful
8	Stressful
8	pointless
7	Boring
7	boring
7	of
6	Useless
5	Challenging
5	Important
5	Interesting
5	N/A
5	Pointless
5	Time consuming
5	Unnecessary
5	Waste of time
5	hard
4	Boring
4	Poor
4	Repetitive
4	Time consuming

Count	Response
4	Time wasting
4	time consuming
4	useless
3	Difficult
3	None
3	Of
3	Time-consuming
3	Unnecessary
3	Useful
3	Waste
3	educational
3	helpful
3	helpful
3	useful
3	very
2	Confidence
2	Confusing
2	Consuming
2	Important
2	Improvement
2	Interesting

Count	Response
2	Irrelevant
2	Long
2	New
2	Nothing
2	Of
2	Stressful
2	Stressing
2	Time-wasting
2	Too much
2	Unimportant
2	Useful
2	Waste of time
2	boring
2	challenging
2	confusing
2	educational
2	for
2	frustrating
2	fun
2	good
2	informative

Count	Response
2	painful
2	pointless
2	take time
2	time consuming
2	uninteresting
2	unnecessary
2	waste of time
1	Advanced
1	Annoying
1	Applicable
1	At
1	Atrocious
1	Bearable
1	Beneficial
1	Beneficial
1	Big
1	Bull
1	Can get me in to university
1	Challenging
1	Confusing at times
1	Cooler

Count	Response
1	Could help me in the future
1	Crap
1	Creative
1	Crucial
1	Decent
1	Demanding
1	Demeaning
1	Development
1	Didn't help
1	Different
1	Difficult
1	Difficult to understand the meaning
1	Disorganised
1	Disorganized
1	Distracting
1	Distracting
1	Distraction
1	Distracts from A-levels
1	Don't know
1	Draining
1	Dull

Count	Response
1	Educating
1	Educational
1	Engaging
1	Enjoying
1	Essential
1	Excellent
1	Excelling
1	Exciting
1	Extra stress
1	Frustrating
1	Fun
1	Fustrating
1	Gain nothing
1	Gives good life skills
1	Gives me good skills for the working world
1	Good
1	Got in the way of my course
1	Hard
1	Hardwork
1	Helpful
1	INTERESTING

Count	Response
1	Improved skills
1	Independent
1	Individuality
1	Informative
1	Innovation
1	Innovative
1	Insightful
1	Inspiring
1	Intresting
1	Invaluable
1	Irelavant
1	Irrelevant
1	Just another subject
1	Kill
1	Knowledge
1	Knowledge for the futuur
1	Lacking direction
1	Length of tasks
1	Mediocre
1	Moderate
1	Monotonous

Count	Response
1	No organisation
1	No value
1	Non-existent
1	Not as good as communism
1	Not beneficial
1	Not entertaining
1	Not fun
1	Not good
1	Not helpful
1	Not useful
1	Okay
1	Optomistic
1	Organisation
1	Practical
1	Presentations
1	Problem solving
1	Qualification
1	Really
1	Really pointless
1	Really?
1	Redundant

Count	Response
1	Relevant if you want to go to uni
1	Repetitive
1	Research
1	Rewarding
1	Rubbish
1	Safety
1	Should be concentrating on our course
1	Simple
1	Skilful
1	Skillful
1	Successful
1	Sucks time
1	Surprising
1	Takes a lot of time when I could be doing assignment work
1	Team Work
1	Team work
1	Team-based
1	Teamwork
1	Technical.
1	Tedious
1	Tedious

Count	Response
1	Terrible
1	Time Wasting
1	Time-Consuming
1	Time-consuming
1	Timewasting
1	Too much to complete with my course I wanted to study.
1	Torpid
1	Unchallenging
1	Understandable
1	Unessesary
1	Unhelpful
1	Unimportant
1	Uninteresting
1	Uninteresting
1	Unique
1	Unorganised
1	Unorganised
1	Unprofessional
1	Unteachable
1	Unuseful
1	Unvaried

Count	Response
1	Useless.
1	Usless
1	VERY
1	Vaguely interesting
1	Valuable
1	Valuable
1	Variable easy
1	Very
1	Waist of time
1	Waistful
1	Waste
1	Wasteful
1	Would rather allocate the time to A Levels Instead
1	anxiety
1	aweful
1	bloody
1	cant focus on main subject
1	challenging
1	creative
1	depressing
1	depressing

Count	Response
1	diffical
1	difficult
1	education
1	empowering
1	excellent
1	excellent idea
1	extremely boring
1	frusterating
1	handy
1	hassle
1	headache
1	helpfull
1	horrible
1	i think its irrelevant
1	im
1	improvement
1	inadequate
1	inefficient
1	insignificant
1	interesting
1	interesting

Count	Response
1	interference
1	intresing
1	irritating
1	laborious
1	limited
1	long
1	mind numbing
1	n/a
1	new experience
1	new information
1	non-beneficial
1	none
1	not needed
1	not useful
1	okay
1	okay
1	planning
1	pressuring
1	qualifications
1	repetitive
1	rubbish

Count	Response
1	simple
1	skill gainer
1	slow
1	sociable
1	stress
1	stressful
1	taking time
1	taking time
1	that
1	time conuming
1	time-wasting
1	to
1	understanding
1	unnecessary
1	unhelpful
1	uninteresting
1	unnecisarry
1	unneeded
1	unreliable
1	unreliable
1	unuseful

Count Response

1	usless
1	valuable
1	very good
1	w

3



Count Response

10	Boring
10	Pointless
8	Stressful
8	Useful
8	Useless
8	boring
7	Time

Count	Response
7	Time consuming
6	Helpful
5	N/A
5	helpful
5	pointless
5	time
4	Good
4	Time-consuming
4	Useless
4	Valuable
4	Waste of time
4	difficult
4	time consuming
4	time consuming
4	waste of time
3	Boring
3	Confusing
3	Important
3	Informative
3	Irrelevant
3	None

Count	Response
3	Stressful
3	Tedious
3	Tedious
3	Time wasting
3	Unnecessary
3	Waste
3	pointless
3	stressful
3	useless
2	.
2	Alright
2	Awful
2	Challenging
2	Challenging
2	Different
2	Difficult
2	Fun
2	Helpful
2	Inspiring
2	Long
2	Nothing

Count	Response
2	Rushed
2	Unhelpful
2	Unnecessary
2	Unorganised
2	Waste of time
2	annoying
2	challenging
2	distracting
2	fine
2	hard
2	hard
2	interesting
2	rubbish
1	Worldly wise
1	-
1	About right
1	Acceptable
1	Accomplishmentioned
1	Advantageous
1	Again?
1	All

Count	Response
1	Ambitious
1	Annoying
1	Assisting
1	Awefull
1	Bad
1	Basic
1	Beneficial
1	Beneficial
1	Bollocks
1	Brillant
1	Broadened.
1	Communication
1	Community
1	Confusing
1	Consuming
1	Convolutud
1	Debate
1	Detrimental
1	Didn't like Welsh bac
1	Different
1	Difficult

Count	Response
1	Difficult at times
1	Disappointing
1	Disorganized
1	Distracting
1	Distracting.
1	Don't know
1	Drawn out
1	Easy
1	Easy to follow
1	Educating
1	Enhancing
1	Enjoyable
1	Extra
1	Eye opening
1	Fictitious
1	GOOD
1	Hard
1	Hard work
1	Helpful at times
1	Helps me to work to a dead line
1	Helps right a C.V

Count	Response
1	I hate it, get rid of it
1	Impractical
1	Inadequate
1	Independance
1	Interesting
1	Interesting
1	Interruptive
1	Invalid
1	Involvement
1	Knowledgeable
1	Lack of resources
1	Large
1	Made me more organised
1	Mature
1	Me
1	Monotonous
1	N/C
1	Necessary
1	Net
1	New
1	No

Count	Response
1	No fun
1	No point
1	Not as beneficial as it needs to be
1	Not learning us things we need to actually learn
1	Not necessary
1	Not needed
1	Nothing gained
1	Nuisance
1	Of no real value
1	Okay
1	Organisation
1	Organisation
1	Over-exaggerated
1	Pathetic
1	Pointless
1	Poorly Organized
1	Positive
1	Positive
1	Progressive
1	Quite cold
1	Real

Count	Response
1	Really really pointless
1	Relevant!
1	Repetitive
1	Repetitive
1	Rewarding
1	Rush
1	Shit
1	Shocking
1	Skilful
1	Skills
1	Smart
1	Socially minded
1	Soul-Draining
1	Stress
1	Stressing
1	Suicidal
1	TEAMWORK
1	TIME CONSUMING
1	Team
1	Terrible
1	The chance to volunteer

Count	Response
1	Time Consuming
1	Time Wasting
1	Time consuming
1	Time consuming from other subjects
1	Time keeping
1	Time waiting
1	Time-Waste
1	Time-waster
1	Too lengthy
1	Too many presentations
1	Unclear
1	Under-recognised
1	Unhelpful
1	Uninteresting
1	Unique
1	Unmotivating
1	Unpleasant
1	Unproductive
1	Unrelated
1	Unrelated
1	Unsatisfying

Count	Response
1	Unworthy
1	Useful
1	Valuable
1	Varied experiences
1	Very boring
1	Viva la Abolish Welsh Baccalaureate
1	Worldy wise
1	Worth it
1	anoyying
1	bad
1	beneficial
1	boaring
1	boring
1	care?
1	confusing
1	creative
1	depressing
1	detrimental
1	development
1	development
1	disracting

Count	Response
1	distraction
1	do-able
1	downing
1	e
1	easy
1	educational
1	esay
1	excellent
1	exlient
1	eye opening
1	full on
1	fustarting
1	future
1	good
1	hard work
1	has no impact on what i want to do
1	headeck
1	helpfull
1	important
1	ineffectual
1	inexpiable

Count	Response
1	insulting
1	interesting
1	interesting in parts
1	irrelevant
1	irrellevent
1	it gets in the way of my actual course
1	knowledgable
1	long
1	me
1	meh
1	n/a
1	none
1	normal
1	not actually gained any skills I didn't previously possess
1	not exciting
1	not needed when looking for employment
1	not useful
1	opportunistic
1	opportunistic
1	overloading
1	overwhelming

Count	Response
1	productive
1	quick on deadline times
1	relevant
1	ridiculous
1	shite
1	skills
1	sometimes boring
1	stress
1	supporting
1	take long time
1	tedious
1	testing
1	though-provoking
1	time waister
1	time-consuming
1	time-wasting
1	tiring
1	too long
1	too mard
1	too much
1	too much work combined with our course

Count	Response
1	tromertising
1	ucas-driven
1	unessassary
1	uninteresting
1	uninteresting
1	uninterseting
1	university
1	unnecessary
1	unnecessarily stressful
1	unnecessary
1	unnecessary
1	unneeded
1	unorganized
1	useful
1	useful.
1	valulless
1	very good
1	waste of time ;/
1	waste-of-time
1	wasteful

13. What would you say is the main advantage of studying the Welsh Baccalaureate?



Count	Response
19	Nothing
13	none
12	None
10	N/A
8	nothing
6	UCAS points
5	There is none
5	There isn't one
4	Extra grade
4	No advantage

Count Response

3	Communication
3	New skills
3	life skills
3	there is none
3	there isn't one
2	0
2	An extra qualification
2	Gain knowledge
2	Learning about the world
2	Learning new skills
2	Meeting new people
2	Skills
2	There is no advantage
2	There isn't an advantage
2	extra qualification
2	getting into university
2	i dont know
2	n/a
2	new skills
2	trip
1	-

Count Response

1	A extra qualification
1	A qualification you can rely on if you don't get a result needed for uni
1	Able to get into university's in Wales as is seen as a valid qualification
1	Additional Qualificitation
1	Additional UCAS points
1	Additional skills outside of academic work
1	Adds to CV
1	Allows you to meet new people.
1	An extra A-level equivant
1	An extra GCSE
1	An extra a level
1	An extra qualification (albeit a slightly unnecessary one), makes money for the college, and allows you to gain extra UCAS points (though this is fully achievable from the student's main course if they work hard enough, which they can't do when spending so much time on WBQ)
1	An extra qualification and building existing skills
1	An hour out of a levels
1	Being able to research factors that will apply to real life (e.g universities)
1	Being equilavlent to an A level at the end, helps to get into universities
1	Better guarantee of university acceptance
1	Better than pieces of paper for qualifications that teachers have "got us through"
1	Better writing skills
1	Bringing community together

Count Response

1	Builds confidence
1	Can add to ucas points
1	Can use it to get into university if you don't get your grades
1	Consumes a lot of college work time
1	Contemplates your life
1	Develop and gain more skills
1	Develop skills even more
1	Development
1	Different from college work so you learn more thing other than just your courses
1	Different topics
1	Discussing oppinions
1	Don't have a clue
1	Don't see any
1	EXTRA UCAS POINT
1	Easy grade at the end of the year
1	Easy grade to achieve
1	Employment
1	Enhancing skills
1	Essay practice
1	Everything is a disadvantage
1	Expanding knowledge

Count	Response
1	Experience
1	Extra ALevel
1	Extra Qualification
1	Extra a level for university
1	Extra a-level
1	Extra qualification
1	Extra qualification for university
1	Free UCAS points.
1	Funding for the college
1	Gain confidence
1	Gain more UCAS points
1	Gain skills
1	Gaining an a level at the end
1	Gaining another qualification
1	Gaining communication skills
1	Gaining knowledge
1	Gaining knowledge and skills
1	Gaining knowledge and understand and becoming more confident in working in a team
1	Gaining new skills
1	Gaining new skills and voluntary work
1	Gaining skills through community and self skills

Count Response

1	Gaining useful skills
1	Get to go places
1	Gets you to improve CV.
1	Getting a wider range of knowledge about where we live.
1	Getting another qualification , e.g ucas points
1	Getting that extra A level when you've screwed up the year before
1	Getting the grade at the end
1	Gives a extra a level for university
1	Gives all students varied skill sets
1	Gives you an idea of how to work in a group to achieve a specific goal.
1	Good for wasting someone's time
1	Good waste of time
1	Great advantage if you would like to persue a career in business
1	Hahahaha
1	Has gotten me ready for uni
1	Having to do so much work only to find out it means almost nothing to universities, which gives a good indication to the pointlessness of life
1	Help the community
1	Help with future planning, money, and budgeting
1	Help with university
1	Helpful when preparing for uni
1	Helping the community

Count Response

1	Helping the next generation with communication, personal and team working skills
1	Helps in life
1	Helps me gain a useful qualification for uni
1	Helps progress team working and communication skills
1	Helps slightly in widening your skills
1	Helps with further education applications
1	Helps with getting in to University
1	Helps you to gain new skills
1	Helps you to learn new skills
1	Huh?
1	I ate a sandwich in a welsh bac lesson and it was pretty good dude
1	I feel it is only an advantage to students who are struggling to achieve high grades in their other subjects, as they will therefore need the extra UMS points from Welsh bacc.
1	I find that there is no advantage to it
1	I gain new skills such as research skills
1	I got to cry at least 50x more than normal
1	I got to participate in cgrist cheer events
1	I have another reason to hate Labour thanks
1	I say that the main advantage is that it prepares us for the future, it helps us see the real world. And it's really good how we are expected to find contacts our selves.
1	I wouldn't
1	IT skills

Count Response

1	If fills a slot for full time student
1	If we were learning out money and mortgages etc then it would be useful but we don't. It is pointless and a waste of my time when I have other more important deadlines for the course I actually signed up for.
1	If you fail a levels
1	If you mess up an A Level it's something to fall back on
1	If you wouldn't get in to uni otherwise, some unis accept welsh bacc
1	Improving communication
1	Improving my confidence
1	Improving my own personal skills
1	Improving on group working skills
1	Improving writing skills for the job market
1	In a Capitalis society, this qualification makes the ideal worker.
1	Increase tolerance for sudden problems and disasters
1	Individual Project
1	Individuality
1	It allows you to develop on skills that other subjects necessarily wouldn't
1	It could develop my existing skills
1	It gives additional UCAS points
1	It gives me a chance to explore businesses, and meet the people of different communities, as well as carry out some effective learning.
1	It helps put the future in perspective

Count Response

1	It helps with developing skills for extended research projects which will be useful in the future, e.g. for doing theses in university
1	It helps you get out of your comfort zone - I think that helps prepare you for change.
1	It is a break from revising for my actual A levels
1	It is useful in Wales
1	It kept me busy
1	It looks good on my cv and good for university
1	It promotes teamwork
1	It somewhat prepares us for setting up a business in the future.
1	It will help me get into University
1	It's good for talking to your friends
1	It's good for the teenage student
1	It's important for the future.
1	It's something that can be added to your CV
1	Keeps you busy
1	LOL WHAT!! There isn't any...
1	Learn about new things
1	Learn interesting facts about my area
1	Learn more about the culture
1	Learn new skills
1	Learning New Skills
1	Learning about global situations

Count Response

1	Learning about issues
1	Learning about new things
1	Learning how to adapt to team responsibilities.
1	Learning how to work within a set time
1	Learning life skills
1	Learning new skills and new information
1	Learning other people's perceptions and my own skills
1	Learning skills
1	Learning to cope with a copious amount of work
1	Learning to listen to and consider the opinion of other people
1	Learning to manage my time between revision for my a levels and welsh bacc
1	Lesson to do work in for other subjects
1	Lessons can sometimes be used to focus on other, more important work and assignments
1	Literacy
1	Looking at YouTube Videos because I was about to be bored to death.
1	Looks good on cv
1	Looks good on your personal statement or cv
1	Looks good when applying to University
1	Lower uni offer
1	Lowered university minimum requirements
1	Make the collage money.

Count Response

1	May help you get into university if your alevel grades aren't aren't exactly what's expected
1	Maybe skills for business
1	Might get you into Uni
1	Nothing
1	N/a
1	Newly gained skills
1	No exams
1	No idea
1	None for STEM students
1	Nonexistent
1	Not much pressure as some other subjects.
1	Not sure ..
1	Nothing at all
1	Nothing really
1	Nothing really, prevented me from spending valuable time on other subjects
1	Nothing waste of time
1	Nothing, it takes time away from useful qualifications
1	Nothing, it's unnecessary stress
1	Nothing, waste of time
1	Participation in group based challenges

Count Response

1	Patience - having to repeat yourself numerous times for reoccurring tasks of the same nature requires a lot of patience.
1	Personally, nothing. I feel like my time was wasted.
1	Practical knowledge e.g. career planning
1	Prepare you for higher education
1	Preparing us for future jobs
1	Public skills
1	Relaxing hour
1	Research skills
1	Slightly resembles dissertation writing
1	So I can see my weaknesses and improve upon them to become better as a future employee or employer.
1	Some people say it can be used as a extra a level
1	Some universities accept the qualification as your 3rd A Level
1	Some universities like it
1	Stress
1	Support for university
1	Taking up too much time when I could be doing other important work instead
1	Teaches writing things up + presentations
1	Teaches you where to look for nosb
1	Team work
1	That it's an extra qualification

Count Response

1	The Welsh schools get funding
1	The ability to make time drag due to lacklustre work
1	The college gets to torture us with hours of pointless talkin
1	The experience
1	The grade
1	The qualification at the end of it
1	The skills involved
1	The skills that are developed that can help with future careers.
1	There are none
1	There aren't any advantages, I'd much rather do another A level instead
1	There is none but it gives you more opportunity in university.
1	There is none.
1	There isn't
1	There isn't any
1	There isnt one
1	There really isn't one, I have not learned any new skills, everyone, even the tutors at college say that it's a waste of time
1	There wasn't really an advantage
1	Thinking outside the box
1	Time keeping
1	Time management skills were necessary to finish on time
1	Time off of main subjects

Count Response

1	Time passer
1	To Fill the black hole inside ❤️?
1	To gain experience of some working class environments
1	To gain extra UCAS points
1	To get ucas points
1	To help students to learn a variety of skills they would not normally learn in their course.
1	To learn new skills
1	UCAS
1	UCAS Points
1	UCAS points for university
1	Ucas points
1	Uji
1	Understanding of what and how the world works
1	University UCAS points
1	Unsure
1	Upper hand to universities
1	Welsh Bacculaureate
1	Wider range of skills
1	Working as a team
1	Working in teams with others
1	Working with others

Count Response

1	You can learn some useful skills
1	You can show what you are capable of doing in the given time period and it demonstrates your ability to work within a team
1	You can work with your peers
1	You develop skills
1	You develop skills you may not have
1	You get an extra qualification
1	You get more
1	You get to develop new skills
1	You learn about
1	You learn to work with others as well as knowing what it is like to work within a business.
1	You're able to develop your time management skills
1	a extra grade
1	a qualification
1	advantage????
1	another qual
1	another qualification for uni
1	apparently it is recognised
1	being able to work as a team and learning life skills
1	being able to work withg others
1	better knowledge of welsh background

Count Response

1	buisness
1	can help you help the community
1	developing new/old skills
1	don't think there is one
1	dunno
1	extra UCAS points
1	extra credit
1	extra qual
1	extra ucas points for university
1	feeling like you should be studying for your other subjects which would give you more knowledge on your chosen career path.
1	for reasearch purposes and buisness opportunitiesno
1	fuck all
1	gaining better communication skills
1	getting a qualification
1	getting to work with others
1	gives extra UCAS point
1	gives me another grade
1	gives you better people skills
1	going through to level 2 hairdressing
1	good on university application
1	good to get to know your sadder self better

Count Response

1	has value to universities
1	helped my time keeping
1	helping the generation after us
1	helps with life skills
1	history about wales
1	i cant find an advantage
1	i don't have one
1	i dont have one
1	i dont think so
1	i feel there hasn't been any advantages
1	i got to make and edit a music video
1	improve skills
1	improves skills
1	increases our confidence
1	independence
1	indipendant research
1	interacting with the community
1	investigating to now more about wales
1	it did not think it was any
1	it helped me in all aspects of my work
1	it helps in gaining confidence and skills that are needed in future

Count Response

1	it helps to get to university
1	its another qualification
1	leaning new stuff
1	learn about new things
1	learn about world issues
1	learn more things
1	learn new things
1	learning about your own strengths and weaknesses
1	learning how to manage your money
1	learning how to pay bills and make plans for my future.
1	learning new dfactys about the topics i researched
1	learning to work in a team
1	more frees
1	more qualifications
1	more stress
1	no
1	no advantage
1	no advantages
1	none as it is overloading
1	none lost time on course work
1	nothingwasting

Count Response

Count	Response
1	opens your eyes to things not on the course studying.
1	provides life skills
1	putting it on a CV so employers think you have advanced skills
1	qualifcation
1	qualification
1	relearning forgotten skills
1	research methods
1	stress
1	team work
1	teamwork
1	teamworker
1	that i am able to pass my course with it
1	the extra qualification
1	the qualification
1	there isn't
1	there isn't one! it had taken our class away from our actual subject course and we have to fully focus on our welsh bacc rather than our exams.
1	there isnt an advantage
1	there isnt one
1	there was no advantage at all
1	there's an advantage?
1	to be honest there is no advantage, maybe helping out the community

Count Response

1	to develop new skills
1	to gain general skills e.g. presentation skills, communication skills, researching skills etc
1	to get more points for university
1	to learn about the world
1	trips
1	uni
1	universities accept it as an a level
1	university
1	usful qualifiation
1	waste of time
1	we can develop skills
1	work skills
1	you can develop ict skills
1	you gainj experience
1	you get closer to death than ever before
1	you learn more about problems

14. What would you say is the main disadvantage of studying the Welsh Baccalaureate?



Count	Response
14	Everything
9	Time consuming
7	time consuming
7	waste of time
4	All of it
3	Takes up a lot of time
3	Time-consuming
3	Waste of time
3	all of it
3	nothing

Count	Response
3	time wasting
2	Boring
2	It takes a lot of time
2	N/A
2	Pointless
2	Stressful
2	Time
2	Time wasting
2	Welsh BaccaLaureate
2	take long time
2	takes up time
1	0
1	A lack of reasoning behind a almost worthless forced course.
1	A lot of extra work besides work for the course
1	A lot of work
1	All the written work. Its very boring.
1	As I feel that i learnt little to nothing, I feel the time I have wasted on welsh bac could have been better spent on something relevant to the course I signed up for
1	Being unsure of what qualifies as a useful skill and what will effect my future career.
1	Can be boring
1	Can be tedious
1	Can become hard work to catch up on missed lessons and coursework

Count Response

1	Can become stressful because you have so much work as well as Welsh Baccaulate
1	Can't concentrate on your course
1	Causes unnecessary stress.
1	Completely impacted and detracted from my chosen area of study, dedicated far too much time for something that I honestly don't feel will benefit me personally.
1	Complicated Breifs
1	Consumes time, doesn't improve future prospect if you achieve in your A Levels
1	Demanding, not considerate of other subjects
1	Depressing
1	Difficult
1	Distracts me from continuing with my a level study time
1	Distracts students from their main course priorities. In some cases welsh bacc puts too much pressure on students due to the fact the time used on welsh bacc is taking away from time that could be used to help themselves complete their desired course. I feel that if you want to do it, you should, but if not, I feel it's unfair to force students to do so.
1	Doesn't allow you to focus on your chosen subjects that you're studying.
1	Doesn't seem to be at all relevant or helpful in the long term. Also distracting from the course we actually signed up to do so.
1	Doesnt help youwith anything
1	Don't get many examples of work to look at
1	Each task has a similar feel and can become quite repetitive
1	Employability and enterprise
1	Everything is a disadvantage
1	Everything making me wait time on Welsh bacc when I had other work to do

Count Response

1	Everything nothing good about it
1	Everything. If you've studied IT at any level it is useless.
1	Everything. Universities don't even consider it.
1	Extremely time consuming
1	Fills up time when I need to be working on my actual course.
1	For people with average or advance intellectual abilities, the subject is wasted on them as it is very repetitive and boring. Most of it is common sense.
1	For students who are achieving high grades in their other subjects, Welsh Bacc can, and was for me, be a huge distraction from other more important work. It is a lot work that I felt was completely unnecessary as I didn't feel I was learning any new skills. It adds a lot more pressure to students lives due to the workload. Furthermore, it focuses on 'employability', but actually lead to myself and others having to take time out from our real world employment to do silly tasks to make us more 'employable', tasks that didn't benefit anyone.
1	Gets in the way of important things
1	Had no benefit for teachers or learners
1	Hard to do along side alevels
1	Have no idea what I am doing
1	Have to focus on it as much as well as your course
1	Having to come in 4 hours early for a 2 hour lesson
1	Hhv
1	Hrs could be spent on other important subjects for the course being studied
1	I am so behind on the actual course I wanted to study. I think I might fail because I have so much units to finish and Welsh bacc used up all my time. It is seriously so pointless and writing this is pointless because I can never get that time back!!
1	I can't focus on my main course.

Count Response

1	I deem it quite pointless, and in many cases, it strips young Welsh people the opportunity to study an extra A level, giving a notable disadvantage over English students
1	I didn't choose to study this course, I had no option.
1	I have to study it
1	I learnt nothing
1	Irrelevant
1	Irrelevant Work
1	Irrelevant, takes time and focus off subjects I want to do well in
1	Is is not needed in mature students
1	It adds unnecessary stress
1	It can be stressful
1	It didn't really achieve anything for me, not worth doing when I have main subjects to focus on.
1	It doesn't seem to be beneficial at all
1	It has a different name from the previous qualification, and pupils are forced to waste time to retake this qualification regardless of whether they have the previous qualification or not.
1	It is an increasingly dull course that doesn't encourage participation, however forced you to rush essay ad you have no choice but to take part
1	It is not acknowledged by many universities
1	It is not helpful for university outside Wales
1	It is not very exciting to do and it takes quite a bit of time out of your own lives
1	It is unrelated to my course, is not well explained, has no guidelines, and is difficult to do well in

Count Response

1	It is very boring and takes a while to complete
1	It is very time consuming and stressful
1	It isn't very beneficial to students
1	It might take up too much time for your other A-levels
1	It takes away from our main course we dont get to choose if we do it or not.
1	It takes away valuable time that I could've spent on my college work.
1	It takes away valuable time to study your course
1	It takes time away from other subjects that are more important
1	It takes time away from subjects that I have chosen
1	It takes time away from the important qualifications
1	It takes time away from the time we should be spending on our other courses
1	It takes time out of actual lesson time, I'm an art student and it was completely irrelevant to the course, it's more deadlines when we have enough already and once you fall behind, if the teacher doesn't know what he's doing then it's hard to catch up
1	It takes up time that I could be using for assignments
1	It takes up too much time
1	It takes up too much time when I could be doing assignments that are important for my course
1	It takes up valuable time that could be used for studying subjects i actually need to
1	It takes valuble time needed for more important lessons
1	It took a long time to complete, time which could have been given to my other subjects which I actually needed to perform well in in order to get into university. It was a lot of extra unwanted stress.
1	It wakes up valuable time go do course work

Count Response

1	It was literally useless and had an insane amount of work needed to be done for it requiring taking time out of my course to complete it
1	It was very unorganised
1	It wastes our time and distracts from our course work
1	It wastes time
1	It wastes time that we could be using on our actual course and adds unnecessary stress, time, and work
1	It wastes time which could be far better spent working on other subject areas of the course
1	It wastes valuable time that could be spent revising for another subject
1	It will not count if you only do one year
1	It's Pointless, not necessarily needed to be taken for some people
1	It's a distraction from other subjects
1	It's a waste of time
1	It's a waste of time which could be spent studying for other subjects
1	It's a bit tedious
1	It's added stress and too much time needs to go into Welsh bac
1	It's always based on something that isn't course related.
1	It's boring
1	It's boring, I feel like it's not a helpful subject and takes time away from my other subjects which are more important, it wastes time I could use on something productive.
1	It's compulsory so you get people in the group that doesn't want to do the work
1	It's not necessary

Count Response

1	It's only liable in Wales and no where else
1	It's pointless
1	It's quite challenging, and you must adapt easily
1	It's time consuming and not very interesting
1	It's very repetitive
1	Its Welch Bacc
1	Its pointless, topics mean nothing
1	Jobs don't take notice of it
1	Js
1	Kept changing the brief so we had to keep redoing our work
1	Lack of balance between task weighting
1	Lack of support
1	Lack of teacher and student knowledge
1	Lacks organisation
1	Large amount of stress and a large amount work
1	Leaves less time to do course work
1	Less time spent on othere subjects
1	Less time to finish more important course-related work
1	Less time to revise a levels
1	Lessons, not enough of them depending on the subject.
1	Limited time considering the scale of tasks

Count	Response
1	Literally everything
1	Long course
1	Long winded
1	Lower marks in other subjects
1	Minor parts of it were a bit boring.
1	Monumental waste of time- you learn and achieve nothing
1	More work/stress
1	Most of it, to be perfectly honest
1	Need more time on course
1	Nithing
1	No having long enough to plan and start a particular activity
1	No main advantage the Welshbacc studies add extra workload to your current course/s
1	No platform to submit work at a higher level where the work meets a higher criteria
1	No teachers seem confident in what they are teaching because it is a mess in the way it's organised and constructed, so it then wastes everyone's time.
1	Not being able to focus on my main course work
1	Not enough guidelines from WJEC about how to complete
1	Not much to do with the subject
1	Not needed
1	Not really relevant if you are not going to uni and does take up a lot of time where I could be working and my assignment
1	Not relatable enough

Count Response

1	Not suited to all students
1	Only useful in Wales
1	Our task with the Welsh bacc appeared to be poorly organised, therefore we were constantly having to change our work to the to fit the requirements of Welsh Bacc. Also we were given a very unrealistic timescale for completing our task for the community challenge.
1	Patronising sometimes, structure of the course is difficult to understand. Content is easy
1	Pressure and a distraction from your main qualification
1	Puts extra pressure on students to complete work alongside harder A Levels
1	Repetertive
1	Repetitive tasks that can hinder our progress in our main subjects
1	Requires a lot of own time
1	Ridiculous amount of detail required for a decent mark.
1	Seems to be repetitive
1	Some aspects of it is unnecessary
1	Some tasks take up time which could be used for other lessons/assignments
1	Some things I already knew
1	Staff teaching it have no idea on what students are supposed to be doing and there is therefore a lack of support
1	Stress
1	Studying Welsh BACC
1	Studying it
1	Studying the Welsh Baccaulaureate

Count Response

1	TIME CONSUMING
1	Take away time from more important subjects such as chemistry or biology
1	Take away time that could be spent doing my core subject.
1	Takes a lof of time as I was put on hold when doing other assignments
1	Takes a lot of time
1	Takes a lot of time and focus away from main qualification
1	Takes away from working on main courses units.
1	Takes away time from other units that need to be studied
1	Takes away time from your exams and revision.
1	Takes away to much time from the actual course you want to study and learn about
1	Takes over course time work
1	Takes time away from actual coursework
1	Takes time away from actual studies of your A Level choices
1	Takes time away from main qualifications
1	Takes time away from other important studies.
1	Takes time away from other subjects and seems not even tutors understand what we are doing sometimes causing much confusion.
1	Takes time away from other things
1	Takes time from studying for exams
1	Takes time out of more important A levels
1	Takes time out of our main course and is very pointless
1	Takes time out of our many subject

Count Response

1	Takes to much time
1	Takes too long, boring work
1	Takes too much time
1	Takes too much time away from my main course
1	Takes too much time, challenges are too difficult and take away time doing main subject
1	Takes up a lot of time when I could be doing something more important like assignment work
1	Takes up hours that could be used on other subjects.
1	Takes up much too much time and distracts from my main A Level studies.
1	Takes up time from more important lessons
1	Takes up time from proper A levels
1	Takes up time from your qualification
1	Takes up time that could be used elsewhere
1	Takes up too much time from our other bits of work
1	Takes up too much time from studies
1	Takes up too much time from the course we are studying
1	Takes valuable time up and is not actually relevant to the course; tries to be grounded in the real world, but is really rather divorced from it.
1	Taking time away from lessons that are more important to the relevance of the course
1	Taking time from other subjects
1	Tedious
1	That it is time consuming

Count Response

1	That it takes you away from chosen subjects
1	The Welsh Baccalaureate
1	The amount of time it takes to complete
1	The amount of work in comparison with my actual btec course
1	The amount of work load
1	The assignment wording can seem confusing which can make it stressful
1	The content is to much to do alongside the rest of your course/a-levels
1	The deadlines are too early
1	The disadvantage of Welsh Bac is that its not really intresting
1	The fact it takes up a lot of time and effort that should be spent on my actual course, securing my grades that actually matter, instead of completing pointless activities that have no relation to anything I would do in future life
1	The jump between school bacc and college bacc is very stressful, in school they act like it's nothing and then in College it's one of the biggest stress makers.
1	The lack of resources surrounding the qualification and the fact we aren't given a comprehensive format to follow, for such a length project mean many pupils (including myself) are completely clueless on how to get the top marks.
1	The lack of resources, competent staff and direction.
1	The practice runs are equally as long
1	The process can sometimes become monotonous
1	The quantity of work
1	The time could be used on consolidating a pass in other subjects
1	The unnecessary stress that comes with having to write a tone. I found myself worrying more about Welsh Bacc than my exams at some points.

Count Response

1	The whole course, the fact we are forced to do it
1	The whole subject
1	The will to live is depleted to dangerous levels
1	There is a lot of repetition in it. It also clashes with the health and social care course as some of the work in the Welsh bacc had been completed in some of our units
1	There isn't sufficient time for the challenges and so the work load is too heavy
1	There's isn't one
1	They expect far too much in the little time given for it
1	This year there was no set in stone requirements which made it VERY annoying making constant changes to things.
1	Time Consuming
1	Time can be spent on other, more important and vocational subjects
1	Time consuming and a lot of work and I mean a LOT
1	Time consuming and not relevant
1	Time consuming and unnecessary
1	Time consuming coursework
1	Time consuming when you could be focussing on your chosen a-level subjects
1	Time consuming, no helpful resources, marking criterias constantly changing meaning I had to change my work on numerous occasions
1	Time could be spent on bettering my other academics
1	Time for not being able to get assignment work done
1	Time management
1	Time not being able to be spent on more important things i.e. A levels

Count Response

1	Time taken away from main subjects
1	Time wasting boring drivel
1	To much work
1	Too long
1	Too long and hard
1	Too many presentations, lots of repetition, time
1	Too many things for each part to do effectively
1	Too much research
1	Too much time away from class
1	Too much time having to be focussed on it when it could be focussed on your more important coursework
1	Too much to handle, gets me stressed very quickly and put me behind on work
1	Too much work around A Levels
1	Too much work in such a little time
1	Too much work load to add to a heavy course work course in college
1	Too much work to complete when you need to focus on other subjects more
1	Too time consuming alongside other subjects
1	Too time consuming and takes focus away from A-Levels which are more important
1	Too time consuming and takes time away from A Level studies
1	Too time consuming and the teachers don't even know what to teach us
1	Too time consuming when preparing for A-Level exams
1	Took a very long time to complete

Count Response

1	Took too much time
1	Training for teachers
1	Unnecessary stress
1	Unnecessary. Not learning anything and too much stress
1	Useless
1	Very boring
1	Very time-consuming amongst other subjects
1	Very very time consuming
1	Waste my time when I could be revising for subjects I am interested in
1	Waste of time and a qualification
1	Waste of time when I could be focusing on other subjects
1	Waste of time! We could be using the time to work on assignments that actually matter
1	Waste of time, has no advantage to us
1	Waste of time.
1	Wasted time
1	Wasteful hours
1	Wastes time doesn't actually improve any skills and tutors and students was not informed on what to do
1	Wastes time from concentrating on my chosen college course
1	Wastes time that should be put into subjects
1	Wastes too much time, would rather have more time for actual course we applied for
1	Wasting time that could be spent on a levels

Count Response

1	Wasting time that i could spend studing
1	We are behind in our course because of the bac
1	We could have been doing work relavant to the course
1	We're gonna need a bigger box...
1	Welsh Bacc has proven to be a huge obstacle in my learning of my main course, computing.
1	Work taking up too much time
1	Worthless qualication when made to do it despite already having it at the same level
1	Would prefer to spend time on other important subjects
1	You get nothing from jt
1	You have to do it in your spare time which I would use for fitness training
1	a lot of work that distracts from other subjects
1	a lot of writing
1	absolutely everything
1	added stress
1	adds pressure to course
1	all confusing, no clear in struction and took up too much time, short time to hand in the work
1	all of it, its fucking terrible
1	all of it. it needs a total revamp. The projects are not appealing and don't feel at all relevant.
1	all the work has to be in on time
1	alot of essays, and unnessasary research

Count Response

1	amount of time taken up
1	being put strait in a group
1	boring
1	can be repetative
1	can become boring at times
1	data inputting
1	difficult
1	difficult because I have dyslexia
1	distracting and stressful
1	distraction from main subject
1	doesnt relate to my course or my interests
1	don't need it
1	don't no
1	everything
1	everything, waste of 5 hours a week
1	experience
1	extra stress on top of your college course
1	extra time away from actual studies
1	fell behind on actual course work!
1	gets in the way of the subject i chose to study
1	ghtghf

Count Response

1	having to attend
1	having to do it if you dont want to go to university
1	i cant see a disadvantage
1	incredibly stressful
1	interferes with my course work for my main course i came to study
1	is non
1	it brings a lot of stress
1	it can be very stressful
1	it can have a negative impact on people who dont need it and need to fous more on the subjects they chose to study
1	it does not help anyone unless they would go out of their way to do it
1	it is tediously long and boring
1	it not relaable
1	it takes a slot of something else you could be studying
1	it takes time away from the qualification that i chose
1	it takes time out of our main course
1	it takes too much time and focus away from the main qualification and it doesnt actually count towards anything
1	it takes up most of our time
1	it takes up time
1	it was on top of my other work
1	it's SO time consuming and there's no real gain from doing any of it.

Count Response

1	it's very boring
1	its irrelevant if you dont want to go to univesity and loses focus on main work
1	its really hard
1	its time consuming
1	its time consuming, and causes unnecessary stress
1	knowing more about wales
1	lack of relevance
1	less time away from main qualifcation
1	less time on other course work
1	lifes short enough as it is without making you do WBQ
1	long
1	no
1	no disadvantages time line isnt enough to produce the work required ob a personal level
1	not helpful
1	not linked to the course
1	not needed in life
1	not relevant to my chosen path
1	often repetitive
1	pointless qualification
1	q
1	removes time away from more important subjects

Count Response

1	repetitive
1	ridiculously time consuming
1	some are too long
1	sometimes is not very interesting
1	sometimes seen as a useless subject to some universities and they might not accept it
1	stress
1	stressful
1	stressful for students who are already studying 4+ subjects
1	stressfull and not enough guidance
1	studying Welsh baccalaureate
1	takes a long time
1	takes a lot of time out of my valued studies
1	takes away huge amounts of time from my core course which I was university want from me. not welsh bacc
1	takes time away from my course
1	takes time away from other studies
1	takes time better applied to study
1	takes too much time away from studying for main qualification
1	takes up a lot of time
1	takes up time that could be better spent on other subjects
1	takes up time when i need to be focussing my studies elsewhere and has no relevance to the course I'm studying

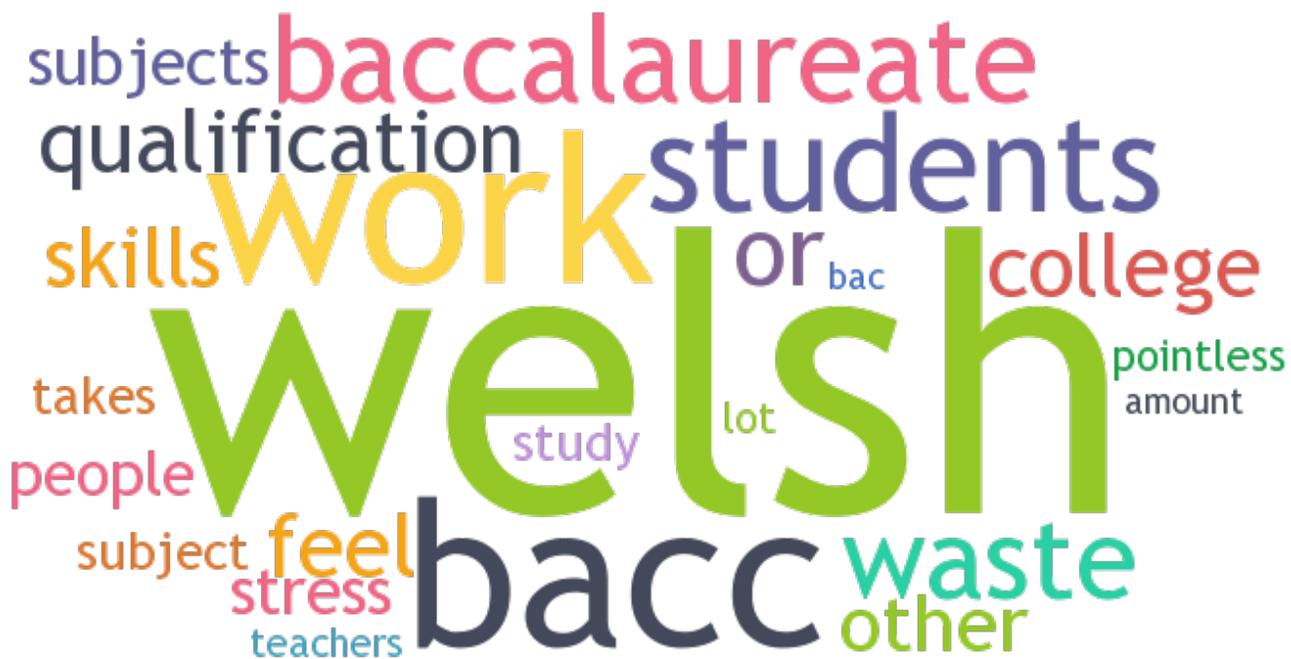
Count Response

1	takes up to much tie
1	takes you away from important coursework
1	taking time away from my other studies.
1	taking up time where we should be doing our assignments
1	the qualification is not required
1	the whole qualification
1	the whole thing is a waste of time and there is to much work to do, it puts a massive work load on the student and this affects there overall performance in other subjects.
1	time
1	time away from main course
1	time could be better spent on chosen qualification (corse work & revision for exams)
1	time it takes to do
1	time taken from other lessons in college
1	time waisting
1	time wasted
1	time wasting when i could of spent more time on my assignments and exams
1	too many things to do
1	too much challenge
1	too much research
1	too much time
1	too much to do in such a short time
1	too much work

Count Response

1	too time consuming
1	uninteresting and unhelpful
1	unsure on what it gives me for my future
1	waste of learning time
1	waste of main qualification time
1	waste of my time
1	wastes time
1	wasting valuable learning time for the main course
1	we lerne more abouth the welsh
1	what we learn is irrelevant and time consuming
1	yes a lot of infromelion
1	you dont get that many benefits
1	younger students do not appreciate it

15. If you have any further comments about the Welsh Bacallaureate, please enter them here.



Count	Response
3	none
2	No
2	Should be optional
1	
1	
1	
1	
1	I think they have to make it easy and they should gives us more time and teach us more about Welsh
1	.
1	.

Count Response

Count	Response
1	0
1	1. Should not be compulsory. 2. Should only be available to those not studying STEM subjects. 3. STEM pupils should be allowed to study a fourth A level. 4. I would like to have done further maths or a further science, but Welsh Bacc prevented me from doing this. Further maths or an extra science would be of more use to a STEM student like myself, who wishes to go on to study engineering.
1	A child with a physical and mental disabilities, is a good phrase to describe the Welsh baccalaureate because you have to birth it even if you don't want to look after it but some people really love it.
1	A waste of time, time that could be used to improve grades in other subjects. Would rather it be replaced by a compulsory revision lesson.
1	As an animal care student I gained nothing from studying Welsh Baccalaureate. There was no relevance to WB and my course.
1	As an art student, I know that people will not be looking for my essay writing skills, nor my analysis of credibility of sources etc. As those may be essential skills, it certainly was not Welsh Bacc that taught me them. I think it's a great back up plan for people that maybe are struggling to achieve the grades they originally intended, however I think it's ridiculous that as an academic and creative person, I am made to partake in such mind-numbing activities, which are not made clear about how or if they will benefit me. I really don't agree that suddenly universities need to see that people need to achieve this qualification in order to be worthy of being accepted. The pressure it puts on younger people, alongside their current educational stresses, which I also think are unhealthy and unnecessary, is ridiculous. It's not a little qualification that you can do alongside your work, it takes time and a lot of working things out for yourself. I believe that teachers are not equipped t
1	As someone that has already studied the equivalent qualification in my previous two years of college, I find it pointless to retake this qualification. I already have the grade, but because my qualification has a different name, I am forced to take time away from my studies to redo the work.
1	Change it
1	Could focus on paying bills and how they become useful, information on politics and how to use them
1	Could have done with out it. Irritating those who don't need it and those who do need it don't do it

Count Response

1	Discontinue it assp
1	Disorganised as tutors didn't seem to know exactly what we had to do, where to find help or when it had to be done by
1	Either make it better or abolish it entirely. Either way i doubt any young people in education will care.
1	Either stop "Welsh Baccalaureate" to stop wasting everyone's time and effort, or change it to improve; there are big changes that need to be made for it to be a good and worth course. Mainly that teachers are fully convinced, confident and understanding in what the course is and how to achieve the maximum potential for students.
1	Even though there are many people who really don't see the point in Welsh Bac I can see why we do it and how it can give us as an advantage in a number of things.
1	Forcing students to complete a course that they did not wish to take is unfair, and will not reflect their true intelligence due to the fact that most rush through welsh bacc just so they have more time to try and achieve at the course they wish to do. Welsh bacc distracts us as students from our main priority of learning, which is the course we signed up for, not the welsh bacc course that has been forced upon us along side our course. Course grades would be better if there wasn't welsh bacc taking up our time due to the fact that he we will have more time to work on the course that is going to get us the career we desire. Welsh bacc in many cases will not get us the career we desire, and therefore shouldn't be made as big of a priority as it has been made. T he focus should be more on the course we signed up for in order to get into uni, rather than welsh bacc.
1	Get rid of it, it's a waste of time that nobody wants to complete, when we as students have other courses to revise for or practice this is just a pointless course that nobody takes seriously
1	Get. Rid. Of. It.
1	Gets in the way if my education of the subjects which are a lot more demanding of my time and the Welsh bacc, for the most is an unnecessary waste of my time and my teachers.
1	Gross misuse of time

Count Response

1 Having such a jump from school bacc to college bacc is one of the most stressful things in the world. College expect us to have all this previous knowledge when school didn't teach us anything related to college bacc. Some of the tasks in the bacc challenges aren't very clear, they use very very mature language when they don't need to, they could just use simplistic language. We came to this college to study Art not Bacc, I was under the assumption that we didn't even do bacc in college, that's what school told us. I'm not all of for bacc being removed it's just that we have so much bacc work and art work, If I had the choice I would immediately go for art work over bacc. We don't get enough out of bacc, we do all this work for hardly anything in return.

1 I am a student who studied the Welsh Baccaureate last year, and passed. I was told I had to re-do the same Unit of Welsh Baccaureate this year because I took 2 AS Level courses. In my opinion, this was a waste of time, as I had to do all of the work again.

1 I believe that one person should be able to pass welsh back and get the A Level if they do not have math's and English. NOT EVERYONES SMART!, however I find welsh back too stressful alongside out course because we have 2 courses combined into one the with one... the STRESS on a persons mental health isn't good, I came to college to enjoy what I would like to be when I am older not a Welsh back expert.... GET RID OF THIS ASAP, its totally useless !!

1 I believe that the Welsh Baccaureate can be helpful to some students, especially for people who are planning on going to university in Wales. However, it is not a widely accepted qualification and is irrelevant for applying to university in other countries, despite the skills learned being universally useful.

1 I believe that this qualification could be replaced with something more beneficial or stopped as there are, by far, a larger proportion of disadvantages that advantages to this course.

1 I did enjoy some aspects of projects that took place however I believe the amount of work required for welsh bacc is difficult to keep up with among the other subjects that I am studying, and the work load can become overwhelming.

1 I did not learn or enjoy any aspect of the welsh baccaureate and tried to drop it several times throughout the year. It is not useful to me in any way. No future employer will take welsh baccaureate seriously, and as a student that has gained full distinctions in my main course, I will not need it for my university placement. The only thing that welsh baccaureate has caused, is for me to waste 2 hours a week needlessly and to cause me to fall behind on my main course. I took no pleasure in completing any of the tasks and refused to put much effort in a useless qualification. I hope that the government decides to scrap this stupid idea of a skills course and let students study what they actually want to study.

Count Response

1	I do not think it should be in every course, i think it should be it's own short course and be an option to help towards higher grades and not be a mandatory part of doing the course
1	I don't disagree with the subject. However I do believe that participating in the Welsh Bacc qualification is very stressful, I also feel that it doesn't give us full concernation on our chosen, core subject.
1	I don't like the fact that it's compulsory for A Level students in my college and I feel that the content is too much. I study Mathematics, Further Mathematics and Physics so I struggled with the Welsh Bacc as it is not related in any way to my career aspirations.
1	I don't really understand what on Earth it is for.
1	I don't see much of the point to welsh bacc and wish the work that came from it was either reduced or removed completely. This is so that we can focus on the qualifications we signed up for and not stress ourselves trying to complete or course work and complete all the work set by welsh bacc.
1	I don't think it should be compulsory. Nobody enjoys it, not even the teachers.
1	I don't think that welsh bacc is good, I would rather focus on my A levels and maintain my work standard without having to worry about a subject that won't help me in the future. I wish to go to an English university where they do not accept welsh bacc
1	I dont know
1	I enjoy welsh bacc, because unlike my other course, which i`m doing to help me get a future career, welsh bacc helps me with sorting out my future home plans, well not t first with enterprise but i understand that its necessary for those who wish to have their own business, which i have thought about before, i feel that its underrated because a lot of what we`re learning will help in the future but most just see it as a waste in time, i did also once but i`m happy i`m doing it now.
1	I feel it does take up a lot of time when trying to study your a Levels & it can be stressful with not a lot of benefits

Count Response

1	I feel like Welsh Baccalaureate discourages people from trying their best as the work isn't engaging. People never believe in themselves and just do the work because they have to. No one ever takes the beneficial sides of Welsh Baccalaureate because the work is so stressful, tedious and time consuming. It's also a lot of work with little gain. There also isn't enough support for people of our age and the briefs are executed poorly. I believe Welsh Baccalaureate needs to be more engaging and fun as no one currently takes it seriously. It also needs to be more understandable for teenagers and young adults as I believe it can be too mature in terms of things such as language used. Sometimes it can be difficult to understand what is being asked of me.
1	I feel like it takes up too much time over our chosen course, I would much prefer it to be less work as then we can concentrate on working towards our future without the stress of Welsh Bac.
1	I feel t wbq takes time out of our course studies and adds more work onto us which makes up feel pressurized and the work is pointless. the only advantage is that it helps us to learn new skills which we can do in other lessons.
1	I feel that it is added extra course that we have to do and it isn't quick and simple. Along with the added pressure of exams and assignment that are being handed out regularly, i feel that welsh bacc is an unnecessary subject. It causes more stress then what it is worth because jobs do not recognize the qualification in the work place environment.
1	I feel that it should be cut down to 3 challenges instead of 4 because it is difficult to do when you are doing other subjects alongside it. Although it is helpful to get another qualification, it is designed to be a 'side subject' but often takes up most of a students time. This causes them to stress more over exams etc.
1	I feel that welsh bac has potential but at the moment it is tedious and boring
1	I feel that, with the welsh baccalaureate, it is unnecessary to create essays on subjects that have nothing to do with anything that the pupil is studying but I enjoy the enterprise section of the baccalaureate because I enjoy to have physical activities instead of sitting at a computer creating long essays
1	I felt as though I was pushed into the community challenge when it was too difficult, without the 1 to 1 support from my tutor, I fear that I would've failed, and I would consider myself to be quite ambitious, smart and committed to work. Therefore, this would've been quite unusual.
1	I find it useful but I think I would enjoy it more if it was more appalling

Count Response

1	<p>I found that none of the tasks were of any value to me. I also really struggled, as did my classmates, to keep up with the workload, in addition to our coursework. This has now resulted in the class as a whole needing an extended deadline because we have had to dedicate too much time to the welsh bacc course. As for the community task and the requirement to complete 30 hours of volunteer work is far too much to ask. As a student, I am already struggling to balance my college work with my part time job and maintaining a social life. The addition of 30 hours in such a short space of time was almost impossible. I feel as though the time dedicated to welsh bacc could have been used to improve the standard of work within my course (creative media). If there need be a replacement for the welsh bacc, I advise teaching more useful topics such as politics (how to vote, how our government operates), how to live independently, how to apply for jobs and how to handle a job interview. These skills</p>
1	<p>I found the Welsh Bacallaureate appalling if it wasn't for my college tutors with there excellent time and dedication I would not of been able to complete the challenges. The challenges were added stress to students when they are already stressed enough with other courses!</p>
1	<p>I genuinely don't believe welshbacc should be a required course. I think if in your last year of studying, if uouchoose to stay in Wales to study, then welshbacc should be available to study, otherwise it is time wasted that could have been spent on more important lessons.</p>
1	<p>I had difficulty balancing the welsh bacc work with my other subjects. A smaller work load would be ideal as each of my A levels required long essays.</p>
1	<p>I have done Welsh Bacallaureate now for 7 years as I have been back and fourth with sixth form and different colleges trying to find the right course for me. I have had to do the Welsh Bac course every single time as it is compulsory which I find absurd. I do not believe Welsh Bac should be compulsory, especially for people who have already done it previously. (I achieved my Welsh Bac qualification in sixth form but had to restart and do it all over again when I started college despite this.)</p>
1	<p>I have enjoyed WBQ this year as it gave me the opportunity to learn in a classroom environment after a long time away from education. I feel that i could comfortably pass WBQ at a higher level and was not challenged at Foundation level enough. I feel that the opportunity to submit my work to a higher level qualification should have been available.</p>
1	<p>I have nothing more to add</p>
1	<p>I like how welsh back is more art focused so that we can use our skills in that area</p>

Count Response

1	I like to know about the Welsh back but it is too hard but I try to learn some of them it is good for the new generation they know it.
1	I personally feel that the Welsh Baccalaureate imposes on the time I could spend on my A levels. It hinders my productivity as my energy is wasted on "learning" skills which I already possess from earlier in high school.
1	I think Welsh Bacc is a waste of time as it takes up time when I should be focussing my studies on the course that I came to college to do. Therefore just adding stress where it isn't needed. Also the tutor we had was useless.
1	I think Welsh Bacc would've been more beneficial to me if it had been scheduled for longer sessions each week as although I found it useful, I still believe that extended time would've allowed for better results
1	I think Welsh bacc looks good on educational records but it didn't teach me anything I don't feel it has added anything to my education and it seems to stress people out more than help them! And it's just wasted time and energy on just nonsense
1	I think it is useful for this subject but not always important
1	I think it should be taken off the curriculum
1	I think it should definitely be optional, and the course should be explained before opting in.
1	I think that Welsh Bacc should be scrapped. The time used to accommodate Welsh Bacc would be far better used for helping students with their A Level subjects, or perhaps the sessions could be used for something important such as something along the lines of mental health awareness sessions or dealing with stress, as these are important issues that are actually affecting young people. The extra work and stress that it adds to the already stressful lives of students is completely unnecessary, particularly since the majority of people I've heard speaking about it feel that it doesn't help them whatsoever and they've learnt no new or useful skills. It's not recognised by a large number of universities and I have never met an employer that values it; many don't even know what it is.
1	I think that some parts of the Welsh bac is helpful especially with

Count Response

1	I think that the word limit of 2000 is absolutely untenable. In my opinion, the Individual Project is the best part of the qualification and students are expected to write a very little amount about sometimes huge topics that they are passionate about. I understand the importance of being concise but I feel as if the word count should be expanded as my work has bordered the line between concise and insufficient. I believe that only the main body should be included in the word count.
1	I think that welsh bac should be spoke about in more detail to students as some find it hard to understand how completing welsh bac gives us better options for our future or how it helps us in the long run.
1	I think that you shouldn't continue with this welsh bacc I have had some many metal breakdowns because of welsh bacc,I think that is a waste of time
1	I think the Welsh Baccalaureate is broken. I've studied it for 6 years at high school, sixth form and college and I am just about to get a qualification out of it. I have also done the same topics every year and still don't have a qualification. The Welsh Baccalaureate was created to teach us about jobs, uni, money, how to live life after school etc which would be useful but we don't learn about that. I don't nend to research for hours into a global issue that I don't even care about when I haven't got the time. I came to college to study for my career. Not to waste my time studying this pointless qualification.
1	I think the course us a complete waste of time. Every student dislikes it and it teaches nothing valuable as it is basic skills picked up from GCSEs. Furthermore all students end up rushing it as they are more concerned about their relivant subjects. I personally dreaded the subject and never felt like I had any reason not to rush each section of it before the deadline. I also believe that forcing a student to volunteer is unfair as it takes away from either valuable study time, or in my case, you are forced stop being paid for work you previously were getting paid for. Overall a useless and frustrating subject that no student enjoys and wants to do.
1	I think the staff that lecture about the Welsh Baccalaureate need more training and time to get the best out of the course because when I studied, the teachers were obviously overwhelmed as they did not have the experience or training or manpower necessary. It felt like the subject was put on the end of everyone's schedule and no one took it seriously, which is unfortunate since I think if it was carried out better, it would be a lot more useful for staff and students alike.
1	I think the subjects are very difficult for us because we are ESOL Student.
1	I think there should be less emphasis on skills audits and the development of skills and just focusing on the tasks which are actually okay

Count Response

1	I think there should be less work involved in the Welsh baccaulaureate as it takes up too much time
1	I throughly didn't enjoy doing it
1	I would rather drag my testicles through hot coals and broken glass for a half mile before i would complete this qualification again.
1	I'm only doing welsh bacc so I can have reduced university entry requirements. If this were not the case (the majority of the time), then I would drop it in a heartbeat :)
1	If Welsh Bacc is to be considered a full A Level, it needs to be timetabled for the same amount of time as any other A Level. Also, I believe that on top of doing 3 other A levels, the amount of work required to pass is remarkably 2 hours per week proved to be not enough time for me to complete all work
1	If it is to be implemented, teach skills that will be relevant to the learners
1	If students have to take part it should be made more interesting and be associated with their studies.
1	In my opinion, Welsh Bacc is helpful at times and it does help in some areas- however I do feel as if it is quote stressful at times and I feel as if there are quite a few elements that are irrelevant.
1	In my opinion, Welsh Baccaulaureate is pointless for college education. It forces you to stop doing your main coursework for a while as it has a short deadline and it teaches you nothing new. It is a waste of student's and tutor's time.
1	Individual Project needs to be treated like the EPQ more. If it is started in the summer, there is more chance that it can be completed by the first deadline of Christmas. More help needs to be given on the Project itself, mostly on learning how to use software appropriately (e.g. formatting on Word)
1	Instead of doing one big practice and then the real thing, why not do one segment, do a practice run, and then do the real thing and repeat until finished and with the extra time to make sure you completely understand the task
1	Instead of taking up time that students want to actually learn something, maybe you just scrap it instead. It has caused chaos for me because I have been struggling in my other lessons because of it, with each deadline being far too soon, and expecting way too much when it's not necessary. Someone had to make a guide, on making a guide on doing their project. It's insulting and detrimental.

Count Response

Count	Response
1	It has distracted me from my main course with the amount of workload expected and has caused me to stress out about it causing absolute misery to my life at the current time. It has not benefited me in the slightest i feel and has just caused me grief and problems for the year i have studied it. it has distracted me and stressed me out so much in the last year i feel that i have lost many hours of learning time due to worrying about my work just for this pointless qualification that will not benefit me in any way possible if i was to go to go to a university in any other country other than wales or if i was to go out into the workplace as none of the employers i know of or have researched on the internet require this as a qualification or do not recognize it as a qualification. i basically feel as though i have wasted an entire year of learning due to this inconvenience of a qualification due to its irrelevance to my qualification. I have worked my hardest to pass this qualification an
1	It has real potential to be amazing, just needs more profile raising and time/money invested
1	It impaired my course work and developed stress
1	It is a complete waste of time and doesn't help with the amount of deadlines and coursework throughout the year. Instead of studying Welsh BACC for 2 hours a week, we could use our time to better our skills on the topic WE choose, not some shitty topic YOU chose.
1	It is a lot of work on top of the high amount of work we have on our course. It is quite repetative and pointless the lesson time could be used to focus on and expand our knowledge of our chosen college course.
1	It is pointless as I am in college working towards my hairdressing qualification and I am wasting one day a week.
1	It is too much work to do
1	It needs to be more organised, optional in colleges and less time outside of class to be worked on It as students are trying to focus on the qualifications they chose to do.
1	It should be optional as lots of students are stressed and find Welsh bacc to be a waste of time,if welsh schools didn't get funding from doing it, we wouldn't be doing it. This is unacceptable and needs to change otherwise the Welsh assembly will be held accountable.
1	It should not be made compulsory for students, especially for those taking four A levels as they need the extra time to study for their subjects rather than spending time doing the Welsh Baccalaureate.

Count Response

1	It should stay in comprehensive school
1	It took time away from my other studies and I struggled to find any benefit from it.
1	It was unorganised.. & I feel like tutors/teachers need to know more about Welsh bac if they are teaching it. It took too much time in lesson when we shouldn't of been doing it.
1	It was very interesting ad I learnt facts about my area. But I believe that not everyone should do Welsh Bacc. Only people who would want to do it. Give them a choice in hand
1	It's a waste of time
1	It's a waste of time and money, I think it has the potential to be valuable but the way it is now adds unnecessary stress upon students who have enough to do as it is. T he teachers don't have enough information to teach it properly and even if they did the majority of them make it clear that they don't care about the qualification which makes it difficult for the students to be enthusiastic about it.
1	It's a waste of time.
1	It's not fun to do however you do gain research skills. There should be more direction given by the board as I was unsure what I was doing at the start of the year.
1	It's stupid , they font hive you enough time
1	Its a very difficult subject for me to learn and wastes time doing all day lessons instead of breaking it down since I get tired from being on computers all day or me not focusing on main work which I haven't finished and causes me to stress.
1	Its unbelievably useless, especially to an MT course. It genuinely takes away fun and focus from our actual course that being practical and theoretical that we choose to do. It leaves us less time to do our actual work - Blain
1	Iv learnt a lot and it's given me a foundation to how layout of work is required also the depth of the challenges and,also a personal criticism to criticise one self on how to project yourself into a project
1	Kill me.
1	Less workload and less hours because the time that we spend on Welshbacc is time we could be spending studying other lessons that are more relevant to the course itself

Count Response

Count	Response
1	Make it co-inside with the subject studied or get rid of it being compulsory
1	Make optional, as some course have high work loads as part of main qualification already. Welsh Baccaulaureate still is not required/nessesary in many universities making it useless.
1	Many students (including myself) find Welsh bacc is too time consuming, there is a lack of communication about the course with tutors receiving training only a week before we have to learn it. The amount we have to do is completely ridiculous considering we are already working so hard to achieve our grades for university. Although I dislike Welsh bacc I still put the effort into my work, but I know many who didn't because they were becoming so stressed due to the workload. The course doesn't really teach you anything but simply makes you rush through work in order to get it done in time. It is unrealistic to give students (especially a level students) the responsibility of carrying out all this work as well as maintaining good grades in a levels, and it is unfair that many students who would rather not do the course simply will get marked as a FAIL. Please change the course !!! Do not make it compulsory !!!!!
1	Marking criteria is not clear, so teachers often do not know what to teach.
1	Maybe a bit more practical not a lot of wrighting
1	More variety of subjects
1	Most if not all of my concentration was set on completing long projects for welsh bacc which made me struggle with my course.
1	My name is Yoshikage Kira. I'm 33 years old. My house is in the northeast section of Morioh, where all the villas are, and I am not married. I work as an employee for the Kame Yu department stores, and I get home every day by 8 PM at the latest. I don't smoke, but I occasionally drink. I'm in bed by 11 PM, and make sure I get eight hours of sleep, no matter what. After having a glass of warm milk and doing about twenty minutes of stretches before going to bed, I usually have no problems sleeping until morning. Just like a baby, I wake up without any fatigue or stress in the morning. I was told there were no issues at my last check-up. I'm trying to explain that I'm a person who wishes to live a very quiet life. I take care not to trouble myself with any enemies, like winning and losing, that would cause me to lose sleep at night. That is how I deal with society, and I know that is what brings me happiness. Although, if I were to fight I wouldn't lose to anyone.
1	N/A
1	NA

Count Response

1	Next year, please make sure there is a set syllabus, as it was very frustrating for everybody in my class to constantly be making changes because the WJEC had changed their minds on what they wanted.
1	No
1	No comment...
1	None
1	None
1	Nope
1	Not really, it just seems to be a waste of time, and distracts from the main course that I chose to study.
1	Our Welsh Bacc tutors were very skilled and useful when it came to helping us with any assignments we were given.
1	PLEASE STOP MAKING US DO IT
1	Personally, I believe that it is an effective way of allowing students to work together and form professional relationships as well as learning new skills and techniques from one another.
1	Please abolish Welsh baccalaureate, it is more stress and time for nothing. I could use more time on my course if this was gone. It sucks.
1	Please don't make me do it again
1	Please get rid of it
1	Please get rid of it
1	Please get rid of it It's useless Stresses students out Waste of time Create something useful
1	Please get rid of it , its pointless we don't learn anything

Count Response

1	Please just scrap this qualification. It is useless, the teachers don't get told how to teach it, everyone hates it, if you've done it once, you have to do it again for no apparent reason, it takes valuable time from the qualification we actually signed up to do, and overall, has caused stress and missed deadlines for more important subjects with its convoluted, ridiculous requirements that seem to change every other week as no-one can make up their mind what they want from it.
1	Please replace it with something more useful to motor vehicle students like overhauling engines and testing vehicle components.
1	Please stop Welsh bacc, everyone hates it 🤔🤔
1	Please stop it
1	Please stop this torture
1	Pointless waste of time didn't help anyone at all
1	Refine it and get people who know what they are doing to work on putting together the projects... and don't change it mid-way through the year like has happened to me for the entirety of my time studying the Welsh Baccalaureate. Please just get someone who knows what they are doing to work on this project as it could be helpful to some people. I would like to think this is good thing to be involved with but unfortunately with its current state, it really is not at all.
1	Remove it from courses
1	Scrap it, we all hate it
1	Scrap welsh bacc and give A level students in tertiary colleges more funding for extra lesson time. We need more than four hours a week to meet the increasingly high expectations of the exam boards like WJEC. More choice must be given to students and colleges and schools should not be punished for refusing to teach this weightless qualification. It gives us no advantage as welsh students. We have too many restrictions on us already with poverty and under funded schools. Do not force this qualification upon the new Welsh Generation, we need to be grow on our own terms not the Welsh Government's. If the Welsh Government wishes to prevent yet another brain drain from Wales then they must listen to it's citizens of tomorrow and hear that we do not want spoon feeding at the age of 16-18. Give our independance and we will contribute to society because they have enabled us to do so with providing a clear choice. We need to make Welsh Bacc clearer and non-compulsory for all students across Wal
1	Should be taken out of the curriculum

Count Response

1	Should get rid of it
1	Should not exist.
1	Stop Welsh bacc
1	Stop teaching it.
1	Stop wasting students time and teach some useful skills, like filling out tax forms etc, things that everyone will need to do instead of things that we have already learned or could learn on our own.
1	TEACH US USEFUL THINGS. WHO CARES ABOUT GLOBAL CITIZENSHIP WHEN WE DONT KNOW HOW TO GET A MORTGAGE OR MANAGE OUR OWN FINANCES. Teachers don't care about it and students don't care about it. Yes, it might be worth an extra A level, but I'd rather spending my time getting my other A levels in useful subjects and making sure I get the grades I need. Welsh Baccalaureate is for people who don't have anything else of worth to get into university and study liberal arts and sociology.
1	The Welsh Bacc is a waste of time. The time I spend completing the Welsh Bacc could go towards my college work. The universities don't even consider the Welsh Bacc and only accept my BTEC grade.
1	The Welsh Bacc is not beneficial to the majority of students and is just an extra unnesary work load and just distracts from the main subjects we have chosen
1	The Welsh Baccalaureate is a great course for those who are interested or can use it for further advancements. However, I won't be using my welsh bac and feel that it not being optional as a subject is wrong. I feel like I wasted so much time on this course that I could have spent on my other subjects that I chose to study.
1	The Welsh Baccalaureate wastes hours a week that could be better used working on projects that actually have something to do with the course I am on.
1	The Welsh bacc was usefull as we learnt a lot about the costs of living independently etc, however as I said previously it does clash with the health and social care course

Count Response

1	The course was poorly structured, with me doing tasks and projects that I didn't understand why I was doing them. I often kept asking myself "I chose to do computing, why am I doing this?" especially when I was doing things like writing an essay on the ageing population. Complete waste of time, didn't develop my skills and certainly didn't help with my main course. Welsh Bacc was simply a nuisance, and an interference to what I want to do in education. The course definitely felt forced on me, and the only reason why I came out with an acceptable mark is because the lecturer's worked hard to constantly fight against the course board. Also, 30 hours in 4 weeks for the community challenge is not acceptable when I have 5 assignments from different units, as well as A level exams.
1	The curriculum involved with Welsh Bacc first year needs to change, its full of pointless tasks that no one cares about
1	The entire thing, is all over the place in what it's asking us to do why should the community challenge require the same amount of written work as the individual project? seems rather silly in my opinion. the course itself was rather stupid and didn't have any value to me. The entire premise was poorly contrived and useless, what am I to gain from welshbac if I'm already not interested in performing teaching work?
1	The overall welsh bacc is very repetitive and long. There is a lot to cover and do on top of a BTEC course. I personally did not enjoy it at all and if there was an option to drop it I would have.
1	The welsh bacc took up more time than is available which takes up time in the course that you study. It causes extreme amounts of stress on everyone. There is no point to the qualification as I will explain. If it is welsh bacc that helps you get into uni
1	The welsh baccalaureate takes too much time out of studying for the main qualifications.
1	There are too many tasks required, especially while there are other subjects to be thinking about. there's a lack of clear information on what each task entails, and the teachers in my particular college had no clue as to what they were doing, and told us all different things. it was a waste of a year, where those 2/3 hours per week could have been spent doing things of value. It's too pressurising and unorganised.
1	There are very few available resources available that suggest to students how the tasks should be completed. It would have been nice to have seen work from a previous student to use as an example.

Count Response

1	There needs to be a comprehensive format to follow. At the moment we have to create an extremely lengthy project from a small list of to tally abstract bullet points, meaning no pupils are sure on exactly what they have to include.
1	This has got to be the worst part of college, I actually lost sleep because I was so stressed meeting deadlines.
1	This is a waste of my college time and free time which could be used to actually do the course work for my course and get a job to save money for my future. I am not even planning on staying in wales the rest of my life so it doesn't really matter to me.
1	This qualification has provided me with no further knowledge nor has it broaden my skill set. This is not the blame of the tutors within the college and additionally the work is not set from the start, students would have to revisit work to add in extra parts that WJeC has failed to specify at he start of the course which puts students in a stressful position to try to complete the work
1	This year for Welsh baccalaureate they kept changing what we had to do later on in the year once things were done and this was unfair as we had to change things and it was close to the deadline.
1	This year's Welsh Bacc was poorly structured, badly organised and overall a very lack lustre course. I don't think it has particularly helped me develop any useful skills and has just meant I have had far less time to work on the course I signed up to do. The only credit I will give is to my lecturer and college for managing to pull it together and help us achieve a reasonable final outcome in the course. I would recommend a serious restructure of the course in future, but this time actually think it through. 30 hours in 4 weeks? goodone
1	This years Welsh Bacc has been a shambles as it was badly organised. There is too much strain on some students. A lot of students have no idea what they are doing. I needed an A in my Welsh Bacc for University but I have no idea what I am supposed to do to get the grades due to no guidelines.
1	Thought welsh back was totally unorganised and poorly set out. We had no help or guidelines for the qualification. Everything was left to last minute due to this so we had to cancel normal lessons in order to complete it which disrupted our course and left us fall behind in our actual qualification.
1	To actually read people's opinions and views on Welsh bacc! Because no one actually wants to do it!

Count Response

1	Tutor hasn't put enough time due to having a lack of hours a week where myself and other members in my class got fed up of adding in more work where they over complicate our work towards the end of the programme 'Enterprise and employability'. Also, we done individual project with another tutor where she had structured the work out really well where we had met the deadline a week before.
1	Way too much strain on many students, and have spent so much effort on something that is pointless. Not even mentioned on any of my uni offers.
1	We as a course are 'lucky' as some of our course work was overlapped. However if you weren't in the course were some work linked in that it would be very repetitive and long which makes it boring due to the way the tasks are structured. I felt that to improve the qualifications, the tasks should be reviewed again to make sure that the tasks are relevant and aren't repetitive.
1	We should be allowed to have more choice over what we want to do for the project.
1	We should not have to study this as it is not on the subject of our course.
1	Welsh Bac is poorly managed and the work done has little to no benefit to the student. I can't say I gained any skills, and if anything, my work for my chosen course suffered, due to the amount of time I had to devote to Welsh bac. Ont top of this, many universities don't recognise Welsh Bac as a qualification. I do no think this should be mandatory.
1	Welsh Bacc is absolutely horrible. Idred the days coming in when we have to study it. I have so many breakdowns because the work is just too much to do. T he work we have to do anyway for the course is alot and then Welsh Bacc just makes it even harder. It makes me want to just leave because its so hard. I think the government or whoever sets the records for what work we have to do should get rid of Welsh Bacc, it is useless, time wasting and draining.
1	Welsh Bacc is good but the information provided is not that good. T he deadlines are too early it should be in June. T here should be better resources and helpful material.
1	Welsh Bacc is terrible, its too much hard work for us all to complete within the time limit, we shouldn't need to do this as it does not relate to our course and it takes up to much time to complete when we have other subjects to complete.
1	Welsh Bacc seemed to be very rushed, and it didn't seem like I was gaining anything by doing it. It became a bit of an inconvenience and considering the unfair amount of work they expected us to do in such little time, it was affecting other units of mine.

Count Response

1	Welsh Bacc shouldn't be a subject. It's a waste of time and all I hear are people complaining about it. We should have a subject of life skills such as learning how to pay bills, how to get a house, what to do in a car accident etc.
1	Welsh Baccalaureate is an absolutely pointless subject that puts stress on both the students studying it and the tutors trying to teach it. It takes away far too much focus from whatever it is being studied alongside of and for the vast majority of people it will never count towards anything. Time spent trying to get it done would be better used for teaching writing skills or completing outstanding course work. and funding
1	Welsh Baccalaureate is very stressful, there is a lot of work to do and I could be spending that time on doing my core subject.
1	Welsh Baccalaureate overall is useful to an extent with showing the benefits of my strengths and the weaknesses which I can overcome and become more determined and motivated for my career but I wasn't always sure what to write or what to do but I was given help by tutors when I needed it most.
1	Welsh Baccalaureate will be the best subject which would let young children know more about the country. it provides the political issues, health issues, and simply best areas to live or universities to chose to study.
1	Welsh bacc could actually be a good thing if it was managed well and actually complimented our main course. Instead its a mismanaged pile of garbage which I didn't agree to and gives me no advantage skills wise or grades wise. Please listen to how real students and the people that have to teach them actually feel about welsh bacc.
1	Welsh bacc is a subject that I feel has no value to me as a student, my time studying Welsh bacc would be better served revising for my exams
1	Welsh baccalaureate IS COMPLETELY FUCKING POINT LESS! It did not help me in any way throughout my time in both school and college. It was a complete waste of my fucking time, it had no benefits to my education, my time management and my mental health. There is literally no point in doing it, it doesn't help me with my course, my career or my education and it should be abolished. Whoever created the Welsh Baccalaureate is a fucking mongoloid and should be ashamed of how much stress and worry they have put on the generation of young people nowadays. Do they have welsh bacc in any other countries outside of the uk? No, because they don't fucking need it! Every other generation before us seemed to survive perfectly fine without the help of welsh bacc, so why the fuck do we have to do it? Seriously its a waste of time and resources for both students and teachers. No one gives a fuck about it but we have to do it otherwise we fail? What the fuck is that bullshit about? i chose my course TO DO

Count Response

1	Welsh baccalaureate is taking up too much time, it is stressful and wastes too much time when we could be doing something valuable with our time like studying what we came to do in college.
1	Welsh baccalaureate, although good in theory, in practice it distracts from the core subjects pupils are studying. Also causing undue stress on already hardworking students. I believe the Welsh baccalaureate is an unnecessary subject forced onto those who do not wish to study it and affects the overall grades of not only the baccalaureate but the actual subjects we have chosen to study.
1	a lot of students do not want to attend university so doing the welsh baccalaureate for university points is a waste of valuable lesson time
1	absolutely pointless and they need to be more organised setting the task at hand.
1	complete waste of time crap teachers but still think people should do it because we have to do it
1	gg noobs k.
1	glad it's over
1	i did enjoy the classes in the end but i felt that the subject isnt needed in the outside. The time i spent on this could have been spent on more important subjects. I didnt enjoy the first challenge but i did enjoy the second challenge.
1	i don't believe that should be used as the topics are boring.
1	i dont understand why we have to do it
1	i feel like its too time consuming along side a levels which very pressuring, especially creative subjects as there is not enough time to work on WBQ alongside
1	i feel like welsh Bac isn't needed in life or when looking for a job, my father is head of HR and Shared services and not once when employing people for his global company has he looked for a welsh bac qualification. its a waste of time and added stress to students AND staff. GET RID OFF IT
1	i ffakin hate it ah do
1	i have nothing to say

Count Response

1	i think that welsh bacc should be optional as i believe it is so much more extra work and stress that most students done need. i chose a course with 5 subjects within it and i believe that welsh bacc got in the way of my learning and deadlines of my actual course as it is so time consuming.
1	in my opinion it might be very helpful as to learn new skills and to get extra points for university, but it is a very boring subject that does not relate to the subject that I am studding.
1	it is a total waste of time
1	it is a waste of time. it stops me from studying my other a level subjects as the amount of time expected to complete the qualification is too much as I could instead be revising and studying my a levels.
1	it is good for researching different things but it boring.
1	it taught me new skills and helped me improve the skills i have already got.
1	it was irrelevant to my UCAS as I'm attending an English university
1	its a waste of time and all the work was too rushed and didnt have enough time to do it all
1	kate is the best teacher, deserves a raise
1	make them more exciting because I found that some lessons and subjects we boring
1	my tuter
1	myself and a lot of people who are in my class think the welsh bacc qualification is a waste of time and doesn't think i does anything for us. personally i haven't gained anything from this qualification except from a whole lot of stress and worry
1	no
1	no
1	not applicable
1	please get rid of welsh baccalaureate, it is stressful for the main work that we are studying in college, many other people agree with me within my course.

Count Response

1	scrap it
1	takes away vital time for our main chosen subject which we already have a short limited time to complete
1	the teacher i had was useless, the work is pointless and puts the state of my qualification in jeopardy.
1	the welsh bacc lessons were so stressful it was disturbing the learning sessions
1	the welsh baccalaureate is taking up to much time that we don't have. there is to much to do in welsh baccalaureate. if there is going to be a welsh baccalaureate can there be only one challenge or project.
1	the work was overwhelming and the time is so short you can not take time to do welsh bac work with your other course to focus on. i have had to delay my main project in my other course due to the welsh bac work as it needed to be in very early and it was not enough time to complete it. the community participation was the worst, as everyone in my class had jobs and college also family to look after, they found it hard to participate in the community task. i found it difficult as i only have two days off a week due to college and work, these days are for my college work and i found it very stressful and overloading to complete everything at a short amount of time to do.
1	this made me not want to return to the college for motor vehicle..
1	too much work and absolutely ridiculous example that are way too detailed
1	waste of time if you are getting good grades in your actual course
1	we learnt a lot of new things about global problems that we may not know about.
1	welsh Bacc helped me to develop my skills through out the year. however, sometime it has little bit more work which makes it harder to complete others assignment especially students who are doing BTEC science as they have coursework to do
1	welsh bac just takes time away from my course, didn't come to college to do this want to learn more about my speciality
1	welsh bacc has stooped me from my other classes because it is to stressful and distracting and is the main focus of the year
1	welsh bacc is not needed and shouldnt be a part of the college curriculum