

Review of post-16 qualifications at level 3 and below in England

Response template

	Principles – purpose and necessity
1	<p>How could we extend this clarity of purpose to all qualifications at level 3 and below so that the intended outcome for the student is clearer?</p> <p>Please give reasons for your answer, including any examples of how this may be achieved.</p>
2	<p>Are standalone qualifications in personal, social and employability skills necessary? Please give reasons for your answer and tell us if there are other changes we should explore to support these skills being delivered in other ways. Please make clear if your answer varies in relation to different student groups, such as adults or those with SEND.</p>
	Principles - progression
3	<p>What additional evidence or data could we use to determine whether current qualifications or types of qualifications, including Applied General qualifications, are delivering successful outcomes?</p>
4	<p>How could we better use data about student outcomes to monitor and assess the success of future qualifications?</p>

	Principles - quality
5	Are the quality features listed under paragraph 55 the right starting point for framing future quality requirements for publicly funded qualifications? Please give reasons for your answer.
6	Are there certain quality features, such as size (that is, number of guided learning hours) or assessment processes that should be given particular priority? Please give reasons for your answer and if yes, please state which features should be a priority.
7	Are there particular quality principles that we should consider for adults? Please give reasons for your answer.
	Applying our principles – Our broader ambitions
8	At level 3, what purposes should qualifications other than T Levels or A Levels serve: a) for 16 to 19 year olds? Please give reasons for your answer. b) for adults? Please give reasons for your answer.
9	How should we determine “overlap” in relation to: a) overlaps with T Levels? Please give reasons for your answer. b) overlaps with A Levels? Please give reasons for your answer.
10	How could post-16 qualification reform and broader study best support more people to progress directly to level 3 after key stage 4?

11	How could post-16 qualification reform and broader study best support more people to achieve at level 3?
12	If level 2 qualifications are intended to lead directly to employment, what quality principles should apply? Please give reasons for your answer including any examples of good practice.
13	What are the key roles that qualifications at level 1 and below need to play?
14	Are there additional principles we should apply to level 1 and below? Please give reasons for your answer, indicating clearly where it refers to the qualifications themselves or broader study.
	Securing early progress
15	Are there any additional equality impacts of withdrawing approval for funding for pre-existing qualifications that are not included in the equality impact assessment published alongside this consultation? Please give reasons and any supporting evidence for your answer.
16	Do you agree with the proposed criteria for identifying qualifications with no enrolments? Please give reasons for your answer.
17	Are there specific reasons that a qualification with no enrolments should remain approved for funding? Please give reasons for your answer.
18	Do you agree we should consider removing approval for funding from qualifications with low enrolments? Please give reasons for your answer.

19	Are there specific reasons that a qualification with low enrolments should remain approved for funding? Please give reasons for your answer.
	Shaping the next stages of the review
20	Do you have any comments regarding the potential impact the principles and other features outlined in this consultation may have on students from disadvantaged backgrounds, those with SEND or others with a protected characteristic under the Equality Act 2010? Please give reasons for your answer.
21	Are there any additional impacts that you think should be included in the general impact assessment in our second stage consultation? Please give details of any additional impacts below.