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| Group 1: Qualifications supporting progression to level 3 technical study |
| Related information - Please refer to pages 32-34 of the consultation document when answering this question |
| **6. Do you agree that we should fund qualifications that support progression to level 3 technical provision?** **(Please highlight)*** Yes
* No

**Do you agree that qualifications in this group should be small to medium sized, with a guideline size of 120-240 GLH? (Please highlight)*** Yes
* No

 **Please give reasons for your answers:** |

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| Group 2: Technical qualifications enabling entry into occupations at level 2 ('occupational-entry qualifications') |
| Please refer to pages 35-42 of the consultation document when answering this question |
| **7. Do you agree that we should fund occupational-entry qualifications leading to employment at level 2? (Please highlight)*** Yes
* No

 **Do you agree that these qualifications should include broad route-specific content as well as the knowledge, skills and behaviours required to enter an occupation? (Please highlight)*** Yes
* No

 **Do you agree that these qualifications should be large in size (minimum 540 GLH)? (Please highlight)*** Yes
* No

**Please give reasons for your answers:** |
| **8. For 16 to 19 year olds aiming to enter employment in an occupation at level 2, do you agree that the main qualification offer that should be available is: (Please highlight)*** Option A: Option A: Group 2 qualifications only
* Option B: Group 2 qualifications and the alternative of taking two smaller occupational-focus qualifications from group 3 (around 350 GLH) in two different occupational routes?

**Please give reasons for your answers:** |
| **9. Do you agree that these qualifications should be delivered to 16 to 19 year olds over two academic years as part of a wider study programme leading to employment? (Please highlight)*** Yes
* No

**Please give reasons for your answers:****If you believe there are any groups of students or occupational routes for which a substantial qualification taken as part of a two-year programme would be unsuitable, please provide details:** |

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| Group 4: Specialist Qualifications |
| Related information - Please refer to pages 43-44 of the consultation document when answering this question |
| **10. Do you agree that we should fund specialist qualifications at level 2? (Please highlight)*** Yes
* No

**If you agree, are there any examples of qualifications that you think might fall into this group?** |

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| Group 5: Qualifications supporting cross-sectoral skills |
| Related information - Please refer to pages 44-45 of the consultation document when answering this question |
| **11. Do you agree that we should fund qualifications at level 2 that develop cross-sectoral skills for young people? (Please highlight)*** Yes
* No

**If you agree, are there any examples of qualifications that you think might fall into this group?** |

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| Group 7: Qualifications supporting progression to level 3 academic study |
| Related information - Please refer to pages 46-50 of the consultation document when answering this question |
| **12. Do you agree that we should fund qualifications to support progression to specialist level 3 academic qualifications? (Please highlight)*** Yes
* No

**Do you agree that qualifications in this group should be small-medium sized, with a guideline size of 120-240 GLH? (Please highlight)*** Yes
* No

**Please give reasons for your answers:** |
| **13. Do you agree that we should continue to fund level 2 performing arts graded exams in their current form? (Please highlight)*** Yes
* No

**Please give reasons for your answer:****Do you agree that we should continue to fund level 2 Higher Project Qualifications in their current form? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Group 9: Level 1 pre-technical qualifications |
| Related information - Please refer to pages 58-60 of the consultation document when answering this question |
| **14. Do you agree that we should fund level 1 pre-technical qualifications which focus on progression to level 2 and provide an introduction to the relevant occupational route? (Please highlight)*** Yes
* No

**Do you agree that qualifications in this group should be small to medium sized, with a guideline size of 120-280 GLH? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Group 10: Level 1 qualifications which may serve as a prerequisite to employment |
| Related information - Please refer to page 61 of the consultation document when answering this question |
| **15. Do you agree that we should fund level 1 qualifications which act as a prerequisite to employment? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Group 11: Level 1 qualifications which are complementary to a study programme |
| Related information - Please refer to pages 62-63 of the consultation document when answering this question |
| **16. Do you agree that we should continue to fund level 1 graded qualifications in performing arts in their current form? (Please highlight)*** Yes
* No

**Please give reasons for your answer:****Do you agree that we should continue to fund level 1 Foundation Project Qualifications in their current form? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Group 14: Entry level pre-technical qualifications |
| Related information - Please refer to pages 63-65 of the consultation document when answering this question |
| **17. Do you agree that we should fund entry level 3 pre-technical qualifications that support progression to level 1 study? (Please highlight)*** Yes
* No

**Do you agree that, for 16 to 19 year olds, qualifications in this group should be small to medium sized, with a guideline size of 120-280 GLH? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Group 15: Entry level qualifications which are complementary to a study programme |
| Related information - Please refer to pages 66-67 of the consultation document when answering this question |
| **18. Do you agree that we should continue to fund entry level graded qualifications in performing arts in their current form? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Supporting adults: Design and delivery principles |
| Related information - Please refer to pages 71-72 of the consultation document when answering this question |
| **19. Do you agree that the design and delivery principles outlined in paragraphs 150 to 155 will ensure that level 2 technical qualifications are accessible to adults? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Level 2 qualifications for adults |
| Related information - Please refer to pages 73-74 of the consultation document when answering this question |
| **20. Do you agree that we should fund the following level 2 qualification groups for adult learners: (Please highlight Yes or No)*** Group 1: Qualifications supporting progression to level 3 technical study – Yes/No
* Group 2: Occupational-entry qualifications – Yes/No
* Group 4: Specialist qualifications – Yes/No
* Group 5: Qualifications supporting cross-sectoral skills – Yes/No
* Group 7: Qualifications supporting progression to level 3 academic study – Yes/No

**Please give reasons for your answer:** |

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| Group 3: Occupational-focus qualifications for adults |
| Related information - Please refer to pages 75-76 of the consultation document when answering this question |
| **21. Do you agree that we should fund occupational-focus qualifications at level 2 for adults? (Please highlight)*** Yes
* No

**Do you agree that these qualifications should be medium sized, with a guideline size of 200-540 GLH? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Group 6: Technical qualifications enabling entry into occupations without employer-led occupational standards |
| Related information - Please refer to page 77 of the consultation document when answering this question |
| **22. Do you agree that we should consider requests to fund level 2 qualifications for occupations for which an employer-led occupational standard does not currently exist? (Please highlight)*** Yes
* No

**Please give reasons for your answer:****Are you aware of any occupations that are in demand by employers but where an employer-led occupational standard does not currently exist?(Please highlight)*** Yes
* No

**Please provide example(s):****Do you agree that these qualifications should be available to adults only? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Level 1 and entry level qualifications for adults |
| Related information - Please refer to pages 78-79 of the consultation document when answering this question |
| **23. Do you agree that we should fund the following qualification groups at level 1 for adult learners (Please highlight Yes or No)*** Group 9: Level 1 pre-technical qualifications supporting progression to level 2 study – Yes/No
* Group 10: Level 1 qualifications serving as a prerequisite to employment – Yes/No
* Group 11: Level 1 graded qualifications in performing arts and level 1 project qualifications – Yes/No

**Please give reasons for your answer:** |
| **24. Do you agree that we should fund the following qualification groups at entry level for adults: (Please highlight Yes or No)*** Group 14: Entry level 3 pre-technical qualifications supporting progression to level 1– Yes/No
* Group 15: Entry level performing arts graded qualifications– Yes/No

**Please give reasons for your answer:** |

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| Groups 12 and 16: English and maths qualifications (non FSQ/GCSE) |
| Related information - Please refer to pages 80-82 of the consultation document when answering this question |
| **25. Do you agree we should remove funding at level 2 for non-GCSE/FSQ English qualifications? (Please highlight)*** Yes
* No

**Please give reasons for your answer:****Do you agree we should remove funding at level 2 for non-GCSE/FSQ maths qualifications?** **(Please highlight)*** Yes
* No

**Please give reasons for your answer:** |
| **26. Do you agree we should continue to fund level 1 and entry level English qualifications for learners who cannot access FSQs/ GCSEs? (Please highlight)*** Yes
* No

**Please give reasons for your answer:****Do you agree that we should continue to fund level 1 and entry level maths qualifications for learners who cannot access FSQs/GCSEs? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |
| **27. Do you agree all non-GCSE/FSQ qualifications in English should be developed against the National Standards for Adult Literacy and Numeracy? (Please highlight)*** Yes
* No

**Please give reasons for your answer:****Do you agree all non-GCSE/FSQ qualifications in maths should be developed against the National Standards for Adult Literacy and Numeracy? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |
| **28. Do you agree that we should consider updating the National Standards for Adult Literacy and Numeracy before adding them to the regulation criteria? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Groups 8, 13 and 17: ESOL qualifications |
| Related information - Please refer to pages 82-83 of the consultation document when answering this question |
| **29. Do you agree that we should continue to fund ESOL qualifications at each of the following levels: (Please highlight Yes or No)*** Level 2 – Yes/No
* Level 1 – Yes/No
* Entry level (including sub levels 1, 2 and 3) – Yes/No

**Please give reasons for your answer:** |

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| Personal, Social and Employability (PSE) qualifications |
| Related information - Please refer to pages 84-88 of the consultation document when answering this question |
| **30. Do you agree that we should develop national standards and set broad core content at level 1 for: (Please highlight Yes or No)*** Personal and social development – Yes/No
* Employability skills – Yes/No
* Independent living and life skills – Yes/No

**Please give reasons for your answer:** |
| **31. Do you agree that we should develop national standards and set broad core content at entry level (including entry level 1, entry level 2, and entry level 3) for: (Please highlight Yes or No)*** Personal and social development – Yes/No
* Employability skills – Yes/No
* Independent living and life skills – Yes/No

**Please give reasons for your answer:** |
| **32. Do you agree the national standards set out on page 86 will cover the range of skills needed by students? (Please highlight)*** Yes
* No

**Do you believe there is a need to develop additional national standards? If so, please tell us what the standard should contain and which students it would benefit?**  |
| **33. Thinking specifically about employability skills:*** As an employer, do you currently recognise or value any qualifications in employability skills? – Yes/No

**If so, how do you recognise them and what aspects of these qualifications do you value?*** Will the proposed national standards make a difference to the way these qualifications are perceived, valued or recognised by employers – Yes/No

**If so, what difference will they make and how would employability qualifications aligned to standards be used by employers in the future?** |
| **34. Is it necessary to have standalone qualifications at entry level 1 and entry level 2 that provide students with an opportunity to explore industries and occupations? (Please highlight)*** Yes
* No

**Please give reasons for your answer:** |

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| Implementing reform |
| Related information - Please refer to the delivery timeline on pages 93-94 of the consultation document when answering this question |
| **35. What support is needed to smooth the implementation of the proposed reforms to level 2 and below qualifications?**  |

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| General and equalities impact assessments |
| Related information - Please refer to page 95 of the consultation document and the impact assessment published alongside this consultation when answering this question |
| **36. Do you have any concerns regarding the potential impact that the principles and proposals outlined in this consultation may have on students with SEND or those with a protected characteristic under the Equality Act 2010?**  |
| **37. Are there any additional impacts that you think should be included in the general impact assessment which will accompany our response to this consultation?** |