



ASSOCIATION
OF COLLEGES

NFEC Guide to future qualification landscape and policy

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In today's presentation

- 'End of term' report from Minister Halfon
- AoC Policy positions on Apprenticeships
- L3 and L2 qualification reform overview
- Bootcamps
- Expert Provider Status
- IfATE & DfE update (inc ABS)
- Apprenticeship Workforce Development Programme

The Minister

Letter from Minister Halfon

- Additional funding for 'key priorities'
- 3 'p's (place, privilege, prestige) of social justice
- Colleges as 'anchor institutions' in the 'ladder of opportunity'
- Based on successes already being seen

Suceses

- Apprenticeship achievement up 22%
- 16 T levels with 16,000 learners so far
- Bootcamps from 16,120 (21/22) to 64,000 24/25
- HTQ delevopments
- Multiply 31,000 in 22/23
- 21 IoTs aimed at L4/5
- Funding and accountability reforms
- College role in the 38 ERBs and LSIPs
- 40,000 on Free Courses for Jobs (Ap 21 – Mar 23)

This Academic Year

- Priority Programmes to scale up:
 - Apprenticeships
 - T Levels
 - Skills Bootcamps
 - HTQs
 - Statutory entitlements (AEB) English, maths and digital
 - LLE Lifelong learning entitlement (25/26)

AoC Apprenticeship Policy

AoC Policy Positions on Apprenticeships

- Apprenticeships integrated into the wider system
- A review of the levy should be held
- Training and accreditation of existing workers should be delivered separately, as should provision aimed primarily at entry level jobs. More investment in new routes into apprenticeships for those who are not yet ready and different arrangements, outside apprenticeships, for those who are no longer new in role.
- Apprenticeships to be focused on new job starters. We should return to the recommendations of the 2012 government review which stated that an 'apprenticeship should be redefined... clearly targeted at and promoted to those who are new to a job or role that requires sustained or substantial training.
- At least half of the levy should be spent on apprenticeships, as defined above. Government should set priorities in consultation with the range of social and economic partners for the use of the levy, as it does on other programmes funded from taxation. This might, for instance, require more transparency from employers on how they use the levy by publishing their starts, completions and outcomes as well as the requirement to use a certain percentage of the levy on young people

L3 and L2 Qual reform overview

Qual reform Level 3

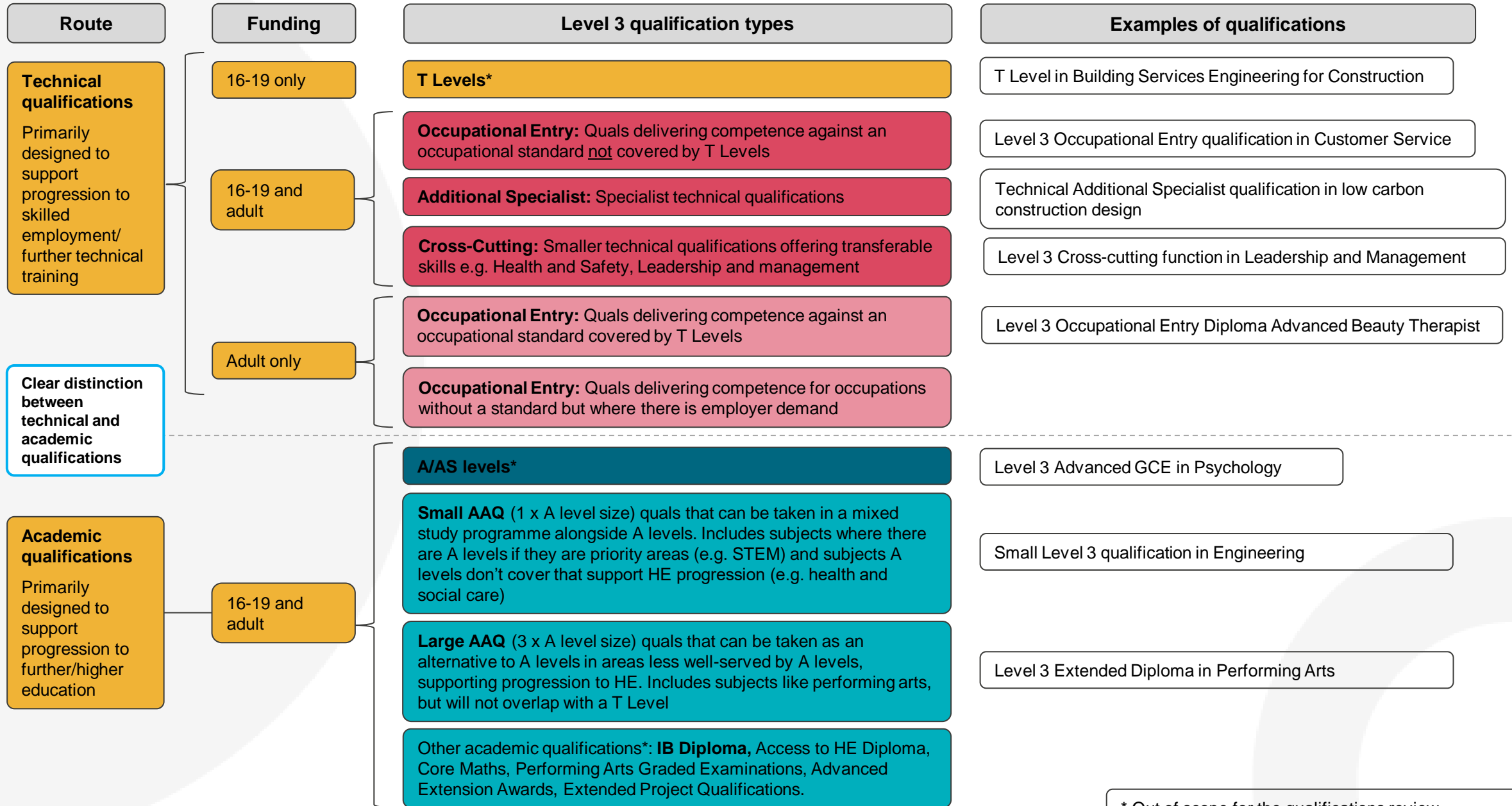
Phase	Activity
Phase 1	Removal of funding from qualifications with no or low enrolments
Phase 2	Defunding of qualifications which overlap with T Levels 2024 (wave 1) and 2025 (wave 2)
Phase 3	Introduction of a new integrated approval process, focused on setting quality criteria for all academic and technical qualifications for all funded quals from 2025.

Key changes being introduced at level 3

Alternative Academic Qualifications (AAQs) and Technical Qualifications

- **Small AAQs** will be between 150-450 GLH. **Large AAQs** will be between 720 and 1080 GLH.
- **New criteria** to determine the range of subjects **for AAQs** from 2025 onwards.
- **Technical Qualifications** will be **based on** IfATE's **employer-led occupational standards**.
- AAQs will be approved against new funding approval criteria.
- **Three approval cycles**: cycle 1 qualifications will be taught from September 2025, with cycle 2 from September 2026 will include all 15 routes, cycle 3 (inc ABS) will move towards BAU
- Providers will know by July 2024 which qualifications have been approved in cycle 1, for delivery from August 2025.
- Qualifications will be approved for funding for 3 years rather than the current 12 months.
- Also reform of qualifications at level 2, level 1 and entry level.

The new level 3 qualification landscape



Clear distinction between technical and academic qualifications

The qualifications landscape at level 2 and below

Level 2

Three main types of reformed qualifications:

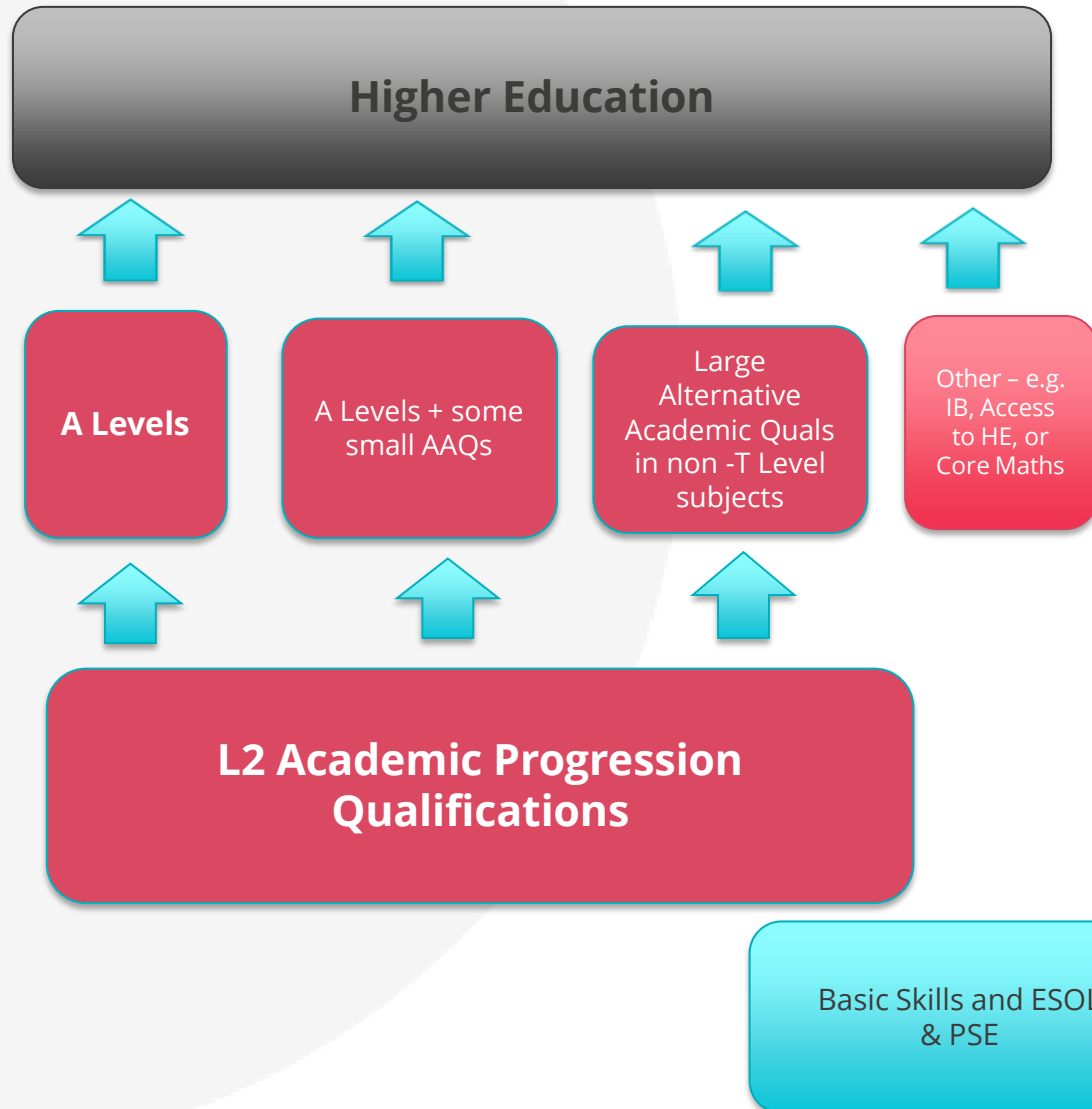
- Qualifications supporting progression to technical study at level 3
- Qualifications supporting progression to academic study at level 3
- Technical qualifications supporting entry to employment at level 2

Level 1 and entry level

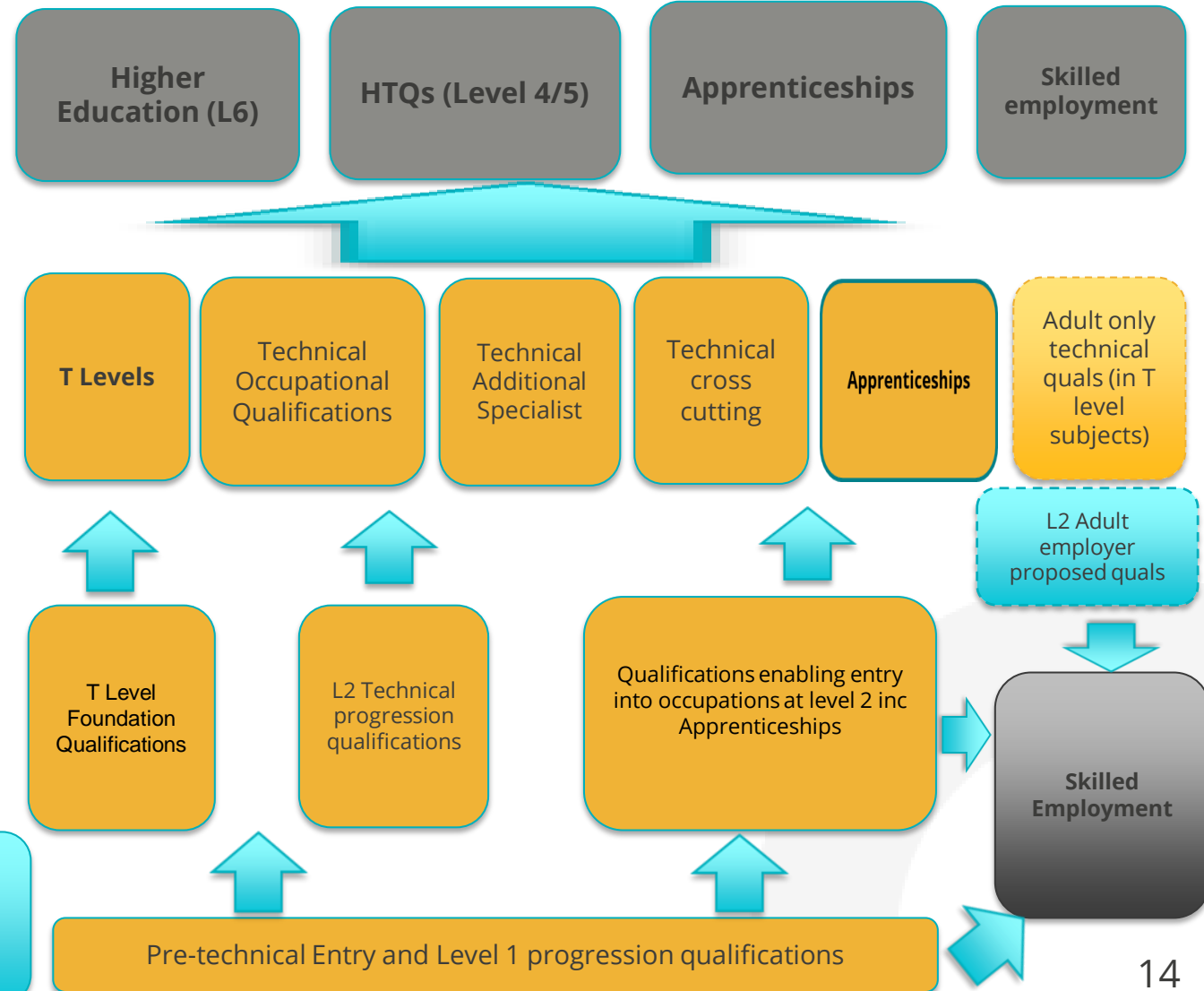
- Qualifications supporting progression to level 2 or 3 technical study
- Personal, social and employability skills qualifications
- English and maths qualifications which are alternatives to GCSEs/FSQs
- ESOL Skills for Life qualifications (also funded at level 2)

Qualification landscape overview

Academic



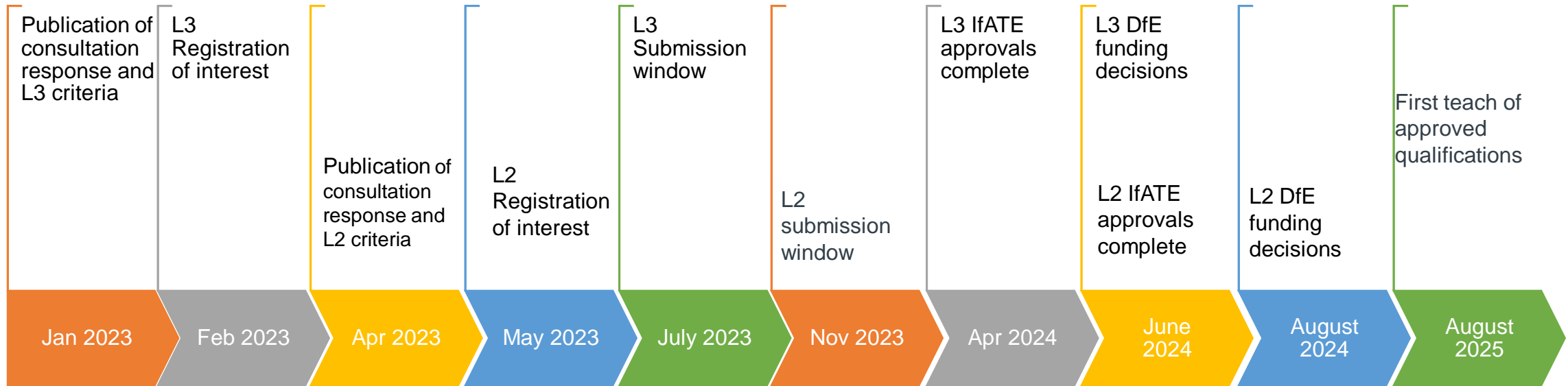
Technical



Overview timeline

Dates	First Teach September 2025	First Teach September 2026	First Teach September 2027
Technical	<p>Level 2 and 3 technical occupational-entry qualifications & additional specialist qualifications in</p> <ul style="list-style-type: none"> ❑ Construction and the built environment ❑ Digital (Level 3 only) ❑ Education and early years ❑ Engineering and manufacturing ❑ Health and science 	<p>Level 2 and 3 technical occupational-entry qualifications & additional specialist qualifications <u>in all other occupational routes</u></p> <p>Technical employer-proposed qualifications for adults only</p>	
Academic & Non-Technical	<p>Level 3 AAQs</p> <ul style="list-style-type: none"> ❑ Applied science, Medical science ❑ Engineering and engineering principles/technology ❑ Health and social care ❑ Information technology, ❑ Progression to degrees in healthcare (medicine, dentistry, and nursing) 	<p>Level 2 progression qualifications supporting progression to:</p> <ul style="list-style-type: none"> ❑ All wave 1-4 T Levels ❑ Level 3 AAQs in academic subject areas reformed in 2025 <p>Remaining Level 3 AAQs in subjects not covered in cycle 1 – full list is in the guide to the future landscape.</p>	<p>Level 2 progression qualifications supporting progression to:</p> <ul style="list-style-type: none"> ❑ Level 3 technical qualifications in routes reformed in 2026 ❑ Level 3 AAQs in academic subject areas reformed in 2026 <p>All level 1 and entry level qualifications</p> <p>All Personal, Social and Employability skills qualifications</p>

TIMELINE FOR DELIVERY – CYCLE 1

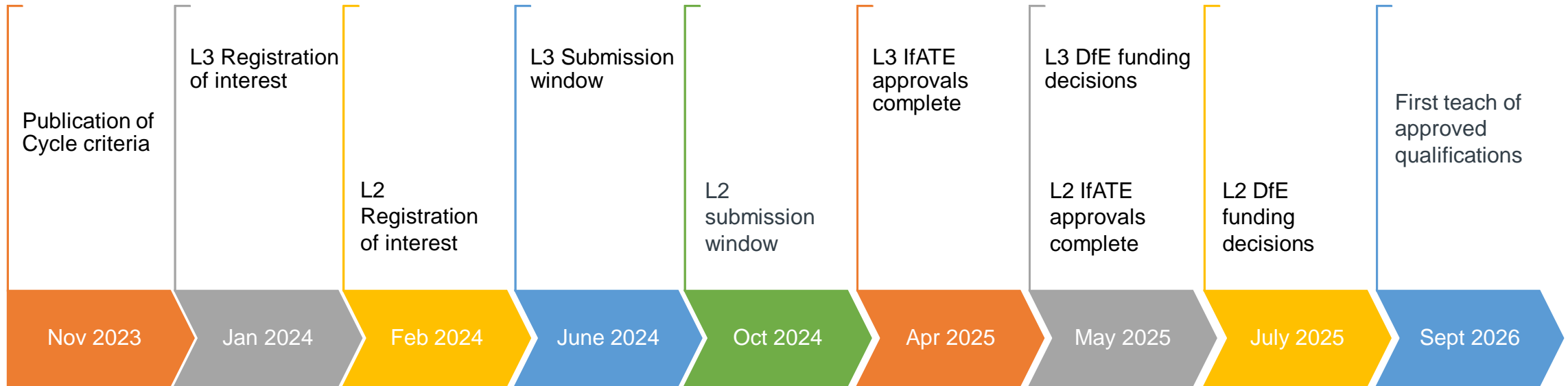


Cycle 1 for Level 3 qualifications went live on 10 January 2023. The submission window is 3-31 July 2023.

Cycle 1 for Level 2 qualifications launched on 20 April 2023. The submission window is 13-24 November 2023.

Both Level 2 and Level 3 qualifications will be for **first teach from September 2025**.

TIMELINE FOR DELIVERY – CYCLE 2

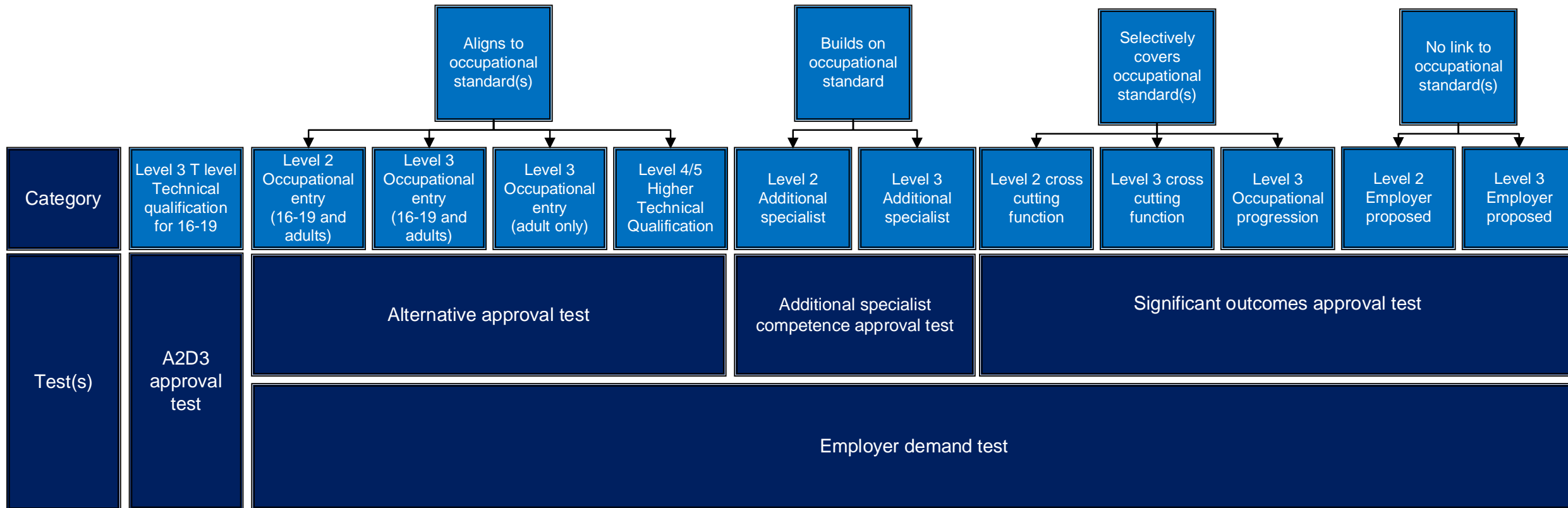


Cycle 2 went live on 9 November 2023. The submission window for Level 3 is 10-21 July and for L2 23 Sept to 04 October 2024.

Both Level 2 and Level 3 qualifications will be for **first teach from September 2026**.

Cycle 3 will be used to step away from the reform element of implementation and towards ‘business as usual’ activity. We will focus on cross cutting qualifications and priority skills areas.

OVERVIEW OF TECHNICAL QUALIFICATION CATEGORIES ACROSS ALL LEVELS



HTQs, Simplification, Bootcamps & Expert Providers

Update on HTQs

- There is low uptake of level 4/5 qualifications in England, although there is a clear need for higher technical education and the types of skills it provides.
- HTQs are new or existing qualifications at levels 4/5, based on the employer-led occupational standards.
- HTQ approvals process led by IfATE. Cycle one in Digital, Cycle two in Digital, Construction, and Health and Science. First approved HTQs in Digital available from 2022, cycle two from September 2023.
- 106 HTQs available for AY 23/24 across the following routes: Digital (56 available, as 25 more coming in AY23/24); Construction (18); Health and Science (32). 65 additional qualifications approved in cycle 3.
- Government provided funding through the Higher Technical Education Growth Fund to support the rollout of cycles 1 & 2 and additional funding through the Skills Injection Fund.
- From academic year 2023/24 student finance access for HTQs, allowing learners studying them part time to access maintenance loans, as they can with degrees.

Rollout of Routes

Cycle 1	Digital	31 Approved	First teach Sept 2022
Cycle 2	Digital	25 Approved	First teach Sept 2023
	Health & Science	32 Approved	
	Construction	18 Approved	
Cycle 3	Digital	10 Submitted	First teach Sept 2024
	Health & Science	11 Submitted	
	Construction	3 Submitted	
	Legal, Finance & Accounting	1 Submitted	
	Business & Admin	10 Submitted	
	Education & Childcare	10 Submitted	
	Engineering & Manufacturing	26 Submitted	
Cycle 4	15 routes, including all from C1- C3 plus: Agriculture, Environmental & Animal Care Catering & Hospitality Creative & Design Hair & Beauty Care Services Protective services Sales, Marketing & Procurement Transport & Logistic		Application window opens 8 May 2023. First teach Sept 2025

Source: IfATE

Simplification

- DfE/ESFA are now considering further simplifications to reduce bureaucracy for colleges and other providers.
- Funding Rules remain a key focus as well as the Apprenticeship Service
- If you have ideas for these, or other parts of the system let me know!

Bootcamps

- DfE very keen to grow College involvement with Bootcamps
- Setting up a Bootcamp forum for colleges? A survey was undertaken asking about this
- Free webinar run to talk through provision with three colleges who are already engaged (recording available)
- Bootcamps bring in around £3,500 per learner, so worth considering how to engage!

Expert Provider Status pilot

- 15 providers in pilot, inc 5 colleges
- Checking out how the status might aid those providers
- Checking out the selection criteria for future roll out (if concept is proven!)

IfATE & DfE

DfE Highlights

- ABS – more later
- Levy Usage?
- EPA changes
- Regulation simplification (SME focus)
- £50m for Growth sectors
- L6/7 Apprenticeships

IfATE Highlights

- Trailblazer Review
- Approval of Technical Qualifications
- ABS (more later)

Project Context

Over the last 5 years trailblazers have developed over 670 occupational standards creating an underpinning structure for the technical education system.

The Skills and Post 16 Education Act 2022 set the expectation that most post-16 technical education and training should align to our occupational standards.

Looking ahead to the next 5 years we must ensure occupational standards meet the needs of employers, learners and industry now and in the future.

We want to be agile in our approach to meeting these needs whilst maintaining a stable base to support qualification development and delivery.

Harnessing, establishing, and sustaining employer expertise and insight is fundamental to achieving this approach.



August - September

Gathering feedback and identifying options

October - November

Testing thinking and revision of options

December – February

Implementation planning and confirmation of model options.

March 24 onwards

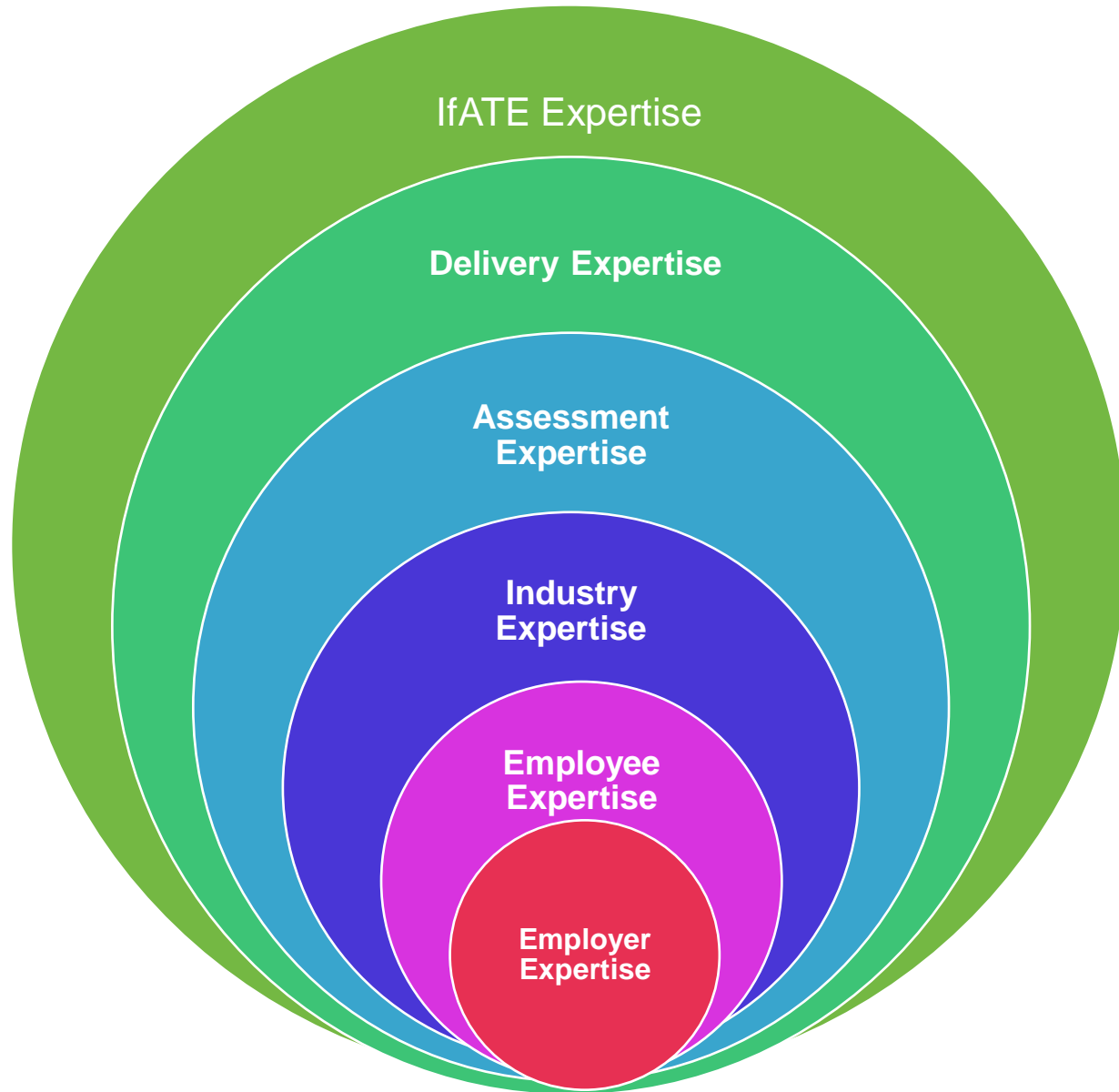
Implementation and benefits monitoring of model options.

PROJECT OBJECTIVE

Develop an agile and sustainable approach to employer engagement in the development and revision of high-quality future facing occupational standards.

SUCCESS MEASURES

Attractive to employers including SME's	Pulls in wider expertise
Sustainable	Data used to inform activity and decision making
Credible to stakeholders	Agile and responsive
Improved development platforms	IfATE expertise optimised
Use the right expertise at the right time	Allows for variation



Groups of Persons

A range of expertise is required to ensure that occupational standards provide a high-quality base from which apprenticeships, technical qualifications and non-IfATE approved products can be developed.

This means establishing clear approval criteria for the groups of persons we need to engage in the development and maintenance of occupational standards and assessment plans.

Establishing clear roles and responsibilities for the “group of persons” alongside improving our digital and data capabilities means we can harness the right insight and expertise at the right time.

This will also support the delivery of a flexible model so that the expertise selected can be tailored to match sector and occupationally specific requirements.



Employers

- Engaging employers at the right time in the right way
- Stratifying employer engagement:
 1. Development
 2. Consultation
 3. Information
- Ensuring employer insight is at the centre of any new approach

Streamlining

- Reviewing processes to ensure they are as lean as they can be whilst maintaining quality
- Mapping out a flexible approach to development and revision activity
- Quantify potential efficiencies to identify optimum opportunities for change

Data

- Develop data insights to support informed decision making
- Develop and test digital consultations through new CRM system
- Explore the potential for harnessing data insights held by key stakeholders

The project will also aim to evidence the benefit to our products from changes made to the Trailblazer model



Questions for discussion



How can we deliver a sustainable approach to SME engagement in the development and or revision of occupational standards and apprenticeships?



Have you undertaken any similar projects within your organisations that we could learn from to support our project development?

Advanced British Standard

What has been announced?

- On 4th October, the Prime Minister announced the plans to introduce the **Advanced British Standard (ABS)** for 16–18-year-olds over the next decade.
- This is a new **baccalaureate-style qualification** that takes the **best of A levels and T levels** and brings them together into a single qualification and unified structure.
- It will also provide an **occupational specialism route** which mirrors the T level components and will provide a clear offer for all students with a dedicated route for those working below Level 3.
- It will bring us closer in line with leading world economies where maths and the native language is studied until the end of compulsory education.
- The government will fund the additional taught hours that are going to be needed for the ABS and are **investing £600m now as a downpayment**.
- The Department for Education will be **consulting extensively** on this before producing a **white paper next year**.

What is the case for change?

- We have made huge strides in the last decade in driving up standards
- But England is an international outlier at post 16 in terms of:
 - the average number of subjects students take at post 16
 - the number of teaching hours students receive
 - the expectation to continue with maths and the native language until the end of compulsory education
- Evidence shows the importance of achieving a strong core in English and maths, and studying sufficient breadth, for progression to further study and employment, and future earnings.
- The structure of our post 16 system limits our ambitions for change and remove the artificial separation between technical and academic qualifications

The introduction of the Advanced British Standard is designed to address these issues, raising the attainment floor for students, and better ensuring young people are prepared for employment and life.

What would that mean students study at 16-19?

- **A common core of English and maths** to at least “minor” level
- **A broader curriculum**, with an increased average number of subjects taken
- **A choice of academic and technical subjects** including at major, minor or double major level
- **Non qualification time**, continuing to benefit from education, employability and pastoral activities, and an industry placement where relevant.
- **15% more taught hours**



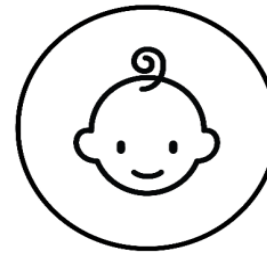
Example subjects to work in creative arts:

Majors	Minors
Art & Design	Maths
Media, Broadcast & Production	History
English	



Example subjects to work in computer science:

Majors	Minors
Computer Science	English
Further Maths	Business
Maths	



Example subjects to work in early years:

Double Major	Minors
Early years educator	Maths
Major	English
Education & Childcare	Industry Placement



Example subjects to become a doctor:

Majors	Minors
Chemistry	English
Biology	Physics
Maths	Music

The Advanced British Standard will support progression across post-18 routes, including further study and employment

- Evidence shows the importance of achieving a strong core in English and maths, and studying sufficient breadth, for progression to further study and employment, and future earnings.
- *Further study*
- Academic: The academic subjects within the Advanced British Standard will be based on the content and academic rigour of A Levels, taking the same knowledge-based approach. Majors will have comparable depth and rigour to A levels (with at least 90% of the content) so that they support progression, including to university.
- Technical: Over the last decade we have started to rebuild an overly complex technical landscape, to support better progression into employment. This new qualification will build on what we have learnt – building on the best of T Levels, using the core content and our robustly developed employer standards to underpin the technical elements of the new Advanced British Standard; as with T Levels, there will be an industry placement for technical routes.
- *Employment*
- We are retaining apprenticeships for the young people who want to move straight into ‘on-the-job’ training, ensuring that English and maths study as part of apprenticeships has greater investment.

How does this compare to the current system?

How the Advanced British Standard differs from the current system:

Today, students have:

Fewer teaching hours than their international counterparts.

Fewer subjects studied, typically in a narrower range.

40% of students have not attained both English and maths at age 16 and 25% of students do not have both GCSE English and maths by age 19.

Less understanding about technical options than academic ones.

Confusing and complicated to make qualification choices at 16.

Under the Advanced British Standard, students will have:

More teaching hours, closing the gap with international counterparts.

A **broader curriculum** until 18.

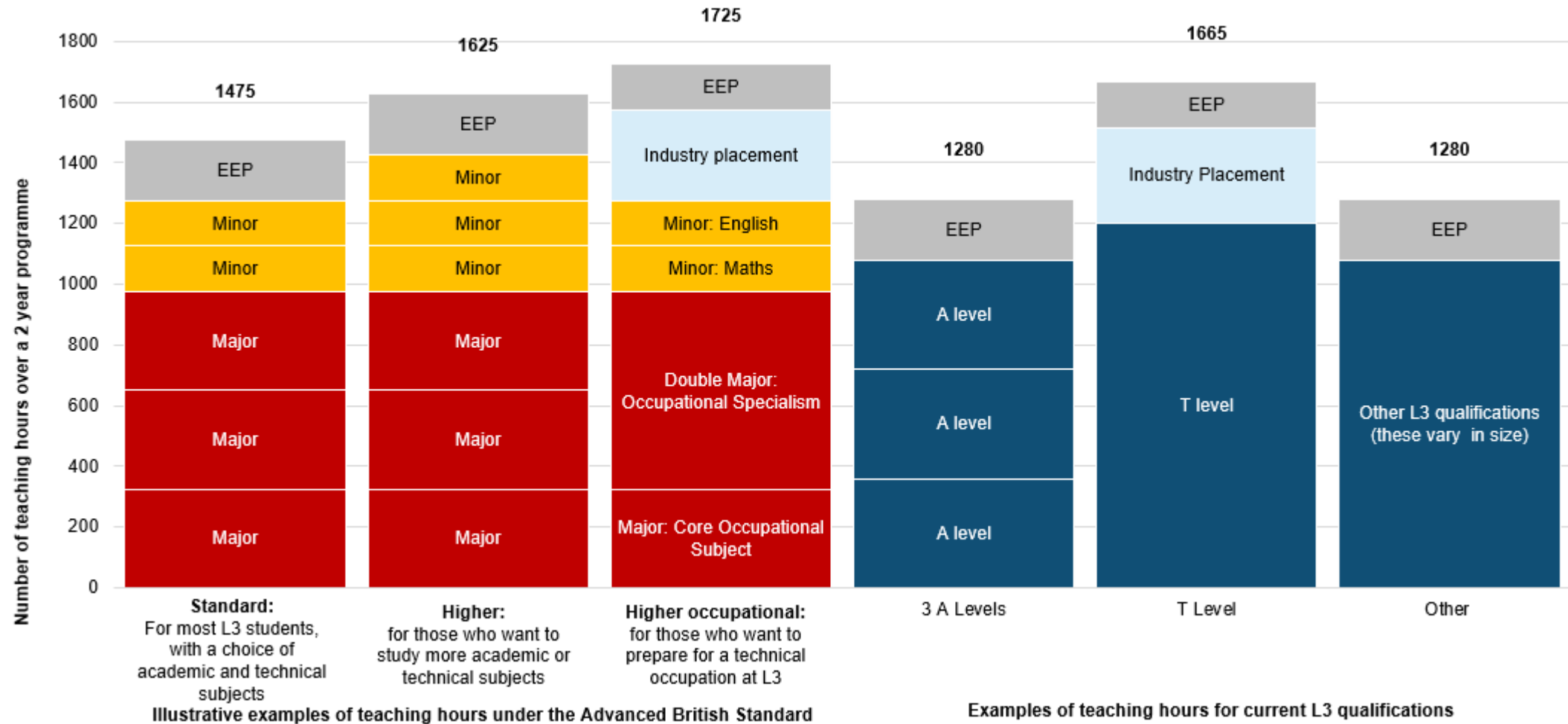
Maths and English studied to 18, with more reaching expected standards.

Equal choice between technical and academic subjects under the same qualification umbrella.

Simpler and more straightforward to make choices at 16.

What could additional teaching hours look like?

The total hours and components of the Advanced British Standard, including the number of employability, enrichment and pastoral (EEP) hours, will be decided after consultation. One illustrative example of how existing pathways could compare to the new Advanced British Standard is:



What does this mean for existing qualifications?

- Once the Advanced British Standard is fully rolled out, we will phase out all other qualifications' use in schools and colleges.
- In the meantime, we will continue to implement T Levels and A levels, and our qualification reform will continue – removing duplicative, low-quality courses, that don't deliver the skills employers need.
- The Advanced British Standards will retain the knowledge-rich rigour of A Levels, and the technical modules will be based on the same extensive work the Institute for Apprenticeships and Technical Education and employers have pursued to set occupational standards, which are the bedrock of T-Levels.
- We are retaining apprenticeships for the young people who want to move straight into 'on-the-job' training, ensuring that English and maths study as part of apprenticeships has greater investment.

How will we implement this?

- **This is a long-term reform**; it will not be achieved overnight.
- **It will need careful development**, in partnership with students, teachers, leaders, schools, colleges, universities and employers, as well as the public.
- **We will consult** extensively, and in detail, over the coming months on the design of the new qualification, informing a White Paper next year setting out our plan for delivery.
- **We will fund the additional taught hours needed for the Advanced British Standard.** We will make a downpayment on this investment now, focused on recruiting and retaining teachers in key STEM and technical shortage subjects, ensuring better attainment in maths and English, and providing better resources for teachers and pupils.

Funding for the Advanced British Standard

- The Advanced British Standard will require a significant investment in our education system.
- **We will fund more teaching hours** to enable schools and colleges to deliver the qualification.
- We are making a downpayment of **over £600 million across the next two years**.
 - All teachers who are in the first five years of their career, teaching key STEM and technical shortage subjects and working in disadvantaged schools and all FE colleges, will be paid up to £6,000 per year tax-free. This equates to c.£100m each year.
 - c.£150 million per year to support students who do not pass maths and English GCSE at 16 to gain these fundamentals.
 - An additional £40 million in the Education Endowment Foundation, to create and share high-quality evidence of what works in 16-19, particularly focused on disadvantaged pupils' outcomes.
 - c.£60 million over two years to improve maths education, including through: expanding teaching for mastery approaches across the country, using our Maths Hubs; and increasing access to **Core Maths through provider incentives and an expanded digital tuition platform**.

More information:

- [A world-class education system: The Advanced British Standard - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

AWD

Apprenticeship Workforce Development programme 1

Current programme

- On-line training as before
- Intervention sessions
- Prevention sessions
- Diagnostics and Action Planning
- Apprenticeship Action Groups
- Collaborative projects

Apprenticeship Workforce Development programme 2

- Operational Team improvement action planning
- Leading change to improve apprenticeship delivery
- Effective onboarding
- Improving communications with apprentices and employers
- Managing apprenticeship withdrawals
- Improving initial assessment
- Enhancing coaching skills
- Improving apprenticeship teaching

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