



Department
for Education

Review of post-16 qualifications at level 2 and below in England

Public responses to the Call for Evidence

2 March 2022

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Summary

This document provides a high level view of the data gathered through the Government's call for evidence on Post-16 level 2 and below study and qualifications in England. This document should be read alongside the Review of post-16 qualifications at level 2 and below in England consultation.

The call for evidence ran from 10 November 2020 to 14 February 2021 and sought views and evidence on a range of issues we wanted to explore at level 2 and below. 371 responses were received in total; 362 responses were received via the online survey with an additional 9 responses submitted via email.

The data contained in this document is drawn from the responses submitted via the online survey that accompanied the call for evidence. This data, along with analysis of qualitative responses, email responses, and information gathered through stakeholder engagement have informed our proposals in the consultation published alongside this document.

Who is this publication for?

This document is for anyone with an interest in post-16 education and training for young people and adults in England

Call for Evidence responses

The call for evidence ran from 10 November 2020 to 14 February 2021 and sought views and evidence on a range of issues we wanted to explore at level 2 and below.

362 responses were received, of which:

- 25% were from Further Education Colleges
- 12% were from Adult or community learning providers
- 5% were from Independent training providers
- 4% were from Charitable organisations
- 4% were from Local Authorities
- 3% were from Awarding organisations
- 3% were from Representative bodies
- 2% were from Employers
- 2% were from SEND providers
- 2% were from Mainstream schools or academies with post-16 provision

24% of respondents did not provide an answer, the remaining 14% of responses came from a range of sources including Higher Education Institutions, Trade Unions, other Government Departments, Mayoral Combined Authorities, University Technical Colleges, Charitable Organisations, Apprenticeship Providers, and other individuals including parents.

Preliminary questions 1 to 5

Questions 1 to 5 asked for background information to identify respondents, this included name, email address, role, response capacity, and organisational information. This information is not reported in this document to protect the confidentiality and personal data of respondents.

Questions for employers

Questions 9, 10, 23, 29, and 30 specifically asked for the views of employers. We have provided additional breakdown of the responses to highlight the views of those who self-identified as employers or industry bodies/trade representative organisations.

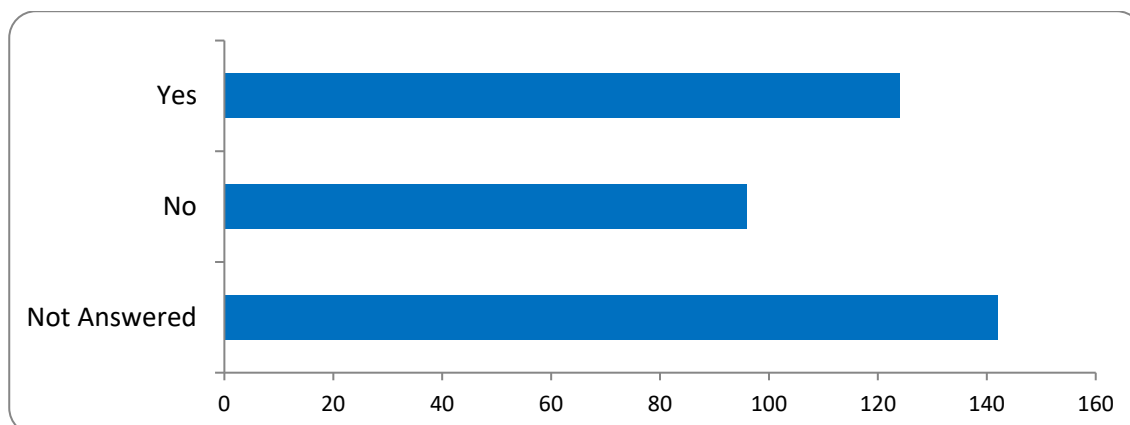
We have reported responses from employers as being those who selected 'employer' when answering question 3 – 'what is your role, or in what capacity are you responding'

We have reported responses from industry bodies/trade representative organisations as being those who selected 'representative body' or 'other (please give details)' and provided specific details to question 4 – 'if you are responding on behalf of an organisation – please provide details'.

Level 2

Making level 2 programmes more effective at supporting 16 to 19 year olds to progress to level 3

Question 6: Would a new form of transition programme be the best way to support progression for 16-19 year olds who want to take a level 3 but are not quite ready to progress and do not plan to take a T Level?



220 responses were received

- 124 respondents selected yes
- 96 respondents selected no

142 respondents did not provide an answer

Question 7: Do you have evidence of existing effective practice in the design of study programmes to support 16 to 19 year old student progression to level 3?

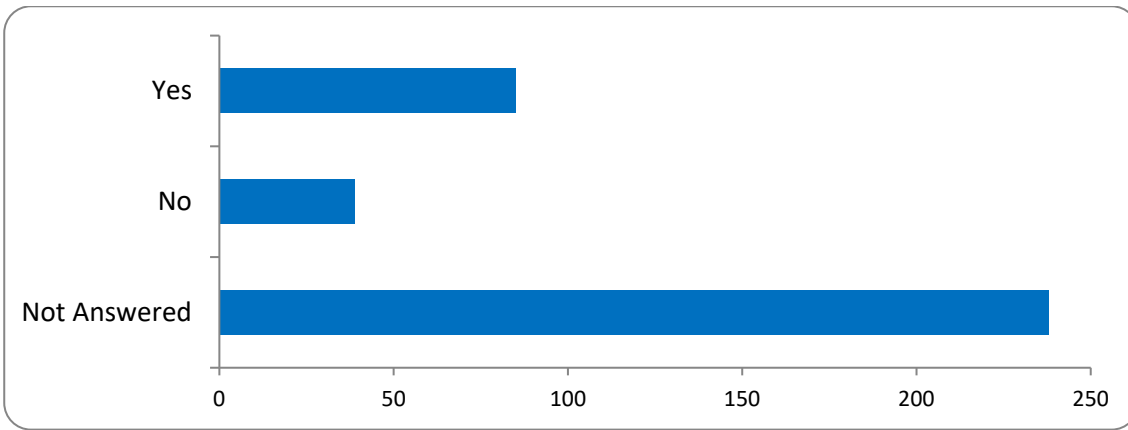
191 responses were received

Question 8: Which elements should be included in a new form of transition programme to address barriers to progression to level 3?

174 responses were received

Improving outcomes for students who enter employment following level 2 study

Question 9: Are there employment opportunities in your industry, additional to those on the occupational maps, for students qualified at level 2?



124 responses were received

- 85 respondents selected yes
- 39 respondents selected no

238 respondents did not provide an answer

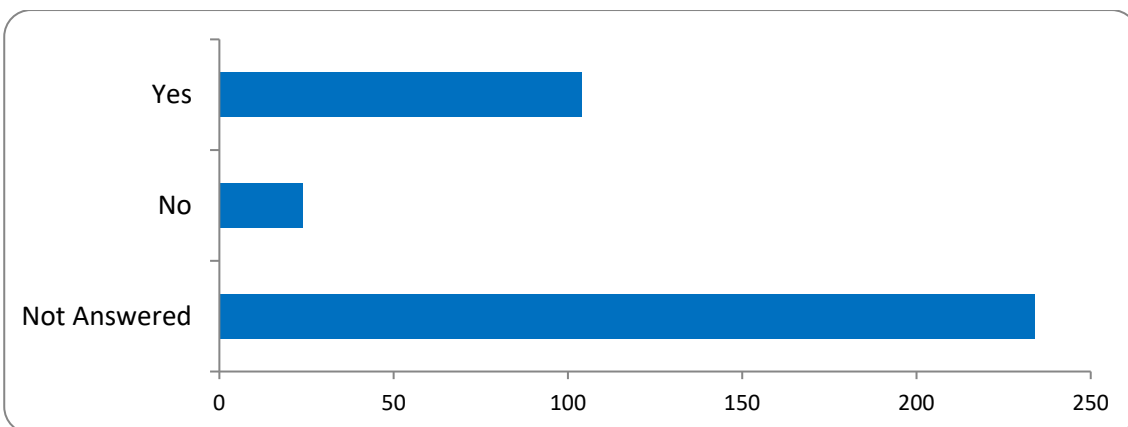
10 respondents to this question self-identified as employers

- 7 respondents selected yes
- 3 respondents selected no

6 respondents to this question self-identified as industry bodies/trade representative organisations

- 3 respondents selected yes
- 3 respondents selected no

Question 10: Alongside apprenticeships, are classroom-based alternatives at level 2 necessary in your industry?



128 responses were received

- 104 respondents selected yes
- 24 respondents selected no

234 respondents did not provide an answer

10 respondents to this question self-identified as employers

- 6 respondents selected yes
- 4 respondent selected no

6 respondents to this question self-identified as industry bodies/trade representative organisations

- 6 respondents selected yes

Question 11: Where level 2 classroom based study leads to employment, our starting point is that it should be aligned with employer-led standards. What further actions can we take to ensure that, as far as possible, classroom-based qualifications hold the same value in the labour market as apprenticeships and that they work alongside each other?

183 responses were received

Question 12: What evidence can you provide of existing effective practice in the design of level 2 classroom-based study and qualifications to support students to enter employment?

162 responses were received

Question 13: Where level 2 classroom-based study leads to employment, our starting point is that it should be aligned with employer-led standards. Which types of level 2 classroom-based study leading to employment would this not be suitable for?

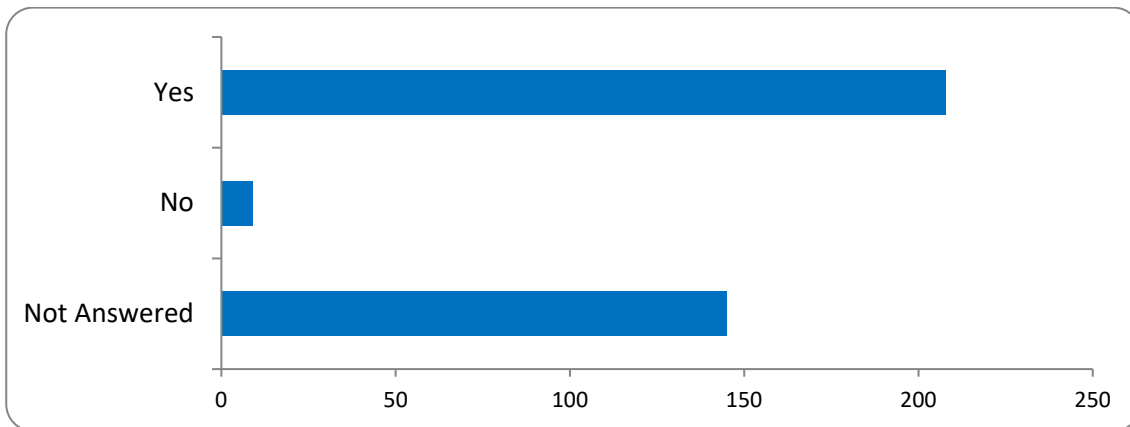
134 responses were received

Level 2 study that supports adults in employment to upskill

Question 14: how useful are level 2 qualifications for the purpose of upskilling adults in employment?

210 responses were received

Question 15: Does level 2 study play a role in supporting adults in employment to progress to a level 3 qualification



217 responses were received

- 208 respondents selected yes
- 9 respondents selected no

145 respondents did not provide an answer

Level 1 and entry level

Effective level 1 and entry level study for 16 to 19 year olds

Question 16: What are the main factors providers consider when deciding whether a student should start at entry level rather than level 1?

244 responses were received

Question 17: How do providers define good outcomes for 16-19 year olds studying at entry level?

219 responses were received

Question 18: What are the main factors providers consider when deciding whether a student should begin study at level 1 rather than level 2?

233 responses were received

Question 19: How do providers define good outcomes for 16 to 19 year olds studying at level 1?

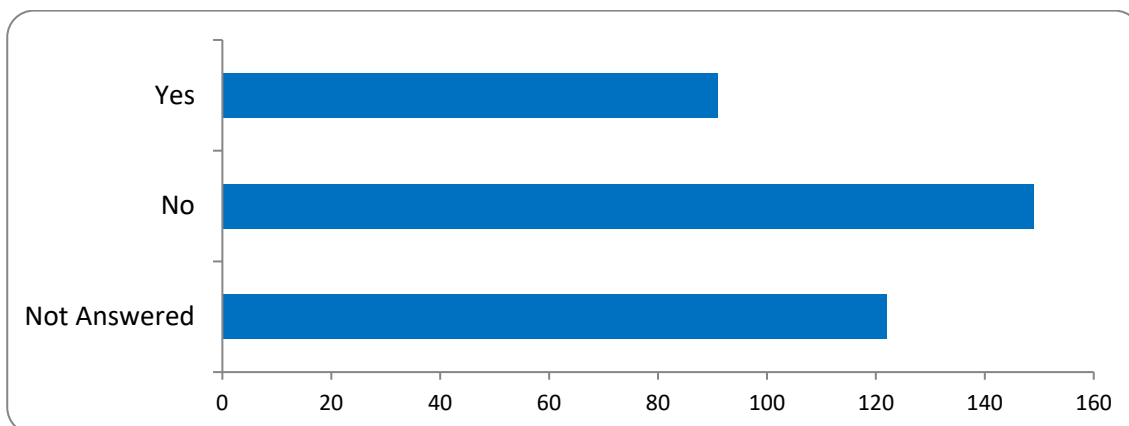
205 responses were received

Level 1 and entry level study

Question 20: How do providers deliver personal, social and employability skills to adults?

247 responses were received

Is a qualification essential for this?



240 responses were received

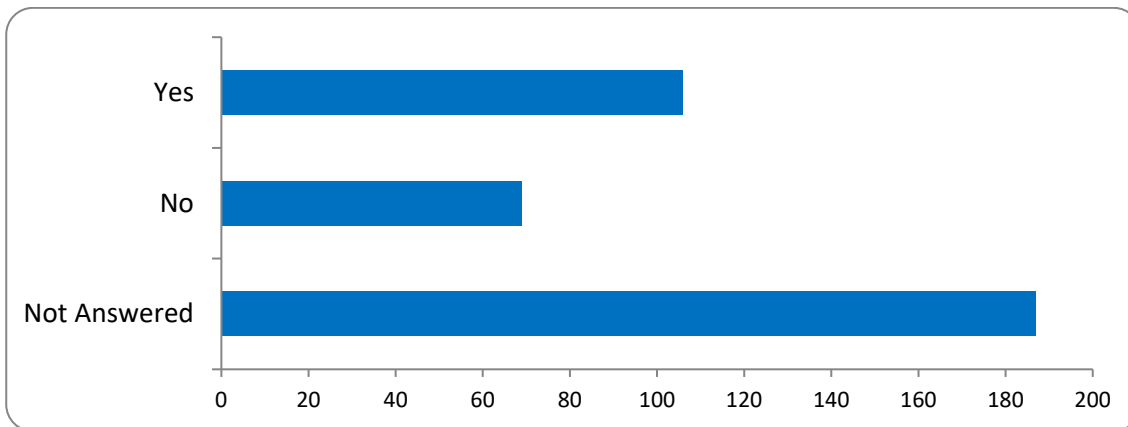
- 91 respondents selected yes
- 149 respondents selected no

122 respondents did not provide an answer

Question 21: How do providers deliver introductory vocational level 1 and entry level skills to adults?

186 responses were received

Is a qualification essential for this?



175 responses were received

- 106 respondents selected yes
- 69 respondents selected no

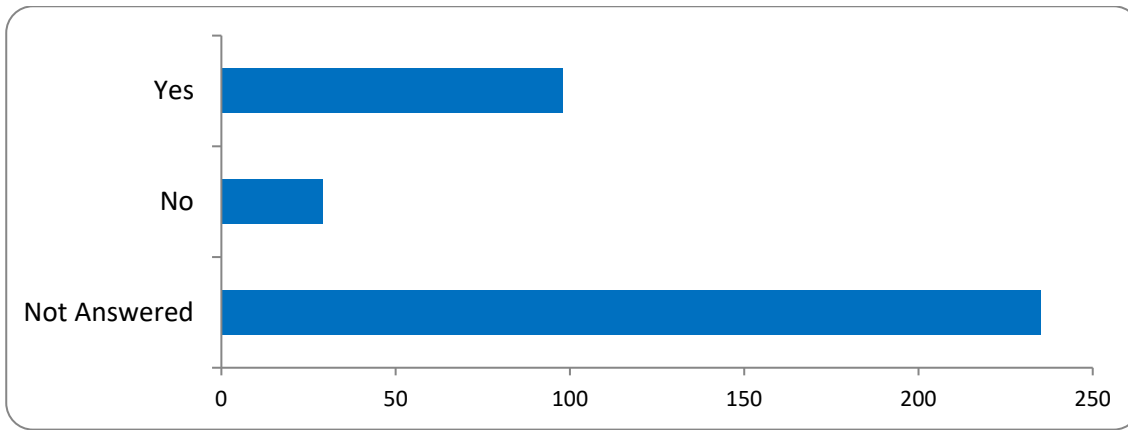
187 respondents did not provide an answer

Question 22: What are the benefits of having three sub-levels at entry level?

295 responses were received

Personal, social and employability qualifications

Question 23: When recruiting, do you value or recognise qualifications in employability, personal and social skills, or independent living?



127 responses were received

- 98 respondents selected yes
- 29 respondents selected no

235 respondents did not provide an answer

9 respondents to this question self-identified as employers

- 6 respondents selected yes
- 3 respondents selected no

4 respondents to this question self-identified as industry bodies/trade representative organisations

- 2 respondents selected yes
- 2 respondents selected no

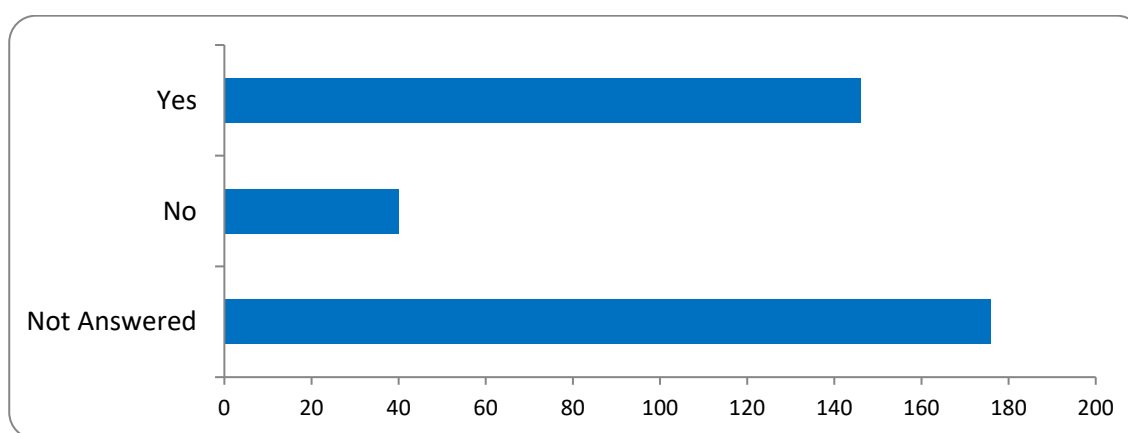
English, maths and digital at level 2 and below

English and maths qualifications

Question 24: Which students are GCSEs and Functional Skills Qualifications (FSQs) not appropriate for, and why?

253 responses were received

Question 25: Are the National Standards for Adult Literacy and Numeracy and the Adult English Literacy and Numeracy Core Curriculum still relevant for the English and maths qualifications that are available alongside GCSEs and FSQs?



186 responses were received

- 146 respondents selected yes
- 40 respondents selected no

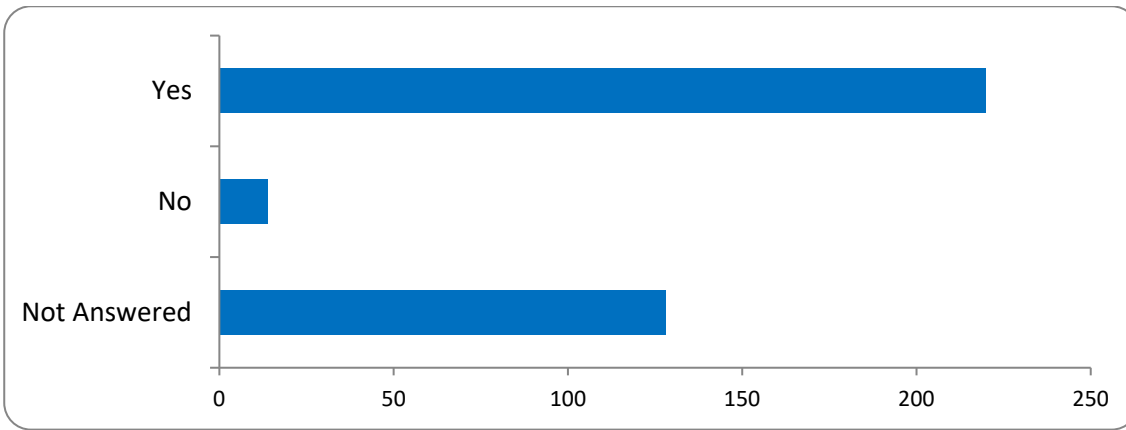
176 respondents did not provide an answer

English for Speakers of Other Languages (ESOL)

Question 26: Which features of ESOL qualifications are most effective in supporting students to progress to further learning or into employment?

230 responses were received

Question 27: Are ESOL qualifications at levels 1 and 2 necessary

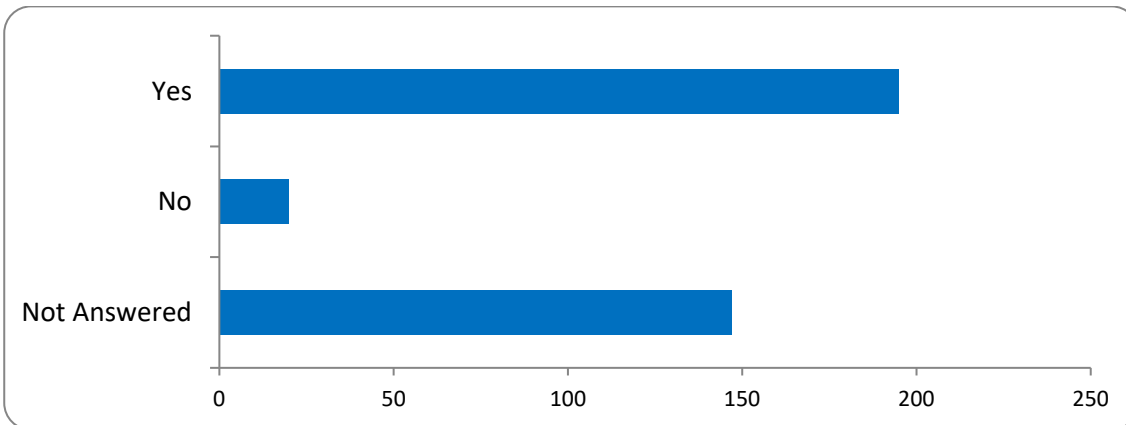


234 responses were received

- 220 respondents selected yes
- 14 respondents selected no

128 respondents did not provide an answer

Question 28: Are the National Standards for Adult Literacy and ESOL Core Curriculum still relevant and useful in relation to ESOL qualifications and teaching?



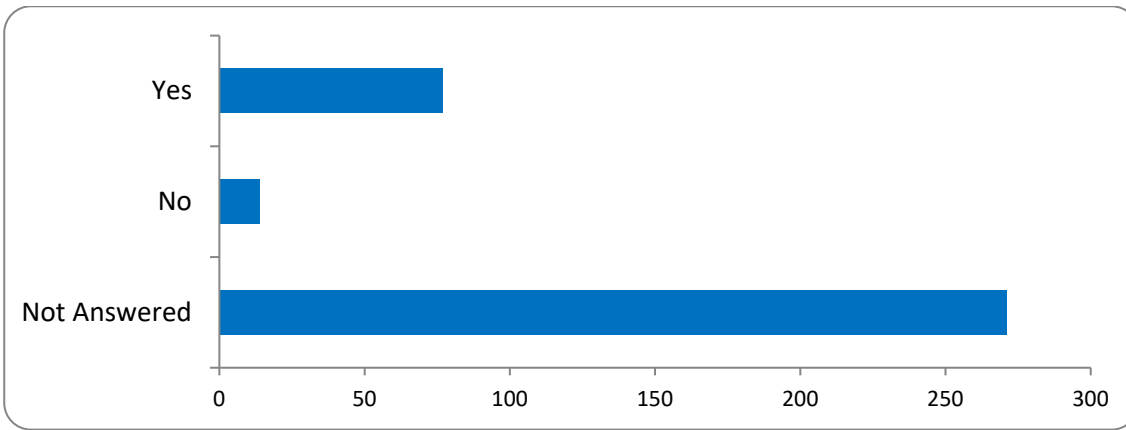
215 responses were received

- 195 respondents selected yes
- 20 respondents selected no

147 respondents did not provide an answer

English, maths and ESOL

Question 29: When you are recruiting, do you value or recognise ESOL qualifications?



91 responses were received

- 77 respondents selected yes
- 14 respondents selected no

271 respondents did not provide an answer

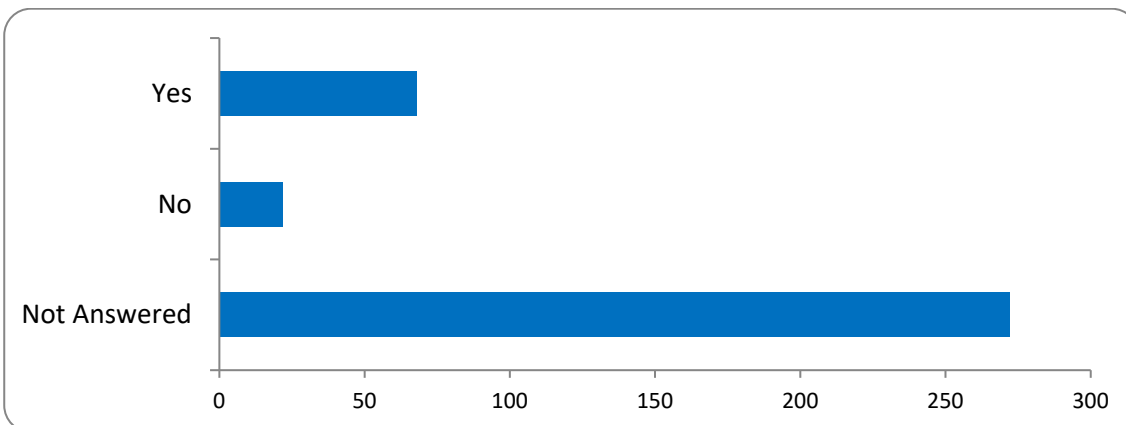
5 respondents to this question self-identified as employers

- 4 respondents selected yes
- 1 respondent selected no

1 respondent to this question self-identified as industry bodies/trade representative organisations

- 1 respondents selected no

Question 30: When you are recruiting, do you value or recognise English and maths qualifications that are not FSQs or GCSEs?



90 responses were received

- 68 respondents selected yes
- 22 respondents selected no

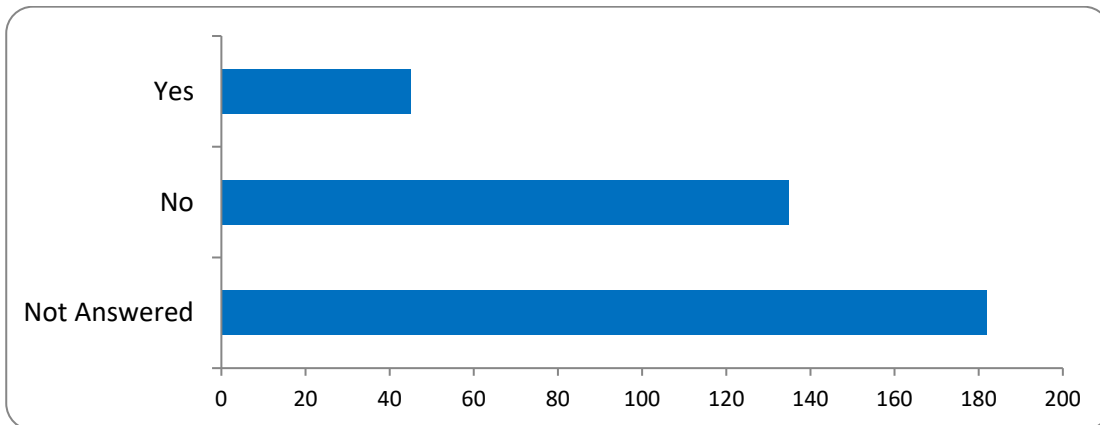
272 respondents did not provide an answer

7 respondents to this question self-identified as employers

- 2 respondents selected yes
- 5 respondents selected no

Digital skills qualifications at level 2

Question 31: Do you agree that we should remove funding approval from the level 2 ICT FSQs and level 2 ICT User qualifications?



180 responses were received

- 45 respondents selected yes
- 135 respondents selected no

182 respondents did not provide an answer

Supporting students with special educational needs, learning difficulties or disabilities at level 2 and below

Question 32: What needs to be retained or improved in the current level 2 and below offer to ensure that providers can accommodate the needs of:

16 to 19 year olds with special educational needs and disabilities

179 responses were received

Adults with learning difficulties or disabilities

140 responses were received

Closing question 33

Question 33 asked if respondents were willing to be contacted to discuss their responses in more detail, this question received 350 responses.



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