



Department
for Education

National Standards for Personal, Social and Employability Qualifications

Government consultation

Launch date 25 March 2024

Respond by 20 May 2024

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Foreword by the Minister of State - Minister for Skills, Apprenticeships and Higher Education



This government has enacted a skills revolution over the last decade. During this Parliament alone, £3.8 billion will be used to expand and strengthen higher and further education, and ensure skills training is aligned to the needs of employers.

We set out bold reforms in our 2021 Skills for Jobs White Paper to reform post-16 further education and skills. A vital part of this is to transform the complexity and variable quality of the qualification landscape. We want all qualifications to support good outcomes for students, helping them to develop skills and progress into work or onto the next stage of their career. This will provide a ladder of opportunity for the most disadvantaged in society, allowing them to climb to good jobs and career progression.

Our vision is to propel the country forward, by delivering a truly world-leading education system that supports learners, businesses and the economy. However, if we want our reforms to succeed, it is vital that they are inclusive. Our chosen changes must support students at all levels, who take different routes through the system, to develop the right skills for employment.

We know that certain student groups face significant difficulties in achieving their potential. Social justice demands that we bring opportunities to those who need them most. This is why, in the government response to the 2022 consultation on post-16 qualifications at level 2 and below, we committed to ensuring that qualifications at level 1 and entry level will be of equally high quality. Qualifications at these levels, and the students who take them, do not always get the attention they deserve. Raising the

quality of this provision will help more people to climb the ladder of opportunity, whatever their background.

Personal, Social and Employability Qualifications (PSEQs) are an important stepping stone for many students, helping them to build skills to live independently, or progress to further education and/or employment. Learners who study PSEQs may have complex and often challenging needs. They are among the most vulnerable learners in society, and include many with Special Educational Needs and Disabilities (SEND). I believe that we have a moral obligation to intervene on disadvantaged students' behalf, by repairing the current system to ensure better life outcomes for them.

This is why we have listened to sector experts and employers to create a robust set of national standards for PSEQs. These standards will provide important benchmarks for the funding approval of PSEQs, streamlining the PSEQ qualifications market, creating consistency, and driving up quality. Better quality qualifications that have clear value for employers will increase opportunities for disadvantaged students. This will enable them to climb the ladder of opportunity to sustainable employment.

I am grateful to all the specialist educators and employers who worked with us to develop the proposed national standards. Their commitment, and your responses to this consultation, will all contribute to strengthening the post-16 system. Students studying at level 1 and below will be well supported. Higher quality provision will improve outcomes for these students and make spending on these courses better value for money. National standards will strengthen student confidence in their chosen course and give employers confidence that PSEQs provide candidates with job-ready skills.

I am determined to expand opportunities for the least-advantaged people in our society, so they can gain the skills to build independence, start work or progress in their careers. By getting on the ladder of opportunity to good employment, they can improve their prosperity - and help to build the skilled workforce businesses need to drive economic growth.



The Rt Hon Robert Halfon MP

Minister for Skills, Apprenticeships and Higher Education

Who this is for

The consultation is for anyone with an interest in post-16 education and training for young people and adults in England. Some of the content of the consultation is technical detail aimed at professionals working in the post-16 education sector. It is important that we consult on this technical detail, but it is also important to gather the views of others – including potential students and parents or carers.

We are particularly keen to hear the views of students and potential students so that we can better understand the impacts of our proposals on individual young people and adults. We are also keen to hear the views of employers.

Issue date

The consultation was issued on 25 March 2024.

About this consultation

This consultation document includes:

- Draft New National Standards for PSE – These are published as separate documents alongside this consultation document
- Guidance to support the interpretation of the National Standards – Included within the National Standards documents

We would like to hear your views on our proposals.

How to respond

We encourage you to respond online if possible.

Please read the consultation document then submit your responses online.

(DfE consultations on GOV.UK)

Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may download a word document version of the form and email it or post it.

Additional copies and alternative formats

Please contact us for paper copies or alternative formats of this consultation document. Additional copies are available electronically and can be downloaded from GOV.UK DfE consultations.

Email: PSEQs.Consultation@education.gov.uk

By post:

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25 Norfolk Street

Sheffield S1 2JF

Enquiries

If your enquiry is related to the policy content of the consultation you can contact the team by email PSEQs.Consultation@education.gov.uk

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: Consultations.Coordinator@education.gov.uk or by telephone: 0370 000 2288 or via the DfE Contact us page.

The response

The results of the consultation and the department's response will be published on GOV.UK later in 2024.

Introduction

It is crucial that everyone, no matter their background, is able to access the education and skills opportunities which lead to good job outcomes. Personal, Social and Employability (PSE) qualifications play an important part in our further education landscape. Individuals who take these qualifications are some of our most vulnerable students, including young people with Special Educational Needs and Disabilities (SEND) up to 25, adult learners with learning difficulties and disabilities (LDD) and those from income-deprived backgrounds. We need to do more to ensure these qualifications offer them good outcomes, whether that's sustainable employment, further study at higher levels, or independent living.

For many, a PSE qualification can be their first step towards re-engaging with education and training, particularly for those with low or no prior attainment, including adults furthest from the labour market. For some students, these qualifications could offer evidence of their achievements that, when recognised by employers, can enable them to compete for positions with their peers.

Whilst we want as many people as possible to progress in education and training or into employment, we recognise for some, their priority will be independent living. This provision has the potential to transform lives, preparing students for adulthood and equipping them with the skills required to live independently and engage with society.

At the moment, not enough people who achieve these qualifications go on to good outcomes. Data shows that of all 16–18-year-olds who completed a currently available PSE qualification in 2018/19, only 20% of the cohort progressed into education only, 23% gained employment only and a further 9% progressed into a combination of work and study. Whereas of adults completing existing PSE qualifications, 9% progressed into education only, 50% gained employment only and a further 5% progressed into a combination of work and study. Given the range of outcomes these students may be seeking, these qualifications need to be reformed to ensure they cover a broad range of appropriate areas to a high standard.

For this reason, and to ensure the qualifications offer is streamlined and easy to navigate, in October 2022, as part of the government response to the Consultation: Review of post-16 qualifications at level 2 and below in England ([education.gov.uk](https://www.education.gov.uk)), the government committed to design and consult on a set of National Standards for PSEQs. They would include core content, key skills and behaviours, and set out a clear continuum of skills development and progression from entry level 1 to level 1. This would underpin qualification design, and in future, only qualifications designed to meet these requirements would be in scope for funding approval. This proposal was supported by 90% of respondents.

This document sets out those proposed National Standards¹ and consults on them. To draft the National Standards, we have worked with expert panels of well-informed stakeholder representatives (student groups, employers, special post-16 institution leaders and educators). This is to ensure the National Standards are appropriate for the diverse range of interests and needs of the students who take them and are meaningful for the employers who may employ them.

To ensure these standards work in tandem with wider government plans we have referred to developments such as the SEND and alternative provision improvement plan -GOV UK (www.gov.uk), endorsing the SEND Code of Practice of fulfilling student potential and setting up for long-term success by developing independence, contributing to their community, developing positive friendships, being as healthy as possible, and preparing them for independent living, higher education and/or employment.

This reform will compliment and not cut across plans for the Advanced British Standard, which are currently subject to consultation. The ABS consultation states that the ABS will not cover students studying at Level 1 or Entry Level due to the specific and diverse needs of this cohort. Reform of these qualifications for both 16–19-year-olds and adults remains vital to improve quality and simplify the offer.

As a government committed to equality of opportunity and inclusion, it is vital we ensure better outcomes for these students, particularly the most vulnerable people in our society. Social justice demands that we invest in people to get on in life and gain the knowledge and skills needed to unleash their potential. These reforms aim to ensure that the new PSE Qualifications (PSEQs) are gold standard. This means that those students, including those with SEND, their families, their teachers and their employers can have confidence that the qualifications they study will lead to the outcomes they need and help them to progress on the ladder of opportunity.

¹ The National Standards are published as three separate documents alongside this consultation document.

Key information

The case for change

We estimate there are currently² over 700 qualifications relating to PSE with over 122,000 enrolments in England. These qualifications lead to inconsistent student outcomes, and their aims and progression routes lack clarity. For example, whilst the primary intent of employability qualifications is to support entry to employment, many are not recognised by employers. Students who have taken these qualifications have limited success securing employment or progressing in education. Data shows that of all 16–18-year-olds who completed a currently available PSE qualification in 2018/19, 20% of the cohort progressed in ‘education only’, 23% gained ‘employment only’ and 9% progressed into a combination of work and study. Whereas of adults completing existing PSE qualifications, 9% progressed in education only, 50% gained employment and 5% progressed into a combination of work and study.

Despite the issues with these qualifications, they are important for a particularly diverse range of students with differing needs.

Our data shows that of those students studying PSE qualifications:

- 65% are adults, 35% are 16–19-year-olds:

Amongst 16–19-year-olds:

- 33% are from the most income-deprived areas.
- 46% have an identified Special Educational Need and/or Disability (SEND).

Amongst Adults:

- 41% are from income-deprived areas.
- 23% have learning difficulties and/or disabilities (LDD).

Further to this, respondents to the previous consultation told us PSE qualifications are important for the following groups:

- Those who are Not in Employment, Education or Training (NEET).
- Carers.
- Adults far from the labour market and prisoners.

² Available for ESFA funding within the 2021/22 academic year

Those taking PSE qualifications are some of our most vulnerable students. We expect students over-represented on these qualifications to be the biggest recipients of the benefits of these changes. The current system is saturated, qualifications have proliferated over time, which has led to a system that is difficult to navigate and it is difficult to tell which of the qualifications are high quality. We want to streamline the qualifications landscape so that only qualifications that are high-quality, necessary, have a clear purpose and lead to the best outcomes are considered for public funding. As our data shows, there is an over-representation of the most disadvantaged students amongst those who take PSE qualifications, and it is imperative that we deliver meaningful significant improvements to these qualifications to ensure that their rights to participate in the workplace and wider society are upheld. Therefore, the National Standards and reformed PSEs based on those standards should:

- Ensure that the students who take these qualifications, including those with SEND, can access the highest quality qualifications.
- Improve student outcomes, be that progressing in education on to higher levels of study, into sustainable employment or into independent living (See Annex 2 for ladder of opportunity).
- Provide a benchmark of quality and consistency.
- Improve student and employer confidence that PSEs deliver relevant skills.

Methodology

To enable collaborative development, we convened expert panels to work with us to develop the new National Standards. This brought together employers, educators, and representatives of student groups, including those from the SEND community (see Annex 1). They drew on their combined knowledge of delivering qualifications and study programmes, as well as an understanding of what is needed to enter employment and develop the skills to live independently.

The panels' work was underpinned with a strong evidence-base, which started from a best-practice framework. This was developed from research which combined information from: employers/employer organisations, Ofsted guidance, Awarding Organisation (AO) certification data, international practices and local authorities. The panels advised on the areas students could study, with the support of an Education Advisor to draft the standards. Education Advisors have experience designing qualifications and can summarise panellist contributions in a format that can be used by AOs to design qualifications.

DfE worked closely with panellists and the Education Advisor to ensure we considered the needs of students, educators and employers, and to create a robust set of National Standards which ensure qualifications are of high quality, consistent and will reduce the proliferation of qualifications.

We recognise that the cohort who study PSE qualifications can have complex and often challenging needs and took this into account when setting the standards. We sought to strike a balance between individual student need and delivering the skills needed for life and work.

Scope of consultation

The consultation is seeking the public's views on the suitability of the draft PSEQ National Standards for improving employment and social outcomes for students. They sit alongside this consultation, to be updated if necessary, following the consultation, to produce a final set of standards to be published in the government response.

The current PSE qualifications available to providers and students are the target of these reforms. We consider one or a combination of the following topics to be in scope of the reforms: Personal and Social Development (PSD); Independent Living; and Employability.

The following paragraphs set out specific requirements and expectations of the National Standards, their relationship with other relevant areas and clarifies the focus of the consultation:

- **Levels** – Following these reforms we will only fund PSEQs at entry level 1-3 and level 1. This is because we expect these skills to be embedded in technical education at level 2 and above. Level 1 and below should enable progression to level 2 or provide an exit point for those who may not achieve at level 2. Pre-entry, non-qualification provision will remain unaffected by these reforms.
- **Age ranges** – PSEQs are aimed at adults (19+) and 16–19-year-olds, as both groups take these qualifications
- **Relationship with study programmes and guidance** – Students who are 16-19 in further education are subject to study programme guidance which is not affected by these reforms
- **Relationship with non-qualification provision** – non-qualification provision can form an important part of students' education. These reforms do not seek to replace non-qualification provision, which is out of scope for this reform. As such, non-qualification provision which is part of study programme funding, such as employability, enrichment, and pastoral provision, will remain unaffected by these reforms
- **Technical** - By technical skills, we mean the practical application of knowledge needed to successfully undertake the duties of a specific occupation. Employability qualifications should provide a broad skillset to gain entry level, non-technical employment in a range of sectors. Technical skills are not relevant to Independent Living or PSD. For students wishing to progress into technical

education at level 2, where skilled employment starts, we will fund progression qualifications at level 1 and entry level, offering a broad introduction to a sector(s) and introductory technical skills, which will be available to take alongside PSEQs. These progression qualifications are not in scope of this consultation, further information on progression qualifications (previously called 'pre-technical') can be found in our previous consultation *Consultation: Review of post-16 qualifications at level 2 and below in England*)

- **Ofqual** will share information on the regulations that will be put in place for assessment design and delivery in due course

Audience

This consultation is aimed at those who understand student and/or employer needs and effective learning including:

- Awarding organisations
- Education and training providers, including Further Education colleges, independent training providers, adult and community education providers, alternative and special schools, and colleges
- Teachers, tutors and other educators
- Subject experts
- Students, parents and guardians
- Employers and the business sector
- Other delivery/representative organisations including third sector, SEND organisations

These standards are primarily intended for use by AOs in developing new PSEQs, available for first teaching in 2027.

Overview of the National Standards

There are 3 National Standards: Employability, Independent Living, and Personal and Social Development. The content areas for each National Standard are set out below:

Employability	Personal & Social Development	Independent Living
Professional communication	Communication	Agency and self-awareness
Organisation and administration	Planning and scheduling	Caring for self and others
Planning and preparation	Action and consequence	Personal and domestic tasks
Adaptability	Self-management	Shopping and transactions
Decision-making and problem-solving	Choices, judgement, and problem-solving	Financial awareness and money matters
Collaboration and teamwork	Accessing information, guidance, and support	Choices, judgement, and problem-solving
Responsibility and accountability	Critical thinking and creative enquiry	Relationships
Relationship management	Cooperation and engagement	Social interaction and community
Initiative and goal setting	Interpersonal skills	Physical and mental health
Self-appraisal and development	Self-reflection and evaluation	Risks and emergencies
Presentation and self-promotion	Personal development and enrichment	
Commercial awareness and money	Health and wellbeing	
Employment and career management	Digital technology and online environments	
Workers' Rights	Travel and transport	

The full National Standards are published as three separate documents alongside this consultation document.

The Digital technology and online environments content area

Digital Skills are important for the attainment of PSEQs and where there is available provision, we would expect students to take this alongside their PSEQs wherever possible. However, where funded digital qualifications are not appropriate, the Digital technology and online environments content area is included in the Personal and Social Development National Standard, which delivers the basics of what is required to achieve on a PSEQ.

The Employability Standard

Qualifications must enable students to seek employment or to enter self-employment. They should be able to take steps to gain and sustain work that meets their economic and personal requirements, and secure and succeed in employment in the field that meets their interests. This can include work that fits with their lifestyle and takes into consideration those with SEND.

3

Question 7

Are the content areas covered in the Employability National Standard important for students to be successful in securing and maintaining entry level employment?

Question 8

Is the Employability National Standard appropriate to employer needs for the entry level work force?

Question 9

Are there any additional content areas that should be covered in the Employability National Standard?

³ Questions 1 to 6 in the online survey ask for information from respondents such as their name, email address and the organisation they represent

Question 10

Are there any content areas in the Employability National Standard that should be removed?

The Personal and Social Development Standard

This represents learning that supports success in employability and independent living. They are transferrable skills that enable students to navigate a range of contexts and are intended to support confidence in independent living and employability.

Question 11

Are the content areas covered in the Personal and Social development National Standard important for student personal and social development?

Question 12

Are there any additional content areas that should be covered in the Personal and Social Development National Standard?

Question 13

Are there any content areas in the Personal and Social Development National Standard that should be removed?

The Independent Living Standard

To achieve success in independent living, a student must develop ways to make decisions about their personal life that meet their needs. This can include drawing upon the guidance, relationships, support, and resources available to help them to lead productive, fulfilling, and enjoyable lives, which reflect their interests, choices, and aspirations. They should be able to take steps to promote and maintain a life that provides the optimal amount of enjoyment and productivity available to them.

Question 14

Are the content areas covered in the Independent Living National Standard important to equip students to live a successful life with agency?

Question 15

Are there any additional content areas that should be covered in the Independent Living National Standards?

Question 16

Are there any content areas in the Independent Living National Standard that should be removed?

Future-proofing the standards

It is important that the new PSEQs are effective at improving student outcomes now and in the future. This reduces the need to constantly update them, to avoid unnecessary disruption in the education system.

Question 17

Are the National Standards sufficient to future-proof PSEQs?

Types of qualifications we will fund

In future, we will only fund two types of PSEQs, based on the National Standards:

Employability Qualifications

These qualifications need to provide employers with a reliable measure to determine readiness for non-skilled, entry level work. They should signal that students are equipped with the knowledge, skills and behaviours that are valuable in all entry level roles, across a range of sectors. They also need to be accessible to the diverse cohort of students who take them, offering flexibility to ensure engagement in learning.

Of those who take PSE qualifications currently, there is a mix of adults and young people as well as a significant representation of those with SEND. Therefore, these students come to these qualifications with different aptitudes and experiences. There will be some content areas of the Employability National Standards that they will have already acquired or that are areas of strength. We want to ensure that these qualifications avoid delivering learning that is not needed, which supports engagement and value for money.

Therefore, in the design of these qualifications, we want to signal to employers that those who have achieved them are work ready, whilst also providing flexibility for the learners who take them. So, we propose that:

- Employability Qualifications should be awarded at level 1 only. This will minimise employer confusion around the meaning of the different levels. We expect this to be appropriate for adult students too, as adult educators tell us that this is the level at which most students consider their employment aspirations.
- Holders of these qualifications should be competent in all content areas of the Employability National Standard at level 1, but there should be some flexibility in the delivery to account for the diverse needs of these learners. We expect delivery of these qualification would cover a minimum of 75% of the national standard, i.e., at least 11 of the 14 content areas, to give providers and students some choice about which areas each individual student needs. However, at assessment they will be assessed for the whole standard to provide employers with a consistent measure of work-readiness.
- In addition to the coverage of the majority of the Employability standard, these qualifications can include the Travel and transport (from the PSD standard), and the Physical and mental health (from the Independent Living standard) content areas, as employers told us these can be important to acquire employability in addition to the areas set out in the Employability Standard.

Question 18

Do you agree the Employability qualifications should only be available at level 1?

Question 19

Do you agree that the delivery of the Employability qualification should cover at least 75% of the Employability Standard, whereas the assessment should cover the whole of the Standard?

Question 20

Do you agree that Employability qualifications should allow the option to add content areas *Travel and Transport* and *Physical & Mental Health*?

Employability Qualification Formulation



Employability qualifications must:

- In delivery, cover at least 75% of Employability content areas at level 1 i.e. at least 11 of 14 content areas.
- Any combination is permissible.
- All content areas must be assessed.
- 55 -160 guided learning hours.

Personalised PSEQs

Personalised PSEQs will allow content to be drawn from all three National Standards. They will be available from Entry Level 1-3 and Level 1. To ensure consistency between qualifications, all 38 content areas (across all three National Standards) must be available, in any funded Personalised PSEQ as options that providers can draw from.

This will enable qualifications to be tailored to the needs of the individual student and gives maximum optionality. Providers should undertake a detailed, holistic assessment of the student's needs to identify where there are gaps in learning, and at what level, to make sure the programme is tailored according to the student's aspirations and ability.

Whichever content areas are included in a Personalised PSEQ, we expect all performance standards for those content areas to be delivered. This maintains flexibility in which of the content areas are taken, but consistency in delivery of these when they are delivered. We believe that this ensures tailoring to student needs and rigorous coverage of what they study in their chosen content areas.

On completion of the required number of content areas, students would be awarded a qualification in Personal, Social and Employability Skills at entry level 1,2,3 or level 1.

Question 21

Do you agree that Personalised PSEQs should be available at each level from entry level 1 to level 1?

Question 22

Are the levels of the National Standards sufficiently differentiated to avoid repetition?

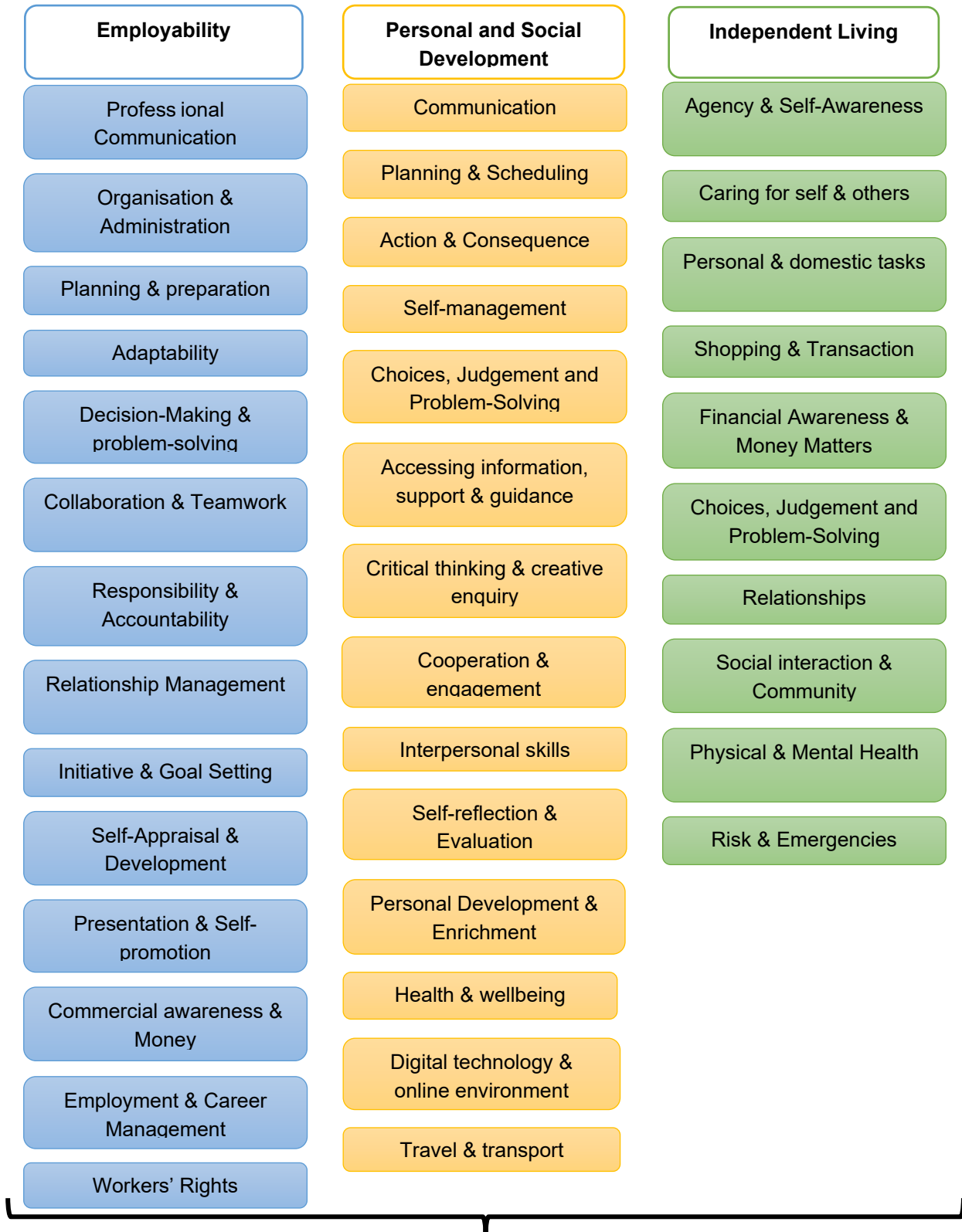
Question 23

Do you agree with our proposal that Personalised PSEQs should have a fully optional and flexible model tailored to students' needs?

Question 24

Is further guidance needed with the National Standards to provide clarity about how the National Standards are to be applied?

Personalised PSEQ Formulation



Personalised PSEQs include access to all content areas across all standards, from entry level 1 to level 1.
55 -160 guided learning hours.

Size of qualifications

We propose that the guided learning hours (GLH) for Employability qualifications and Personalised PSEQs should be 55 -160. To suggest this range, we considered the following:

- Adults make up the majority of students taking PSE and our panel experts told us they are time limited
- SEND experts told us students with SEND can need more time to secure their learning

We expect the lower limit of the GLH range will be accessible to adults, whilst the upper limit would provide flexibility for SEND learners and more scope for broad coverage within the PSEQs. As with our reforms to other level 2 and below qualifications, this size range will be a guideline only. The GLH should be appropriate to fulfil the purpose and objectives of the qualification.

Question 25

Do you agree that the Guided Learning Hours (GLH) should range from 55-160 to meet the needs of:

- adult learners?
- 16-19 students?

Funding principles

We believe that all students have the right to access high-quality qualifications. Improving outcomes for PSE qualifications is particularly important to deliver for these students who are often vulnerable and marginalised.

Whilst the standards are designed to improve the quality of PSEQs and their outcomes, we want to reform the market to reduce proliferation, to make qualifications more consistent and to improve the currency they have with employers. The current market involves a high level of proliferation in the volume of PSE qualifications approved for funding and the subjects covered, with some qualifications including over 180 subjects. The new standards will lead to qualifications with a maximum of 38 content areas. Furthermore, we will seek to reduce the number of qualifications by setting funding approval criteria including (but not limited to):

- Reformed qualifications must demonstrate they will attract at least 100 publicly funded enrolments

- They must be aligned to the new National Standards, meaning qualifications will not be funded if they are not aligned to the Standards
- Each AO can only submit a maximum of one qualification for each qualification type at each level (i.e., one level 1 Employability Qualification and one PSEQ at each level from entry level 1 to level 1), leading to a maximum of five per AO

Subject to the outcome of this consultation, we will publish further and final details on the approvals process and criteria for PSEQs. We will ensure that any new process does not place unjustifiable additional burdens on AOs, employers or other key stakeholders.

As with the wider post-16 qualification reforms, we will only fund qualifications that meet the principles of purpose, necessity, quality and progression.

It will remain a requirement that all PSEQs, which are approved for funding, should be subject to Ofqual regulation. All qualifications in scope of this consultation will also have to meet new criteria to be approved for public funding, see previous section.

The Secretary of State will continue to be responsible for all decisions regarding which qualifications should attract public funding, to ensure that all qualifications align with Government’s ambitions for the post-16 education system.

Performance tables

Only Level 2 and Level 3 qualifications are included in the performance tables, this is to ensure that the tables provide a fair and accurate representation of the performance of schools and colleges in the country. These qualifications will not be included in Post -16 performance tables.

Indicative Timetable

Date range	Activity
Spring 2024	DfE’s Public Consultation
Summer 2024	DfE publishes response to public consultation
Autumn 2024	Ofqual’s Public Consultation
2025 – 2027	Qualification development, review and approval
September 2027	Teaching of new PSEQs begins

Next steps

Subject to views offered in response to this consultation, and further development work with Ofqual, we will publish final policy documents later in 2024.

Question 26

What support is needed in the sector to implement the proposed reforms to PSE qualifications?

The full equalities Impact Assessment has been published separately, alongside this document.

Question 27

Do you have any concerns regarding the potential impact that the principles and proposals outlined in this consultation, including the draft National Standards, may have on students with SEND or those with a protected characteristic under the Equality Act 2010?

Question 28

Are there any additional impacts that you think should be considered?

Question 29

Overall, are there any additional comments that need to be considered?

Glossary

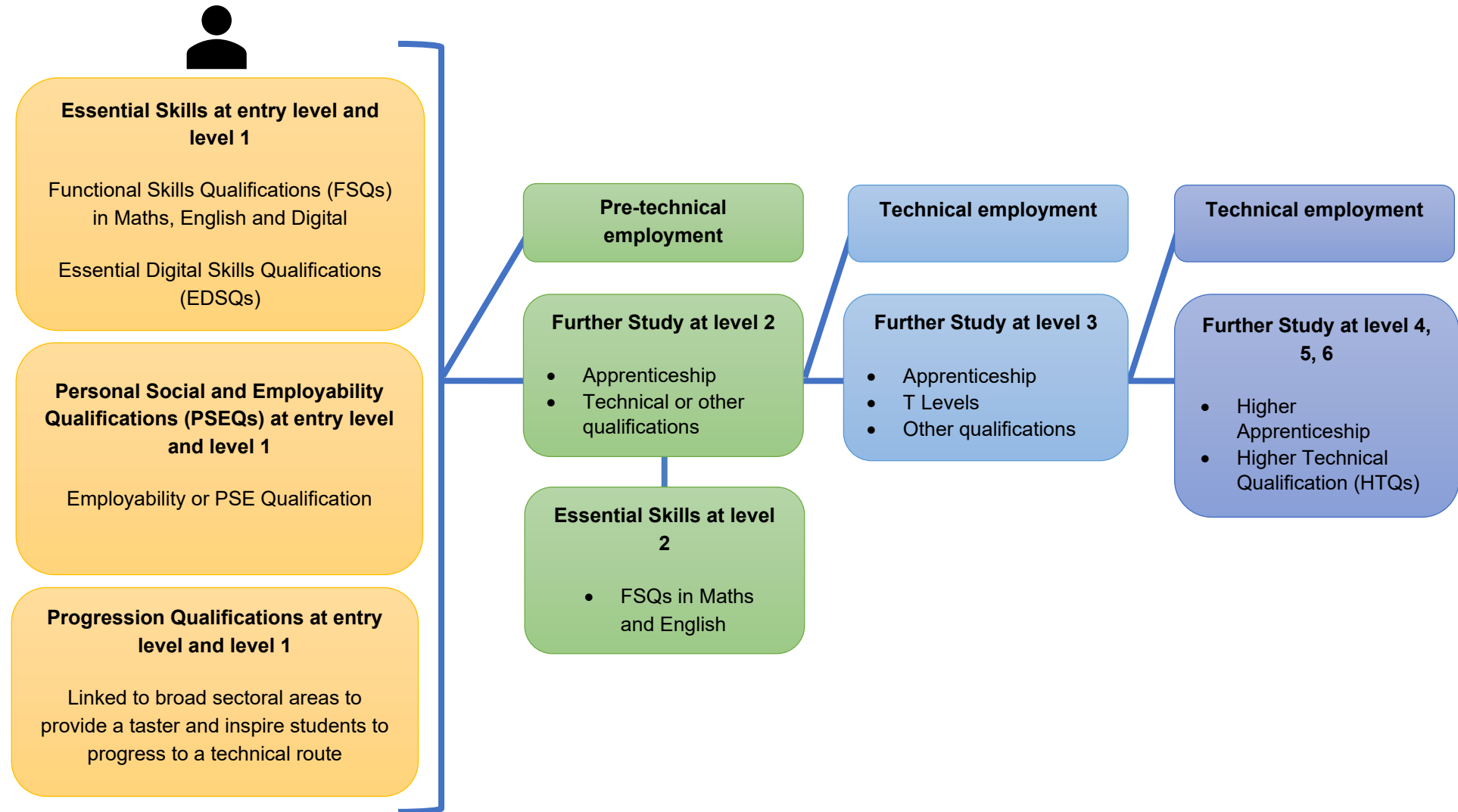
Term	Definition
Agency	The capacity of an individual to make decision with the power and resources available for their benefit
AOs	Awarding Organisations
Content areas	These represent an area of learning that is grouped under standards.
Employability	Employability focuses on the skills to enable students to gain and sustain employment.
Entry Level workforce	Jobs that require a workforce with generic skills rather than those with a technical or higher level education.
Guided Learning hours (GLH)	Time a learner spends being taught by /participating in education or training under guidance of educator or provider of training.
Independent Living	Refers to the Independent Living standards which provide the skills that students need to live a life with agency. This focuses on life outside of work
National Standards	This refers to a group of content areas relevant to independent living, employability or personal and social development
Ofqual	The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England. It was set up in April 2010 under the Apprenticeships, Skills, Children and Learning Act 2009 and is also covered by the Education Act 2011. Ofqual is a non-ministerial government department with jurisdiction in England. See the Ofqual website for further information.
Personalised PSEQs	Qualifications that make available all content areas from the National Standards, to provide learning tailored to each students' needs. This can draw from one, two or three of the standards and they are available from entry level 1 to level 1.
PSD	Personal and Social Development refers to a skillset that enables success in a range of contexts including employment and independent living.
PSE	Personal, Social and Employability.
PSE Qualifications	Personal, Social and Employability Qualifications available before the reforms.
PSEQs	Personal, Social and Employability Qualifications- The umbrella term for qualifications that are developed from the new National standards for PSE. This includes Personalised PSEQs and Employability Qualifications.
SEND	Special Educational Need and Disabilities

Annex 1 – Panel members

Nicola Wareing - St Helens College
Helen Clements - Morgan Sindall
Victoria Salisbury - Halfords
Guy Little - CITB
Harriet McCann - Independent
Tom Ravenscroft - Skillsbuilder
Vronwyn Hutch - Activate Learning
Fiona Halyburton – Independent
Jenny Connick – Talentino
Amanda Metcalf – Talentino
Gloria Gaspard – Transport for London
Hugh Mantle – LHC Consultants
Eleanor Churchward – Sheffield Council
Laurence O’Sullivan – NHS Great Ormand Street Hospital
Lauren Mistry – Youth Employment UK
Lynette Leith – Hull College
Simon Young – St John’s School and College
Jane Young – Activate Education
Benjamin Bastin – Treloar College
Arinola Edeh – Westminster Adult Education Service
Dawn Ainsworth – Pioneer House High
Kendra Kirby – City of Sunderland College
Austin Duxbury – Piper High School
Lynne Flame – The City of Liverpool College
Christina Hart – Mid Kent College
Lee Barrett – Leicester College
Stephanie Cross – Barnett and Southgate College

Annex 2 – Ladder of Opportunity

Start of the ladder of opportunity for a student who has not achieved 5 or more GCSEs including Maths and English.





Department
for Education

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