



AELP Submission: #119

**Advanced British Standard
Consultation - Response**

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Background

The Prime Minister Rishi Sunak announced the introduction of Advanced British Standard (ABS) during his speech at Conservative Party Conference in October 2023. The ABS is a new qualification framework for 16–19-year-old students to take after GCSEs, based on four key principles:

- Clearer options, bringing together ‘academic’ and ‘technical’ subjects.
- More teaching time, students will get at least 1,475 hours over two years – around 15% more than most 16-19 students currently get.
- Greater breadth, encouraging a broader range of knowledge and skills.
- A core of maths and English, with all students studying both until 18

The government is expecting the ABS to be first taught in 2030 and this consultation is the first step in the legislative process required to enable this to happen.

The Association of Employment and Learning Providers have considered the consultation document and have submitted the following responses on behalf of our members in relation to the proposals.

Chapter 1

11. We propose several overarching aims and principles that should underpin the introduction and design of the Advanced British Standard. To what extent do you support these proposed aims and principles? If you have further views on this, please share below.

- **Somewhat support**

Please limit your response to 1500 characters or less

AELP broadly supports the overarching aims and principles outlined in the Advanced British Standard (ABS) consultation documents. The intention behind the proposals is welcome however we do have concerns about how the proposal will work, particularly under the “bringing together ‘academic’ and ‘technical’ subjects” and “greater breadth, encouraging a broader range of knowledge and skills” principles. A Levels are a well-tested and recognised programme whereas T Levels have had a bumpy ride since their introduction. Whilst we agree with the ambition to remove the perceived “false divides” between academic and technical education we question whether the ABS is the right vehicle in which to achieve this. There are other ways to improve the standing of technical education, such as broader Careers Information Advice and Guidance (CIAG) at an earlier age. As well as enforcing the Baker Clause through increasing meaningful Provider Access Legislation encounters.

We also support the wider breadth of study aspect of the principles as this enables young people to broaden their horizons and recognises that learners can often narrow their choices too early which causes problems for progression later in life. Improving CIAG at Key Stage 3 and below would also enable increased awareness of pathways and progression.

12. What do you think is the most important thing that the Advanced British Standard could achieve?

Please limit your response to 1500 characters or less

If the principles of the Advanced British Standard can be implemented effectively there is the opportunity for parity between technical, vocational, and academic education to be achieved. This would enable young people to have greater awareness of opportunities available to them as well as

building the foundations for addressing the future skills needs of the country. If parity is achieved by the proposals this also has the benefit of addressing and reducing the stigma that vocational/technical learning is only for the “less able”. However, the detail beneath the proposals suggests the reality of parity is still a significant way off being realised.

13. If you have further views on the aims, principles and purposes of the Advanced British Standard, or anything else covered in Chapter 1, please share below.

Please limit your response to 1500 characters or less

AELP has received extensive feedback from both providers and employers that the ABS name needs to be reevaluated. As the proposals only apply in England it is inappropriate to include “British” within the title. Whilst we understand the need for a clear brand the title needs to make clear that the framework is designed to incorporate both technical and academic qualifications. We also believe there needs to be consideration of how learners will be prepared for ABS through prior study and how the ABS will enable them to progress on to further study. As Higher Education providers are often less keen to accept new qualifications for entry immediately when they are introduced as has been seen recently with T-Levels, this may impact the confidence of learners and their parents.

Chapter 2 - Section 1

14. We propose two main programmes at Level 3: Advanced British Standard and Advanced British Standard (occupational). Each will contain a range of separate components to support students. To what extent do you support the proposed design for the Level 3 Advanced British Standard programmes? If you have further views on this, please share below.

- Fully support
- Somewhat support
- Neither support nor oppose
- **Somewhat oppose**
- Fully oppose
- Don't know

Please limit your response to 1500 characters or less

One of the aims of the ABS standard is to broaden the subjects studied by young people however the occupational route seems to contradict this. The ABS occupational would reduce the breadth of subjects undertaken and force minors to be taken in maths and English. The ABS in its current form doesn't enable a true mix of academic and technical subjects to be undertaken. We are concerned this will lead to students being funnelled into one type of education rather than a mix and match approach. How will placements be secured for ABS students and whose responsibility will it be to source placement opportunities. Furthermore, shouldn't both have placement experiences as an opportunity. Why should this only be available to those on the occupational version? A significant question remains regarding the government's strategy on work placements particularly under 19's. Encouraging employers to facilitate work placements within T-levels has not worked. The government needs to outline a different approach to promoting and incentivising employers to participate in the ABS. How will the department ensure that learners are not disadvantaged if they cannot obtain an appropriate placement due to lack of employer availability. As the placements will likely need to take place outside of term time, how will learners be supported by their provider

particularly those in a school setting? Two routes for the ABS contradicts the 'one qualification approach' before it's even launched.

15. We propose two main programmes at Level 2: transition and occupational. Each will contain a range of separate components to support students. To what extent do you support the proposed design for the Level 2 programmes? If you have further views on this, please share below.

- Fully support
- **Somewhat support**
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

Please limit your response to 1500 characters or less

AELP supports the need for a programme at level 2 for those who are not ready or able to progress directly onto level 3 study. However, at present the consultation paper provides very little information about the actual format and content of the programmes. In addition, there should also be programmes available for those for whom Level 2 will be challenging. Whilst it is good to see flexibility being planned into the structure of the programme at this level, at this moment, it is not clear what that the curriculum will include, and this makes the question difficult to respond too.

The names of the two proposed programmes should be reviewed to ensure that they are understandable to learners, parents, and future employers. The Level 2 occupational programme seems to narrow the opportunities for learners when they wish to progress to employment and make it more difficult for providers. Any future programmes should be designed to allow students to change their progression plans as well enabling providers to have group sizes that are viable size for delivery. Splitting the level 2 programme into two may make this difficult.

16. If you have views or evidence on how additional teaching hours at Level 2 could best be used to benefit students, please share below.

Please limit your response to 1500 characters or less

The additional hours should be used to enrich learning and broaden learners' experiences. This would support the development of ambition amongst the learners. It would also enable additional time to be provided for wider enrichment activity to assist learners to identify their strengths and weaknesses. A focus on English and Maths is important within the Level 2 programme to ensure that learners can progress. However, we would encourage the additional hours to be used to ensure learners are able to access a wide range of subject matter.

17. If you have views or evidence on how a transition year could best be structured to support progression to Level 3, please share below. This could include reflections on the existing T Level foundation year.

Please limit your response to 1500 characters or less

Any transitional year should prepare learners for the challenge of majors and minors for when they progress to the level 3 version of ABS. However, it is important to ensure that the transitional year doesn't only repeat previous learning. It should also provide the foundations to enable learners to progress onto an apprenticeship or employment.

18. In branding terms, how do you think the Level 2 programmes should be considered in relation to the Level 3 Advanced British Standard?

- Both Level 2 and Level 3 programmes should be framed as the Advanced British Standard, with no level-based badge provided to students
- Both Level 2 and Level 3 programmes should be framed as the Advanced British Standard, but it should be clear whether a student reached Level 2 or Level 3
- Level 2 programmes should have a different name and framing, separate from the Level 3 Advanced British Standard
- **Don't know**

In the current proposals the format and naming of level 2 and 3 programmes under the same overarching banner would be confusing for future employers, learners and their parents/carers as well as the general public. Whilst the aim may be to support inclusivity and support learners, studying level two versions as a part of the ABS community seems counterproductive.

19. To what extent do you support the proposal for Level 1 and Entry Level students?

- Fully support
- Somewhat support
- **Neither support nor oppose**
- Somewhat oppose
- Fully oppose
- Don't know

There isn't enough information.

20. If you have views or evidence on how students at Level 1 and Entry Level would most benefit from additional teaching hours, please share below.

Please limit your response to 1500 characters or less

Under the current name of Advanced British Standard, excluding Level 1 and entry level students would make sense as the "advanced" element would not be appropriate. However, if the qualification name is changed it may be possible to include Level 1 and entry level provision. This would make it easier to ensure that the principles of ABS such as additional teaching hours and an increased breadth of subject knowledge have been met.

Chapter 2 – Section 2

21. Once rolled out, we anticipate that the Advanced British Standard qualification framework will supersede the varied Level 3 qualification landscape for 16–19 year-olds (including A levels and T Levels etc.). If you have further views on this, please share below.

Please limit your response to 1500 characters or less

The landscape of Level 3 qualifications for 16–19-year-olds is notably diverse, encompassing a range of options from traditional A levels to the more recent T Levels and other vocational qualifications. The Association of Employment and Learning Providers (AELP) has raised valid concerns regarding the array of choices that will be accessible to learners with the introduction of the ABS qualifications.

There is particular concern about the future positioning of BTECs and other Level 3 qualifications that have managed to retain funding amidst the latest round of qualification reforms. While T Levels are

lauded for their practical approach, they maintain a strong academic focus, which may not align with the needs of all learners. We are uneasy about the proposition of T Levels serving as the central pillar for the technical aspects of ABS, especially through double majors, given that the guided learning hours and breadth of content in a T Level currently exceed that of a proposed double major. Given that the content of T Levels is determined by occupational maps it is difficult to see how a reduction in content will not impact learners' ability to enter the workplace with skills that employers want. We believe that this should be considered during the forthcoming white paper development.

22. To what extent do you support the proposal for how subjects will be selected to be included in the Level 3 Advanced British Standard programmes?

- Fully support
- **Somewhat support**
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

The approach to subject titles needs to be sufficiently flexible to allow for some new subjects. The process for selecting courses needs to allow sufficient time for subject content development and delivery. It is currently unclear how this will be supported but the other elements seem to make sense. The idea of occupational modules only being available in double major format does suggest that true parity will not be an option as students will have the opportunity to experience these subjects.

23. To what extent do you support the proposal for how subjects will be selected to be included in the Level 2 programmes?

- Fully support
- **Somewhat support**
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

The approach to subject titles needs to be sufficiently flexible to allow for some new subjects. The process for selecting courses needs to allow sufficient time for subject content development and delivery. Currently it is unclear how this will be supported but the other elements seem to make sense. There would also need to be consideration of how to ensure the viability of programmes at level 2 to allow for the personalisation these learners require, whilst still being feasible for the providers to deliver.

24. If you have further views on how subjects will be included in these reforms at either Level 2 or Level 3, please share below.

Please limit your response to 1500 characters or less

AELP believes that consideration also needs to be given to subject content which is covered within the ABS qualifications so that progression to apprenticeships and other qualifications is possible. This is particularly important where occupational maps are used as the basis of qualifications and is

likely to ensure apprentices will be able to progress. Learning should be taken from the T Level experience where qualifications haven't necessarily covered all the Knowledge, Skills and Behaviours of an apprenticeship standard sufficient to enable progression to the next level of study.

25. To what extent do you support the proposal for increased teaching time relative to self-directed study? We particularly welcome any evidence of how this is balanced currently.

- Fully support
- Somewhat support
- **Neither support nor oppose**
- Somewhat oppose
- Fully oppose
- Don't know

Please limit your response to 1500 characters or less

Whilst we broadly support the idea of students receiving more contact time with staff, we do have concerns about the resourcing of this given the issues with staffing and recruitment at present. AELP also recognises that self-direct learning is also a significant skill which young people require and should develop to prepare them for future study and employment. This needs to be balanced carefully to ensure learners are not left to struggle unnecessarily. A consistent approach to contact time should also be considered so that learners receive a similar level of contact time with teacher/tutors.

26. If you have views on the appropriate size of subjects, including whether we should standardise associated hours, please share them below. We particularly welcome any evidence of guided learning hours delivered currently.

Please limit your response to 1500 characters or less

All subjects should have guided hours associated to them which are standardised to provide learners consistency amongst different providers. The split between taught and self-directed learning should remain flexible for providers to ensure the needs of individual learners can be accommodated.

27. If you have views or evidence on how time for employability, enrichment and pastoral (EEP) can best be used, please share below. We particularly welcome views and evidence about how to support students with additional challenges, e.g. lower prior attainment or the most disadvantaged.

Please limit your response to 1500 characters or less

AELP believes that there is significant value of well organised and high-quality Employability, Enrichment and Pastorals (EEP) hours within 16-19 education. Learners should have access through their EEP allocation to specialist independent career advice. However, to achieve this there is a need for high-quality dedicated careers specialists not only at university level but all through the education system at every level. The availability of independent careers advice and guidance is needed both during the 16-19 education stage but also prior to this to effectively guide learners about their choices and pathways.

EEP hours should be able to provide opportunities for learners to develop holistically so that they are prepared for the next stage of learning and life. We would like to see a focus on professionalism, communication, resilience, and relevant life skills like understanding payslips and budgeting.

We have had numerous providers highlight how there are significant challenges supporting students with increasing mental health issues. EEP hours provide a mechanism for providers to offer learners support with mental health issues and management within a bespoke programme of activities. It is important that within any future development EEP hours are retained to provide the space to offer the additional activities which are necessary to a young person's development.

28. If you have views on how we can encourage employers to offer industry placements and what further support education providers will require, please share below.

Please limit your response to 1500 characters or less

As discussed above it is evident that previous methods to encourage employers to offer industry placements for the comparatively low numbers of T-Level students have struggled to achieve the desired engagement. As a result, could alternative options be explored for example working with employers to set employer designed industry-based projects. This would enable learners develop skills that would be used by employers without employers facing the responsibility of 19's on their premises for extended periods of time. This would also enable employers to support larger groups of learners than they could potentially offer placements too.

Another option is to work with employers to identify how they can offer experiences of work which again may be interview practice or mentoring rather than placements particularly if the sector has requirements like CSCS cards needed for construction site access that young people are unlikely to have.

Chapter 2 – Section 3

29. We propose that we develop the English and maths offer within these reforms around certain principles. To what extent do you support these principles?

- Fully support
- **Somewhat support**
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

Whilst we support the intention to provide additional hours for English and maths, we have concerns about how this will be operationalised. The sector already has an issue with recruiting and retaining English and maths tutors to support the current levels of learners undertaking post-16 maths and English courses. As a result, we are concerned as to how capacity will be created within the sector to facilitate delivery. An additional difficulty is the financial impact of delivering additional hours for providers. The proposals set out in the consultation do not outline where funding will come from.

There is also concern as to whether minors be pitched at the same level as majors in the same subject and will therefore be co-teachable? If this is not the case then providers are likely to have issues with delivery, particularly in minority or single group subjects which may be vulnerable due to low numbers.

The proposals for the ABS highlight how the current apprenticeship policy continues to be out of step with maths and English approaches within the post-16 sector. The reference within the consultation

to English and maths hours being expanded to apprentices is concerning due to implications this will have for employers and providers especially as apprentices are employed and the additional English and maths hours would require more time out of the business in addition to their off-the-job-training commitments.

30. To what extent do you support using the proposed knowledge and skills identified for maths and English to inform these components of the Advanced British Standard? If you have further views on this, please share below.

- Fully support
- **Somewhat support**
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

Please limit your response to 1500 characters or less

AELP believes that contextualisation will be important in the ABS to ensure that the knowledge and skills are transferable for learners participating in the occupational elements of the qualifications. It is important to equip learners with the necessary tools to excel in a competitive global environment as they progress through their careers.

31. We propose that there will be a range of English and maths majors and minors at Levels 3. To what extent do you support this proposal?

- Fully support
- **Somewhat support**
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

Whilst in principle we are supportive to having a range of English and maths options given the anticipation that all 16-19 learners will be required to take English and maths at either major or minor at level 3. It is important that options are designed in a way to support learners as they are not a homogenous group. However, the range of options must be viable for providers to be able to be viable in terms of potential group sizes for each option.

32. How can we best support students who have secured lower Level 2 passes in English and maths at 16 (e.g. grade 4 or 5) to progress onto Level 3 study in these subjects?

Please limit your response to 1500 characters or less

AELP strongly believes that there is a gap in provision currently at Level 2 and below to support those who have yet to secure passes in Level 2 English and Maths by age 16. The T Level transition programme in both of its guises hasn't worked. We continue to see gaps at level 2 and below which offer a pathway into other routes such as apprenticeships. Providing a programme which allows providers to individualise programmes for the learners and enables contextualise and integrated learning to try and access learner's strengths recognising that the format of English and maths they have experienced until aged 16 hasn't worked to date. By providing personalised support, flexible

pathways, and a positive learning environment, it is possible to empower students to succeed in Level 3 study and beyond.

33. If you have views on how English and maths can be delivered for students taking the occupational programme, please share below.

Please limit your response to 1500 characters or less

The content of English and maths doesn't necessarily need to be changed between pathways. AELP believes that contextualisation and embedded delivery are beneficial for all students but particularly for occupationally based programmes.

34. If you have views on how existing Level 2 qualifications (GCSEs and Functional Skills qualifications) could provide the basis for two-year Level 2 study for English and maths within the Advanced British Standard, please share below.

Please limit your response to 1500 characters or less

AELP has long campaigned for functional skills qualifications to be contextualised, rather than academic. A learner studying an apprenticeship in brick laying or painting and decorating will need to have an occupationally competent level of English and maths knowledge, but this should be related to the apprenticeship standard.

There are some learnings that can be taken out of this for the approach to English and maths at level 2 in the ABS. Part of this should be recognising that English and maths can be contextualised, particularly for learners taking a technical route through the ABS.

While studying English and maths is important, should be valued and should be mandatory as a condition for funding, English and maths should not be an exit requirement for achieving the ABS. English and maths functional skills are currently exit requirements for apprenticeship standards, leaving tens of thousands of learners stuck at the gateway, despite being occupationally competent in their standard.

Additionally, it is important to recognise that there may be instances where learners will require flexibility relating to English and maths elements of qualifications. This has been highlighted successfully in the current Additional Learner Support pilot with apprenticeships. Learners may be able to progress practically, but their additional learning needs mean that they are likely to be stalled by English and maths and we strongly believe this shouldn't preclude them from progressing.

35. If you have further views on what students will study as part of the Advanced British Standard, or anything else covered in Chapter 2, please share below.

Please limit your response to 1500 characters or less

AELP have nothing additional to add here.

Chapter 3

36. We have proposed assessment principles to underpin the Advanced British Standard. To what extent do you support these assessment principles? If you have further views on this, please share below.

- Fully support

- Somewhat support
- Neither support nor oppose
- **Somewhat oppose**
- Fully oppose
- Don't know

Please limit your response to 1500 characters or less

AELP does not agree that assessment should be primarily by written exam or always be summative. We would support the use of a range of appropriate assessment methods to suit the curriculum content, rather than an excessive dependence on written external exams which are not necessarily a measure of quality. We believe a lot could be learnt from the way technical and vocational skills are assessed. For decades they have ensured, rigorous, high quality and successful qualifications which have shown a broad method of assessment that will enable a broader section of 16–19-year-olds to achieve.

37. We have proposed principles to underpin the new grading system. To what extent do you support these grading principles? If you have further views on this, please share below.

- Fully support
- Somewhat support
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

Please limit your response to 1500 characters or less

AELP are unable to provide any additional comments at this time.

38. To what extent do you support the proposal that students will receive individual grades/marks for each major and minor (or equivalents) studied within the Advanced British Standard?

- Fully support
- **Somewhat support**
- Neither support nor oppose
- Somewhat oppose
- Fully oppose
- Don't know

39. Do you agree that students should receive some type of overall Advanced British Standard award? If yes, what value could an 'ABS award' add on top of individual component grades, particularly for higher education providers and/or employers?

- **Yes**
- No
- Don't know

Please limit your response to 1500 characters or less

The main aim of the ABS is that it enables learners to progress either on to further study or employment. It is important that lessons are learnt from the introduction of T Levels particularly in relation to progression. The acceptance of T Levels by Higher Education Institutions (HEIs) has been patchy and whilst it is improving there are still some HEIs who still do not recognise T Levels as acceptable qualifications for entry onto programmes they offer at all and others who only accept T Levels for a small range of courses. Our concerns is what will be different with ABS and a new overarching ABS Award initially. Both the HEIs and employers will take time to “trust” the quality of the ABS and how it prepares learners for the next stage of study to ensure that learners are adequately prepared and able to complete the next stage of learning and or employment.

40. What minimum attainment conditions, if any, should a student need to achieve to receive a Level 3 Advanced British Standard award?

- Pass all subjects at Level 3, except for English and maths (Level 2 pass accepted)
- Pass all subjects at Level 3, including English and maths;
- **Pass a set proportion of subjects (e.g. 3 majors and 1 minor or 2 majors and 2 minors)**
- Meet a minimum aggregate Advanced British Standard score
- No minimum attainment conditions
- Don't know
- Another condition not listed above (please specify below)

Please limit your response to 1500 characters or less

AELP believes that the ABS should be a certificate of achievement, recognising that the student has met a minimum attainment. This would make the ABS a marker of quality.

However, AELP does not believe that all subjects should need to be passed, nor that English and maths should need to be among the passed subjects. Mandating this would mean learners that plan to pursue technical education would need to pass academic qualifications to achieve their ABS. Therefore, requiring all subjects to be passed contradicts the stated aim of the policy, to offer both technical and academic routes.

41. Which of the Advanced British Standard award options outlined do you prefer and think would add most value? Please include any evidence if available.

Please limit your response to 1500 characters or less

Of the three options outlined in the consultation document, AELP believes option 1 is the most appropriate. Requiring a minimum attainment condition would give the ABS a mark of quality which may not exist under option 2. Under option 2, every student studying their ABS would meet the standard, devaluing the brand. Employers or providers of further education would likely ignore the ABS certificate itself, and view the breakdown of results to understand the actual ability of the learner and how to distinguish between learners who are applying for jobs/further study.

Meanwhile, option 3, as noted in the consultation document, would add significant complexities, and by aggregating grades, may serve to hide strengths and weaknesses of learners.

42. If you have further views on how students will be assessed and graded under these reforms, or anything else covered in Chapter 3, please share below.

Please limit your response to 1500 characters or less

AELP have nothing additional to add.

Chapter 4

43. What strengths in the current approach to 16-19 education should we aim to preserve under the Advanced British Standard?

Please limit your response to 1500 characters or less

AELP believe it is important to keep the breadth of learner choice and a diverse range of qualifications. Retaining the flexibility to respond to the needs of student and a recognition of their individual and different rates of progress is important within any future approach.

44. What opportunities and challenges do you see for the recruitment, retention and deployment of staff as a result of implementing the Advanced British Standard?

Please limit your response to 1500 characters or less

The FE and Schools sector including Independent Training Providers are currently struggling with the recruitment and retention of staff. The delivery of the ABS will require investment and support for the sector to ensure that appropriate staff numbers are available. Within the technical education sector retention of staff is difficult as the skills staff are often highly sought after within industry and staff can often be attract higher salaries from industry than schools, colleges and independent training providers are able to offer. There are a number of challenges in addition to recruiting staff particularly focusing on the deployment of staff. The shortage of English and Maths professionals is likely to be compounded by the maths and English requirements of the ABS which all students will study. Some settings may also find it difficult to employ the staff with the breadth of subject specialism to offer a full spectrum of subjects both technical and academic required.

45. What staff training do you think may be required to implement the Advanced British Standard successfully?

Please limit your response to 1500 characters or less

We are unable to answer this question effectively as there is not sufficient information within the consultation paper to provide appropriate suggestions. Until the true impact of the ABS is known, the impact on staff training needs is not clear.

46. We are interested in the changes that may need to be made to deliver the Advanced British Standard for all students, regardless of where they live. What changes do you think may be required in the following areas:

a. Buildings/estates?

Please limit your response to 1500 characters or less

AELP are unable to respond to this question at present, further information is required to make an informed judgment.

b. Technology?

Please limit your response to 1500 characters or less

AELP are unable to respond to this question at present, further information is required to make an informed judgment.

c. Provider landscape?

Please limit your response to 1500 characters or less

AELP would encourage the department to work with the ITP sector as part of the reforms. By including ITP as providers of the ABS this would vastly increase the availability of provision for learners due to the volume of ITPs around the country particularly outside of major cities. A partnership approach between ITPs and local sixth form schools and colleges, could enable learners to access a broader range of subjects taught by specialists and truly break the divide between academic and technical vocational training. We are concerned that at the moment there will an increased in balance of opportunity dependent on postcode for learners.

d. Accountability arrangements?

Please limit your response to 1500 characters or less

AELP are unable to respond to this question at present, further information is required to make an informed judgment.

e. Admissions?

Please limit your response to 1500 characters or less

AELP are unable to respond to this question at present, further information is required to make an informed judgment.

f. Transportation?

Please limit your response to 1500 characters or less

AELP are unable to respond to this question at present, further information is required to make an informed judgment.

47. If you have further views on how the Advanced British Standard could impact 16-19 providers, or anything else covered in Chapter 4, please share below.

Please limit your response to 1500 characters or less

AELP have nothing additional to add here.

Chapter 5

48. What changes to pre-16 education do you think will be needed to create effective pathways into the Advanced British Standard?

Please limit your response to 1500 characters or less

There would need to be alignment with existing GCSE and equivalent programmes to ensure that learners are appropriately prepared and that the jump between levels of study is not too great. There also needs to be consideration that prior knowledge is not assumed erroneously and that learners are guided effectively to the choices they need to make during key stage 3/4.

49. If you have views on how students can be supported to make informed choices for their Advanced British Standard programme or apprenticeship – linking to their prior attainment, abilities, interests and future ambitions – please share below.

Please limit your response to 1500 characters or less

Not answering

50. If you have views or evidence on the additional support that may be needed to enable students with SEND to access the Advanced British Standard, please share below.

Please limit your response to 1500 characters or less

Not answering

51. If you have views or evidence on the additional support that may be needed to enable other groups of students to access the Advanced British Standard, please share them below. Examples of these groups include disadvantaged students and students with caring responsibilities.

Please limit your response to 1500 characters or less

Not answering

52. If you have views on how to ensure the Advanced British Standard provides effective pathways into post-18 education or study, please share below.

Please limit your response to 1500 characters or less

To ensure learners are able to effectively progress on to post-18 forms of study whether this is a university degree, apprenticeship or other employer funded course the components of the ABS need to consider what prerequisites are required for different types of study. For example, if apprenticeships are to be feasible post ABS the ABS options a learner undertakes needs to align with the apprenticeship standard to ensure that they have the appropriate level of prior learning. Learning from some t-levels is needed as in some subject area the coverage of knowledge, skills and behaviours has led to gaps in learning or has led to too much RPL so that the learner doesn't meet the 12-month duration when RPL is considered. This is particularly important for skills and behaviours that are transferable between occupations.

Likewise liaising with university admissions teams to consider that content will enable progression is also important as they may have particular requirements in health, science and engineering areas in particular due to professional bodies expectations.

53. If you have views on how to ensure the Advanced British Standard reforms meet the needs of employers, please share below.

Please limit your response to 1500 characters or less

Ensure that employers of all size are included within the design of course content particularly for the technical qualifications that the ABS and that the qualifications are updated when the occupational maps are amended via IFATE processes. This will ensure the course content is, and remains, relevant for the full range of employers in response to rapidly changing skills requirements.

54. If you have views on the impacts of the Advanced British Standard reforms on other groups of students who take post-16 qualifications, please share them below. Examples of these groups could include adults in further and community education providers, students in custodial settings, and students in devolved administrations, Crown Dependencies or overseas.

Please limit your response to 1500 characters or less

There is lack of clarity in the consultation documents as to how the changes will impact a “non standard” learner for example an adult who only wishes to study a single a-level which is needed to access the next part of their learning journey. It seems at the moment that learners will be expected to take the whole ABS programme on a full-time basis. If this is the case then this is concerning and will lead to a significant gap in provision meaning that relatively significant number of learners will be excluded from being able to access the qualification that is right for them.

What will replace existing qualifications such as A Levels/T Levels and BTECs for this group?

55. If you have views on the impacts (positive or negative) of the Advanced British Standard reforms on any group with a protected characteristic, please share below.

Please limit your response to 1500 characters or less

AELP are unable to respond to this question at present, further information is required to make an informed judgment.

56. If you have views on the impacts (positive or negative) of the Advanced British Standard reforms on the environment, please share below.

Please limit your response to 1500 characters or less

Not applicable for AELP to respond to at this time.

57. If you have further views on the wider implications of the Advanced British Standard, or anything else covered in Chapter 5, please share below.

Please limit your response to 1500 characters or less

AELP have nothing else to add here.

58. If you have further views on anything else associated with the Advanced British Standard not covered in the questions throughout the consultation, please share below.

Please limit your response to 1500 characters or less

AELP wishes to highlight the lack of ITP access to capital funding. It is important to recognise that not all 16-19's study within the college/sixth form setting, ITPs also offer quite a considerable amount if 16-19 programmes often for those who are the furthest from education and employment. As a result, it is important that ITPs are able to access the same opportunities for programme funding and capital investment. AELP strongly believes that capital funding should be institutionally neutral.

The Association of Employment and Learning Providers, March 2024



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