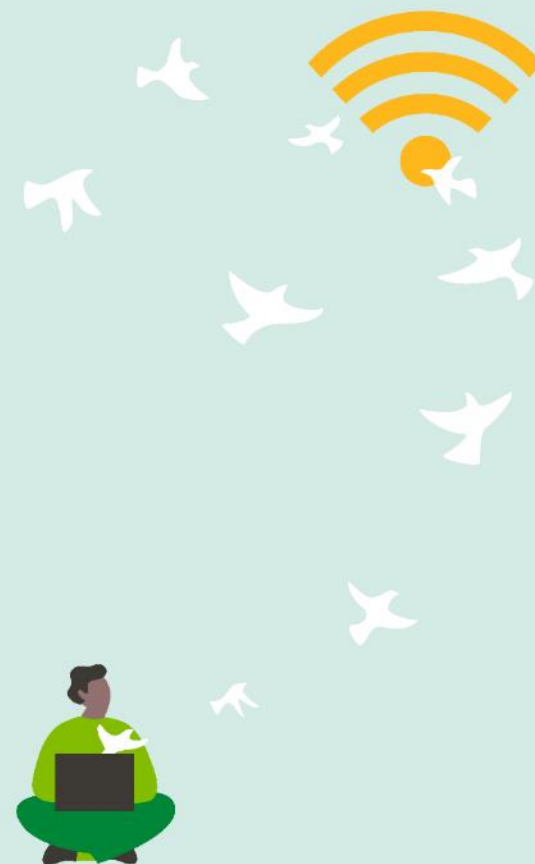# Level 3 Qualification Reform

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Sector Manager – Engineering, Manufacturing and Automotive

Pearson BTEC and Apprenticeships

16 June 2016

Image by Danilo Victoriano

Content

Background

Background

- **Getting the Job Done: The Government's Reform Plan for Vocational Qualifications (2014)**

- Culmination of a series of reports
    - *Review by Professor Alison Wolf on Vocational Education for 14-19 year olds in England*

    - *Review of Apprenticeships by Doug Richard*

    - *Rigour and Responsiveness of Skills*

    - *The Commission on Adult Vocational Teaching and Learning led by Frank McLoughlin*

    - *The review of the adult vocational qualifications system led by Nigel Whitehead*

Background

Key Messages

- Regulatory, funding and accountability arrangements should be designed to deliver training and qualifications which clearly lead to progression into a job or further study

- Employers should have greater ownership of occupational standards and qualifications. Wherever possible, their involvement should be direct, rather than through intermediaries

- The design and assessment of a qualification should reflect the best design and international practice. Assessment methods must be independent whenever possible and credible

- The system and its output should be clear, comprehensible and simple, and should enable and encourage innovation

- There should be clear rationale for what Government funds. This should include consideration of whether qualifications are the right things for Government to fund in specific circumstances and whether they are the best way of ensuring or indicating effective learning and training

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Background

Implementation

16-19 Vocational Qualifications
- Reforms for 14-16 year olds has been completed
- Led to introduction of Performance Tables for KS4 and KS5 for Level 2 and Level 3 qualifications

Apprenticeships
- Apprenticeship Reform started October 2013

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Headline Measures
from September 2016

Headline Measures from September 2016

16 to 19 accountability headline measures: technical guidance

5 Headline Measures will be published in the 16-18 performance tables

- Progress
- Attainment
- Progress in English and Maths*
- Retention
- Destination

Provide a rounded picture of provider performance and will be used to

- Inform student choice
- Inform a providers own self-assessment and benchmarking
- Informing inspection
- Informing Government's performance management of the 16-19 sector

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* Without a GCSE grade A*-C in these subjects

Headline Measures from September 2016

When does this apply?

- 2016/17

Who does this apply to?

- All maintained schools, academies and free schools with a sixth form
- Sixth Form Colleges
- General Further Education Colleges

* Without a GCSE grade A*-C in these subjects

Headline Measures

Progress

- *Value added methodology*
- *Comparing progress with other students with the same prior attainment (Academic and Applied General Quals) based on individual average attainment at KS4*

- *For Tech Levels will use a combined completion and attainment measure which will be aggregated to give an overall provider score expressed as a proportion of the grade above or below the national average*

Headline Measures

Attainment

- *Provides an indicator of students' overall attainment in different types of qualifications. Used by parents and students to compare providers*

- *Will show the average grade that students attain, building on the average points score per entry data currently expressed in performance tables*

- *Separate grades will be shown for Level 3 Academic, Applied General and Tech Level qualifications*

Headline Measures

English and Maths

- *This measure will help the public hold schools and colleges to account for the progress of students in English and Maths where they did not achieve at least a grade C at GCSE by the end of KS4*

- *Each students progress in English and Maths will be compared against the average progress made by students who have the same prior attainment in English or Maths. Setting realistic benchmarks for students of attainment at all levels.*

- *Set out in the same format as the main progress measures*

Headline Measures

Retention

- *Based on the raising of the participation age to 18*

- *Want providers to ensure that students study courses that match their suitability and ambition; and they remain motivated and engaged to complete their studies.*

- *Will measure the proportion of students who get to the end of their programme of study they enrolled on.*

- *Will show separate retention values for Level 3 Academic, Applied General and Tech Level programmes*

Headline Measures

Destination

- *Successful schools and colleges prepare their students for future education, training and employment. Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.*

- *Currently published as experimental statistics, but the aim for this measure is to be published in performance tables as a public accountability measure*

New Guidance for Performance Tables

Characteristic	Tech Level	Applied General
Declared Purpose	Clear aims and objectives and have a purpose statement	
Size	At least 300GL	At least 150GL
Recognition	5 employers or 1 professional body	3 HEIs
Appropriate Content	40% mandatory content	60% mandatory content
Appropriate Assessment	30% Ext Assessment	40% Ext Assessment
Synoptic Assessment	At least one way of assessing a range of skills and knowledge across the course content	
Grading	At least Distinction, Merit, Pass, Fail	
Employer Involvement	Undertake meaningful activity involving employers	Not applicable

Image by Ana Maria Castanâeda Cano

Qualifications available from September 2016

Qualifications available from September 2016 – Applied General

QAN	Title	Size (GL)
601/45936	OCR Level 3 Cambridge Technical Certificate in Engineering Principles	180
601/4594/8	OCR Level 3 Cambridge Technical Extended Certificate in Engineering	360
6017584/9	Pearson BTEC Level 3 National Extended Certificate in Engineering	360
601/7591/6	Pearson BTEC Level 3 National Foundation Diploma in Engineering	540

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Qualifications available from September 2016 – Tech Level 1

QAN	Title	Size (GL)
601/7079/7	AQA Level 3 Foundation Technical Level Engineering	360
601/4535/3	City & Guilds Level 3 Advanced Technical Certificate in Engineering	360
601/4507/9	City & Guilds Level 3 Advanced Technical Diploma in Engineering	540
601/4600/X	OCR Level 3 Cambridge Technical Foundation Diploma in Engineering (VRQ)	540
60/1/4506/7	City & Guilds Level 3 Advanced Technical Extended Diploma in Engineering (720)	720
601/4599/7	OCR Level 3 Cambridge Technical Diploma in Engineering (VRQ)	720
601/7580/1	Pearson BTEC Level 3 National Diploma in Engineering	720
601/7588/6	Pearson BTEC Level 3 National Extended Diploma in Engineering	1080
601/7577/1	Pearson BTEC Level 3 National Diploma in Aeronautical Engineering	720
601/7585/0	Pearson BTEC Level 3 National Extended Diploma in Aeronautical Engineering	1080

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Qualifications available from September 2016 – Tech Level 2

QAN	Title	Size (GL)
601/7578/3	Pearson BTEC Level 3 National Diploma in Computer Engineering	720
601/7586/2	Pearson BTEC Level 3 National Extended Diploma in Computer Engineering	1080
601/7081/5	AQA Level 3 Technical Level Engineering: Design Engineering	720
601/4563/8	EAL Level 3 Advanced Diploma in Electrical Installation	459
601/7579/5	Pearson BTEC Level 3 National Diploma in Electrical and Electronic Engineering	720
601/7587/4	Pearson BTEC Level 3 National Extended Diploma in Electrical and Electronic Engineering	1080
601/4564/X	EAL Level 3 Advanced Diploma in Engineering Technology	375
601/7582/5	Pearson BTEC Level 3 National Diploma in Manufacturing Engineering	720
601/7589/8	Pearson BTEC Level 3 National Extended Diploma in Manufacturing Engineering	1080
601/7583/7	Pearson BTEC Level 3 National Diploma in Mechanical Engineering	720

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Qualifications available from September 2016 – Tech Level 3

QAN	Title	Size (GL)
601/7590/4	Pearson BTEC Level 3 National Extended Diploma in Mechanical Engineering	1080
601/7080/3	AQA Level 3 Technical Level Engineering: Mechatronic Engineering	720
601/7082/4	AQA Level 3 Technical Level Engineering: Power Network Engineering	720
601/7382/8	City & Guilds Level 3 Advanced Technical Certificate in the Automotive Industry	360
601/7383/X	City & Guilds Level 3 Advanced Technical Extended Diploma in the Automotive Industry	720

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Funding Options for 19+ Learners

Funding Options for 19+ Learners

19+ Funding
- *Entitlement Funded Qualifications 'Core' or 'Non-Core' (subject to eligibility criteria)*

Advanced Learner Loans
- *Level 3 qualifications eligible for Advanced Learner Loans, learners can take out a loan from the Student Loan Company (SLC) for the cost of their qualification(s) and pay this back in installments once the minimum wage threshold has been reached*

Apprenticeships
- *Funding is available for Apprenticeships (SASE and New Standards) subject to an employer contribution*

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Further Information

Information

1. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/286749/bis-14-577-vocational-qualification-reform-plan.pdf

2. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482225/16_to_19_accountability_headline_measures_technical_guide.pdf

3. https://www.gov.uk/government/publications/2018-performance-tables-technical-and-vocational-qualifications

4. https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding

5. https://www.gov.uk/government/publications/advanced-learner-loans-qualifications-catalogue

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