

Tuesday 12th March 2024, 8pm

ALL Advanced British Standard Consultation Webinar

ALL Webinar etiquette

In summary – we aim to be professional and kind!

- The purpose of this webinar is to describe the DfE consultation on the ABS, and to invite questions and suggest points for consideration
- Although we may disagree among ourselves on these proposals, we agree that all comments in the chat should be of a professional and not a personal nature.

Disclaimer

ALL London is very happy to host these events. It does not charge participants; speakers kindly offer their service without payment and volunteers run the events.

Speakers and participants are responsible for what they say.



Introductions

- René Koglbauer-Franklin (Presenter)
- Jane Harvey (Chair)
- Steven Fawkes (Moderating chat)
- Helen Myers (Technical host)

Webinar Process



- The presenter will pause during the presentation to to give an opportunity to respond to any particular requests for clarification.
- All chat will be collected and collated and will contribute to the ALL response.

Advanced British Standard Briefing

Disclaimer:

This presentation includes materials directly shared by the Department for Education's ABS team at their recent regional consultation events.

Prof. René Koglbauer-Franklin,
Trustee, Chair of ALL Management Board

Why are we introducing the Advanced British Standard?

- We know that **a substantial number of young people leave compulsory education without high-quality qualifications to support their career progression, and many without the essential numeracy and literacy needed to get on in life and work**, while outcomes for disadvantaged students and students with special educational needs and/or disabilities continue to lag behind those of their peers.
- We have made **huge strides** in the last decade in driving up standards, investing in teachers, introducing the English Baccalaureate (EBacc), ensuring A levels are rigorous and T Levels are rooted in the technical skills employers need.
- Despite these ambitious reforms, **we have further to go in creating a world-class education system**. England's post-16 education system remains an international outlier in terms of the average number of subjects students take, the number of teaching hours students receive and the study of maths and the native language until 18.

International evidence

- England's post-16 education system remains an **international outlier in terms of the average number of subjects students take, the number of teaching hours students receive and the study of maths and the native language until 18.**
 - For example, in [Sweden](#) and [Finland](#) students get between 1,400 and 1,600 teaching hours over two years. Students in [Italy](#), [Denmark](#), [the Netherlands](#) and [Norway](#) also get more than the average in England (1,280), and in [France](#) and [many US states](#) students can get over 2,000.
 - In the [OECD](#), students typically study around seven subjects, including maths and their native language, during their upper secondary education. Meanwhile, the majority of A level students take three A levels. Evidence shows the importance of both studying a sufficient breadth of subjects and achieving a strong core in English and maths for progression to further study and employment, as well as for future earnings.

How will the Advanced British Standard change things?

- There are four key principles underpinning the development of the Advanced British Standard:
 - **a clear, high-quality menu of subjects that young people can choose from** – going further to simplify student choices and focus on subjects with high-quality, rigorous content which support progression, building on the best of A levels and T Levels.
 - **increase the amount of time young people spend with a teacher in 16-19 education** – aligning with international best practice and maximising students' opportunities to benefit from excellent teaching.
 - **encourage young people to gain knowledge and skills across a broader range of subjects while maintaining sufficient depth of understanding** – enabling young people to thrive and be resilient within the future labour market, and keeping progression options open for longer for most students.
 - **ensure all young people study maths and English up to age 18, as part of a strong core underpinning all study programmes** – equipping young people with the fundamental knowledge and skills needed to thrive in life and work.

What does this mean for existing qualifications?

- We anticipate that, once rolled out, **the Advanced British Standard (ABS) qualification framework will supersede the current, varied landscape of, for example, A levels, T Levels and Alternative Academic Qualifications.**
- In the meantime, we will continue to be ambitious for students who complete their education under the current system. To lay the groundwork for the ABS, **we will continue to roll out our prestigious T Level courses and wider reforms to technical education.** Students will continue to be encouraged to choose from these, A levels and other high-quality options, **all of which will in time form the backbone of the ABS.**
- **Apprenticeships will continue to be available for those who wish to move straight into ‘on-the-job’ training.** Apprentices will continue to benefit from high-quality employer-led standards – those which will also underpin the ABS occupational programme – and support to achieve appropriate English and maths qualifications.

1st pause for clarification



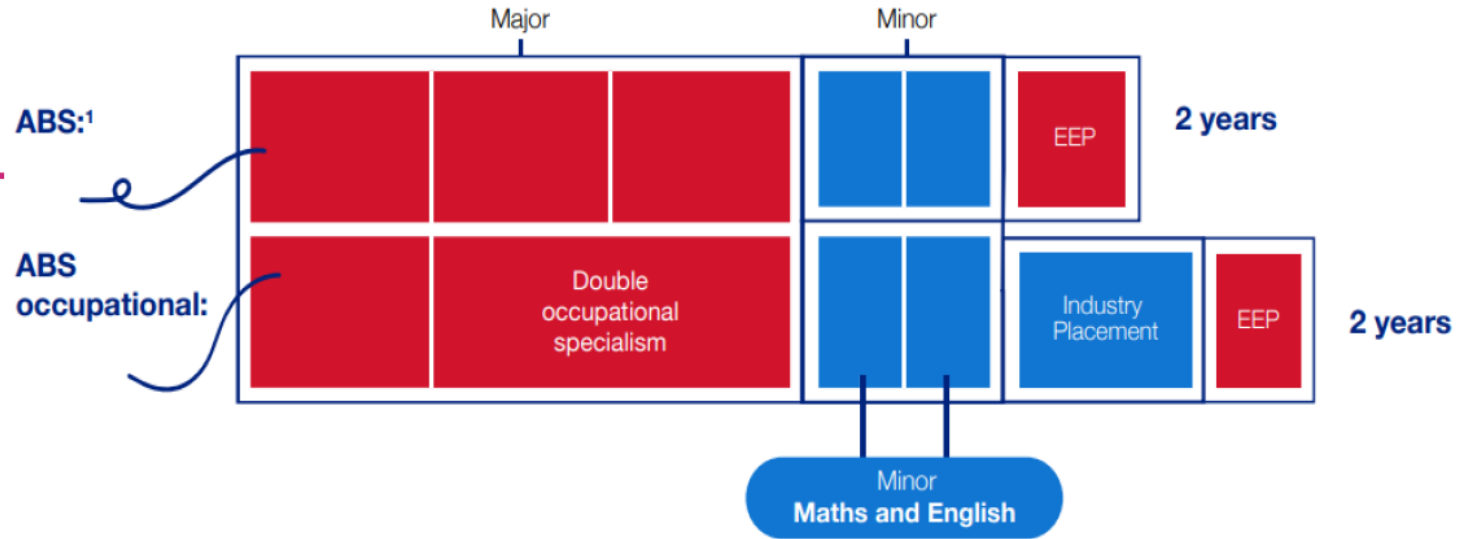
What will students study under the Advanced British Standard?

- Students at Level 3 will be able to choose a combination of bigger and smaller subjects, called **'majors' and 'minors'**. Students will typically study a **minimum of five subjects**, or four if they're focused on preparing for a specific occupational pathway. **We expect most students to take three majors and two minors.**
- At Level 2, we are proposing two programmes: a **one-year programme** that will prepare students to access the Level 3 ABS, and an **occupational programme** (one or two years) that supports progression to skilled employment.
- The consultation proposes that learners in post-16 provision at Level 1 and below should still benefit from increased teaching hours and maths and English, but proposes that this provision sits outside ABS.
- **All students taking the ABS will study English and maths to age 18, either as a major or minor subject (or equivalent).** We anticipate students will be able to access theoretical or applied versions of these subjects, depending on their interests and future goals.

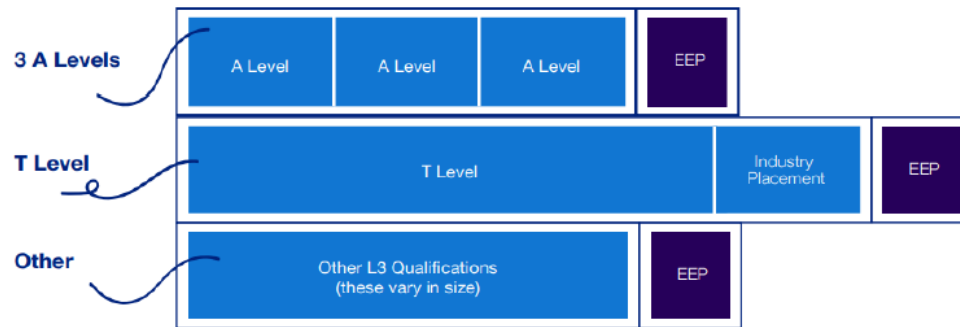
What ABS might look like for Level 3 students?

ABS: for students working at Level 3 who want to leave with a range of progression options open to them.

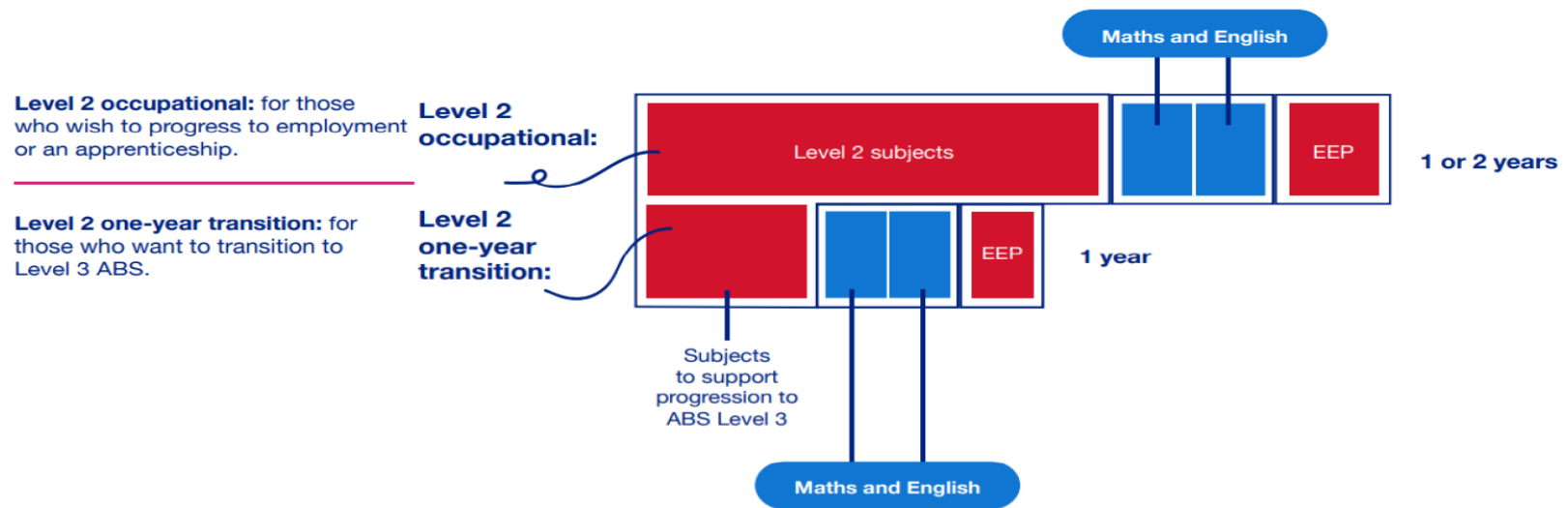
ABS occupational: for those who want to specialise in one subject area, in preparation for direct employment, apprenticeships or further specialist study.



This compares to current Level 3 programmes, for example



What ABS might look like for Level 2 students?



What subjects might different students take under the ABS?




Adam

Adam got mainly grades 5 to 2 at GCSE, including a 3 in English and a 2 in maths.

He is taking
Level 2 occupational programme

- Social Care – Adult Care Worker
- Maths
- English

Adam wants to work in the care sector.




Emily

Emily got mainly grades 5 to 2 at GCSE, including a 3 for English and a 4 in maths.

She is taking
Level 2 transition programme

- Digital
- Maths
- English

Emily wants to move onto a Level 3 ABS occupational to become an IT support technician.



Alice


Alice got mainly grades 9 to 4 at GCSE, including English and maths.

She is taking
ABS occupational at Level 3

- Majors**
 - Design, Surveying and Planning for Construction
- Minors**
 - Maths
 - English
- Double:**
 - Civil Engineering
- Industry Placement with a construction employer**

Alice wants to work in construction as a civil engineer, through a degree apprenticeship.

What subjects might different students take under the ABS?




Embry

Embry got mainly grades 9 to 4 at GCSE, including in English and higher grades for maths and science.

He is taking
ABS at Level 3

Majors	Minors
Chemistry	English
Biology	Physics
Maths	

Embry wants to train to become a doctor.



Fatima

Fatima got mainly grades 9 to 4 at GCSE, including in English and maths.

She is taking
ABS at Level 3

Majors	Minors
Media, Broadcast & Production	Maths
English Literature	Music
History	

Fatima wants to study English Literature at university.

2nd pause for clarification



Further key points raised

- Proposed increase of **Guided Learning Hours** compared to self-study
- **English and Maths** offer to follow the following principles: content, breadth, number of options, aspiration.
- **Assessment principles**
 - rigorous (high-level content specification by DfE and/or IFATE)
 - knowledge-rich content
 - assessment primarily exam-based
 - assessments will be summative
 - assessment burden will be minimised

Wider Implications

- We are consulting on the **implications** of the Advanced British Standard (ABS) for 16-19 education providers and workforce, to ensure we can put the right support in place for the sector and maximise the breath of offer available to students.
- We are also consulting on the wider implications of the ABS and how we can maximise benefits for both students and the wider system. For example:
 - Implications for **pre-16 education**
 - Ensuring students can make **informed choices** about their education and careers
 - **Supporting all young people** to succeed and benefit from these reforms, including those with special educational needs and/or disabilities
 - Offering **clear and effective pathways** into post-18 education and training
 - Meeting the **needs of employers**
 - The impact on **other groups of students** taking post-16 qualifications
 - The potential **equalities and environmental impacts** of these reforms



Funding for the Advanced British Standard

- The Advanced British Standard (ABS) will involve significant investment in our education system.
- We will fund more teaching hours to enable schools and colleges to deliver the qualification.
- There will be future Spending Reviews and funding will be dependent on policy design. In the short term, we are making a substantial downpayment of over £600 million across the next two years to help build the capacity needed to deliver the ABS, focused on:
 - **Recruiting and retaining teachers in key shortage subjects:** eligible teachers in the first five years of their career, teaching key STEM and technical shortage subjects, will be able to claim an additional £6,000 per year after tax. This is double the current rates of Levelling Up Premium, which will now be available to eligible teachers in Further Education, as well as schools.
 - **Raising attainment in maths and English:** Students who did not pass maths and English GCSE at 16 will be supported to gain these fundamentals, backed by £300 million over two years. We are investing a further c. £60 million over two years to expand teaching for mastery approaches across the country using our Maths Hubs, and supporting settings to deliver maths by enhancing the existing Advanced Maths Premium and introducing a new Core Maths Premium
 - **Supporting teachers and pupils with evidence of what works in 16-19 education:** we are providing an additional £40 million for the Education Endowment Foundation to create and share high-quality, evidence-based resources, particularly focused on improving disadvantaged pupils' outcomes.

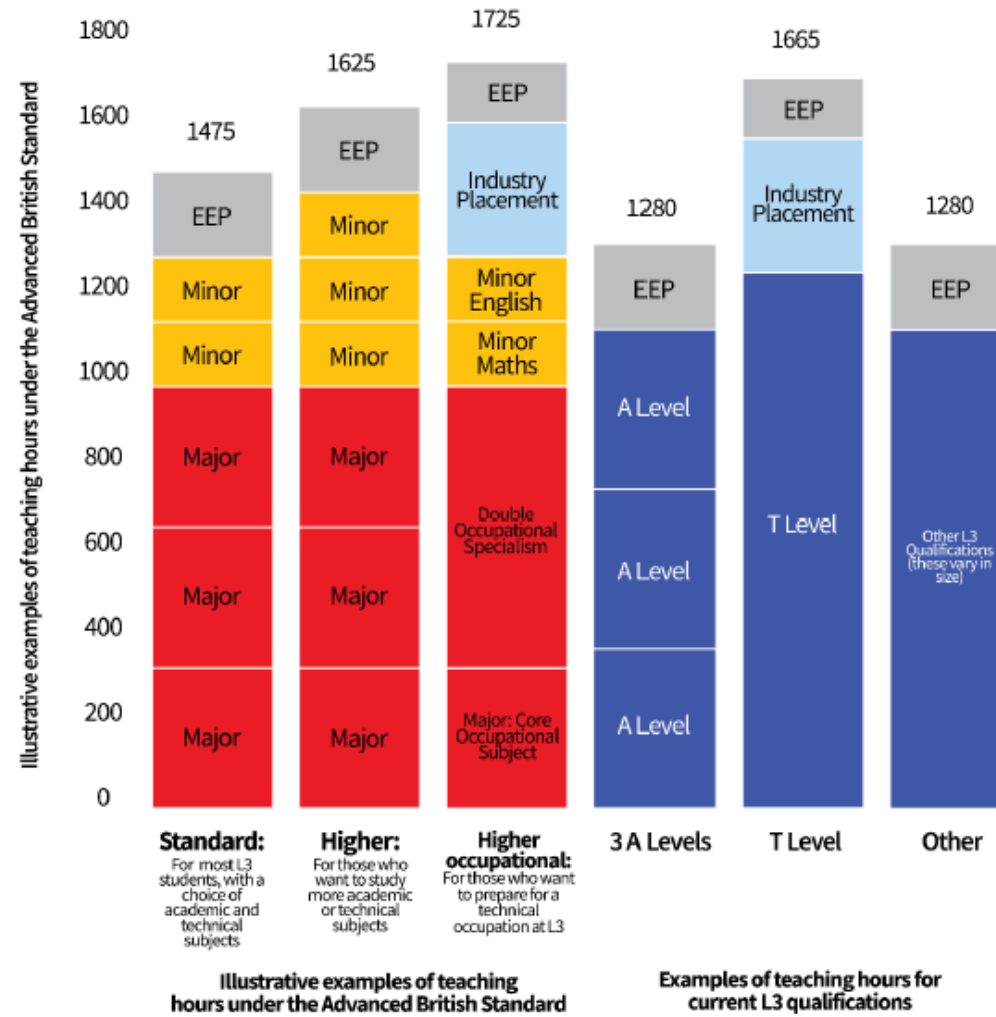
Key points from Regional Event

- Temperature check: 75% 'somewhat' positive towards ABS

Some of the key issues:

- Fixing the wrong problem? → whole system review
- Level 2, English and Maths
- Assessment → lack of innovation and vision
- ABS design – major vs minor → university admission

Initial Announcement, October 2023



3rd pause for clarification



Opportunities for Languages

Organisational/Structural:

- Additional minor
- ? 'new' Maths/English to account for one minor
- Major/minor: allowing for movement
- Language in vocational pathways
- Modular approach
- Cross-curricular: linguistic awareness in English and languages courses

Content

- Consideration of ab initio
- Consideration of Home, Heritage and Community languages
- Competency-focused aligned to CEFR (rather than achievement)
- Strengthen role of oracy – as languages only subject with speaking assessment

Concerns:

Could languages be pushed into minor

Progression to university

Lack of congruence with EBacc

Doesn't address GCSE issue

No examples include languages

4th pause for responses



Further questions

- 1) Any further views on how students will be assessed and graded?
- 2) Which impact will the ABS have on 16-19 providers (schools, colleges)? (e.g. teacher supply, timetabling, etc.)
- 3) What changes to pre-16 education do you think will be needed to create effective pathways into the Advanced British Standard?

Thank you for your contr

For any additional input you want to share, please contact rene.koglbauer@newcastle.ac.uk directly by Friday lunchtime.

Jane, Helen, Steven & René