

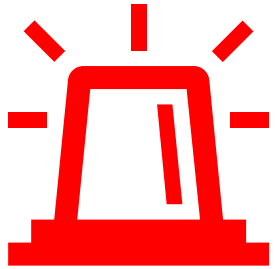


Sector-Wide Conversation 3

**Building Momentum, Creating Futures:
Pathways for All into education, employment and training**

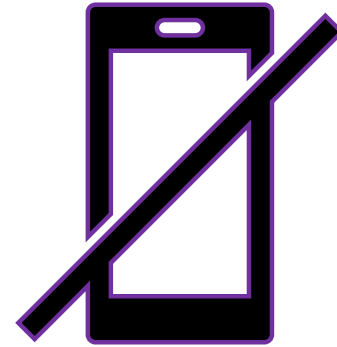
4 December 2025

Housekeeping



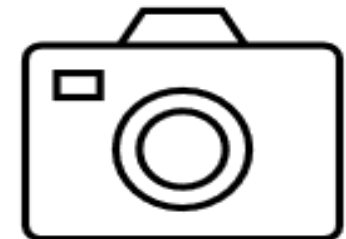
No planned
Fire Alarms

Facilities are
located...



Please keep
distractions to
a minimum

Photos may be taken,
please inform us if you
do not consent



8.30am	Welcome and Chair's Introduction , Charlie Guthrie
8.40am	Responding to the Rise of the Meh Generation, Laura-Jane Rawlings
9.05am	Conversation One: Making it Work for Young People
9.50am	Education – The Local Economic Context , Lucy Druesne
10.10am	<i>Break</i>
10.35am	The Sector Unleashed: Building more Pathways to Education, Employment and Training Matt Allen, Luci Brown, Nick Holbrook-Sutcliffe, Lorna Newbrook,
11.00am	Landing the Post-16 Education and Skills White Paper and the Curriculum and Assessment Review in Kent , Claire Green
11.40am	Conversation Two: Responding to the Priorities
12.25pm	Conversation Feedback
12.45pm	Closing Comments



Chair's Introduction – Charlie Guthrie



We all drink the same water...

The A Team....

Aims

1. Implementation to impact: provision, transition, collaboration
2. Embracing challenges, securing the future, in a changing policy framework
3. Developing pathways to education, employment and training (EET)

Outcomes

1. Responding to YP voice, the labour market policy framework to reduce NEETs
2. Improved engagement and activity - LCPA as key driver of local improvement.
3. Provision, Transition, Collaboration – commitment to the strategy

Strategy Strands 25-26

Strand 1:	Increase Provision for Vulnerable Learners.
Strand 2:	Support Transition into Post-16 Education.
Strand 3:	Strengthen Collaboration between Providers, and with Employers in each LCPA.

Our call to action – No Young Person Left Behind



Appropriate, Ambitious, Accessible

Responding to the rise of the meh generation

Laura-Jane Rawlings MBE DL,
CEO, Youth Employment UK

Watch Laura-Jane's presentation [here](#)



Conversation One: Making it work for Young People

9.05- 9.45



Conversation One:



Making it work for young people... by responding to the meh generation through our strategic priorities

Papers:

- *Report from Youth Employment UK*
- *Strategy on a page*
- *The LCPA dashboard*

Key Question:

How can we as an LCPA identify and respond to the needs of young people?

1. Consider the points made in the YEUK report. How are we seeing this in our contexts and what are the implications for our work?
2. Using the dashboard and strategy on a page, what else should and could we be doing to support the most vulnerable young people into successful pathways?

Feedback / commitment:

What key issue/s has the LCPA identified and want to respond to?

Using the dashboard and strategy, what activity will be added to the LCPA work plan?

Making it work for young people and the employers

Lucy Druesne,
Deputy CEO, Kent Invicta Chamber of Commerce



Education

The local economic context

Lucy Druesne

Deputy CEO

Kent Invicta Chamber of Commerce



The National Context - with an employer filter

- Get Britain working white paper
 - Youth Guarantee – apprenticeship or job support
 - Reform Jobcentre Plus into a National Jobs & Careers Service.
- Post-16 Education & Skills White Paper
 - Lifelong Learning Entitlement from 2027
 - Growth & Skills Levy for flexible employer-led training

But Also

- Employment Rights Bill (2025)
 - Industrial Strategy & Skills Funding
- 

The Local context - with an employer filter

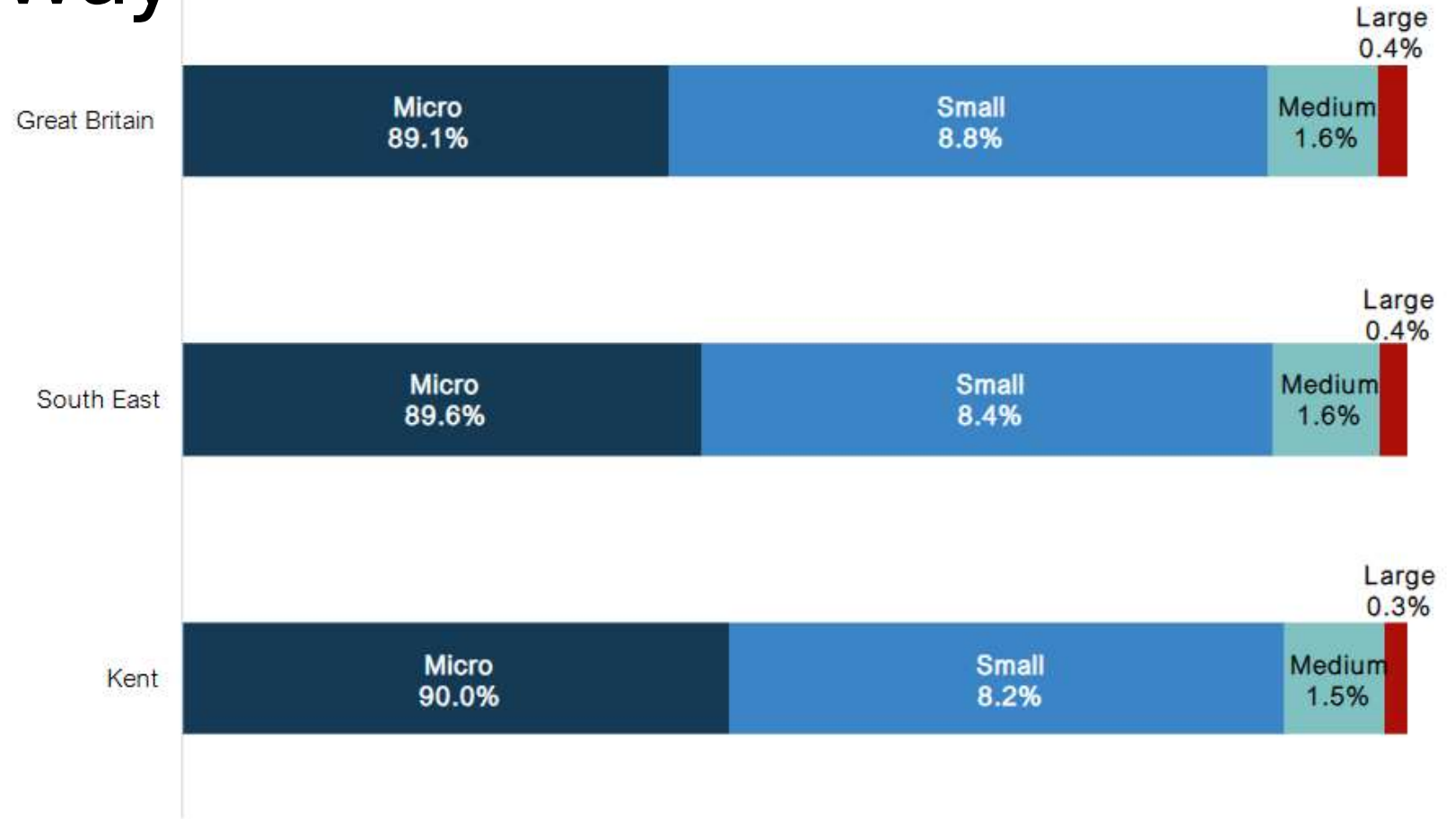
- No Devolution Deal
 - Get Kent & Medway working
 - Connect to Work
 - Bootcamps
 - ...
- New Facilities for future Skills – LSIP / SDF
- Construction Technical Excellence College



Kent & Medway

Percentage of Enterprises by Employment Size, 2025

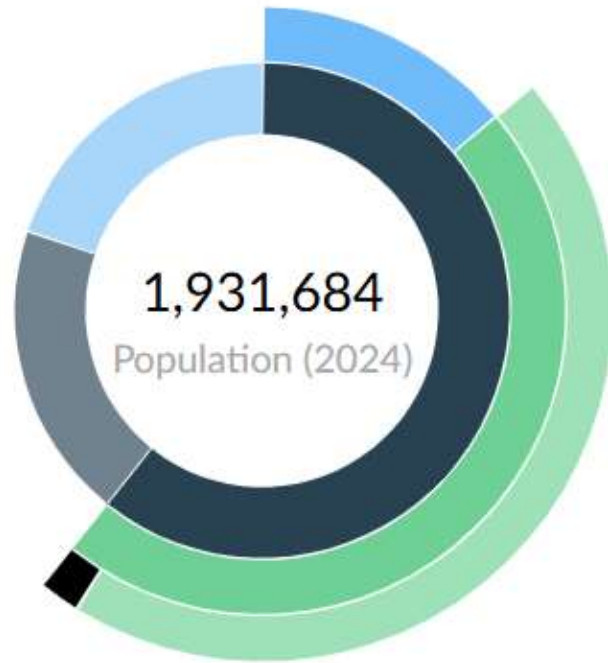
■ Micro ■ Small ■ Medium ■ Large



¹ source: ONS UK business; activity, size, and location, 2022

² Source: ONS, Business Register and Employment Survey

2024 Labour Force Breakdown










	Population
● Total Working Age Population (16-64)	1,172,295
● Not in Labour Force (16+)	268,795
● Labour Force	903,500
● Employed	866,630
● Unemployed	36,870
● Under 16	375,356
● Over 64	384,033

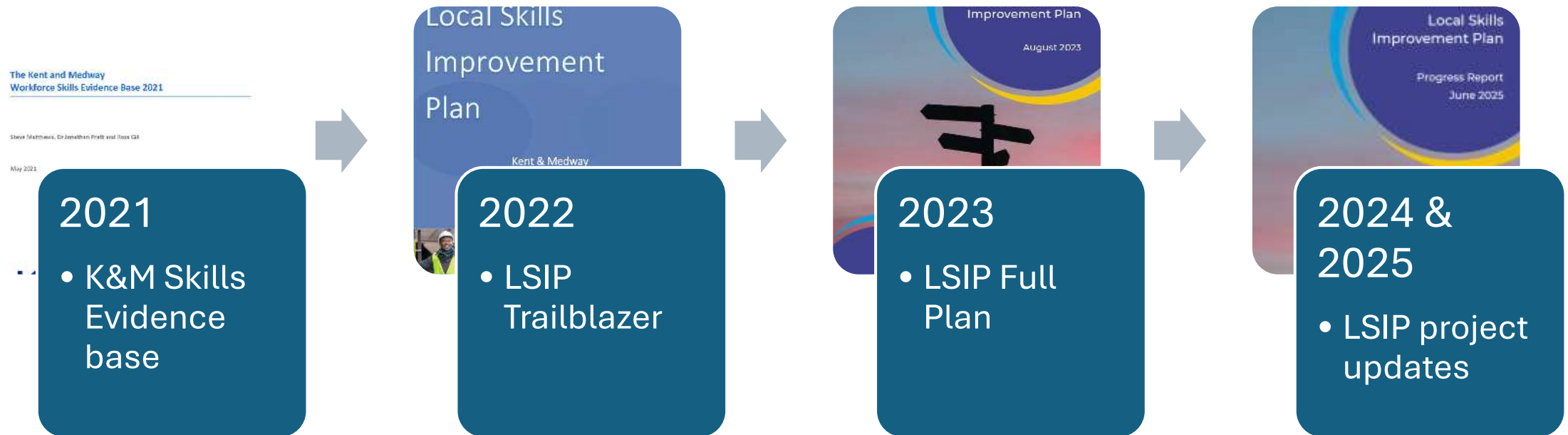
Educational Attainment

Concerning educational attainment, **41.1%** of the selected regions' residents possess a **Higher Education - NVQ4+ SCQF L7-9** (5.1% below the national average), and **22.3%** hold a **NVQ 3 - SCQF L6** (2.7% above the national average).



	% of Population	Population
 No Qualifications (NVQ)	7.2%	84,352
 Other Qualifications (NVQ)	4.1%	47,742
 NVQ 1 - SCQF L4	4.0%	47,097
 NVQ 2 - SCQF L5	20.9%	244,879
 Trade Apprenticeships	0.5%	5,341
 NVQ 3 - SCQF L6	22.3%	261,167
 Higher Education - NVQ4+ SCQF L7-9	41.1%	481,716

Employer engagement in Skills Planning



Local Skills Improvement Plans

The Local Skills Improvement Plan programme was established to:


- provide an agreed set of **actionable priorities** that **employers, providers and stakeholders** in a local area can **get behind to drive change**.
- **place employers at the heart of local skills systems** and facilitate direct and dynamic working arrangements between employers and providers.

Kent & Medway Local Skills Improvement Plan



LSIP Update

Timeline for the publication of the New LSIP

- October – gathering of intelligence from data activity, sector roundtables, and telemarketing campaign
 - End of March 26 – Draft report submitted to Skills England for review
 - End of May 26 – Final report submitted to Skills England for sign off
 - End of June 26 – Publication of the new LSIP report.
- 

Kent & Medway



Strength



Impact



Direction



THANK YOU





Sector-Wide Conversation 3

Break

10.10-10.30

The Sector Unleashed: Building more pathways to education, employment and training

Case study 1: Establishing a Level 2 pathway at Post 16

Matt Allen, Assistant Vice Principal of Dartford Science and Technology College

Luci Brown, Trust Director of Sixth Form, Turner Schools

Nick Holbrook-Sutcliffe, Assistant CEO of East Kent Colleges Group

Case study 2: Strongest transition for all

Lorna Newbrook, Strategic Lead for North Kent Post-16 Education



Pathways for All

Establishing a Level 2 Pathway at Post 16



Collaborating to support the progression of Young People in our district

- Introduction of a Post 16 Level 2 curriculum delivered in school Sixth Form to feed onto Level 3 programmes at a local college.
- Initially in Sport and Catering, looking to bring in Horticulture in 2026.
- Heads of curriculum and subject leads to collaborate in the design and mapping of pathways.
- Aligning entry criteria for guaranteed progression. Students can then move on to Level 3 at college after spending a year at their school, studying a Level 2 course with English and Maths resits and employability skills.
- Transition activity throughout the year to support positive next steps.

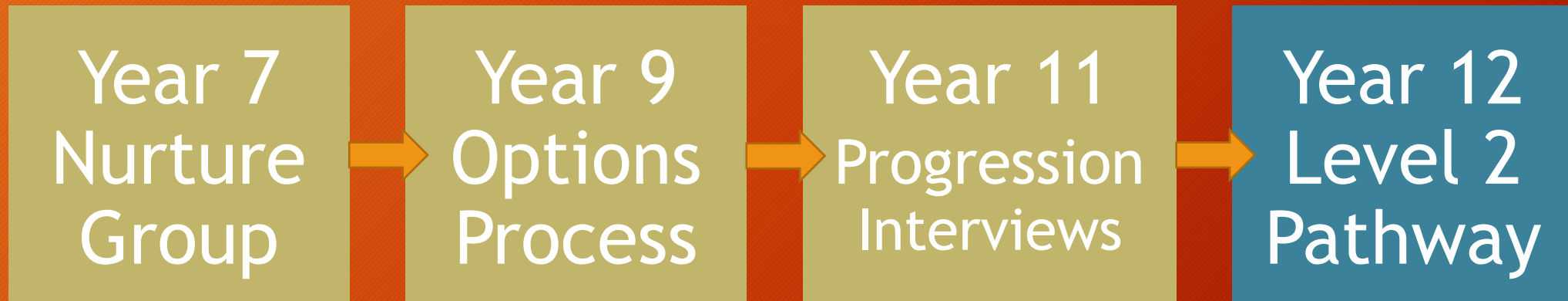




16 students joined the pathway - 11 in catering and 5 in Sport.



A Thriving Culture of Inclusion



The DSTC Level 2 offer @ Post 16

- GCSE English Language
- GCSE Mathematics (as required)
- Functional Skills maths (where appropriate)

and a combination of:

- BTEC Personal Growth & Wellbeing
- BTEC Law and Legal Work
- LIBF Certificate in Financial Education (historic)

- Bespoke careers advice from a qualified advisor
- PSHE / RSE
- Regular work experience
- Access to a full range of online resources, including Alison and The Forage
- Priority access to the DSTC careers team (qualified careers leaders)

The benefits of a Level 2 pathway

- A Decrease of potential NEETS, in your school and supports the local/national picture
- Increased funding through a new cohort
- Supportive and inclusive approach
- Offers staff something different

Case Study 1

A student with significant SEND, who did not quite reach their grade 4 in English and Maths...

They successfully completed the Level 2 pathway, obtaining grade 4 in both subjects and joined our Level 3 programme taking Health & Social Care, Computing and media. They are now studying computer science at University.

Case Study 2

A student who obtained a grade 4 in English AND Maths, but most of her other subjects were grade 3 or below...

Law and Legal Work and *Finance* gave her the **final 2 subjects she needed** to study a Level 3 course at College

Case Study 3

An external applicant who obtained a grade 3 in Maths and needed to retake. She found the learning within GCSE Maths challenging...

but passed Functional Skills instead. She enjoyed Law and Legal Work so much she is now studying 'Administration for Legal & Professional Services'.

Funding

Level 2 learners must have the required number of planned learning hours (580) to receive the maximum funding per student

For Functional Skills, students studying ONLY this (and not GCSE Maths) must have a grade 2 or below to be funded. If they achieved Grade 3 or above they must do GCSE maths to be funded, but can be **entered** for Functional skills.

<https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-study-programmes-guidance-2022-to-2023-academic-year#:~:text=Study%20programmes%20are%20designed%20to,%2C%20for%20example%2C%20a%20student:>

Funding table

Table 1: National funding rates for study programmes (excluding T Levels)

Band	Annual planned hours	Applicable students	National funding rate per student
5	580+ hours	16 and 17 year olds and students aged 18 and over with high needs [footnote 4]	£5,105
4a	485+ hours	Students aged 18 and over who are not high needs	£4,223
4b	485 to 579 hours	16 and 17 year olds and students aged 18 and over with high needs	£4,223
3	385 to 484 hours	All students	£3,434
2	300 to 384 hours	All students	£2,715
1	Up to 299 hours	All students	£5,105 per full-time equivalent (FTE)

<https://www.gov.uk/government/publications/funding-rates-and-formula/16-to-19-funding-2025-to-2026-rates-and-formula>

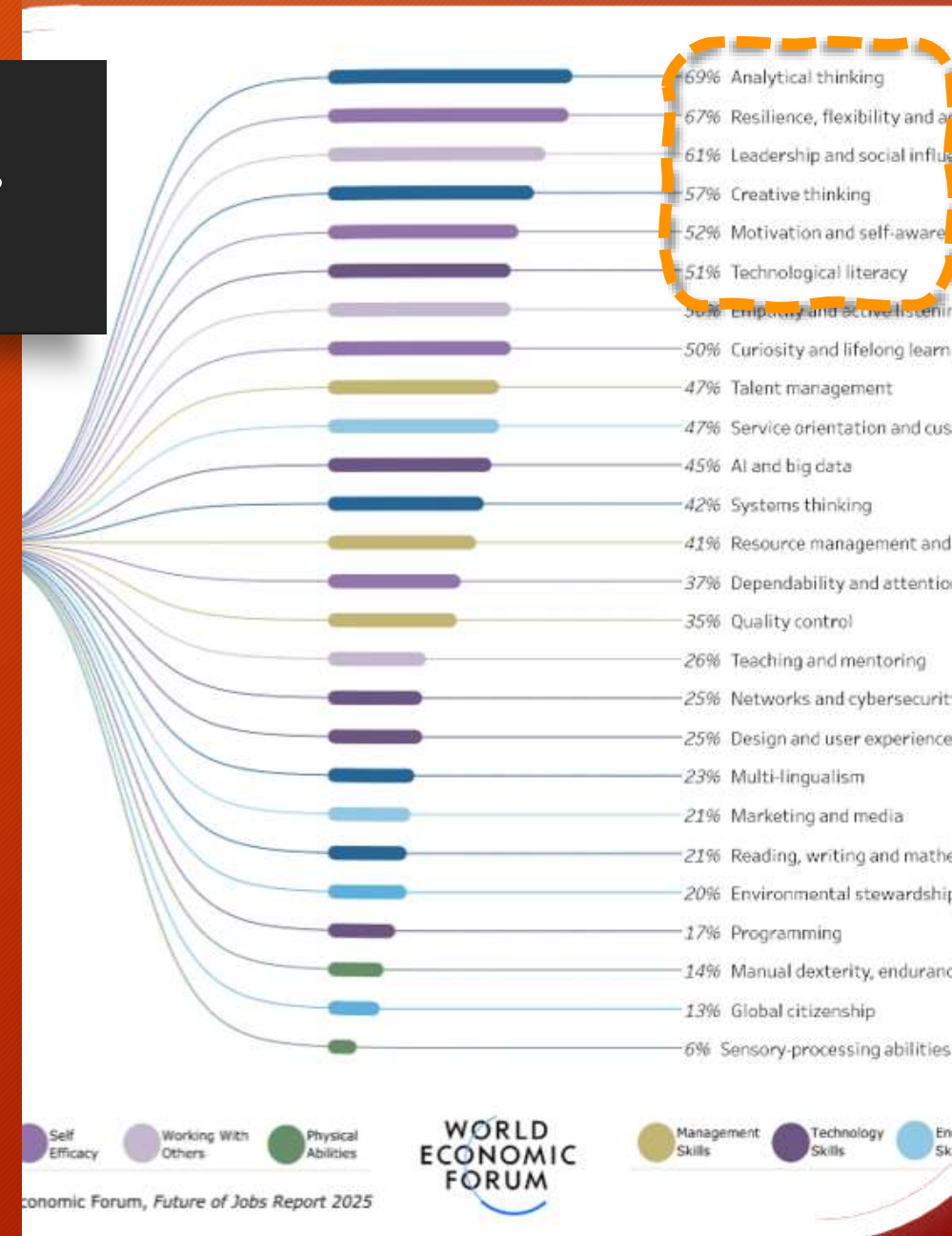
Building a Kent culture of inclusion.. across a system of education

- A fragmented vocational assessment process.
- 1/7 fail to reach L2.
- Only 60% of young people reach the age of 16 with a good set of GCSEs and ready to progress smoothly to the next stage of their education.
- In a sample across a range of providers in England: 28%* of learners who start a Level 1 (post 16) progress to achieve a full Level 2.

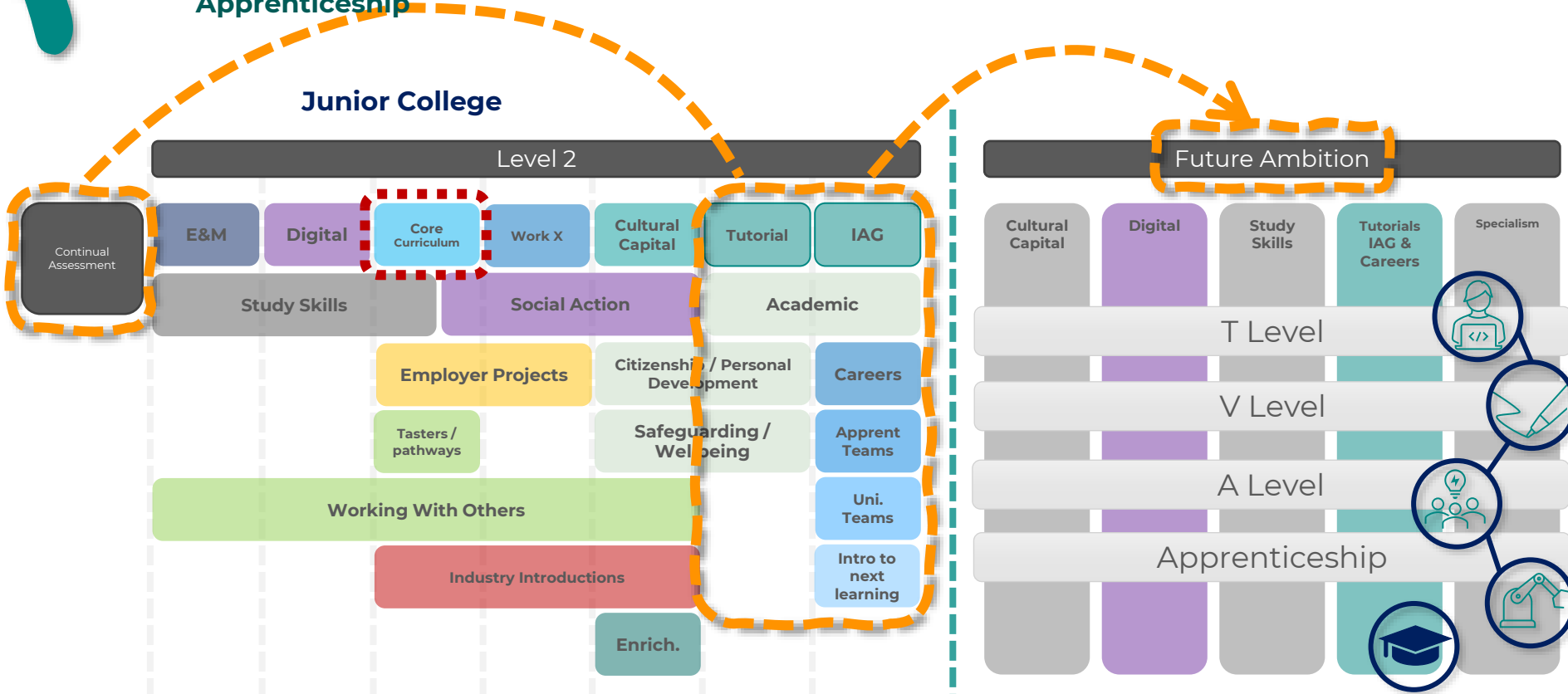
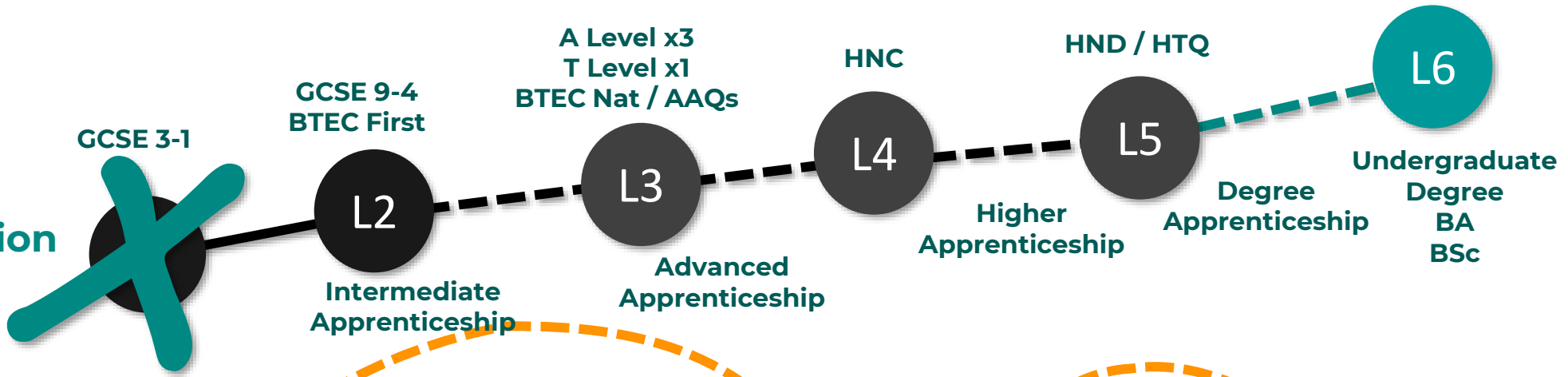


Building a Kent culture of inclusion... in a rapidly changing world

- How do we do this in a fair and transparent way that is...
 - Robust enough for consistency.
but...
 - Reflective of the different ways young people will be expected to operate in the world.
- In the age of generative AI, recalling information in the traditional way is becoming less essential.
- WEF ask us to test the wider and creative skills that young people will need in their careers rather than traditional forms of knowledge retention.



Foundation



1-Year 'Foundation Curriculum'

Entry Requirement: Individual interview & gap analysis.

Barriers to progression: literacy and numeracy / unclear about options / readiness to learn / confidence

Purpose: To get to 2Yr. L2

Year 1 of 1

Interview & Assess	Assessment and Bespoke Advice Sessions	Tutorial	Work Ready (Behaviours)	Employability (Core)	Tasters (infill)	English and Maths	Exit Interviews - Industry Introductions
	10	48 Academic (1hr for 38 Weeks) Safeguarding (1hr every month) Further IAG in initial 6 weeks of	95 Literacy & Numeracy embedded Social Action	209	Infill (75) Initial evaluation of interest after H&M induction Additional non-reourced (in-fill)	100 100 All year	5 Last Term

L1

2-Year Level 2

Entry Requirement: 4 grade 2&1's including L1 E&M (or from L1 provision above)

Purpose: To go into employment or an apprenticeship

Interview & Assess	Year 1 of 2						Year 2 of 2					
	Core runs over 2 years : With license to practice quals if required											
Interview & Assess	Core over 2 years	Tutorial	Peer Mentorship	Cultural capital	Work Experience after Jan	English and Maths	IAG & Tutorial	Core cont.	Social Action	Work Experience	English and Maths	Industry Introductions
	209 Industry Speakers	48 Academic (1hr for 38 Weeks) Safeguarding (1hr every month) Further IAG in initial 6 weeks of starting	10 Coaching Skills Working with others	95 Social Action Industry Standards Trips Team building and confidence	35 Any areas of specialism Interview	100 100 Homework (64)	51 Career and M&A Interview Apprenticeship Team Academic (1hr for 38 Weeks) Safeguarding (1hr every month)	247 Industry talks Digital skills	10	100 or License to Practice Specific areas of specialism	100 100 Compulsory Self Directed (96) Homework (64)	5 Last term

1-Year Level 2

Entry Requirement: 4 3's including E&M

Purpose: To go to L3, Apprenticeship, or LLE

Interview & Assess	Year 1 (of 2 or 3)							Level 3				
	L2 Core over 1 year	Digital Skills	Tutorial	Social Action	Work Experience	English and Maths	IAG	Entry: by programme				
Interview & Assess	285 Study Skills Extended Cert + GCSE Science or Full-Fat Diploma	38	48 Academic (1hr for 38 Weeks) Safeguarding (1hr every month)	10	Minimum 25 Specific areas of specialism if possible Greater GLH if License to Practice	80 80 Compulsory Self Directed (96) Homework (64)	10 Career Apprenticeship Team Univerzitiar Last term after exam	T Level				
								Apprenticeship				
							A Level					
							Digital Skills	English & maths where practicable	Study Skills	Tutorial		

Building a Kent culture of inclusion... in a different way?

- Kent-wide approach to Post-16.
- P4A positions Kent to take a lead on Appropriate curricula for all.
- A third, vocational pathway at level 3: V Level qualifications to sit alongside A levels and T Levels.
- Two new pathways at level 2: 'Further Study Pathway' and 'Occupational Pathway.'
- NEET risk indicators and guaranteed place (pilots.)
- Education record app to aid transition between settings.
- Enhanced non-qual activity and enrichment.
- Collaboration and mentorship.

Sight Hub Mentor Request

On completion of this form an email will be automatically sent to the chosen mentor together with your contact details and the requestor's details.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Please enter your name *

Enter your answer

2. Please enter your school or college email address *

Enter your answer

3. Please select the mentor who you feel will be best placed to support you *

Rob Chamberlain, Bardsley College

Nick Holbrook, Sutcliffe, East Kent College

Building a Kent culture of inclusion... and define our own success

- Ofsted toolkit “As a result...” and “contextual approaches.”
- Are we all clear about the problem(s) we are trying to solve?
- Data shows us where we are different, not necessarily where we are ‘better’ or ‘worse.’
- If we want results that you have never had before?
- We need to do things you have never done before.



PATHWAYS FOR ALL.

Strongest transition for all

**Lorna Newbrook
Strategic Lead for North Kent Post-16 Education**

PIP 16 (Pupil Inclusion Panel for post 16)

- Termly panel of small providers, 6th forms, colleges and careers advisors to discuss individual students who may struggle with transition
- Encouraging the network to be proactive, not reactive



2 day GCSE Results hub

- Team of professionals with the overview of the offer across North Kent
- Central point to support students from 'the forgotten third'
- Use of Kent choices clearing to support

GCSE RESULTS 2026 **NEXT STEPS**

2 DAY SUPPORT HUB

- Open to All North Kent Students
- Support to secure your post-16 pathway
- Access to clearing to check availability
- Support contacting schools/providers

Feeling unsure about your results? Join us on Results Day for free guidance and support. Our experienced team will help you explore your options and offer emotional support. Get advice on Sixth Form, college, apprenticeships, re-sits and next steps.

THURSDAY
20 August 2026
9:00AM - 3:00PM



FRIDAY
21 August 2026
10:00AM - 3:00PM

Strengthening links to industry

- Centralised approach to industry links through Pathways for All
- Opportunities with Lower Thames Crossing and other big employers to come through Pathways and be shared with schools
- Centralised approach to work experience
- Extensive programme of opportunities built and shared.



Thank you

newbrookl@ntc.kent.sch.uk



Landing the Post-16 Education and Skills White Paper in Kent

**Claire Green,
Post-16 and Skills Specialist,
Association of School and College Leaders**





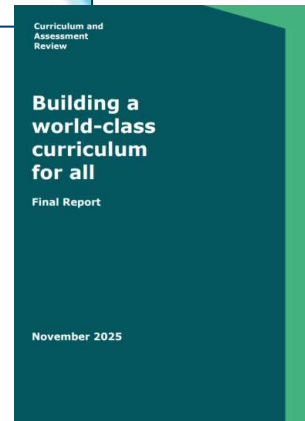
Speaking on behalf of members
Acting on behalf of children and young people



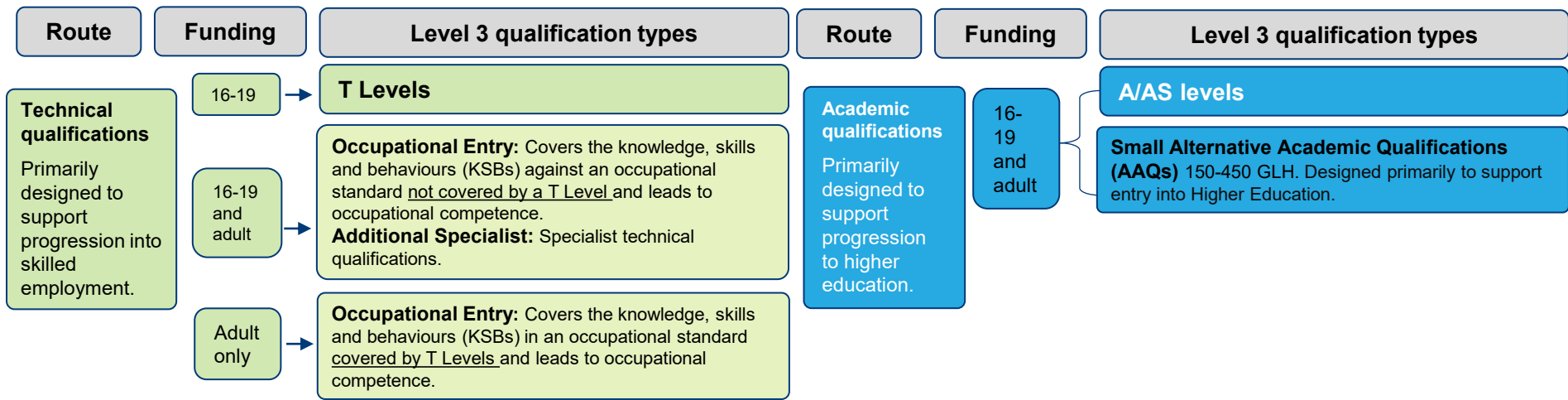
Claire Green
Post-16 and Skills Specialist

The Current Post-16 Policy Landscape

A strategic summary for school sixth form leaders in England



LEVEL 3 POST-16 QUALIFICATION LANDSCAPE 2025



Other level 3 training and qualifications

Advanced Apprenticeship
For learners seeking practical, workplace-based training, apprenticeships offer an alternative. Level 3 apprenticeships are also known as advanced apprenticeships.

Other level 3 qualifications: IB Diploma, Access to HE Diploma, Core Maths, Extended Project Qualifications, Performing Arts Graded Examinations, Advanced Extension Awards, Level 3 NVQ, Level 3 ESOL and **Applied General Qualifications (AGQs)**.*

* AGQs will continue to have funding removed and you should continue to check when qualifications are available.

T Levels – an introduction

Watch Claire's presentation [here](#)

T Level rollout

T Level delivery:

2025

2024

2023

2022

2021

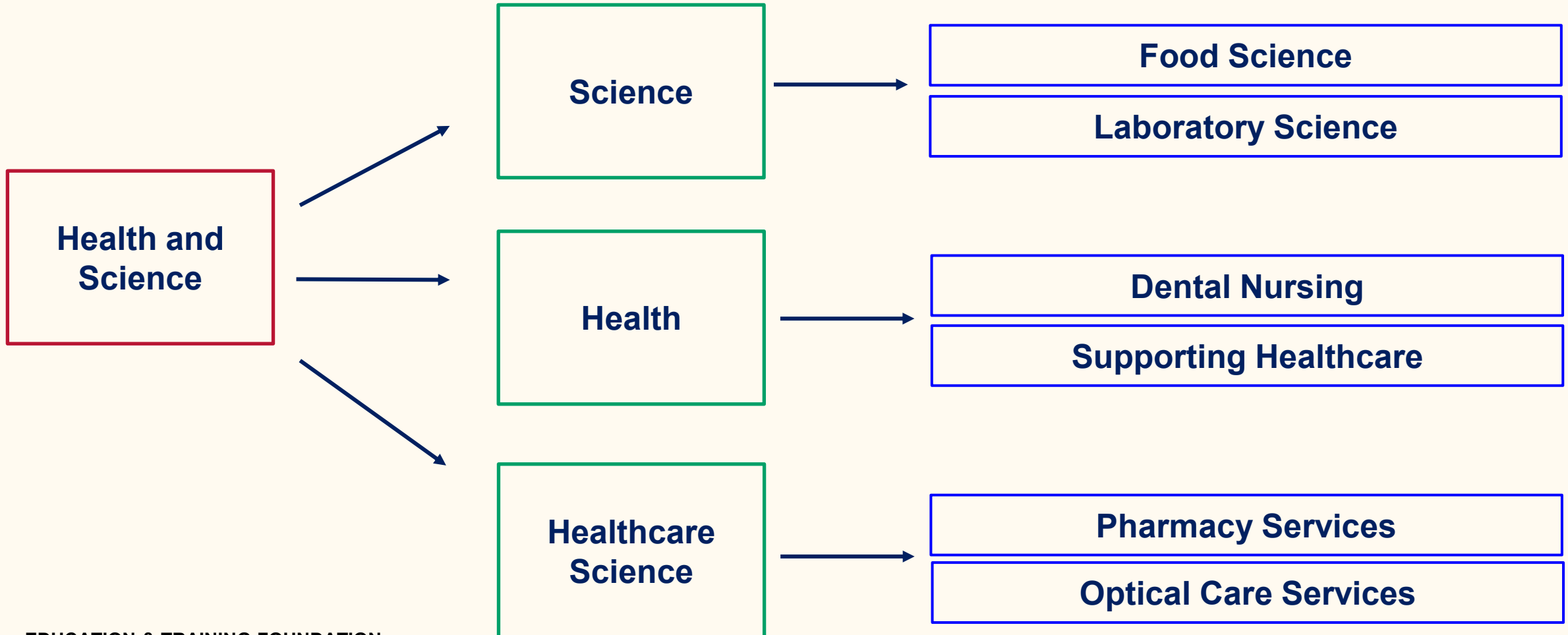
2020

Construction route	Digital route	Education and childcare route	Health and science route	Business and administrative route
Design, Surveying and Planning for Construction	Digital Production, Design and Development	Education and Early Years	Health	Management and Administration
Building Services Engineering for Construction	Digital Business Services		to merge with Health or Science in 2026	Finance
Onsite no longer running (longer running)	Digital Support Services		Science	Sales, marketing and procurement
Engineering and manufacturing route	Legal, finance and accounting route	Agriculture, environmental and animal care route	Hair and beauty route	Creative and design route
Engineering and Manufacturing Design and Development	Accounting	Agriculture, Land Management and Production	Hair element no longer running	Craft and Design
Maintenance, Installation & Repair for Engineering & Manufacturing	Finance	Animal Care and Management	Catering and hospitality route	Media Broadcast and Production
Engineering, Manufacturing, Processing and Control	Legal services		no longer running	

Route

T Level Pathway

Occupational Specialism (OS)



T Level Programme

Subject Content is set by T Level panels and approved by the Institute for Apprenticeships

Technical Qualification (TQ)

900 – 1400 hrs

Core

1. **Knowledge** and understanding of the relevant concepts, theories and principles as well as relevant **Core Skills**.
2. **Externally set** and **externally marked assessments; examinations** in exam conditions and an **Employer Set Project (ESP)** in **controlled** conditions.
3. **English, maths** and **digital (EMD)** skills are **embedded** throughout and assessed as part of this **external assessment** with **marks awarded**.

Occupational Specialism (1 per TQ)

1. **Knowledge, skills** and **behaviours** required to achieve **threshold competence** in an **Occupational Specialism**.
2. **English, maths** and **digital (EMD)** skills are integrated within the assessment tasks.
3. **Externally set synoptic assessment tasks**. Completed in **controlled** conditions.

T Level Industry Placement

315 – 420 hrs

(Early Years Educator 750 hrs)

1. Undertaken with an **external employer**.
2. **315 hours (45 days) minimum**.
3. Learners **develop** their **technical skills** and **apply** their **knowledge** in a **workplace environment**.
4. Providers should contribute to any travel or subsistence costs not covered by the employer.
5. Employers **are not expected** to pay students.

English and maths requirements

1. Where a learner does not have grade 4 or above GCSE, they will be required to study towards a GCSE or level 2 functional skills
2. No longer an exit requirement for T Levels; is now a **'condition of funding'**.

Occupation specific requirements are included, if they are essential for **skilled employment**.

(e.g. licence to practice for the Education and Early Years T Level; Early Years Educator (Occupational Specialism))

T Level Foundation Year

1. Specifically designed to provide a **high-quality route to T Levels**.
2. Targeted at students who choose T Level but would benefit from the additional study time or preparation that it will give them before they start their T Level.

T Level assessment, grading and certification

Component	Assessment approach	Grading	
Core	Core exams	Grades are awarded A*-E	The overall grade will be awarded on a scale of Pass, Merit, Distinction, Distinction*
	Employer-set project (ESP)		
Occupational specialism (OS)	Synoptic (task based)	Grades are awarded on a scale of Pass, Merit, Distinction	

Certificate will include confirmation that student has completed the industry placement and met any additional mandatory requirements.

Students who do not pass all elements of their T Level will get a **T Level statement of achievement**.

T Level results

Retained and passed by routes

	Starts in 2022	Results	Completion 2024
Business and administration	1200	846	71%
Construction	1600	1142	71%
Digital	1750	1363	78%
Education and early years	2150	1533	71%
Engineering and manufacturing	1500	1128	75%
Finance and accounting	200	131	66%
Health and science	1800	1237	69%
Overall	10253	7262	71%

Source: JCQ

*See note at end of article for explanation of difference in overall figures

Entrants to T Levels split by T Level route and pathway, 2024 to 2025

Route	Pathway	Year rolled out	Number of entrants in 2024 to 2025
Digital	Digital Business Services	2021 to 2022	71
Creative and Design	Craft and Design	2024 to 2025	136
Health and Science	Healthcare Science	2021 to 2022	136
Legal, Finance and Accounting	Finance	2022 to 2023	169
Legal, Finance and Accounting	Legal Services	2023 to 2024	255
Construction	Onsite Construction	2021 to 2022	347
Health and Science	Science	2021 to 2022	365
Creative and Design	Media, Broadcast and Production	2024 to 2025	600
Legal, Finance and Accounting	Accounting	2022 to 2023	644
Agriculture, Environmental and Animal Care	Agriculture Land Management and Production	2023 to 2024	656
Engineering and Manufacturing	Engineering, Manufacturing, Processing and Control	2022 to 2023	659
Digital	Digital Support Services	2021 to 2022	741
Engineering and Manufacturing	Maintenance, Installation and Repair for Engineering and Manufacturing	2022 to 2023	868
Agriculture, Environmental and Animal Care	Animal Care and Management	2024 to 2025	1,281
Construction	Building Services Engineering for Construction	2021 to 2022	1,576
Construction	Design, Surveying and Planning for Construction	2020 to 2021	1,880
Engineering and Manufacturing	Design and Development for Engineering and Manufacturing	2022 to 2023	2,026
Digital	Digital Production, Design and Development	2020 to 2021	2,054
Business and Administration	Management and Administration	2022 to 2023	2,399
Health and Science	Health	2021 to 2022	3,772
Education and Early Years	Education and Early Years	2020 to 2021	4,880
		Total	25508

Industry placements

In summary, placements must be:

- For a **minimum of 315 hours** (approx. 45 working days)
- **Occupationally specific** – focussed on developing practical and technical skills required for the profession or trade that the student is studying for
- Take place with a **real environment** – placement should be with an employer in a real-life working environment

Things to note:

- Extensive research and engagement with stakeholders (pilot programme tested different models)
- T Level provider is responsible for finding the placement
- There is no legal requirement or expectation that T Level students will be paid (but employers can choose to if they wish)

What is the advice to give students on which post-16 pathway to take?

- What should be the GCSE grade profile for T Level students?
- What should be the GCSE grade profile for new AAQ students?
- What should be the GCSE grade profile for mixing and matching A levels and AAQ students?

Student entry requirements/data

Average GCSE scores of:	
A level students	6.47
Mixed (A level/AG) students	5.42
AGQ students	4.90

Course	% of students with GCSE maths pass	% of students with GCSE English pass
A level students	97.8	99.5
T Level students	93.0	96.0
AGQ only (not mixed)	75.7	84.3

Programme	Number of finishers
A level only	284,380
AGQ only	119,853
Mixed (A level/AG)	61,024
T Level	7,300

Source: [National data](#) on prior attainment summer 2024

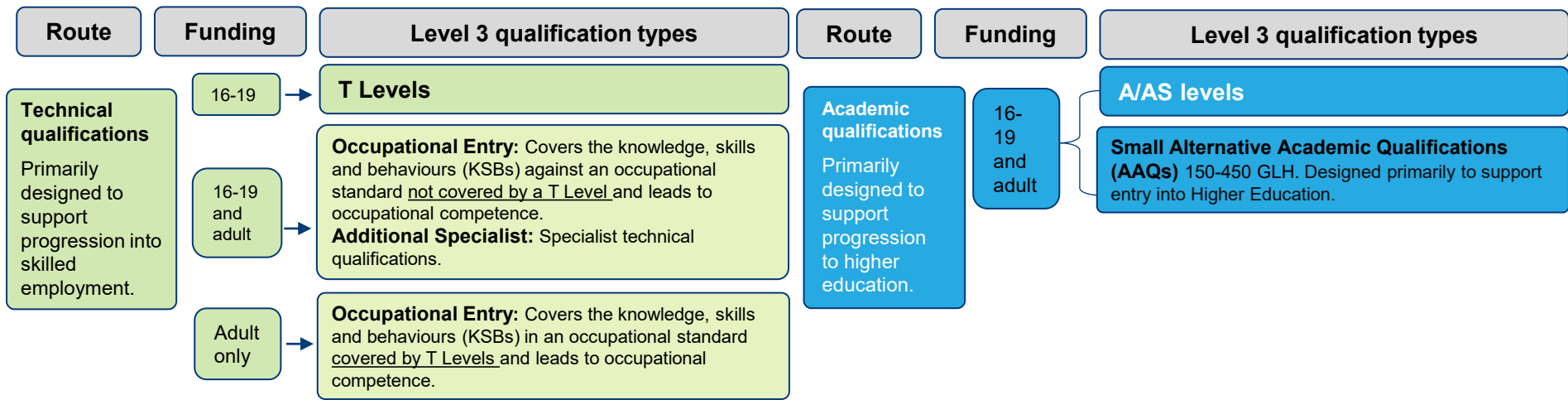
For more information on T levels:

- Look through the slides shared separately from ETF
- Attend a free webinar from ASCL on behalf of ETF, 28th January:

ASCL - T Levels: What are they and who are they for?

- Or, arrange your own in-house free webinar by emailing pd@ascl.org.uk

LEVEL 3 POST-16 QUALIFICATION LANDSCAPE 2025



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* AGQs will continue to have funding removed and you should continue to check when qualifications are available.

The cover features the HM Government logo at the top left. A large, stylized graphic on the right side consists of a dark blue arrow pointing right, with a light blue border that tapers to a point. The text 'Post-16 Education and Skills' is positioned in the lower-left area, and the date '20 October 2025' is at the bottom left.

HM Government

Department for Education

Post-16 Level 3 and Below Pathways
Government consultation

Launch date: 20 October 2025
Respond by: 12 January 2026

Post-16 Education and Skills

20 October 2025

The cover has a dark teal background with a vertical green stripe on the right side. The text is white and includes the title 'Building a world-class curriculum for all', the subtitle 'Final Report', and the date '5 November 2025'. A white box on the right contains the title 'Government response to the Curriculum and Assessment Review' and the date 'November 2025'.

HM Government

Curriculum and Assessment Review

Building a world-class curriculum for all

Final Report

5 November 2025

Government response to the Curriculum and Assessment Review

November 2025

Curriculum and Qualifications Reform

New vocational qualifications, aligned with occupational standards, designed to combine with other Level 3 qualifications

V levels



Two distinct routes:

- Further Study Pathway for progression to Level 3
- Occupational Pathway focused on direct employment readiness

Level 2 Pathways



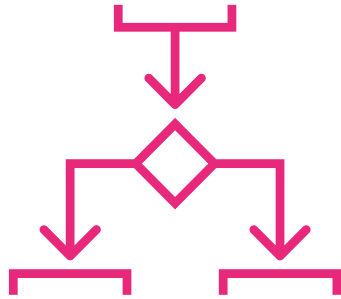
- New Level 1 qualifications for those with GCSE grade 2 or below
- GCSE resits for those with GCSE grade 3+

English & Maths

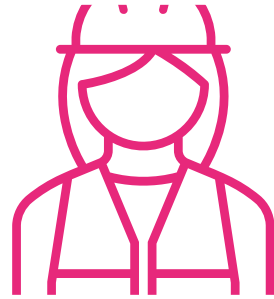


IMPORTANT: Sixth forms must align curriculum with Local Skills Improvement Plans (LSIPs) (Labour Market Information) to ensure relevance and progression outcomes

V Levels: not just BTECs in disguise!



Nationally-set content



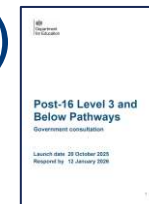
Linked to occupational standards



One V Level 'brand'



- 360GLH (=1 A Level), but CAR argues for larger V Levels too
- Introduced from 2027 over 4 years (route-by-route basis)
- Consultation currently open (deadline 12th Jan 2026)



V level subjects?

- Agriculture, Land Management and Production
- Animal Care and Management
- Animation, Games Design and Visual Effects
- Arts, Craft and Design
- Business, Administration and Management
- Construction and the Built Environment
- Criminology
- Digital
- Education and Early Years
- Engineering and Manufacturing
- Finance and Accounting
- Legal Services
- Hair, Beauty and Aesthetics
- Health and Care Services
- Hospitality and Catering
- Media, Broadcast and Production
- Music and Music Performance
- Performing Arts
- Protective Services
- Sales, Retail and Customer Service
- Science
- Sport and Exercise Science
- Travel and Tourism



Post-16 Level 3 and Below Pathways

Government consultation

Launch date 20 October 2025

Respond by 12 January 2026

1

What about AGQs and AAQs?

Funding removed from existing 16–19 qualifications as new ones are introduced.

➤ Aim: **reduce complexity** and transition quickly to **higher-quality qualifications**.

◆ **Level 3 Qualifications**

- **Large qualifications (720+ GLH) in T Level areas: funding removed in 2026–2027.**
- **Medium qualifications (421–719 GLH):** funding retained until **V Levels** are introduced.
- **Small qualifications (≤420 GLH):**
 - Funding retained for existing qualifications (e.g. AGQs) until relevant **V Level** is available.
 - Providers can choose between **unreformed (AGQs)** or **reformed (AAQs/TOQs)** qualifications.
 - Defunding delayed to **minimise disruption**.

◆ **Non-T Level Areas**

- All qualifications (small, medium, large) remain funded until **V Levels or new T Levels** are introduced.

◆ **General Notes**

- **Previously defunded qualifications** remain unchanged.
- **Final list of qualifications to lose funding will be confirmed by DfE ‘soon’**
- Availability also depends on **awarding organisations’ commercial decisions**.

Level 3 Timeline

Defunded in July 2026, so last enrolment for most students was September 2025:

Diploma and Extended Diploma in Health and Social Care
Diploma and Extended Diploma in Applied Science
Diploma and Extended Diploma in Forensic and Criminal Investigation
Diploma and Extended Diploma in IT/Computing

Defunded in July 2027, so last enrolment for most students will be September 2026:

Diploma and Extended Diploma in Business
Diploma and Extended Diploma in Enterprise and Entrepreneurship
Diploma and Extended Diploma in Engineering (Tech Levels)

#ProtectStudentChoice Survey

2026-27

✘ Cannot run large qualifications (720+ GLH) in T Level areas (doubles/triples)

- ✓ Can run qualifications ≤719 GLH (singles):
- Providers can choose between unreformed (AGQs) or reformed (AAQs/TOQs) qualifications.

2027-31

- ✘ Cannot run any AGQs that overlap with T levels or new V levels, as they are brought in
- ✓ Can run new V levels
- ✓ Can run AGQs/AAQs in non-V level and non-T level subjects

Level 2 Pathways: introduced alongside rollout of V levels – route-by-route

T level Foundation Year still available until full rollout of the two level 2 pathways (renamed Foundation Year from 2027)



Occupational Pathway

AIM: prepare students to progress directly into level 2 occupations

2 years – Occupational Certificate (size dependent on occ standards)

- Employability skills
- High quality enrichment



Further Study Pathway

AIM: enable progression to level 3 study

1 year – Foundation Certificate (240GLH)

- Independent Study Skills
- Exposure to level 3 teaching/assignments

Students will be supported by high quality advice and guidance in their selection of pathway and their **choices to move between them**. All will do non-qualification activity alongside.

Forms part of the consultation

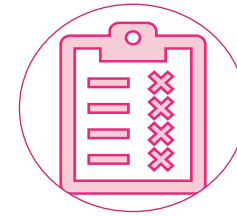
2025-2026 Conditions of funding for maths and English resits



Minimum of 100 hours for English & 100 hours for maths, to be delivered at any point in the academic year
(DfE encourage offer of 135 hours for maths)



Standalone
Whole class
In person
Additional support is supplementary



2025/26 ESFA



2.5% tolerance of total 16-19 cohort - compliance risk becomes live

Future English and Maths Resits

- Development will involve **sector collaboration**, with **consultation planned for 2026**.
- *Principle: students will sit qualifications when they are ready to allow all to feel they are making progress.*
- Changes to the current accountability framework will recognise providers' efforts to progress all students toward level 2.
- Consultation on changes to performance metrics to incentivise providers to enter students into exams *only when they are ready* to make progress.
- Increased funding for providers and support through training and sharing of effective practice.

GCSE grade 2 or below

New 16–19 English and maths Level 1 qualifications

*Purpose: **Consolidate foundational skills** before attempting a GCSE resit.*

- Students will have **Year 12 to build foundations and gain recognition**, then progress to GCSE in Year 13.
- Modular approach.
- Students passing the new qualification will be **better prepared for GCSE success**.

GCSE Grade 3

Grade 3 students will continue to resit GCSE directly.

Employer Engagement and Work Experience

The Two-Week Guarantee

- All students are entitled to two weeks of meaningful, structured work experience throughout secondary education (WP suggests one week in KS3 and one week in KS4). This must be equitable, safe, and co-designed with employers to ensure genuine skill development.
- Sixth forms must strengthen relationships with local employers and skills bodies, creating sustainable partnerships that benefit students and business alike.

Industrial Strategy Priority Sectors

Clean Energy

Digital and Technology

Life Sciences

Advanced Manufacturing

Defence

Creative Industries

Financial Services

Professional & Business Services

Health and Social Care



Youth Guarantee and NEET Prevention

1

Universal Entitlement

Every young person should access education, training, or employment - no exceptions.

2

Early Identification

Sixth forms must proactively identify and support students at risk of becoming NEET through robust tracking systems.

3

Effective Pathways

Develop clear referral pathways to colleges, employers and training providers. Ensure seamless transitions and continued engagement.

Guaranteed FE college place for unplaced students.

Prevention is more effective than intervention.



Enrichment and Personal Development

CAR suggests some enrichment might become mandatory.



Employability Skills

Communication, teamwork, problem-solving, and professional behaviours that employers value.



Civic Engagement

Understanding democratic processes, volunteering, and contributing positively to society.



Health and Wellbeing

Mental health awareness, RSE, physical activity, and building resilience for adult life.



Financial Literacy

Budgeting, understanding credit, tax, savings, mortgages, and making informed financial decisions.



Digital Literacy

Knowledge, behaviours, and confidence to use technology creatively, safely, and effectively, and addressing systemic barriers to access.

Remember you must:

- Cover statutory RE (CAR recommends this is removed but no update from DfE)
- Ensure all students have a careers guidance meeting by 18.



Attendance and Engagement: a new KPI?

Attendance will become a key metric for sixth form success and, potentially, accountability.

1

Monitor Rigorously

Track attendance patterns systematically using robust data systems.

2

Intervene Early

Act swiftly when attendance drops - early intervention prevents disengagement and improves outcomes.

3

Collaborate Externally

Work with external services - including pastoral support, social services, and health professionals - to address underlying barriers.

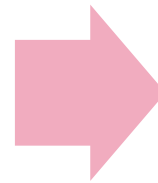
Lifelong Learning and Progression

The Lifelong Learning Entitlement

- From 2027, students will be able to access loan funding for the equivalent of 4 years of higher-level study throughout their lifetime.
- Enables modular and flexible learning beyond 18, allowing individuals to upskill and reskill as careers and industries evolve.
- **Sixth forms must prepare students for this new landscape** – build awareness of flexible pathways and foster independent learning for lifelong education.



Modular Study – Learners can accumulate credits over time, fitting education around work and family commitments



Career Progression – Continuous learning supports career advancement and adaptation to changing labour markets

Data and Accountability

- Evidence-driven decision-making is central to the White Paper's vision.
- Sixth forms must embrace robust data practices to demonstrate impact and inform strategic planning.



Achievement at 16 to 18

Summary of attainment measures

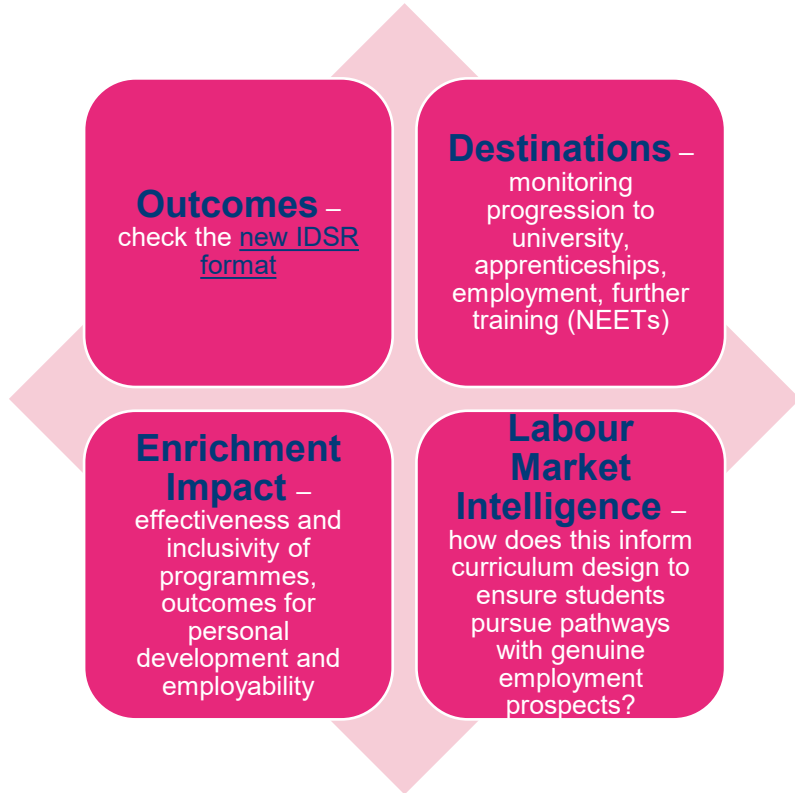
Date range: the 1st of 2024 to the 31st of 2024 (with 2023 data)

Attainment rates at 16 to 18 reflect the relative performance recorded in national tests for all attainment measures in this report. The national measures are assessed by their relative performance in the last year, and can be divided by those who have not taken the test or those who have not taken the test in the last year.

All pupils

The chart below summarizes national performance recorded in national tests for all attainment measures in this report. The national measures are assessed by their relative performance in the last year, and can be divided by those who have not taken the test or those who have not taken the test in the last year.

Year	Subject for test & test score (0-100)	Attainment rate (%)	Year last test	Year last test (%)	Year 10 cohort
2024	100	75	2023	75	100
2023	100	75	2022	75	100
2022	100	75	2021	75	100



Outcomes – check the [new IDSR format](#)

Destinations – monitoring progression to university, apprenticeships, employment, further training (NEETs)

Enrichment Impact – effectiveness and inclusivity of programmes, outcomes for personal development and employability

Labour Market Intelligence – how does this inform curriculum design to ensure students pursue pathways with genuine employment prospects?

Any questions?



References

Document	Link
Post-16 Education and Skills White Paper	Post-16 Education and Skills
Consultation on White Paper – deadline 12 th Jan 2026	Post-16 level 3 and below pathways - GOV.UK
Curriculum and Assessment Review	Curriculum and Assessment Review Final Report - GOV.UK
Government Response to CAR	Government response to the Curriculum and Assessment Review
‘Why V levels and not just BTECs in disguise’ blog	https://www.ascl.org.uk/News/Blog/November-2025/Why-V-levels-are-not-just-BTECs-in-disguise
DfE Level 3 Reform November Newsletter	Post-16 pathways at level 3 and below newsletter
DfE FAQs on Level 3 reforms	FAQs document
Local Skills Improvement Plans	https://www.gov.uk/government/publications/designated-employer-representative-bodies
Gatsby Benchmarks	Gatsby Good Career Guidance: The Next 10 Years
Government’s Industrial Strategy	Industrial Strategy - GOV.UK
Skills England report: driving growth and widening opportunities	Skills England: driving growth and widening opportunities
New IDSR format example	https://idsr.ofsted.gov.uk/examplesecondary#achievement-at-16-to-18
PSHE Association suggested programme of study	PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020.pdf
AoC RSE Toolkit	Relationship Sex Education Toolkit for the... Association of Colleges



Claire Green
Post-16 and Skills Specialist

Claire.Green@ascl.org.uk

 @CJGreenPost16

 @c-jgreen.bsky.social

 <https://www.linkedin.com/in/claire-green-post16-skills>

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Conversation Two: Responding to the Priorities

11.40- 12.20



Building on the first conversation



Conversation Two:

Responding to the priorities ... by unleashing the sector to improve provision and collaboration

Papers:

- *Labour market information from Local Skills Improvement Plan*
- *Cold spots summary - LCPA submissions*
- *NEET data*
- *Course map at district level*

Key Question:

How does the Government's policy change support and drive us forward with new pathway options in our LCPA?

1. What opportunities came out of the White Paper and the Curriculum and Assessment Review (CAR) for LCPAs?
2. What new Level 2 and below approaches or provision should our LCPA explore to meet the needs of young people?
3. How can we strengthen the collaboration in our LCPA to support the development of these offers?

Feedback / commitment:

What new provision or activities will the LCPA work towards offering?

What are our next steps? What key successes / challenges do we need to feed back to the Board?

Conversation Feedback:

LCPA commitments and next steps



LCPA Feedback:

1. Ashford - **Siobhán Matthews**, Deputy Head, The North School
2. Canterbury, Faversham and Thanet - **Jon Watson**, CEO Canterbury Academy Trust
3. Dartford, Gravesham and Swanley (North) - **Steve Gallears**, Head, Northfleet Technology College
4. Dover, Deal and Sandwich / Folkestone and Hythe - **David Meades**, CEO Samphire Star Education Trust
5. Maidstone and Malling - **Jim Mawby**, Executive Director for Curriculum, MidKent College
6. Sittingbourne and Sheppey - **Ashley Tomlin**, Head, Borden Grammar School
7. Tunbridge Wells, Tonbridge Town and Sevenoaks (West) - **Hilary Burkett**, Head, Hillview School for Girls

SWC3: Closing Comments

Beverley Fordham, Cabinet Member for Education and Skills, KCC

Charlie Guthrie, Chair of Pathways for All Strategic Board



SWC3 Feedback



Please use the QR code to submit your feedback.

Thank you