



## POSITIVE CHANGE: SHARE YOUR VOICE

**The Department for Education consultation on the proposed reforms to post-16 education is open and will close on 20<sup>th</sup> March 2024.**

Your views on the introduction of the Advanced British Standard during this consultation period are crucial. Music Mark urge you to submit your response to protect the musical foundations you are giving young people. There are 10 pages in the survey, Music Mark understand and respect you may not have time to complete the entire survey. Below you can find a suggestion on what you should answer based on how much time you have. Pages 2-3 of this document details a full breakdown of the 10 page survey.

### **I can spare less than one minute:**

Share your thoughts on social media (X, Facebook, Instagram and LinkedIn) tagging @musicmarkuk #Dfe #AdvancedBritishStandard

### **I can spare 5 minutes:**

Complete page 1 (Qs 1 – 10 your details) and page 2 (Qs 11- 13 your views on the overarching aims)

### **I can spare 10 minutes:**

Complete page 1 (Qs 1 – 10 your details) and page 2 (Qs 11- 13 your views on the overarching aims)  
Complete page 7 (Qs 43 – 47 workforce and support) and page 8 (Q48-58 implications)

### **I can spare 20 minutes or longer:**

Skim read Qs 11 – 58 in the table provided  
Complete page 1 (Qs 1 – 10 your details)  
Complete any questions where you have a view to share

If you teach in Secondary Education your input is important in Q48 (page 8) and we have suggested a statement in answer to Q58.

There is an [‘easy read’](#) version that you can offer to young people to give their views.

**[COMPLETE THE SURVEY](#)**

**Page 1**

Q 1–10 Your details and confidentiality.

**Page 2** (Related to chapter 1 of the consultation: chapter 1 invites views on how to shape the aims of this reform and the purposes of the ABS to deliver the outcomes we want for students and the economy).

Q11 Do you support the overarching proposed aims and principles?

Q12 What is the most important thing it could achieve?

Q13 Further views?

**Page 3** (About chapter 2 section 1)

Q14 Design of 2 strands: ABS and ABS occupational – do you support the design?

Q15 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.

Q16 Teaching hours at level 2.

Q17 Transition year into level 3.

Q18 How should level 2 and 3 relationship be branded?

Q19 Do you support the proposal level 1 and entry level?

Q20 Share views or evidence on how students at Level 1 and Entry Level would most benefit from additional teaching hours?

**Page 4** (About chapter 2 section 2)

Q21 ABS plans to supersede A levels and T levels, what are your views?

Q22 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?

Q23 To what extent do you support the proposal for how subjects will be selected to be included in the Level 2 programmes?

Q24 Further views?

Q25 Increased self-directed teacher time.

Q26 Views on appropriate size of subjects.

Q27 Views or evidence on how time for employability, enrichment and pastoral (EEP) can best be used.

Q28 How can we encourage employers to offer industry placements?

**Page 5** (Chapter 2 section 3, section 3 focuses on how best to support students to develop maths and English knowledge and skills to thrive in life and work).

Q29 Do you support the principles?

Q30 Do you support using the proposed knowledge and skills identified for maths and English to inform these components of the Advanced British Standard?

Q31 Range of English and Math major and minor – support?

Q32 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?

Q33 Views on English and Maths in occupational programmes.

Q34 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.

Q35 Anything else on what students will study.

**Page 6** (About chapter 3) assessment, grading and awarding principles.

Q36 Do you support the principles?

Q37 Grading principles.

Q38 Proposal that students will receive individual grades/marks for each major and minor (or equivalents).

Q39 Do you agree that students should receive some type of overall Advanced British Standard award?

Q40 What minimum attainment conditions, if any, should a student need to achieve to receive a Level 3 Advanced British Standard award?

Q41 Which of the Advanced British Standard award options outlined do you prefer?

Q42 Further views?

**Page 7** (Chapter 4)

Q43 What strengths in the current approach to 16-19 education should we aim to preserve?

Q44 What opportunities and challenges do you see for the recruitment, retention and implementation?

Q45 Staff training required?

Q46 Changes to buildings, tech landscape, accountability, admissions, transport.

Q47 Further views?

**Page 8** (Chapter 5) This chapter seeks views on the implications of Advanced British Standard reforms for students and wider groups, and how we can maximise benefits and mitigate any risks.

Q48 What changes to pre-16 education do you think will be needed to create effective pathways into the Advanced British Standard?

Q49 Share your views on how students can be supported to make informed choices for their ABS.

Q50 Share your views or evidence on the additional support that may be needed to enable students with SEND.

Q51 Share your views or evidence on the additional support that may be needed to enable disadvantaged students and students with caring responsibilities.

Q52 Share your views on how to ensure the ABS provides effective pathways into post-18 education or study.

Q53 Share your views on how to ensure the ABS reforms meet the needs of employers.

Q54 Share your views on other groups that take post-16 qualifications.

Q55 Share your views on the potential impact of reforms on any group with a protected characteristic.

Q56 Share your views on the potential impact of reforms on the environment.

Q57 Further views on the wider implications?

Q58 Further views on anything else associated with the Advanced British Standard not covered in the questions throughout the consultation.

Suggested text: **We need a viable qualification that provides entrance into the life of music, that does not penalise due to social inequalities.**

**Page 9**

Submit your email address.

**Page 10**

Submission confirmation.