

THE ADVANCED BRITISH STANDARD - CONSULTATION SUMMARY

EngineeringUK

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Introduction (Pages 2-11)

- The introductory pages outline the importance of education at every stage of a child's life and introduce the Advanced British Standard (ABS) as a transformative qualification framework for 16-19-year-olds.
- The section emphasises the need for clearer education options, a bridge between academic and technical study, and increased teaching time to prepare young people for future success.
- The consultation process for the ABS is explained, including its focus areas, target audience, key details, and the ambition to improve both immediate challenges and long-term outcomes in education.

Introductory questions 1-10

These questions cover basic questions such as the organisation's name and confidentiality statement, among others.

Chapter 1: Aims and Purposes of Reform to 16-19 Education (Pages 12-20)

Questions 11-13

Background (Pages 12-13):

- This section focuses on the need for reform in the 16-19 education system through the introduction of the Advanced British Standard (ABS).
- It discusses the role of education in unlocking potential and its impact on the economy.
- It highlights the importance of providing a high-quality, rigorous education to prepare young people for future labour market changes.
- It notes that many young people leave compulsory education without high-quality qualifications, impacting their career progression.

Key Statistics (Page 12):

- In 2022, 83% of young people achieved Level 2 by age 19, and 63% also achieved Level 3.
- The achievement gap is evident among disadvantaged students and those with SEND.

Clearer Options (Pages 13-14):

- This section discusses the complexity of post-16 options and the distinction between 'technical' and 'academic' paths.
- It highlights reforms since 2010 to ensure quality in 'technical' and 'academic' options, like A levels and T Levels.
- It addresses the need for a clearer, high-quality menu of options for students, focusing on rigorous content that supports progression.

More Teaching Time (Page 14):

- This part emphasises the need for more time with teachers, comparing England's education system with international peers.
- It also discusses the impact of limited teacher time on disadvantaged students who may lack resources for independent study.

Greater Breadth (Page 15):

- This section raises concerns about the narrowness of post-16 education in England compared to other countries.

- It suggests the need for a broader range of subjects to help students be resilient and adaptable.

A Core of Maths and English (Pages 15-16):

- This section discusses the essential role of Maths and English skills, underscoring their importance in the broader curriculum.

Proposal (Pages 17-20):

Aims and Principles

- This section outlines the overarching aims and principles that will underpin the Advanced British Standard (ABS) reform. It defines the core objectives and guiding principles for the reform.
- Key Aims:
 - Preparing young people with the right knowledge and skills by age 19.
 - Ensuring more young people progress into skilled employment, apprenticeships, or further study.
 - Narrowing the disadvantage gap.
 - Growing key industries and helping all young people reach their potential.
 - Enhancing the UK's competitive advantage.
- Core Principles:
 - Clearer, high-quality options for students.
 - More time with teachers.
 - Broader subjects while maintaining depth.
 - Mandatory maths and English up to age 18.

Question 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?

Purposes

- This section briefly outlines the purposes of the ABS qualification framework.
- Purposes include:
 - Developing knowledge, skills, and expertise for success in study, apprenticeships, work, and life.
 - Providing information for decision-making in education, employment, and accountability.
 - Supporting student engagement and decision-making.

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

Question 13: If you have further views on the aims, principles, purposes, or anything else covered in Chapter 1, please share below.

Chapter 2: What students will study in the Advanced British Standard

Questions 14-35 (Sections 1-3)

Section 1: Advanced British Standard Programs for 16-19 Year-olds

Questions 14-20

- **Background:** This section provides context by discussing previous educational reforms aimed at enhancing the quality of education for 16-19-year-olds.
- **Proposal:** The goal is to introduce the Advanced British Standard (ABS), a new qualification framework designed for state-funded 16-19-year-olds in England. The section emphasises the importance of widespread adoption by all 16-19 educational providers, making it accessible to international markets. The ABS caters to students currently pursuing Level 3 programs, such as A levels, T Levels, or Alternative Academic Qualifications (AAQs), and accommodates varying levels of prior academic attainment and individual circumstances.
- **Level 3 Advanced British Standard Programs:** These programs span two years and target students transitioning from GCSEs to full A levels, T Levels, or equivalent programs. Two program types are available:
 - **Advanced British Standard:** Designed for students aiming to keep their progression options open, it includes a minimum of three majors, two minors, and English and mathematics components. EEP activities are also integrated.
 - **Advanced British Standard (occupational):** Tailored for students specialising in a specific subject area, preparing for employment, apprenticeships, or further study. It comprises one major, one double major, two minors in English and mathematics, and EEP activities. Some students may also need to complete an industry placement.

- **Questions 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?

Level 2 Programs:

- Level 2 programs offer additional teaching hours equivalent to Level 3, including English and mathematics components. Students study subjects to facilitate onward progression and engage in EEP activities, introducing flexibility in utilizing these additional hours.
- **Question 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?
- **Question 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.
- **Question 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.
- **Question 18:** In branding terms, how do you think the Level 2 programmes should be considered in relation to Level 3 Advanced British Standard?

Level 1 and Entry Level Programs:

- The ABS does not cover students at Level 1 or Entry Level due to their unique and diverse educational needs. The document proposes increasing teaching hours for these students to align with their specific needs and aspirations, with a particular emphasis on continued study of English and mathematics.
- **Question 19:** To what extent do you support the proposal for Level 1 and Entry Level students?
- **Question 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.

16-19 Apprenticeships:

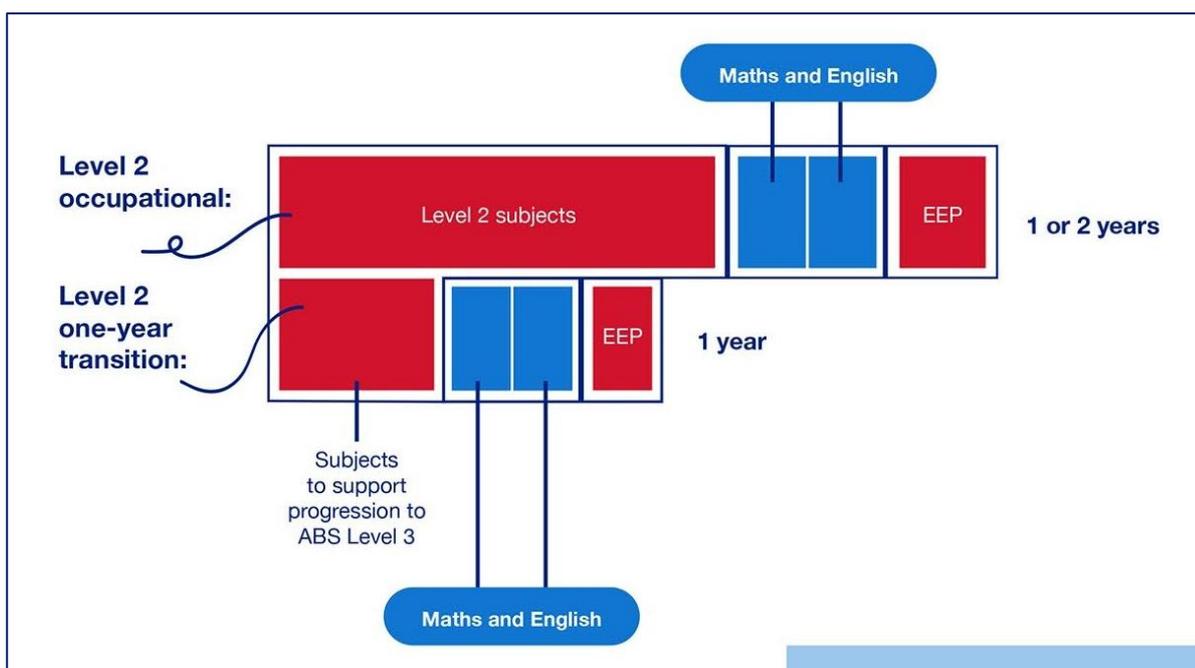
- The ABS does not include 16-19-year-olds in apprenticeships; however, the apprenticeship route will continue. Apprentices will continue to benefit from employer-led standards and receive support for English and mathematics qualifications.

What ABS might look like for **Level 2** students (page 29 of the consultation document)

Level 2 occupational: for those who wish to progress to employment or apprenticeship.

Level 2 one-year transition: for those who want to transition to Level 3 ABS.

How students will spend their time on the different pathways:

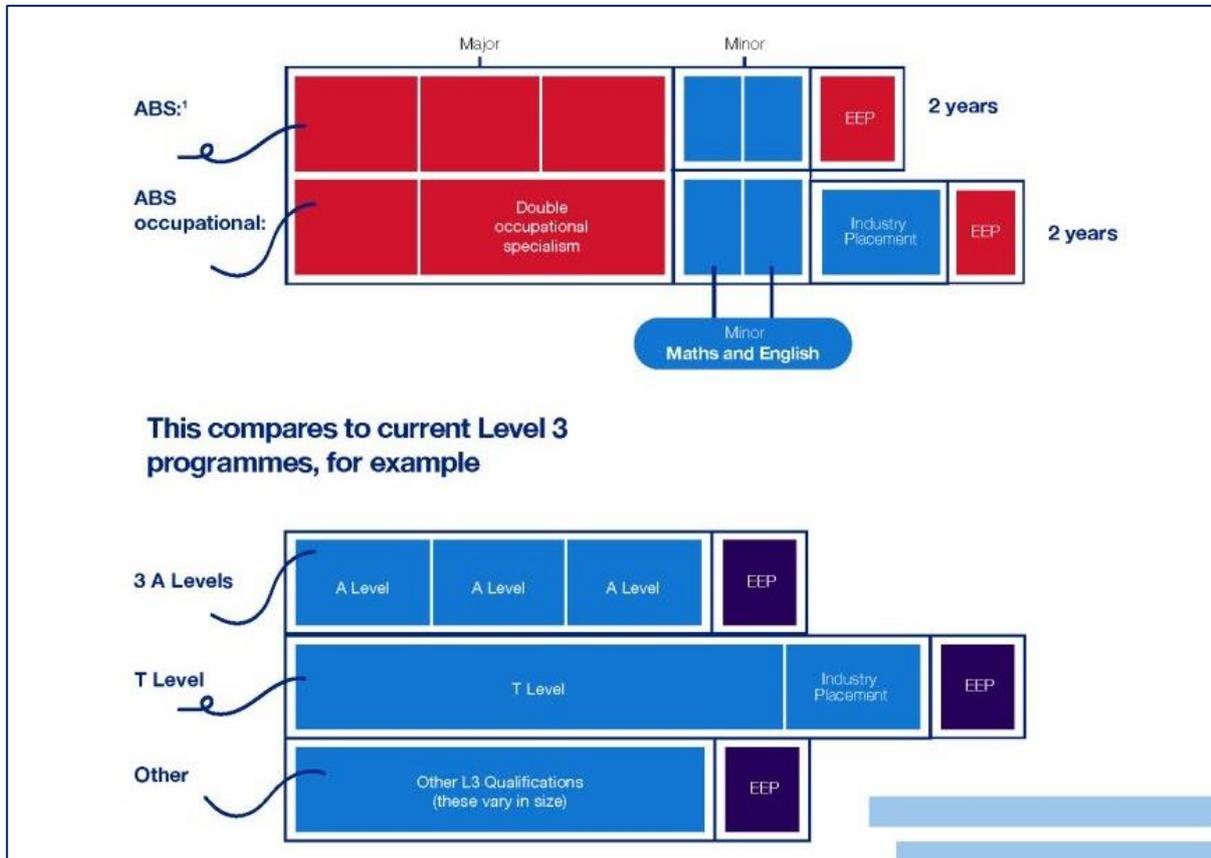


What ABS might look like for **Level 3** students (page 28 of the consultation document)

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.

How students might spend their time on the different programmes (students may choose to replace one of their minors with an additional major, or take an additional minor):



Section 2: Design of ABS Components

Questions 21-28

Background In this section, the document highlights the importance of reforms in the educational system, such as the introduction of T Levels and ongoing changes in qualifications for students aged 16-19. The goal is to ensure that every subject qualification serves a clear purpose, is of high quality, and leads to favourable outcomes for students.

Proposal: Subjects Overview of Principles

- The ABS qualification framework aims to simplify the subject landscape by offering a single menu of options for Level 3 majors and minors.
- There will be no distinction between 'academic' and 'technical' qualifications; instead, occupation-specific subjects will be separate and offered through double majors.
- Clear guidelines are proposed for Level 2 equivalent components.
- The proposed framework of subjects should fulfill certain principles, including supporting a wide range of careers, being suitable for 16-19 year-olds, facilitating progression to higher-level courses or skilled occupations, and maintaining a consistent standard across all subjects.

Question 21: Do you agree that the ABS framework should replace existing Level 3 qualifications for 16-19 year-olds?

Subjects: Content

- The goal is to consolidate similar subjects with overlapping content into a single subject.
- The content development process for subjects will involve using various sources of evidence, including data on progression and the knowledge and skills required by the economy.
- Collaboration with employers, higher education providers, and subject experts is proposed to ensure the content is suitable for the students' needs and supports progression.
- In cases of significant overlap, multiple versions of a subject may be combined to form rigorous content. New subjects might also be developed to address emerging skills gaps.

Subject Criteria: Overview

- Content for subjects will be based on high-level content specified by the Department for Education (DfE) and occupational standards specified by the Institute for Apprenticeships and Technical Education (IfATE).
- Criteria for Level 3 subjects include stretch and challenge, knowledge-rich content, appropriate levels of specialization, and clear distinction in titles and content.
- Majors must offer depth and rigour comparable to existing A levels and T Levels.
- Double majors must be based on occupational standards and provide entry-level competence for employment.
- Minors should offer high-quality content in roughly half the time of majors.

Question 22: Do you support the proposal for selecting subjects for Level 3 ABS programs?

Criteria for Level 2 Subjects

- Level 2 subjects should support progression to Level 3 or skilled employment.
- They should provide occupational-specific knowledge and skills, where appropriate.
- These subjects should be suitable for 16-19 year-olds and have distinct titles and content.

Question 23: Do you support the proposal for selecting subjects for Level 2 programs?

Question 24: Do you have additional views on how subjects should be included in these reforms at either Level 2 or Level 3?

Subjects: Size

- The document emphasises the need to increase the amount of structured time students spend with teachers.
- Balancing guided learning hours (GLH) with self-directed study is discussed.
- The proposal suggests increasing the ratio of GLH to self-directed study, particularly for disadvantaged students.

Question 25: Do you support the proposal for increased teaching time relative to self-directed study?

Total Size of Subjects

- The GLH associated with majors should cover at least 90% of the content covered by A levels.
- Minors should be smaller in size compared to majors, but still offer rigor.
- Double majors should offer sufficient depth for occupational competence.
- Level 2 subjects should provide necessary skills for work or further study.

Question 26: Do you have views on the appropriate size of subjects and the standardization of associated hours?

Employability, Enrichment, and Pastoral Activities (EEP)

- EEP activities are an important part of post-16 study programs, focusing on personal development, preparation for future life, and study skills.
- The proposal suggests that most students will participate in at least 150 hours of EEP activities.

Question 27: If you have views on how time for EEP activities can best be used, please share them.

Industry Placements

- Industry placements provide students with real-world experience and opportunities for employers to assess their skills.
- The proposal is to include industry placements in the Level 3 ABS occupational program.
- Questions are raised about how to encourage employers to offer placements and support education providers in this regard.

Question 28: Do you have views on how to encourage employers to offer industry placements and support education providers in delivering them?

Section 3: A Strong Core of Maths and English**Questions 29-35**

Background: Under the proposed reforms, all students will be required to study both maths and English until the age of 18, either as major or minor subjects, with a minimum teaching time of 150-175 hours per subject. This aligns the UK with several other countries such as Norway, South Korea, Estonia, Sweden, USA, Germany, Finland, Italy, and Japan, where students continue to

study maths and their native language throughout upper secondary education. In most cases, other countries teach their native language as a standalone subject, though in France, students on general programs are required to study French until their penultimate year, and then philosophy in their final year.

Wide Range of Prior Attainment: Since these subjects will be compulsory for all students, there will be a broader range of prior attainment compared to other subjects, creating a diverse set of destinations.

Current Study Rates:

- In 2021, 36% of young people studied English at age 16, with 25% at Level 2 or below and 11% at Level 3.
- At age 17, 25% studied English, with 15% at Level 2 or below and 10% at Level 3.
- For maths, 43% studied it at age 16, with 27% at Level 2 or below and 16% at Level 3.
- At age 17, 32% studied maths, with 18% at Level 2 or below and 14% at Level 3.

Principles for Maths and English Offer: The proposal suggests constructing a maths and English curriculum based on the following principles:

- **Content:** Rigorous content to equip students with essential knowledge and skills for further study, work, and critical thinking.
- **Breadth:** Delivering cultural and practical value of English, as well as the importance of numerical knowledge and skills.
- **Number of options:** Offering options that meet the diverse needs of 16-19 students while being easy to understand.
- **Aspiration:** Encouraging students to aim for the highest level of these subjects that they can access.

Question 29: To what extent do you support these proposed principles for the English and maths offer?

Subject Content: The proposal aims to prioritize specific knowledge and skills for maths and English:

- Further consolidate and develop knowledge gained at key stage 4.
- Ensure students have a good understanding of fundamental mathematics and English knowledge for life.
- Provide opportunities for students to develop knowledge and skills needed for work and further study.
- Increase breadth in English programs, including literature to 18.

Question 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?

Subject Options: Students will have options at Levels 2 and 3 to meet these principles and aims.

Majors at Level 3:

- Encourage more students to study maths and English at major size.
- Propose maths and further maths majors, along with English majors.
- Explore the possibility of a major in applied maths.

Minors at Level 3:

- Propose theoretical minors that build on AS level knowledge.
- Propose applied minors that consolidate fundamental knowledge and skills.

Question 31: To what extent do you support the proposal for a range of English and maths majors and minors at Levels 3?

Question 32: How can we best support students with lower Level 2 passes (e.g., grade 4 or 5) in English and maths to progress onto Level 3 study?

Level 3 Applied Maths Minor: Plan to offer this earlier than the full ABS rollout to increase student participation. Introduce a Core Maths Premium to support workforce costs.

Maths and English for Level 3 ABS Occupational Programme: Consider how maths and English content will be delivered for students in the occupational program. Retain flexibility for embedded delivery by subject specialists.

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

Minors at Level 2: Raise standards pre-16 to ensure students enter ABS with required knowledge and skills. Propose two high-quality Level 2 maths and English minors, building on GCSEs and FSQs. Discuss the extent to which GCSEs and FSQs should form the basis of this offer.

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

Question 35: If you have further views on what students will study as part of the ABS or any other aspect of Chapter 2, please share.

Student journeys (pages 37-39 of the consultation)

These journeys demonstrate how different students will take different pathways through the Advanced British Standard (ABS) depending on their needs and their intended destinations.



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.



Fatima

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

She is taking
ABS at Level 3

Majors

Media,
Broadcast &
Production

English
Literature

History

Minors

Maths
Music

Fatima wants to study English Literature at university.



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 L3 occupational ABS to become an IT support technician.



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.



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

Chemistry

Biology

Maths

Minors

English

Physics

Embry wants to train to become a doctor.

Chapter 3: How Students Will Be Assessed and Graded

Questions 36-42

Background: The assessment, grading, and awarding principles for the Advanced British Standard (ABS) are discussed in this chapter. The current assessment and grading approaches are based on the principles of fairness, validity, and reliability. The reforms aim to build on these principles to create a unified qualification framework that combines "technical" and "academic" options. Key organizations involved in this process include the Department for Education (DfE), Ofqual, and the Institute for Apprenticeships and Technical Education (IfATE).

Proposal:

Assessment Aims and Principles:

- The ABS reforms aim to bring together various options into a single qualification framework.
- All Level 3 components (double majors, majors, and minors) in ABS will follow a unified set of design and assessment criteria to maintain consistency and standards.
- Rigorous assessment will be maintained, with a focus on exam-based assessment in most cases. Non-examined assessment will be allowed when appropriate and valid.
- Ofqual will continue to build on current qualification reform programs and explore digital solutions to enhance assessment approaches.
- Proposed principles include rigor, diverse content, appropriate assessment methods, summative assessments, and minimizing assessment burden.

Question 36: To what extent do you support these proposed assessment principles for the Advanced British Standard?

Approach to Grading:

- Grading should be fair, easy to understand, consistent across subjects, and reflect performance and knowledge/skills accurately.
- Grades should be recognized by employers and post-18 education providers, allowing for student progression and maintaining standards over time.

Question 37: To what extent do you support these grading principles for the ABS?

Grades/Scores for Majors and Minors:

- Students should receive individual grades, scores, or marks for each major and minor component they take at Levels 2 and 3.
- This allows for a clear understanding of achievements and differentiation between candidates.

Question 38: To what extent do you support the proposal for individual grades/marks for each major and minor studied in the ABS?

Overall ABS Award:

- There is a choice of whether students should receive an overall ABS award in addition to individual grades.
- The purpose is to demonstrate a student's performance across their entire program in a simple and understandable way.
- International models like the International Baccalaureate (IB) and French Baccalauréat Général use overall scores.
- An overall ABS award could include minimum attainment conditions.
- Options for the ABS award include a certificate of achievement, an aggregate ABS score, or a statement of achievement.

Question 39: Do you agree that students should receive some type of overall Advanced British Standard award, and if so, what value could it add?

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

Question 41: Which of the Advanced British Standard award options outlined do you prefer and think would add the most value?

Role of Awarding Organizations:

- Future decisions on design, assessment, and grading will impact the role of awarding organizations.
- Close engagement with awarding organizations, Ofqual, and IfATE will continue as these reforms are considered.

Question 42: If you have further views on how students will be assessed and graded under these reforms or any other aspect of Chapter 3, please share them.

Chapter 4: Supporting 16-19 Providers to Implement These Reforms

Questions 43-47

Background: This chapter focuses on the implications of the Advanced British Standard (ABS) for 16-19 education providers and their workforce. The ABS aims to reform not only qualifications but also the broader 16-19 education system, including pre-16

pathways and post-19 progression into education, apprenticeships, or employment. The final design of the qualification framework will significantly influence how these reforms are implemented, and the implications for providers will vary based on their type and context.

Proposal:

Preserving Strengths of 16-19 Education:

- Ensuring the quality and coherence of 16-19 education until the introduction of the ABS is a priority.
- Ongoing reforms to enhance 16-19 education will continue to maximize outcomes for current students and prepare for the ABS.
- Commitment to rolling out new T Level subjects, which are robust, rigorous, and relevant to occupations.
- The qualifications review at Levels 2 and 3 will ensure that funded qualifications have a clear purpose and support progression.

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

Growing and Supporting the Workforce:

- A successful ABS implementation relies on a skilled and supported workforce.
- Attracting, retaining, and developing highly skilled teachers is essential.
- The ABS, with its additional teaching hours and subject breadth, will have significant workforce implications, especially in subjects with shortages like STEM.
- The exact changes required will depend on the final ABS design, subject offerings, and deployment strategies.

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

Wider Opportunities and Challenges for 16-19 Provision:

- ABS implications extend beyond the workforce and will affect various aspects of 16-19 education.
- Challenges include ensuring sufficient facilities, aligning accountability processes, adapting admissions arrangements, and providing adequate support for students.
- Increased breadth of 16-19 study is a crucial goal of the ABS.
- All young people should have reasonable access to ABS subjects and combinations of subjects that align with their chosen pathways.
- Challenges in rural areas and regions with limited providers must be addressed to ensure equitable access.

Question 46: a. What changes may be required in buildings/estates? b. What technological advancements are necessary? c. How should the provider landscape evolve? d. What adjustments are needed in accountability arrangements? e. How can admissions be adapted? f. What transportation changes are necessary to support ABS delivery?

Question 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.

Chapter 5: Maximising the Benefits of the Advanced British Standard for Students and the Wider System

Questions 48-58

Background: This chapter explores the implications of Advanced British Standard (ABS) reforms on students and various stakeholders in the education system. It emphasizes the interconnectedness of different education stages and highlights the potential effects on pre-16 education providers, post-18 education providers, employers, adult learners, individuals with protected characteristics, the environment, and learners outside the United Kingdom.

Proposal:

High-Quality Pre-16 Education Pathways:

- Emphasizes the importance of a broad, rigorous, and high-quality pre-16 education that supports coherent and ambitious pathways.
- Ongoing efforts to level up education and improve social mobility through teacher training, curriculum standards, attendance, and behavior.
- Commitment to retaining GCSEs and the academic core of the EBacc subjects while considering alignment with vocational and technical qualifications at ages 14-16.
- Externally-assessed examinations at the end of pre-16 education will remain to ensure knowledge retention.
- Plans to review the type and format of GCSE exams to reduce assessment burdens while maintaining rigor.
- Solicits suggestions for further adjustments to pre-16 education to maximize the benefits of ABS, especially for disadvantaged groups.

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

Informed Student Choices:

- Students should have access to accurate information, advice, and guidance to make informed decisions about their post-16 options, including ABS programs and apprenticeships.
- Initiatives like the National Careers Service and the Careers and Enterprise Company aim to improve the quality of careers advice.
- Seeks views on how students can be better supported in making informed choices about their ABS program based on their abilities, interests, and future ambitions.

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

Additional Support for All Young People:

- Focus on ensuring that all young people, including disadvantaged groups and those with special educational needs and disabilities (SEND), can benefit from ABS reforms.
- Mention of the SEND and alternative provision Improvement Plan to improve support for these students.
- Increased teaching hours may pose challenges for students seeking part-time employment or those with caring responsibilities.
- Emphasizes the importance of student well-being and mental health.
- Significant investment in mental health care with additional funding.
- Seeks views on additional support needed for students with SEND and other disadvantaged groups.

Question 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. **Question 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 below. Examples of these groups could include disadvantaged students and students with caring responsibilities.

Clear Pathways into Post-18 Education and Training:

- ABS should offer clear and effective pathways for students looking to progress into post-18 education and training, including HE, Institutes of Technology, apprenticeships, and other adult education pathways.
- Implications for curriculums and admissions processes of post-18 education providers discussed.
- Seeks further views on how ABS can ensure effective pathways to post-18 education.

Question 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.

Supporting a Competitive and Dynamic Economy:

- Reforms should prepare young people for successful and rewarding careers to benefit the economy.
- Employers' interest in ABS content and assessment discussed.
- Seeks views on how to ensure ABS reforms meet the needs of employers and support students in a rapidly changing labor market.

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

Impacts on Other Groups:

- Acknowledges that ABS reforms may affect other groups of students not primarily focused on in England's ABS.
- These groups include adults in further and community education providers, students in custodial settings, students in independent schools, and students taking English-board qualifications in other locations.
- Seeks views on the implications for these groups and appropriate actions to take.

Question 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 below.

Equalities and Environmental Impacts:

- Recognizes the requirements of the Equality Act 2010 to eliminate discrimination and advance equality of opportunity.
- Solicits information on potential equalities impacts, both positive and negative.
- Discusses the Environmental Principles duty and seeks input on environmental impacts.
- Promises to update equalities and environmental impact assessments as work progresses.

Question 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.

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

Question 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.

Question 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.