

Consultation on the options for the reform of Qualifications in the Construction and the Built Environment sector in Wales



FEBRUARY 2018

Overview

This consultation seeks the views from stakeholders on the options for reform identified in '[Building the Future](#)' Qualifications Wales' report on its Sector Review of qualifications in Construction and the Built Environment. The consultation outlines the options considered by Qualifications Wales, indicates our preferred approach and provides an opportunity for awarding bodies and other interested parties to give feedback.

How to respond

We warmly encourage any individual or organisation with an interest in qualifications in the Construction and Built Environment sector to respond to this consultation. Even if you have contributed extensively to the Review itself, it is important that we have a record of your responses to our proposals. You should submit your response via the following [link](#) to arrive by 18:00 on 13 April 2018 at the latest.

Further information and related documents

Qualifications Wales will take responses to this consultation into account in determining its next course of action in addressing the findings of its Sector Review of Construction and the Built Environment. Respondents are advised to familiarise themselves with the report on that review, '[Building the Future](#)', which can be found on our [website](#).

A report summarising the consultation responses will be published on the Qualifications Wales website shortly after the consultation period has ended.

Contact details

For further information:

Email: constructionreview@qualificationswales.org

Data protection: How the views and information you provide us with will be used

We ask for your views and opinions for the purposes of fulfilling our principal aims under the Qualifications Wales Act. We sometimes use third party tools to gather feedback from our stakeholders. For this consultation we are using SmartSurvey. Data is held on SmartSurvey servers within the EU. For further information please see SmartSurvey privacy policy here <https://www.smartsurvey.co.uk/privacy-policy>

We will retain any personal data gathered from consultations according to our retention schedule.

Freedom of Information

Please note that as a public body, all written information that we hold (including written enquiries) is subject to Freedom of Information requests. We will pay regard to the Data Protection Act, and, from May 2018, to the General Data Protection Regulation, before sharing any personal information requested under the Freedom of Information Act.

Any response you send us will be seen in full by Qualifications Wales staff dealing with the issues related to this consultation. It may also be seen by other Qualifications Wales staff to help them plan for future consultations.

Qualifications Wales intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and organisation of the person or organisation who sent the response are published with the response. This simply helps to show that the consultation was carried out properly. We ask in this consultation whether you are willing to have your name and organisation published. If you state that you do not wish to have them published we will redact them.

Names or addresses we blank out might still get published later, though we do not think this would happen very often. The Freedom of Information Act 2000 and the Environmental Information Regulations 2004 allow the public to ask to see the information held by many public bodies, including Qualifications Wales. This includes information that has not been published, although the law allows us to withhold information in some circumstances. If anyone asks to see information we have withheld, we will have to decide whether to release it or not. If someone has asked for their name and organisation not to be published, that is an important fact we would take into account, but there might sometimes be important reasons why we would have to reveal someone's name and organisation, even though they have asked for them not to be published. We would contact the person and ask their views before we finally decided to reveal the information.

Qualifications Wales will hold all data electronically and it will be stored in line with our ICT policies and Information Handling Guidelines.

Preamble

Alongside this consultation document we have published a report on our sector review of qualifications and the qualification system in Construction and the Built Environment – ‘[Building the Future](#)’. It is important to read that document before responding to this consultation, as it sets out the options for action upon which we are consulting. In the report we identify a number of concerns about current qualifications and the qualification system and, whilst committing to taking a number of actions in the short term, we state our view that, in the longer term, reform, of some kind, is inevitable. The report sets out options for reform – tabulated as follows:

Area of learning	Option no.	Option high-level description
A 14-16 mainly in schools and 16-19 primarily for progression to higher education	A1	Continue to designate ¹ existing (and/or new) qualifications as eligible for use on publicly funded courses for learners under 19.
	A2	Develop approval criteria with a view to approving ² one or more versions of these qualifications for use in Wales.
B 16-19 full-time further education primarily for progression into apprenticeships or employment ³	B1	Aim to designate the new qualifications -developed in England for use on T-level programmes – for use on publicly funded courses in Wales.
	B2	Commission new broad Foundation and Progression qualifications, with tradespecific pathways, for use in Wales.
C Apprenticeships	C1	Designate, where possible, end-point assessments that are developed for use in England on Trailblazer programmes and continue to regulate NVQs where these are still offered.
	C2	Commission a generic qualification, with trade-specific knowledge-tests, for use on apprenticeships in Wales, combined with an enhanced employer gateway. The qualification and the employer gateway combined would ensure coverage of the core National Occupational Standards.

¹ Qualifications used on publicly-funded programmes of learning for learners under the age of 19 must either be ‘designated’ or ‘approved’ by Qualifications Wales. Where we set no qualification-specific approval criteria, we follow a low-key process of ‘designation’ which includes some basic checks. Where we prioritise qualifications and develop more detailed requirements, we require them to undergo an ‘approval’ process.

² See footnote 1 above.

³ We are not proposing any changes to the qualifications taken in further education by lower-ability learners at entry level or level 1, the purpose of which is often primarily to re-engage with learning. There are a range of generic qualifications which can be taken at this level in a construction context.

We have evaluated each of these options and as set out in [‘Building the Future’](#) the options we favour are options A2, B2 and C2. While option A2 includes the potential for more than one awarding body to offer qualifications for this type of provision, options B2 and C2 involve commissioning a single awarding body to develop new qualifications so that there would only be one approved version of each of those qualifications. These would be the only qualifications that could be used on funded programmes of learning for construction and building services in Wales for first teaching in September 2020.

This consultation document asks for your views on our preferred approaches as set out in both this document and in the report and gives more information on possible implementation of our preferred options. We:

- outline three different ways in which we could implement option A2;
- outline the process we would need to follow if we were to implement a restriction to implement options B2 and C2; and
- summarise the impact assessments we have undertaken.

We are mindful that the development of a new suite of qualifications for learners in Wales would increase the differences between the qualifications taken in Wales and those taken elsewhere in the UK, and that learners taking qualifications in Wales may wish to seek employment elsewhere. In prioritising the needs of learners and employers in Wales we will be mindful of the need for qualifications to be portable.

Please read through this document and the report in full before responding to the questions asked on our online consultation response form. To help you in preparing your response, we have reproduced the questions in Annex [3] at the end of the document. **Please note that we would prefer that you reply online.** If for some reason you cannot submit your response online, please contact us to agree an alternative way to submit your response. This consultation closes at 18:00 on 13 April 2018.

What would be the process for Qualifications Wales approving the qualifications referred to in option A2?

1. If we do decide to proceed with our preferred approach under option A2, the qualifications for which we would propose to develop approval criteria in Option A2 would be:

- i) One (or more) level 1 / 2 qualification(s) in Construction and the Built Environment, primarily designed for learners at age 14-16;
- ii) One (or more) level 3 qualification(s) in Construction and the Built Environment, primarily designed for learners at age 16-19 who are taking other level 3 qualifications before deciding whether to progress into higher education or an apprenticeship – possibly in a construction-related field.

We believe that one or more versions of each of these types of qualifications, that could meet our likely requirements, are already available for use in Wales.

2. There are three potential routes to approving qualifications in this option:

i) List the qualifications (subject to the agreement of the Cabinet Secretary for Education) on the Priority Qualifications List and publish approval criteria. Any recognised awarding body would then be able to submit qualifications to meet these approval criteria. Each specification that met the criteria would be approved for use on publicly funded courses in Wales. Those awarding bodies whose specifications were approved would compete for business from learning providers. It should be noted that all approved qualifications must be available for assessment through the medium of Welsh and English;

Or

ii) List the qualifications (subject to agreement with the Cabinet Secretary for Education on the Priority Qualifications List and publish approval criteria. However, with this route we would impose (subject to issuing, and considering responses to, a notification of intention to restrict) a restriction on the qualifications to one version. This would mean that we would only approve one version of each qualification for use on publicly funded courses in Wales. As well as publishing approval criteria, we would publish selection criteria, and would select the best specification from those which met the approval criteria. The awarding body/ies for the successful specification would thereby have exclusivity of the publicly-funded market for these qualifications in Wales for a defined period which may be in the region of five years;

Or

iii) List the qualifications (subject to agreement with the Cabinet Secretary for Education) on the Priority Qualifications List and commission (subject to issuing, and considering responses to, a notification of intention to restrict) an awarding body to develop new qualifications. The commissioning process would be as set out below in relation to options B2 and C2.

3. In this consultation we are particularly keen to hear from awarding bodies whether they would be prepared to submit their existing specifications (potentially with adjustments to meet our approval criteria) for approval in Wales, without the security of the specification being the only option for use on publicly funded courses.

What would be the process for Qualifications Wales commissioning the qualifications referred to in options B2 and C2?

4. Subject to the outcomes of this consultation, we are proposing to recommend to the Cabinet Secretary for Education that new generic qualifications for full-time learners in further education and for apprenticeships should be listed on the Priority Qualifications List. We would then commission the development of these new Foundation, Progression and Apprenticeship qualifications for Construction and Building Services. The qualifications would be generic in design but would bear specific endorsements to reflect the trades followed by each learner. Please read the [report](#) for details of the purpose and high-level design of these qualifications.
5. We would particularly welcome views on whether there should be one of each generic qualification (eg Foundation in Construction and Building Services – or, whether learners should be offered a choice at the outset of Construction or of Building Services.
6. To commission these new qualifications we would first impose a restriction upon them and would then commission - through a process of competitive tender - an awarding body to develop the qualifications. Once developed and approved the qualifications would be the only qualifications in this subject area, at levels 2 and 3, that could be used on construction-related publicly-funded courses or apprenticeship programmes in Wales for a defined period which will be determined in due course, but indicatively may be in the region of five years.
7. We envisage that these new qualifications (in options B2 and C2) would, for courses or learning programmes beginning in September 2020 onwards, replace a wide range of qualifications that are currently taught on publicly funded courses (or learning and assessment programmes) for learners in Wales, including, but not limited to Awards, Certificates, Extended Certificates, Introductory Diplomas, Diplomas, Subsidiary Diplomas, Extended Diplomas and NVQs at levels 2 and 3 in, or directly comparable with, qualifications within Construction, Bricklaying, Carpentry and Joinery, Plastering, Painting and Decorating, Plumbing, Heating and Ventilation, Electrical installations, Plant Operation and Civil operations.
8. These legacy qualifications would be phased out in such a way that learners already taking them would not be disadvantaged.
9. Qualifications for learners aged 16+ at level 1 in related subjects would not be directly affected although some learners who might otherwise have started their course at level 1 may be deemed by learning providers to be able to commence the Foundation programme at level 2.
10. Should the commissioning process also be extended to the qualifications in option A2, these would replace, for courses beginning in September 2020 onwards, any construction and building services related qualifications that are currently taught on publicly funded courses for learners aged 14-16 and other non-competencebased qualifications taken on publicly funded courses for learners aged 16-19 where the primary purpose is progression to higher education.

What does ‘imposing a restriction’ mean?

11. The Qualifications Wales Act (‘the Act’) enables us to restrict the number of versions of priority qualifications that we will approve. Only qualifications that are approved (or ‘designated’) by Qualifications Wales are eligible for use on publicly funded courses or learning programmes (such as apprenticeships) for learners under the age of 19 in Wales.
12. If we decide that we need to avoid inconsistencies between qualifications and/or if we wish a single awarding body to develop and/or award a new qualification we may, using the powers given to us by the Act, determine that we will ‘restrict’ our approval to only one version of a named qualification. Maintained schools, further education colleges and publicly funded work-based learning providers would then only be able to offer courses leading to the approved versions of this qualification rather than to similar qualifications that are not approved. Once approved restricted qualifications were in place, we would not designate or approve similar qualifications.
13. Further details on the processes are provided in our Restricted Priority Qualifications policy published in August 2016 [\[available here\]](#). The specific steps that we would take, subject to the outcome of this consultation, for Construction and the Built Environment qualifications, are outlined below.

Why are we considering that there should be new, restricted qualifications?

14. In the report we explain why we think there is a need for new qualifications and we set out the relative benefits and disadvantages of commissioning new qualifications as opposed to following reforms elsewhere in the UK. Experience with our previous review of Health and Social Care has shown us that it is only viable for awarding bodies to develop new, high quality qualifications for Wales, with elements of external assessment, if they have the whole market for these qualifications. This is mainly because the numbers of learners in Wales are much lower than numbers of learners in England for whom most new vocational qualifications are developed.

On what specific grounds would we determine these restrictions?

In our Restricted Priority Qualifications policy, we set out three examples of when we might determine to restrict a qualification. These are:

- a. where there is a need for specific qualification content in Wales due to curriculum or devolved policy requirements and restriction would support the economic viability for awarding bodies to develop such qualifications for Wales;
 - b. where there is a need for specific assessment arrangements in Wales (including, for example assessment through the medium of Welsh) due to curriculum or devolved policy requirements and restriction would support the economic viability for awarding bodies to develop such qualifications for Wales; and
 - c. where Qualifications Wales identifies that inconsistency between different existing forms of the same qualification is significant and problematic.
15. In the sector review we identified that there were significant gaps in content which employers in Wales wished to see covered and which we have no evidence to suggest will be developed in the reforms taking place with England. Apprenticeship policy in Wales is devolved and there is a requirement for apprenticeships in Wales to include regulated qualifications. Without such intervention as we propose, there is a risk that there will be no suitable qualifications for use on apprenticeships in the longer term. These issues are in line with the first example in the policy.
16. We also require new forms of assessment for the qualifications – the sector review set out a number of concerns about the current assessment regime for many of the qualifications. Given that Wales is a small nation, when compared with the wider market that most awarding bodies engage with in England, it is only likely to be commercially viable for one awarding body to develop wholly new qualifications with new content and new forms of assessment for Wales. This is in line with the second example in the policy.
17. The sector review also identified inconsistencies in the assessment and quality assurance regime between different forms of the same qualification to be a problem in this sector. Moving to a single suite of qualifications would remove this sort of inconsistency. This is in line with the third example in the policy.

Who would be able to apply to develop the restricted qualifications?

18. Any awarding body would be able to apply through open competition to develop new qualifications. An awarding body not already recognised by Qualifications Wales would need to achieve recognition within a specified time as a condition of being awarded the contract. Awarding bodies would also be asked to demonstrate how they meet our criteria which are likely to include a requirement to provide evidence of a successful track record and long-term financial security.
19. We would be willing to consider applications from partnerships, either between awarding bodies or between an awarding body and another body, although we would expect to see clear evidence of how the governance and accountability arrangements would work in such circumstances, including through the identification of a lead awarding body. We anticipate that the contract would be awarded to the lead awarding body. We may specify other requirements about how this would work.

What would happen about existing construction and building services qualifications?

20. Our principal aims require us to focus always on the needs of learners – and if we were to follow our preferred approach it would be important to ensure that no learners were disadvantaged by the development of the new suite. We would work with awarding bodies to seek to ensure that learners had continuing access to legacy qualifications until the new qualifications were ready, so that learners could complete their programmes of learning. However, other than for purposes of completing existing programmes of learning, no new qualifications that covered similar ground would be designated as eligible for use on funded programmes of learning – and existing designations would be phased out. We would, however, continue to accept applications for the designation of qualifications in the Construction and the Built Environment sector where these covered additional learning programmes such as for continuing professional development or for topics such as site management not covered by the new suite. And the existing qualifications would still be available, if still offered by awarding bodies, for use on non-publicly-funded programmes of learning.

What about the impact on learning providers?

21. It is very important that the transition to any new qualifications is well managed, and that teachers, trainers, tutors and assessors understand the changes and are able to prepare to deliver them. Over the period leading up to the introduction of any new qualifications, we would look at ways in which learning providers could be supported through the transition process.
22. We have conducted a regulatory impact assessment to consider the range of impacts that our preferred options (A2, B2 and C2) would have on others. A summary of this impact assessment is provided at Annex 2.
23. Once you have read through this consultation document and its annexes, please proceed to the online response form [here](#) where you can express your views on this consultation. We look forward to hearing from you. Should you wish to prepare your responses in advance,

Next steps

24. Following the close of this consultation, Qualifications Wales will analyse the responses and consider whether or not to proceed with options A2, B2 and C2, and whether to propose a restriction on some or all of the qualifications. Should we decide to proceed with options A2, B2 and C2 we will seek the agreement of Welsh Ministers to list the qualifications on the Priority Qualifications List and would publish a notification of any proposal to impose a restriction under section 14 of the Act. We would consider any representations received in response to that notification before determining whether to proceed with the restriction. Should we subsequently decide to proceed with a restriction we would publish this decision and would then begin the selection and/or commissioning process to appoint an awarding body (or bodies) to develop new qualifications to meet the needs of learners in Wales.

Annex 1: Examples of potential considerations in the selection of commissioned awarding bodies

Corporate capacity:

- Capacity and capability to develop and deliver high quality qualifications and support materials on time;
- Structure of any joint working proposal; and
- Financial viability.

Innovative assessment design:

- Commitment and ability to deliver holistic, effective and flexible assessment solutions making appropriate use of technology.

Robust quality assurance processes:

- Commitment and ability to provide consistent and effective quality assurance across centres in Wales.

Efficiency and value for money:

- Ability and commitment to ensure that qualifications are cost effective and provide value for money; and
- Proposals to use surplus funds to benefit the qualifications system in Wales.

Understanding and experience of the sector:

- Credibility in the sector – preferably across construction and building services; and
- Access to appropriate expertise in the sector.

Willingness and capacity to embrace the agenda for qualifications reform in Wales:

- Ability to provide assessment opportunities, quality assurance activities and resources through the medium of Welsh and English;
- An understanding of the Welsh context, culture and language; and
- Commitment and capacity to provide content and assessment to meet the specific needs of learners and employers in Wales.

An approach that promotes collaboration and engagement:

- Commitment to and processes for involving professional bodies, learning providers, employers and learners in development.

Support for centres:

- Commitment and ability to produce creative, innovative, effective and bilingual centre support materials and learner resources; and
- Commitment and ability to provide effective training and responsive support to centres on a local/regional basis.

Bids from bodies wishing to collaborate:

- Governance arrangements for any collaborative venture between awarding bodies or an awarding body and other parties, clearly identifying the lead awarding body.

Annex 2: Summary of issues identified in the regulatory impact assessment of options which involve restriction.

We have conducted a regulatory impact assessment in relation to:

- Groups that would be directly affected by the imposition of a restriction;
- Protected groups under the Equality Act 2010;
- The Welsh Language;
- Data protection; and
- Children’s rights.

This annex summarises the key findings of that impact assessment.

Groups that would be directly affected by the imposition of a restriction:

- Awarding bodies currently awarding Construction and the Built Environment qualifications in Wales;
- Learning providers preparing learners for qualifications in this sector;
- Learners who would be taking new qualifications from 2020;
- Learners who would be part way through taking legacy qualifications in 2020;
- Employers of learners working towards qualifications in this sector, and of learners who are awarded these qualifications; and
- Sector bodies with an interest in the qualifications, such as CITB.

Group	Positive impact	Negative impact	Suggested actions to mitigate negative impact
Awarding bodies currently awarding Construction and the Built Environment qualifications in Wales.	The successful awarding body or bodies would have exclusive access to funded learning provision and would be able to invest with confidence in the development of new qualifications.	Awarding bodies who are currently awarding qualifications that are replaced, but who did not win a concession contract, would lose business in Wales. There might be knock-on effects to other business that they had with centres who switched to the successful awarding body.	Qualifications Wales would make it clear that it welcomed applications from awarding bodies operating in partnership (providing accountabilities were clear). This might allow awarding bodies to play to their unique strengths. For most awarding bodies the proportion of their business in this sector in Wales represents a very small proportion of their wider business.

Group	Positive impact	Negative impact	Suggested actions to mitigate negative impact
<p>Learning providers preparing learners for qualifications in this sector.</p>	<p>Learning providers would benefit from improved approaches to assessment from the new qualifications. All publicly funded learning programmes would be following the same qualification, making choices clearer and facilitating the pooling and/or exchange of resources.</p>	<p>Learning providers would need to adapt to the changes and might be unwilling to give up existing qualifications – or to change awarding bodies.</p>	<p>A programme of change management and workforce development would be planned to support the proposed development of the new qualifications.</p> <p>The contract with commissioned awarding bodies would require awarding bodies to support centres in the administrative and practical arrangements for switching, where necessary. [We would expect this to be at little or no direct cost to learning providers].</p>
<p>Learners who may be taking new qualifications from 2020.</p>	<p>Learners would benefit from carefully designed new qualifications to meet their needs, with clear progression routes into employment and into higher education and more efficient and accessible.</p> <p>Learners would be able to take all new qualifications through the medium of Welsh if they choose to do so.</p>	<p>Learners taking new qualifications for the first time may sometimes feel that they are at a disadvantage to subsequent cohorts as the learning and assessment workforce gets up to speed.</p> <p>Learners taking the new qualifications might be concerned that their qualifications might not be recognised by employers in other parts of the UK.</p>	<p>The change management programme would ensure that learning providers are well prepared, with appropriate resources, to support learners taking the new qualifications for the first time.</p> <p>Consideration would be given to ensuring that learners are not unfairly disadvantaged against candidates taking legacy qualifications.</p> <p>Qualifications Wales would work with the sector bodies to promote the value and portability of the new qualifications in other parts of the UK.</p>

Group	Positive impact	Negative impact	Suggested actions to mitigate negative impact
Learners who will be part way through taking legacy qualifications in 2020.		Learners may be unsure, amidst publicity for the new qualifications, as to whether they can complete their qualifications – and whether they would be valued.	Arrangements would be made to ensure that legacy qualifications were eligible for use on funded programmes for learners who needed to complete qualifications. Communications handling would be careful not to be damaging to learners taking legacy qualifications.
Employers of learners working towards qualifications in this sector, and of learners who are awarded these qualifications.	Any new suite of qualifications would be designed to assess the skills, knowledge and understanding that employers need – and to provide more efficient forms of assessment than the present suite. Employers would be able to have more confidence in the competency of learners applying to them with qualifications.	Initially, the new qualifications would be unfamiliar to employers who would have to understand how they equated to earlier qualifications – as both might be presented by applicants. Employers’ involvement in hosting and supporting assessment might also need to change.	Communications with and for employers about what the qualifications mean would be important – as would engagement with employers to help them understand their role in supporting learners taking qualifications while working.

Group	Positive impact	Negative impact	Suggested actions to mitigate negative impact
Sector bodies with an interest in the qualifications (for example, CITB).	Sector bodies would be able to contribute to the development of any new suite of qualifications and would be able to have more confidence in the competency of learners presenting qualifications with a view to registration (where applicable).	Sector bodies might face challenges in managing information and expectations about legacy and new qualifications – including how they related to requirements for registration.	Qualifications Wales would continue to engage closely with sector bodies in the development of the qualifications and to ensure that the portability of the qualifications in other parts of the UK would be promoted.
Providers of specialist industry tests such as GasSafe.	The specialist tests still in place would continue to have a place within the apprenticeship frameworks in Wales.	None.	Not applicable.

Group	Positive impact	Negative impact	Suggested actions to mitigate negative impact
<p>Employers with learners in England and Wales.</p>	<p>In covering the National Occupational Standards any new qualifications will ensure that learners are equally competent in England and Wales. The assessment model for apprenticeships is not dissimilar to typical trailblazer assessment models.</p> <p>In ensuring that there is a nationally recognised qualification as part of the apprenticeship, employers will be able to deliver publicly funded apprenticeships in Wales.</p>	<p>Some of the assessment arrangements will be different for those learners being assessed and/or funded in Wales to those being assessed and/or funded in England. This could create an administrative burden and, potentially, some confusion.</p>	<p>As construction apprentices in England are also now likely to need to take NVQs the evidence gathered for the pre-entry requirements in Wales is also likely to be admissible for use in England. The proposed arrangements for a work-based project, discussion and online knowledge test constitute a reduced burden of assessment and mirror, in some ways, the end-point assessments that will need to be taken in England.</p> <p>Clear communications for employers and learners and change management programmes</p>

Protected characteristics under the Equality Act 2010

We considered each of these characteristics in terms of any specific impact on learners with these characteristics and in terms of any wider indirect impact on other people with these characteristics arising from the proposals. We did not identify any negative impacts on people with any of the protected characteristics.

Characteristic	Positive impact
Disability	Learners: the generic nature of the assessment for apprentices, and the ability to customise this for the specific employment role undertaken is likely to reduce the likelihood of learners with disabilities being unable to provide evidence for parts of the qualification.
Gender	As significantly more men than women take qualifications in this sector, then more men would benefit from the proposed changes to the qualification – but the changes are unlikely to differently affect female or male learners.
Race	No specific impact
Oedran	The proposed changes to the qualification should benefit learners of all learners of all ages (over the age of 14)
Gender reassignment	No specific impact
Sexual orientation	No specific impact
Marriage and civil partnerships	No specific impact
Pregnancy and maternity	No specific impact
Religion belief or	No specific impact

The Welsh language

The following positive impacts on the Welsh Language have been identified as likely to arise if the proposal is adopted:

- All commissioned qualifications would be required to be available for assessment through the medium of Welsh. This would provide certainty to learners wishing to access Welsh-medium assessment that all of the available qualifications may be taken in this way. Welsh-speaking learners would have access to exactly the same range of qualifications as English-speaking learners;
- Having a single awarding body for each qualification would support more efficient deployment of Welsh-speaking assessors and quality assurance staff; and
- The proposed change management process would provide time and support to learning providers and awarding bodies to prepare for implementation of the new qualifications – including for the development of Welsh-medium services and learning resources.

Data protection

Any commissioning process may result in awarding bodies having to provide more information to Qualifications Wales than they have previously been required to provide – and some of this may be commercially confidential. Qualifications Wales would securely store all such data received and would implement appropriate secure retention and disposal processes in order to protect such data as far as the law allows, and to restrict its use to the purposes intended.

Children's rights

In our sector review, we were keen to hear the voices of children and young people in our 'analysis' phase. Through focus groups we listened to over 900 learners – many of whom were under the age of 18. The issues that they raised were reported in our report and have been taken into account in the formulation of our commitments for action – including in our suggestion that we should commission new qualifications.

Annex 3: Questions from online response form

The question numbers below may differ from the question numbers used on the online platform. Please take care to ensure you enter your responses carefully.

Part 1: About you

Q1

Name

Q2

Job Title or Relevant Role

Q3

a) Your organisation

If you are not part of an organisation, please state “not applicable”.

b) What type of organisation is this?

- i) An awarding body
- ii) An employer in the CBE sector
- iii) A professional or representative body in the CBE sector
- iv) A further education college
- v) A maintained school
- vi) A university
- vii) Other (please describe)

Q4

Are you responding on behalf of yourself or your organisation?

- i) I am responding on behalf of myself.
- ii) I am responding on behalf of the organisation named above. Please note: If you select this box, we will assume that you have the authority for your responses to be considered as representations from your organisation.
If responding on behalf of self:

Q5

Do you have an interest in the CBE sector? Yes/No

If yes,

Q6: Is this:

Please select as many as apply.

- i) Through my current employment (as given above)
- ii) Through my past employment
- iii) As a member of a professional/specialist body
- iv) As a current, potential, or recent learner
- v) As a parent of a current, potential or recent learner
- vi) Other (please state)

(If Q3b=i)

Q7

Does your awarding body currently award construction and/or building services qualifications in Wales?

- i) Yes
- ii) No

Q8

Before reading the review and this consultation had you been aware of Qualifications Wales' Sector Review of Construction and the Built Environment?

- i) Yes
- ii) No
- iii) Don't know

Q9

Did you contribute to the Sector Review?

- i) Yes
- ii) No
- iii) Don't know

(If Q9=Yes)

Q10

How did you contribute to the review?

Select all that apply

- i) I was interviewed
- ii) I attended a discussion group
- iii) I attended a presentation or workshop
- iv) I attended one or more of the formal Stakeholder Reference Panel meetings
- v) I replied to the online consultation
- vi) I undertook another activity in connection with the review (please state)

Q11

Do you consent to your name and organisation being cited if we should quote from your response in any written analysis of the consultation responses?

- i) Yes
- ii) No
- iii) Other (please explain)

Part 2 – your response to the consultation

Please respond to the following questions as appropriate to you or your organisation. On open text questions, if you do not wish to respond please state “no response”.

Learning Area A

The following questions relate to the two options described in the report under Learning Area A.

Q1

In your view, what are the advantages and disadvantages of option A1 (Continue to designate existing (and/or new) qualifications as eligible for use on publicly funded courses for learners under 19.). Please outline any positive or negative impacts that you feel that option A1 would (or might) have on you or your organisation, learners, employers, or other stakeholders.

Q2

In your view what are the advantages and disadvantages of option A2 (Develop approval criteria with a view to approving one or more versions of these qualifications for use in Wales.)? Please outline any positive or negative impacts that you feel that option A2 would (or might) have on you or your organisation, learners, employers, or other stakeholders.

Q3

Please indicate your preferred option. This might include any other alternative approach that you wish to recommend. Please state the reasons for your view.

Q4 (for awarding bodies only)

Please outline your views on whether your organisation would be likely to submit existing qualifications (subject to minor adjustments to reflect the requirements of approval criteria and the need to provide assessment through the medium of Welsh and English):

- i) If there was no restriction in place and as many specifications as met the criteria would be approved; and
- ii) If there was a restriction in place and the successful application was to be guaranteed sole access to the market for a defined period which may be in the region of five years.

Learning Area B

The following questions relate to the two options described in the report under Learning Area B (full-time further education provision).

Q5

In your view, what are the advantages and disadvantages of option B1 (Aim to designate the new qualifications -developed in England for use on T-level programmes – for use on publicly funded courses in Wales). Please outline any positive or negative impacts that you feel that option B1 would (or might) have on you or your organisation, learners, employers, or other stakeholders.

Q6

In your view what are the advantages and disadvantages of option B2 (Commission new broad Foundation and Progression qualifications, with trade-specific pathways, for use in Wales)? Please outline any positive or negative impacts that you feel that option B2 would (or might) have on you or your organisation, learners, employers, or other stakeholders.

Q7

Please indicate your preferred option. This might include any other alternative approach that you wish to recommend. Please state the reasons for your view.

Learning area C

The following questions relate to the two options described in the report under Learning Area C (apprenticeships).

Q8

In your view, what are the advantages and disadvantages of option C1 (Designate, where possible, end-point assessments that are developed for use in England on Trailblazer programmes and continue to regulate NVQs where these are still offered). Please outline any positive or negative impacts that you feel that option C1 would (or might) have on you or your organisation, learners, employers, or other stakeholders.

Q9

In your view what are the advantages and disadvantages of option C2 (Commission a generic qualification, with trade-specific knowledge-tests, for use on apprenticeships in Wales, combined with an enhanced employer gateway)? Please outline any positive or negative impacts that you feel that option C2 would (or might) have on you or your organisation, learners, employers, or other stakeholders.

Q10

Please indicate your preferred option. This might include any other alternative approach that you wish to recommend. Please state the reasons for your view.

The following questions relate to our proposals more generally

Q11 (for awarding body representatives only)

Would your awarding body be interested in bidding to develop and award the new qualifications identified under options B2 and C2?

Q12

Please comment, if you wish, on our analysis of the different options for addressing the issues identified by our sector review.

If you do not wish to express a view, please state “no response”.

Q13

Please comment, if you wish, on the grounds for imposing a restriction that we have identified.

If you do not wish to express a view, please state “no response”.

Q14

Are there any other points you would like to make about this consultation?

If you do not wish to express a view, please state “no response”.



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