



Future of Qualifications and Assessment: Technical Annex

June 2021, Version 1.0



Pearson

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Methodology

Introduction

The methodological approach for this first stage of research mirrors OECD guidelines for a ‘bottom-up’ approach to affecting change in education. To capture a diversity of views across all stakeholders, young people, parents, teachers, employers, policymakers, and representative bodies, we carried out a number of online surveys and video call interviews. An overview of each feedback and data gathering tool used in this project is given in this section.

The quantitative data collated from surveys and polling is represented in the data tables in this document. Qualitative data collected from open-ended survey responses and interviews (not included in this annex) was analysed for common themes.

Online public survey

This survey was open to all interested stakeholders and tended to attract responses from the teaching profession, further and higher education institutions, pupils, parents, employers as well as the general public. The survey captured both closed responses and open-ended data.

The survey ran from 15 February until 8 March and was hosted on Pearson’s website. In total 939 respondents took part in the public survey. The largest group were teachers and college lecturers, accounting for a third of the responses, followed by parents accounting for a quarter of the responses.

Almost a fifth of the responses came from young people in secondary or further education. A summary breakdown is below.

Learners (14-19)	18%
Parents	25%
Teachers & College lecturers	33%
School & College leaders	11%
Other	13%
Total	100%

Additional responses to the public survey

Several organisations and individuals submitted longer written responses to the public consultation:

ASDAN – awarding organisation

Association of Science Education

Bedales – Independent school

Crafts Council – non-profit organisation

Katie Finlayson - Home educator & Home Educators' Qualifications Association

Edge Foundation – an independent education policy & research foundation

Barrie Hunt, retired, previously Director at Cambridge Assessment

Parentkind - the largest network of PTA fundraisers in the UK

University College Union

Targeted online surveys

The public survey was complemented with targeted stakeholder online surveys and interviews over February and March 2021.

Samples for the online young people (14-19 and 19-24), parent, and employer surveys were obtained from Censuswide, a market research company. SchoolZone, an education research company, was commissioned to carry out the online teacher survey, using their proprietorial research panel of UK secondary school teachers and college lecturers.

The online surveys were sent to several different groups shown in the table below during the week 15-19 February 2021. These are broken down in the table below.

Group	Number of Respondents	Brief Description
14-19 year olds in education	1004	10 closed-response questions seeking broad experiences and preferences for learning and assessment
19-24 year olds in education or work	1000	8 closed-response questions seeking broad experiences and preferences for learning and assessment
Parents of 14-19 year olds	1005	9 closed-response questions seeking broad experiences and preferences for learning and assessment based on their children's experiences
Employers	1005	5 closed-response and one open question seeking views on education and qualifications.
Teachers in secondary and FE settings	1165	11 closed-response questions seeking views on curriculum and assessment based on their own professional experiences.

The surveys used a simple random sampling strategy, a demographic breakdown of respondents for each survey is given in the Technical Annexe document. Whilst responses were drawn from across the four nations, respondents were based mainly in England, as shown in the following table.

Survey Group	England	Scotland	Wales	N I	Total Sample*
14-19 year olds in education	883	56	40	25	1004
19-24 year olds in education or work	875	62	44	19	1000
Parents of 14-19 year olds	856	75	48	26	1005
Employers	900	45	42	18	1005
Teachers in secondary and FE settings	1126	5	5	4	1166

* missing data indicates postcode not given or inaccurate

Survey to Higher Education Institutions Admissions Staff

A version of the public survey was sent to higher education staff to broaden the responses from this stakeholder group.

Online video interviews with a sample of young people

Over the course of March, we carried out a series of short video interviews with young people aged between 16 and 21. This involved young people providing recorded videos of their responses to our questions through a commercial proprietary real-time video feedback platform provided by research company Voxpopme.

Online omnibus MP survey

We partnered with polling company Savanta to survey Members of Parliament for their views on this subject. During March 2021, as part of Savanta's omnibus survey, we were able to question a representative sample of the House of Commons (104 MPs).

Interviews

Over the consultation period, we conducted a series of semi-structured qualitative interviews. Each interview focussed on specific aspects of the research based on individual expertise. The following Expert Panel members were interviewed: Lord Blunkett, Rebecca Boomer-Clark, Professor Julia Buckingham CBE, Daisy Christodoulou, Professor Robert Coe, Nick Hillman, Rt. Hon. Damian Hinds MP,

David Hughes, Joysy John, Priya Lakhani, Clare Marchant, Dame Alison Peacock, Natalie Perera, Tom Middlehurst, Baroness Morris of Yardley, Steve Rollett, David Russell, Lord Storey, Bill Watkin, Dylan Wiliam, Lord Willetts, Sir Michael Wilshaw.

Additional interviews were held with:

- Alan Cowley, Chief Executive of Engagement in Education
- Professor Roger Murphy, Oxford University Centre for Educational Assessment
- Andreas Schleicher, Director for Education and Skills, OECD

Data Tables

Online Public Survey

Which of the following groups best describes you in relation to this survey?

Total	N=902
Learner (14-19)	17%
Learner (19+)	0%
Parent	25%
Employer	1%
Teacher (school)	30%
College lecturer	3%
University lecturer	1%
School leader	9%
College leader	2%
University admissions	1%
Independent training provider	1%
Representative body (Please specify)	1%
Policy/implementation role (e.g. Local Authority)	1%
Political (e.g. MP, Local/Regional representative)	0%
Other (Please specify)	8%

How important do you think qualifications taken at key stage 4 & 5 should be in preparing students with skills they need for their future career?

Total	N=826
It's the most critical part of learning – they need mastery of knowledge and skills relevant to the world of work	10%
It's important, but this needs to be balanced with providing a broad education that enables young people to play an active part in civil society and their preparation for adult life	75%
It's less important, as learning should be about enriching life and not simply focused on future employment	16%

Rate how effective each of the following assessment approaches are:

	Homework or classroom work	Peer assessment	Self-assessment	End of term/end of year tests	Mock exams	Regular formative assessments	Final exams at end of course	Formal exams more frequently
Total	N=823	N=825	N=822	N=821	N=824	N=820	N=823	N=824
Most effective	33%	10%	24%	21%	16%	57%	15%	31
Somewhat effective	42%	33%	39%	45%	40	29%	29%	31%
A little effective	16%	31%	25%	22%	26%	9%	29%	21%
Not at all effective	8%	24%	10%	11%	15%	4%	26%	13%
Not sure	1%	2%	2%	2%	2%	2%	1%	3%

How well to do schools and colleges in England teach the following:

	Developing Problem Solving	Developing Critical and Creative Thinking	Developing Digital Literacy	Developing Global Mindset
Total	N=821	N=821	N=821	N=822
Doing a great job	5%	5%	9%	8%
Doing OK	34%	26%	43%	35%
Not so great	38%	39%	31%	32%
Not doing a good job at all	18%	27%	14%	20%
Not sure	5%	4%	4%	4%

How well to do schools and colleges in England assess the following:

	Developing Problem Solving	Developing Critical and Creative Thinking	Developing Digital Literacy	Developing Global Mindset
Total	N=813	N=814	N=813	N=812
Doing a great job	5%	3%	5%	6%
Doing OK	28%	20%	36%	23%
Not so great	34%	39%	30%	32%
Not doing a good job at all	27%	32%	22%	32%
Not sure	7%	6%	7%	8%

Agree or disagree with the following statements about technology:

	<p>“This generation of students engages better with digital modalities - more teaching and assessment should be done using technological solutions.”</p>	<p>“Teachers need more and regular training in the use of technology for teaching and assessment to increase their confidence in their application.”</p>	<p>“A clear concern is the extent to which technology might reduce student/ teacher interaction, and to what extent human (teacher/examiner) judgement could be replaced entirely in student learning and assessment”.</p>
Total	N=820	N=821	N=818
Strongly Disagree	8%	3%	7%
Disagree	20%	8%	21%
Agree	43%	37%	34%
Strongly Agree	23%	48%	32%
Don't know/can't say	6%	4%	7%

Agree or disagree with the following statements about assessment of learning:

	"Class teachers should be given more responsibility for student summative assessment"	"The monitoring of standards of pupils' achievement should be derived from a wider base of evidence than exam results from individual pupils."	"It is better to award qualifications based on continuous student assessment throughout KS4 and KS5 rather than rely on final year high stake exams alone."	"Constant testing can reduce the self-esteem of lower-achieving pupils and can make it harder to convince them that they can succeed in other tasks."	"Teachers' assessment is often perceived as being, and indeed can be, unreliable and biased due to varying standards being applied"
Total	N=821	N=819	N=822	N=818	N=821
Strongly Disagree	6%	5%	5%	6%	9%
Disagree	14%	7%	8%	23%	28%
Agree	41%	22%	21%	23%	36%
Strongly Agree	33%	65%	62%	41%	21%
Don't Know/ Can't say	6%	2%	3%	6%	6%

14-19 Survey

Qualifications Studied by Gender

	Male				Female	
	All	Count	%	Count	%	Count
No		1004		285		719
A Levels	394	392	34.39	98	40.89	294
GCSEs	28.78	289	28.77	82	28.79	207
Mix of A Levels and Vocational	9.86	99	12.28	35	8.90	64
Vocational Qualification	9.26	93	11.23	32	8.48	61
Mix of GCSEs and Vocational	7.47	75	8.77	25	6.95	50
Other	5.58	56	4.56	13	5.98	43

Respondent Ages

	14		15		16		17		18		19	
	%	No	%	No	%	No	%	No	%	No	%	No
Total (1004)		3		4		224		176		401		196
A Levels	33.3	1	0	0	25.4	57	42.6	75	43.8	176	42.3	83
GCSEs	33.3	1	50	2	53.1	119	28.4	50	22.1	89	14.2	28
Mix of A Levels and Vocational	0	0	25	1	3.57	8	12.5	22	10.4	42	13.2	26
Vocational Qualification	0	0	0	0	6.2	14	6.8	12	10.4	42	12.7	25
Mix of GCSEs and Vocational	0	0	25	1	7.1	16	6.2	11	7.2	29	9.1	18
Other	33.3	1	0	0	4.4	10	3.4	6	5.74	23	8.16	16

How often do you turn to the following sources, if at all, for information and advice with regard to completing school/college work?

	General online search	Search YouTube	Ask Friends	Ask on social networks	Ask a teacher	Library	Buy a book	Ask family member
N _e = 1004		%	%	%	%	%	%	%
Always	36.35	19.92	24.10	12.65	16.43	77	9.56	12.65
Often	33.67	32.37	33.17	192	31.27	11.85	16.43	21.51
Sometimes	18.33	27.49	25.70	202	30.58	20.12	23.80	31.57
Rarely	5.88	13.94	11.6	21.12	13.45	27.59	24.70	20.32
Never	5.78	6.27	5.98	27.19	8.27	33.37	25.50	13.94

If you had a choice between doing a test on your course and a final exam on a screen or on paper, which would you prefer?

School tests (low stakes)	All Ages	14	15	16	17	18	19
N _e = 1004	%	N _e	%	%	%	%	%
On a Computer	29.1	293	33.3	50	26.3	31.8	28.1
Pen and Paper	39.1	393	33.3	50	40.6	40.9	39.8
Depends on Subject	24.6	247	33.3	0	23.2	19.9	26.5
No preference / Not sure	7	71	0	0	9.8	7.4	5.6

Exams (high stakes)	All Ages	14	15	16	17	18	19
N _e = 1004	%	N _e	%	%	%	%	%
On a Computer	27.2	274	0	50	22.8	29.5	31.6
Pen and Paper	39.6	398	0	50	37.1	39.8	34.2
Depends on Subject	26.49	266	66.7	0	29.9	26.1	28.6
No preference / Not sure	6.57	66	33.3	0	10.3	4.5	5.6

How effective or ineffective are each of the following are for testing that you have learnt something new?

Homework or classroom work set by and marked by the teacher								
Age								
	All Ages		14	15	16	17	18	19
	All (%)	%	%	%	%	%	%	
No	(1004)		3	4	224	176	401	196
Not at all effective	82	8.2	0	0	9.8	6.3	6	12.8
Not that effective	200	19.9	0	25	14.7	19.3	22.7	20
Somewhat effective	396	39.4	66.7	50	40.6	40.9	38.7	37.8
Very effective	267	26.6	33.3	0	26.3	26.7	28.7	23
Not sure	59	5.9	0	25	8.5	6.8	4	5.6

Peer assessment where students mark each other's work and provide feedback to each other

No	(1004)		3	4	224	176	401	196
	All (%)	%	%	%	%	%	%	%
Not at all effective	201	20.2	33.3	0	18.3	21	19.7	21.9
Not that effective	280	27.89	0	0	27.2	33.5	28.7	23
Somewhat effective	342	34.6	33.3	75	33.9	29	35.7	34.7
Very effective	123	12.25	0	25	11.6	8	12.7	15.8
Not sure	58	5.78	33.3	0	8.9	8.5	3.2	4.6

Self-assessment where students mark their own work and then work with their teachers to evaluate any gaps and how they can be filled

No	(1004)		3	4	224	176	401	196
	All (%)	%	%	%	%	%	%	%
Not at all effective	174	17.33	0	25	21.4	14.2	14.7	20.9
Not that effective	245	24.40	66.7	0	24.6	26.7	25.7	19.4
Somewhat effective	332	33.7	0	50	27.2	34.7	34.9	34.7
Very effective	190	18.92	0	0	17.9	17.6	20.2	19.4
Not sure	63	6.27	33.3	25	8.9	6.8	4.5	5.6

End of term/end of year tests across all subjects set and marked by the teacher

Nº	(1004)		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%
Not at all effective	78	7.77	0	25	6.7	7.4	7	10.7
Not that effective	135	13.45	0	0	12.5	7.4	16	15.3
Somewhat effective	411	40.94	100	75	38.4	40.3	41.1	42.3
Very effective	313	31.18	0	0	32.6	37.5	30.9	25.5
Not sure	67	6.67	0	0	9.8	7.4	5	6.1

Mock exams (e.g., for your GCSEs usually taken in Jan/Feb in Year 11) set by school and marked by teachers

Nº	(1004)		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%
Not at all effective	66	6.5	0	50	5.8	8.5	5.5	7.1
Not that effective	158	15.7	0	0	12.9	14.2	16	20.4
Somewhat effective	359	35.7	0	50	37.5	32.4	36.9	34.7
Very effective	339	33.7	66.7	0	31.7	38.1	34.7	30.6
Not sure	82	8.1	33.3	0	12.1	6.8	7	7.1

Regular assessments of all a student's coursework throughout the year marked by their teachers

Nº	(1004)		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%
Not at all effective	74	7.4	0	0	8	8	6.7	7.7
Not that effective	124	12.3	0	0	10.3	6.8	13.5	17.9
Somewhat effective	388	38.7	0	100	39.3	39.2	38.2	37.8
Very effective	344	34.3	66.7	0	32.1	35.8	36.2	31.6
Not sure	74	7.4	33.3	0	10.3	10.2	5.5	5.1

One final exam at end of each course marked by external examiners (not by teachers)

Nº	(1004)		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%

Not at all effective	108	10.8	0	0	12.9	10.2	9.5	11.7
Not that effective	217	21.6	66.7	25	16.1	21	21.7	27.6
Somewhat effective	351	35	0	50	38.4	34.1	36.7	28.6
Very effective	245	24.4	0	25	21.9	28.4	24.7	23.5
Not sure	83	8.3	33.3	0	10.7	6.3	7.5	8.7

Several shorter exams taken frequently through each course marked by external examiners (not by teachers)

Nº	1004		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%
Not at all effective	80	8	0	0	6.7	8	9.5	6.6
Not that effective	178	17.7	0	50	15.6	17	18.7	18.4
Somewhat effective	385	38.3	33.3	25	40.2	41.5	35.2	40.3
Very effective	270	26.9	33.3	0	22.8	25	29.7	28.1
Not sure	91	9.6	33.3	25	14.7	8.5	7	6.6

Thinking about the subjects you are studying at school/college, or studied most recently, how important, if at all, do you think the following should be in your learning?

Being able to see things in different ways to find solutions to problems

			Age					
			14	15	16	17	18	19
All (%)			%	%	%	%	%	%
No	(1004)		3	4	224	176	401	196
Not important at all	38	3.8	0	25	5.8	3.4	3.2	2.6
Not that important	99	9.9	0	0	12.1	5.7	9.5	12.2
Important	412	41.	33.3	50	41.5	45.5	40.9	36.7
Very important	385	38.3	66.7	25	31.3	37.5	40.4	42.9
Not sure	70	7	0	0	9.4	8	6	5.6

Being able to remember things from memory

Nº	(1004)		3	4	224	176	401	196
All (%)			%	%	%	%	%	%
Not important at all	49	4.9	0	0	5.8	6.3	3.7	5.1

Not that important	166	16.5	0	0	13.8	11.9	18	21.4
Important	363	36.2	0	50	30.4	35.8	38.2	39.3
Very important	362	36.1	100	50	41.1	38.1	34.7	30.1
Not sure	64	6.4	0	0	8.9	8	5.5	4.1

Being able to consider and analyse what I've heard, so I can make my own judgement

No	(1004)		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%
Not important at all	54	5.4	0	0	6.3	2.8	5.7	6.1
Not that effective	95	9.5	0	25	9.8	5.7	9.7	11.7
Somewhat effective	413	41.1	33.3	25	38.4	49.4	39.9	39.8
Very effective	372	37.1	66.7	50	35.7	33	39.7	36.2
Not sure	70	7	0	0	9.8	9.1	5	6.1

Understanding others' thoughts and feelings and considering their points of view

No	(1004)		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%
Not important at all	51	5.1	0	25	4.5	5.1	4.2	7.1
Not that important	128	12.7	33.3	25	13.4	11.9	13.2	11.2
Important	407	40.5	0	50	40.2	44.9	41.4	35.7
Very important	344	34.3	66.7	0	31.3	29	36.4	38.3
Not sure	74	7.4	0	0	10.7	9.1	4.7	7.7

Being able to use information and communication technologies to find, evaluate, create, and communicate information

No	(1004)		3	4	224	176	401	196
	All (%)		%	%	%	%	%	%
Not important at all	52	5.2	0	25	6.3	2.8	4.2	7.7
Not that effective	119	11.9	0	2	10.7	8.5	14.5	10.7
Somewhat effective	397	39.5	0	25	41.1	46.6	38.7	34.2
Very effective	341	34	100	25	26.3	31.8	35.9	39.8
Not sure	95	9.5	0	0	15.6	10.2	6.7	7.7

Relying on my teacher to tell me what I need to do and learn

No	(1004)		3	4	224	176	401	196
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		All (%)	%	%	%	%	%	%
Not important at all	96	9.6	0	0	9.8	9.1	7.7	13.8
Not that important	219	21.8	0	0	20.5	23.3	22.2	21.9
Important	393	39.1	66.7	50	36.6	39.8	40.1	38.8
Very important	222	22.1	0	25	23.7	19.9	23.9	18.9
Not sure	74	7.4	33.3	25	9.4	8	6	6.6

Thinking about the subjects you are studying at school/college, or studied most recently how often, if at all, would you say the following skills are/were assessed in your learning?

Being able to see things in different ways to find solutions to problems

		Age					
		14	15	16	17	18	19
No	(1004)	3	4	224	176	401	196
	All (%)	%	%	%	%	%	%
Always	154	15.3	33.3	0.0	12.9	14.2	20.9
Often	250	24.9	66.7	25.0	25.0	21.0	22.4
Sometimes	332	33.1	0.0	25.0	33.5	35.8	29.1
Rarely	157	15.6	0.0	50.0	13.8	15.3	15.8
Never	45	4.5	0.0	0.0	4.9	4.5	7.1
Not sure	66	6.6	0.0	0.0	9.8	9.1	4.6

Being able to remember things from memory

No	(1004)	3	4	224	176	401	196
	All (%)	%	%	%	%	%	%
Always	257	25.60	33.3	25.0	25.4	36.4	20.9
Often	266	26.49	66.7	50.0	25.9	24.4	24.5
Sometimes	252	25.10	0.0	25.0	24.1	18.8	26.5
Rarely	123	12.25	0.0	0.0	12.1	11.4	16.8
Never	46	4.58	0.0	0.0	3.6	2.8	7.7
Not sure	60	5.98	0.0	0.0	8.9	6.3	3.6

Being able to consider and analyse what I've heard, so I can make my own judgement

No	(1004)	3	4	224	176	401	196
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		All (%)	%	%	%	%	%	%
Always	183	18.2	0.0	25.0	20.5	15.9	16.7	20.9
Often	288	28.7	33.3	25.0	28.1	26.7	29.7	29.1
Sometimes	311	31.0	1.0	25.0	28.6	35.2	31.7	28.6
Rarely	110	11.0	33.3	25.0	8.5	7.4	13.0	12.2
Never	50	5.0	0.0	0.0	5.4	7.4	3.7	5.1
Not sure	62	6.2	0.0	0.0	8.9	7.4	5.2	4.1

Understanding others' thoughts and feelings and considering their points of view

No	(1004)		3	4	224	176	401	196
		All (%)	%	%	%	%	%	%
Always	160	15.9	3	4	224	176	401	196
Often	246	24.5	33.3	0.0	17.0	15.9	15.2	16.3
Sometimes	316	31.5	33.3	25.0	25.4	17.6	26.4	25.5
Rarely	150	14.9	0.0	50.0	29.0	35.2	31.7	30.6
Never	66	6.6	33.3	25.0	12.5	15.3	15.5	15.8
Not sure	66	6.6	0.0	0.0	6.3	6.8	6.0	8.2

Being able to use information and communication technologies to find, evaluate, create, and communicate information

No	(1004)		3	4	224	176	401	196
		All (%)	%	%	%	%	%	%
Always	179	17.83	0.0	25.0	16.1	15.9	15.5	26.5
Often	296	29.48	33.3	0.0	25.9	30.1	34.2	24.0
Sometimes	284	28.29	66.7	75.0	26.3	31.8	27.4	27.6
Rarely	131	13.05	0.0	0.0	14.7	11.9	13.7	11.2
Never	48	4.78	0.0	0.0	6.3	3.4	4.2	5.6
Not sure	66	6.57	0.0	0.0	10.7	6.8	5.0	5.1

Relying on my teacher to tell me what I need to do and learn

No	(1004)		3	4	224	176	401	196
		All (%)	%	%	%	%	%	%
Always	129	12.8	0.0	25.0	13.8	12.5	11.7	14.3
Often	246	24.5	33.3	0.0	25.0	23.3	25.7	23.0

Sometimes	324	32.3	33.3	50.0	30.8	32.4	32.7	32.7
Rarely	168	16.7	0.0	0.0	14.3	18.2	18.0	16.3
Never	70	7.0	0.0	25.0	7.1	6.3	7.0	7.1
Not sure	67	6.7	33.3	0.0	8.9	7.4	5.0	6.6

Do you think at your school/college there is enough choice for students in the range of subjects available in the qualification you are currently taking or took most recently? By subject we mean history, science, art, maths etc.

Age								
			14	15	16	17	18	19
All	Count	%	%	%	%	%	%	%
No	1004		3	4	224	176	401	196
Yes	58.1%	583	0.0%	75.0%	48.7%	62.5%	60.8%	59.7%
No	25.8%	259	66.7%	0.0%	31.7%	22.2%	24.4%	25.0%
Not sure	16.1%	162	33.3%	25.0%	19.6%	15.3%	14.7%	15.3%

Do you think at your school/college there is enough choice for students in the type of qualifications available at your key stage e.g. KS4 is 14-16 years and KS5 is 16-19 years? By qualifications we mean between academic qualifications like GCSEs/A Levels and vocational based qualifications like BTEC, Higher Nationals and EPQs (Extended Project Qualifications).

Age								
			14	15	16	17	18	19
All	Count	%	%	%	%	%	%	%
No	1004		3	4	224	176	401	196
Yes	56.5	567	0.0	75.0	47.3	60.8	59.4	57.7
No	22.7	228	66.7	25.0	24.1	22.2	21.4	23.5
Not sure	20.8	209	33.3	0.0	28.6	17.0	19.2	18.9

What, if anything, would you say has influenced your choice of qualifications? These are the qualifications you are currently taking or took the most recently. (Tick all that apply)

Age								
			14	15	16	17	18	19
	All	Count	%	%	%	%	%	%
No	1004		3	4	224	176	401	196
I need this particular qualification to get into the career I'm interested in	42.6	428	33.3	25.0	43.8	41.5	43.9	40.3
I need this particular qualification to go onto college or university	32.6	327	33.3	25.0	28.1	32.4	34.7	33.7
I need this particular qualification to get a good job	30.9	310	33.3	0.0	33.0	30.1	31.2	29.1
I feel that employers place more value on this qualification	18.9	190	0.0	25.0	15.2	17.0	21.2	20.4
It was what was recommended by my teacher/my school	18.0	181	0.0	0.0	14.7	18.2	18.5	21.4
It was what my parents/ family recommended me to do	17.5	176	0.0	0.0	14.3	18.8	15.7	24.5
I don't think anything has influenced my choice in qualifications	12.2	122	33.3	0.0	15.2	13.1	11.0	10.2
I wanted to do something similar to my friends	10.4	104	0.0	75.0	11.6	5.1	11.5	10.2
Other, please specify	5.5	55	33.3	0.0	5.4	10.2	4.7	2.6

19-24 Survey

Qualifications Studied by Gender

			Male		Female	
	All (%)	Count	%	Count	%	Count
N _e =1000		1000		298		702
GCSEs	39.8	398	34.2	102	42.2	296
A Levels	38.3	383	32.2	96	40.9	287
University degree	26.2	262	25.2	75	26.6	187
Vocational qualification e.g. BTEC, City & Guilds, NVQs	15.2	152	11.4	34	16.8	118
Higher National Certificate/Diploma	10.6	106	11.7	35	10.1	71
Masters or higher	8.9	89	12.4	37	7.4	52
Professional qualifications	8.2	82	7.7	23	8.4	59
None of the above	5.2	52	6.0	18	4.8	34

Respondent Ages

	19		20		21		22		23		24	
	%	N _e	%	N _e	%	N _e	%	N _e	%	N _e	%	N _e
N _e =1000												
GCSEs	44.4	72	41.4	87	35.8	81	43.4	69	41.9	52	31.1	37
A Levels	43.2	70	43.8	92	42.9	97	34.0	54	31.5	39	26.1	31
University degree	12.3	20	20.5	43	24.8	56	33.3	53	38.7	48	35.3	42
Vocational qualification	14.8	24	11.9	25	10.6	24	16.4	26	25.8	32	17.6	21
HNC/D	6.8	11	10.5	22	10.6	24	10.7	17	14.5	18	11.8	14
Masters or higher	6.2	10	6.2	13	9.3	21	9.4	15	12.1	15	12.6	15
Professional	4.9	8	9.5	20	8.4	19	10.1	16	7.3	9	8.4	10
None of the above	5.6	9	5.2	11	7.5	17	5.7	9	0.8	1	4.2	5

Thinking back to your education over the ages of 14 to 19, we'd like you to rate how effective or ineffective you feel each of the following assessment styles were for testing your learning and showing evidence of it.

Homework or classroom work set by and marked by the teacher

			Age					
			19	20	21	22	23	24
All (%)			%	%	%	%	%	%
No	(1000)		162	210	226	159	124	119
Not at all effective	107	10.7%	10.5%	11.4%	13.3%	8.2%	12.1%	6.7%
Not that effective	161	16.1%	21.6%	15.2%	13.3%	12.6%	16.9%	19.3%
Somewhat effective	406	40.6%	35.2%	41.4%	40.3%	50.9%	38.7%	35.3%
Very effective	255	25.5%	27.2%	22.4%	25.7%	20.8%	29.0%	31.1%
Not sure	71	7.1%	5.6%	9.5%	7.5%	7.5%	3.2%	7.6%

Peer assessment where students mark each other's work and provide feedback to each other

No	(1000)	17.8%	162	210	226	159	124	119
Not at all effective	178	26.2%	17.3%	15.7%	19.5%	16.4%	15.3%	23.5%
Not that effective	262	30.7%	26.5%	28.1%	23.0%	29.6%	30.6%	19.3%
Somewhat effective	307	15.9%	30.2%	30.5%	31.0%	30.2%	32.3%	30.3%
Very effective	159	9.4%	12.3%	13.8%	18.6%	15.7%	18.5%	16.8%
Not sure	94	17.8%	13.6%	11.9%	8.0%	8.2%	3.2%	10.1%

Self-assessment where students mark their own work and then work with their teachers to evaluate any gaps and how they can be filled

No	(1000)		162	210	226	159	124	119
Not at all effective	148	14.80%	14.2%	17.1%	14.6%	11.9%	14.5%	16.0%
Not that effective	251	25.10%	25.9%	24.3%	21.7%	25.2%	28.2%	28.6%
Somewhat effective	319	31.90%	31.5%	30.0%	32.7%	37.7%	33.1%	25.2%
Very effective	209	20.90%	21.6%	19.5%	22.6%	17.0%	22.6%	22.7%
Not sure	73	7.30%	6.8%	9.0%	8.4%	8.2%	1.6%	7.6%

End of term/end of year tests across all subjects set and marked by the teacher

No	(1000)		162	210	226	159	124	119
Not at all effective	78	7.8%	11.1%	7.1%	8.0%	6.9%	8.1%	5.0%
Not that effective	155	15.5%	16.0%	16.7%	13.3%	15.7%	16.9%	15.1%

Somewhat effective	372	37.2%	35.2%	35.7%	38.5%	39.0%	39.5%	35.3%
Very effective	315	31.5%	31.5%	30.0%	31.9%	30.8%	33.1%	32.8%
Not sure	80	8.0%	6.2%	10.5%	8.4%	7.5%	2.4%	11.8%

Mock exams (e.g., for your GCSEs usually taken in Jan/Feb in Year 11) set by school and marked by teachers

Nº	(1000)		162	210	226	159	124	119
Not at all effective	104	10.4%	13.0%	9.0%	11.1%	12.6%	10.5%	5.0%
Not that effective	147	14.7%	16.0%	13.3%	12.8%	14.5%	21.8%	11.8%
Somewhat effective	335	33.5%	30.2%	30.5%	37.6%	32.7%	28.2%	42.0%
Very effective	341	34.1%	34.0%	37.1%	30.5%	32.7%	37.1%	34.5%
Not sure	73	7.3%	6.8%	10.0%	8.0%	7.5%	2.4%	6.7%

Regular assessments of all a student's coursework throughout the year marked by their teachers

Nº	(1000)		162	210	226	159	124	119
Not at all effective	89	8.9%	8.0%	7.1%	9.3%	8.2%	13.7%	8.4%
Not that effective	114	11.4%	14.8%	10.0%	12.8%	11.3%	10.5%	7.6%
Somewhat effective	352	35.2%	30.9%	35.2%	41.6%	39.6%	26.6%	31.9%
Very effective	361	36.1%	36.4%	36.2%	29.2%	32.1%	46.0%	43.7%
Not sure	84	8.4%	9.9%	11.4%	7.1%	8.8%	3.2%	8.4%

One final exam at end of each course marked by external examiners (not by teachers)

Nº	(1000)		162	210	226	159	124	119
Not at all effective	115	11.5%	11.7%	11.0%	10.6%	12.6%	12.1%	11.8%
Not that effective	201	20.1%	21.6%	15.2%	17.3%	28.3%	18.5%	22.7%
Somewhat effective	348	34.8%	37.0%	36.2%	37.6%	30.8%	36.3%	27.7%
Very effective	260	26.0%	20.4%	29.0%	25.7%	22.0%	29.8%	30.3%
Not sure	76	7.6%	9.3%	8.6%	8.8%	6.3%	3.2%	7.6%

Several shorter exams taken frequently through each course marked by external examiners (not by teachers)

No	(1000)		162	210	226	159	124	119
Not at all effective	81	8.1%	11.7%	5.7%	8.8%	7.5%	9.7%	5.0%
Not that effective	164	16.4%	11.1%	16.2%	16.4%	14.5%	25.0%	17.6%
Somewhat effective	388	38.8%	40.1%	36.7%	40.3%	45.3%	34.7%	33.6%

Very effective	268	26.8%	25.3%	28.6%	23.0%	25.8%	28.2%	32.8%
Not sure	99	9.9%	11.7%	12.9%	11.5%	6.9%	2.4%	10.9%

How important, if at all, do you think the following should be in the education of 14 to 19 year olds?

Being able to see things in different ways to find solutions to problems

		Age						
		19	20	21	22	23	24	
		All(%)	%	%	%	%	%	%
N	(1000)	1000	162	210	226	159	124	119
Not important at all	53	5.3%	4.3%	8.1%	4.9%	5.7%	4.8%	2.5%
Not that important	105	10.5%	10.5%	11.4%	11.5%	6.3%	15.3%	7.6%
Important	329	32.9%	38.9%	34.3%	36.7%	28.3%	27.4%	26.9%
Very important	441	44.1%	39.5%	39.0%	39.8%	51.6%	46.8%	54.6%
Not sure	72	7.2%	6.8%	7.1%	7.1%	8.2%	5.6%	8.4%

Being able to remember things from memory

№	(1000)		162	210	226	159	124	119
Not important at all	83	8.3%	8.0%	6.7%	8.4%	12.6%	8.9%	5.0%
Not that important	179	17.9%	23.5%	17.1%	15.5%	18.9%	15.3%	17.6%
Important	358	35.8%	28.4%	35.2%	37.2%	40.3%	34.7%	39.5%
Very important	317	31.7%	35.2%	32.9%	31.9%	23.3%	37.1%	30.3%
Not sure	63	6.3%	4.9%	8.1%	7.1%	5.0%	4.0%	7.6%

Being able to consider and analyse what I've heard, so I can make my own judgement

№	(1000)		162	210	226	159	124	119
Not important at all	56	5.6%	5.6%	8.1%	6.2%	5.7%	3.2%	2.5%
Not that important	108	10.8%	11.1%	11.9%	8.4%	12.6%	10.5%	10.9%
Important	371	37.1%	40.7%	37.6%	38.9%	34.6%	39.5%	28.6%
Very important	397	39.7%	36.4%	34.8%	39.4%	42.8%	39.5%	49.6%
Not sure	68	6.8%	6.2%	7.6%	7.1%	4.4%	7.3%	8.4%

Understanding others' thoughts and feelings and considering their points of view

N	(1000)	162	210	226	159	124	119
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Not important at all	60	6.0%	8.0%	6.2%	5.3%	5.7%	8.1%	2.5%
Not that important	102	10.2%	9.9%	14.8%	11.1%	8.2%	5.6%	8.4%
Important	345	34.5%	38.3%	31.4%	36.7%	32.1%	32.3%	36.1%
Very important	431	43.1%	38.3%	40.0%	38.5%	48.4%	51.6%	47.9%
Not sure	62	6.2%	5.6%	7.6%	8.4%	5.7%	2.4%	5.0%

Being able to use information and communication technologies to find, evaluate, create, and communicate information

Nº	(1000)		162	210	226	159	124	119
Not important at all	59	5.90%	6.2%	6.7%	6.2%	6.3%	4.8%	4.2%
Not that important	115	11.50%	13.0%	11.0%	13.7%	10.7%	11.3%	7.6%
Important	380	38.00%	40.1%	39.5%	36.3%	42.1%	33.1%	35.3%
Very important	376	37.60%	32.1%	35.2%	37.2%	36.5%	43.5%	45.4%
Not sure	70	7.00%	8.6%	7.6%	6.6%	4.4%	7.3%	7.6%

Relying on my teacher to tell me what I need to do and learn

Nº	(1000)		162	210	226	159	124	119
Not important at all	97	9.7%	11.1%	8.1%	9.3%	13.2%	9.7%	6.7%
Not that important	242	24.2%	24.7%	23.3%	26.5%	20.8%	28.2%	21.0%
Important	340	34.0%	29.6%	36.7%	33.2%	34.0%	33.1%	37.8%
Very important	244	24.4%	24.7%	24.8%	23.5%	25.2%	25.0%	23.5%
Not sure	77	7.7%	9.9%	7.1%	7.5%	6.9%	4.0%	10.9%

Looking back at your education over the ages of 14 to 19, what would you say you have found the MOST useful from your education with regard to your current work (if you are in employment or your current studies if you are in further or higher education)? Chose up to the 3 MOST useful learning from list below

						Age				
			Male	Female	19	20	21	22	23	24
	All	Count	%	%	%	%	%	%	%	%
Nº = 1000			298	702	162	210	226	159	124	119
Social skills like communication, time-management	50%	499	39.3%	54.4%	48.8%	46.2%	54.0%	49.7%	45.2%	55.5%
General intellectual knowledge from a range of subjects	36%	361	36.6%	35.9%	43.2%	35.2%	32.3%	36.5%	40.3%	30.3%
Ability to cope with stress	35%	352	30.2%	37.3%	38.3%	35.7%	32.7%	39.0%	29.8%	35.3%

Confidence to face challenges	30%	299	26.2%	31.5%	27.8%	26.2%	28.8%	34.6%	35.5%	29.4%
Ability to memorise important information	25%	251	24.2%	25.5%	24.7%	23.3%	27.0%	24.5%	24.2%	26.9%
Specific, workplace-related skills and knowledge	23%	230	23.5%	22.8%	18.5%	23.8%	23.5%	22.6%	23.4%	26.9%
I didn't find anything	12%	117	10.1%	12.4%	10.5%	11.0%	9.3%	13.2%	12.9%	16.0%
Other (please specify)	1%	6	0.7%	0.6%	0.0%	0.5%	0.9%	0.6%	0.8%	0.8%

If you went back to school again, what, if anything, would be the most important for you to learn? Chose up to the 3 MOST important from list below

Age										
			Male	Female	19	20	21	22	23	24
	All	Count	%	%	%	%	%	%	%	%
N ₀ = 1000			298	702	162	210	226	159	124	119
Social skills like communication, time-management	41.4%	414	40.3%	41.9%	38.9%	39.0%	40.3%	42.1%	41.9%	49.6%
Ability to cope with stress	33.1%	331	25.2%	36.5%	37.0%	32.4%	30.1%	37.7%	29.8%	31.9%
Developing confidence to face challenges	33.1%	331	23.8%	37.0%	37.0%	32.4%	34.5%	27.0%	34.7%	32.8%
A good grounding in literacy (reading, writing, and vocabulary) and math (addition, subtraction, multiplication and division)	30.2%	302	25.5%	32.2%	28.4%	31.9%	29.6%	34.6%	30.6%	24.4%
General intellectual knowledge from a range of subjects like history and science helpful for my development and personal growth	28.9%	289	26.5%	29.9%	27.8%	25.2%	27.4%	30.2%	39.5%	26.9%
Specific, workplace-related skills and knowledge	28.2%	282	25.5%	29.3%	31.5%	21.0%	26.5%	33.3%	21.8%	39.5%
Ability to memorise important information	21.7%	217	23.8%	20.8%	25.3%	18.6%	24.3%	18.2%	21.0%	22.7%
If I went back to school there wouldn't be anything that was most important for me to learn	7.5%	75	6.4%	8.0%	6.2%	9.0%	6.6%	6.9%	8.1%	8.4%
Other (please specify)	1.2%	12	1.7%	1.0%	1.2%	2.9%	0.9%	1.3%	0.0%	0.0%

Do you think there is enough choice in the range of subjects available in the qualification available to 14-19 year olds?

N _e =1000	All	Count
Yes	48.70%	487
No	38.90%	389
Not sure	12.40%	124

Do you think there is enough choice in the type of qualifications available for 14-19 year olds?

N _e = 1000	All	Count
Yes	55.60%	556
No	28.00%	280
Not sure	16.40%	164

To what extent do you agree or disagree with the following statements?

	Gender			Age					
	All	Male	Female	19	20	21	22	23	24

"It doesn't really matter whether you take academic or vocational qualifications at school/college to achieve a successful and prosperous career, it's all down to how much drive you have."

N _e	1000	298	702	162	210	226	159	124	119
Strongly Disagree	7.5%	10.4%	6.3%	8.6%	4.8%	9.3%	12.6%	4.0%	4.2%
Disagree	14.3%	18.1%	12.7%	16.7%	12.4%	16.4%	12.6%	20.2%	6.7%
Neither disagree nor agree	34.2%	35.6%	33.6%	33.3%	41.9%	34.1%	30.8%	33.1%	27.7%
Agree	30.8%	26.2%	32.8%	25.9%	29.5%	27.9%	32.1%	32.3%	42.0%
Strongly Agree	13.2%	9.7%	14.7%	15.4%	11.4%	12.4%	11.9%	10.5%	19.3%

"Academic and vocational qualifications you take at school/college are equal in helping you achieve a successful and prosperous career."

N _e	1000	298	702	162	210	226	159	124	119
Strongly Disagree	7.7%	12.4%	5.7%	5.6%	8.6%	8.0%	11.3%	6.5%	5.0%
Disagree	13.5%	17.4%	11.8%	14.2%	13.3%	11.9%	12.6%	14.5%	16.0%
Neither disagree nor agree	36.0%	33.6%	37.0%	36.4%	38.6%	38.5%	37.1%	33.1%	27.7%
Agree	31.9%	27.9%	33.6%	30.2%	27.6%	34.1%	30.8%	33.9%	37.0%
Strongly Agree	10.9%	8.7%	11.8%	13.6%	11.9%	7.5%	8.2%	12.1%	14.3%

"Academic qualifications like A Levels give you an advantage in getting a job over vocational qualifications like BTEC."

No	1000	298	702	162	210	226	159	124	119
Strongly Disagree	9.2%	12.1%	8.0%	9.3%	9.0%	11.1%	10.7%	6.5%	6.7%
Disagree	17.9%	18.1%	17.8%	21.0%	18.6%	16.4%	13.8%	16.9%	21.8%
Neither disagree nor agree	34.8%	32.9%	35.6%	35.8%	32.9%	40.7%	38.4%	34.7%	21.0%
Agree	30.3%	27.9%	31.3%	26.5%	32.4%	24.3%	32.1%	32.3%	38.7%
Strongly Agree	7.8%	9.1%	7.3%	7.4%	7.1%	7.5%	5.0%	9.7%	11.8%

"Vocational qualifications like BTEC are more likely to result in a good job with career prospects than academic qualifications like A Levels."

No	1000	298	702	162	210	226	159	124	119
Strongly Disagree	7.3%	8.4%	6.8%	6.8%	6.7%	8.4%	8.8%	4.0%	8.4%
Disagree	21.9%	20.8%	22.4%	25.9%	20.5%	21.2%	21.4%	29.0%	13.4%
Neither disagree nor agree	42.8%	39.6%	44.2%	43.8%	42.4%	46.9%	43.4%	36.3%	40.3%
Agree	21.4%	24.5%	20.1%	17.3%	23.8%	16.8%	21.4%	25.0%	27.7%
Strongly Agree	6.6%	6.7%	6.6%	6.2%	6.7%	6.6%	5.0%	5.6%	10.1%

Parent Survey

What are the sources, if any, that you believe your child turns to for information and advice with regard to completing school/college work?

	Do a general search online and seek free content online		Head onto YouTube to find a relevant video on the topic		Ask their close friends		Ask their social network, e.g., send a post on Facebook, Instagram	
	All	Count	All	Count	All	Count	All	Count
N ₀ = 1005								
Always	25.9%	260	9.9%	99	11.6%	117	7.2%	72
Often	45.1%	453	32.6%	328	34.7%	349	16.5%	166
Sometimes	22.4%	225	36.9%	371	38.2%	384	27.7%	278
Rarely	3.7%	37	12.1%	122	9.0%	90	20.9%	210
Never	1.4%	14	5.0%	50	3.1%	31	22.6%	227
Not sure	1.6%	16	3.5%	35	3.4%	34	5.2%	52

	Ask their/a teacher		Go to the library and look for a book on the subject		Buy a book on the topic either online or in-store		Ask me the parent or another family member	
	All	Count	All	Count	All	Count	All	Count
N ₀ = 1005								
Always	13.7%	138	4.1%	41	4.8%	48	14.0%	141
Often	40.5%	407	8.9%	89	12.5%	126	37.9%	381
Sometimes	33.3%	335	20.3%	204	25.9%	260	35.5%	357
Rarely	7.9%	79	27.2%	273	26.5%	266	8.9%	89
Never	2.5%	25	37.1%	373	27.8%	279	2.6%	26
Not sure	2.1%	21	2.5%	25	2.6%	26	1.1%	11

If your child had a choice between doing a test for their course and their final exam on a screen or on paper - which would you prefer they chose?

	School test (low stakes)		Exams (high stakes)	
N _e = 1005	All	Count	All	Count
On a computer	41.7%	419	36.6%	368
Pen and Paper	28.3%	284	31.2%	314
I would like an option of each, depending on the subject	21.8%	219	23.2%	233
No preference/Not sure	8.3%	83	9.0%	90

Rate how effective or ineffective you feel each of the following assessment styles are for testing that your child has learnt something new?

	Homework or classroom work set by and marked by the teacher	Peer assessment where students mark each other's work and provide feedback to each other	Self-assessment where students mark their own work and then work with their teachers to evaluate any gaps	End of term/end of year tests across all subjects set and marked by the teacher
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N _e = 1005	Count		Count		Count		Count	
Not at all effective	2.1%	21	15.4%	155	10.2%	103	1.7%	17
Not that effective	9.8%	98	34.0%	342	25.8%	259	7.7%	77
Somewhat effective	44.2%	444	31.7%	319	40.6%	408	47.2%	474
Very effective	40.4%	406	10.9%	110	15.8%	159	38.3%	385
Not sure	3.6%	36	7.9%	79	7.6%	76	5.2%	52

	Mock exams set by school and marked by teachers		Regular assessments of all a student's coursework throughout the year marked by their teachers		One final exam at end of each course marked by external examiners		Several shorter exams taken frequently through each course marked by external examiners	
N _e = 1005	Count		Count		Count		Count	
Not at all effective	2.3%	23	1.1%	11	3.6%	36	2.6%	26
Not that effective	9.5%	95	5.9%	59	18.1%	182	7.9%	79
Somewhat effective	47.3%	475	34.8%	350	42.4%	426	45.2%	454
Very effective	35.6%	358	53.7%	540	29.5%	296	37.3%	375

Not sure	5.4%	54	4.5%	45	6.5%	65	7.1%	71
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Thinking about the subjects your child is studying at school/college, or studied most recently, how important, if at all, do you think the following should be in their learning?

	Being able to see things in different ways to find solutions to problems		Being able to remember things from memory		Being able to consider and analyse what they've heard, so they can make their own judgement	
N _e = 1005	Count		Count		Count	
Not important at all	0.7%	7	1.1%	11	0.8%	8
Not that important	2.5%	25	10.0%	100	3.0%	30
Important	34.2%	344	44.2%	444	38.4%	386
Very important	59.5%	598	41.8%	420	54.8%	551
Not sure	3.1%	31	3.0%	30	3.0%	30

	Understanding others' thoughts and feelings and considering their points of view		Being able to use information and communication technologies to find, evaluate, create, and communicate information		Relying on their teacher to tell them what they need to do and learn	
N _e = 1005	Count		Count		Count	
Not important at all	0.7%	7	0.9%	9	3.7%	37
Not that important	5.1%	51	2.4%	24	15.3%	154
Important	43.1%	433	41.1%	413	48.2%	484
Very important	48.0%	482	51.9%	522	28.3%	284
Not sure	3.2%	32	3.7%	37	4.6%	46

Do you think at your child's school/college there is enough choice for students in the range of subjects available in the qualification they are currently taking or took most recently?

N _e = 1005	All	Count
Yes	61.19%	615
No	20.70%	208
Not sure	18.11%	182

Do you think at your child's school/college there is enough choice for students in the type of qualifications available at their key stage?

N _e = 1005	All	Count
Yes	63.48%	638
No	19.10%	192
Not sure	17.41%	175

What, if anything, would you say has influenced your child's choice of qualifications? These are the qualifications your child is currently taking or took the most recently. (Tick all that apply)

N _e =1005	All	Count
My child's needs this particular qualification to get into the career he/she is interested in	42.59%	428
My child's needs this particular qualification to go onto college or university	35.02%	352
My child's needs this particular qualification to get a good job	26.07%	262
It was what was recommended by my child's teacher/their school	19.50%	196
I feel that employers place more value on this qualification	15.22%	153
I don't think anything has influenced my child's choice in qualifications	12.74%	128
It what I/the parents recommended	11.04%	111
My child wanted to do something similar to my friends	9.75%	98
I don't know	4.88%	49
Other, please specify	4.28%	43

Thinking about the qualifications your child is taking right now (or took recently), the qualifications they are thinking about taking afterwards, and the kind of jobs they might want to do in the future, to what extent do you agree or disagree with the following statements?

"It doesn't really matter whether you take academic or vocational qualifications at school/college to achieve a successful and prosperous career, it's all down to how much drive you have."

N _e = 1005	Count
Strongly Disagree	45
Disagree	121
Neither disagree nor agree	301
Agree	417
Strongly Agree	121

"Academic and vocational qualifications you take at school/college are equal in helping you achieve a successful and prosperous career."

№ = 1005		Count
Strongly Disagree	1.29%	13
Disagree	7.56%	76
Neither disagree nor agree	29.25%	294
Agree	49.25%	495
Strongly Agree	12.64%	127

"Academic qualifications like A Levels gives you an advantage in getting a job than vocational qualifications like BTEC."

№ = 1005		Count
Strongly Disagree	2.49%	25
Disagree	15.32%	154
Neither disagree nor agree	39.50%	397
Agree	32.64%	328
Strongly Agree	10.05%	101

"Vocational qualifications like BTEC are more likely to result in a good job with career prospects than academic qualifications like A Levels."

№ = 1005		Count
Strongly Disagree	2.79%	28
Disagree	11.64%	117
Neither disagree nor agree	50.95%	512
Agree	28.06%	282
Strongly Agree	6.57%	66

Employer Survey

Number of employees by region:

		No. Employees					Mean
Region		No	0	1-10	11-249	250+	
	All	1005	6.67%	19.50%	39.40%	34.43%	138.37
	Count		67	196	396	346	
East of England	%	76	6.58%	15.79%	39.47%	38.16%	147.58
	Count		5	12	30	29	
Greater London	%	262	3.44%	22.14%	38.93%	35.50%	140.57
	Count		9	58	102	93	
East Midlands	%	50	4.00%	14.00%	44.00%	38.00%	152.97
	Count		2	7	22	19	
West Midlands	%	107	7.48%	17.76%	41.12%	33.64%	138.55
	Count		8	19	44	36	
North East	%	41	4.88%	21.95%	43.90%	29.27%	131.45
	Count		2	9	18	12	
North West	%	97	6.19%	21.65%	41.24%	30.93%	132.12
	Count		6	21	40	30	
Northern Ireland	%	18	0.00%	0.00%	38.89%	61.11%	203.33
	Count		0	0	7	11	
Scotland	%	45	2.22%	22.22%	28.89%	46.67%	155.44
	Count		1	10	13	21	
South East	%	128	7.03%	21.88%	39.06%	32.03%	132.06
	Count		9	28	50	41	
South West	%	71	12.68%	21.13%	45.07%	21.13%	112.57
	Count		9	15	32	15	
Wales	%	42	11.90%	9.52%	35.71%	42.86%	154.10
	Count		5	4	15	18	
Yorkshire and the Humber	%	68	16.18%	19.12%	33.82%	30.88%	122.23
	Count		11	13	23	21	

In England learners usually complete qualifications aged 16 and aged 18/19. How important, if at all, do you think these qualifications grades are in preparing learners for careers?

N _e = 1005	All	Count
Qualifications are somewhat important, but this needs to be balanced with providing a broad education that enables young people to play an active part in civil society and their preparation for adult life	61.29%	616
They are the most critical part of learning – they need to demonstrate mastery of knowledge and skills through their qualifications	29.45%	296
Qualifications are less important, as learning should be about enriching life and not simply focused on future employment	9.25%	93

How well do you feel schools and colleges in England (NOT including universities) are teaching the following employability skills?

Problem Solving - Capacity to find and solve effectively routine and non-routine problems to achieve work goals, as well as to anticipate them and reflect on the outcomes

		Count
Doing a great job	22%	220
Doing OK	44%	444
Not so great	23.98%	241
Not doing a good job at all	7.86%	79
Not sure	2.09%	21

Critical and Creative Thinking - Ability to come up with new solutions, approaches, etc. and to think "out of the box"

N _e = 1005		Count
Doing a great job	22%	226
Doing OK	40%	397
Not so great	25.07%	252
Not doing a good job at all	10.85%	109
Not sure	2.09%	21

Digital Literacy – Ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills

N _e = 1005		Count
Doing a great job	30%	303
Doing OK	46%	459
Not so great	17.41%	175

Not doing a good job at all	4.28%	43
Not sure	2.49%	25

Developing Global Mindset – Openness, acceptance and appreciate of cultural differences and the ability to adjust to different cultures

N ₂ = 1005	Count	
Doing a great job	23%	232
Doing OK	44%	443
Not so great	21.09%	212
Not doing a good job at all	8.36%	84
Not sure	3.38%	34

As an employer - how much emphasis do you place on the following qualifications in screening people for employment?

	GCSEs	Int. Bacc.	L3 Voc.	A Levels	EPQ	Degree	Prof Cert	L2 Voc.
Critical	19.9%	11.3%	11.6%	16.4%	11.8%	19.0%	17.8%	10.3%
Important	30.8%	26.1%	30.1%	32.5%	30.2%	30.8%	36.0%	29.1%
Somewhat important	27.6%	26.2%	36.0%	30.7%	32.2%	27.2%	29.0%	36.7%
Not that important	14.1%	19.2%	14.3%	13.3%	16.5%	15.4%	12.6%	14.1%
Not at all important	6.7%	10.9%	6.2%	5.9%	4.7%	6.8%	3.2%	6.5%
Don't know what this is	0.9%	6.3%	1.7%	1.1%	4.5%	0.8%	1.4%	3.3%

To what extent do you agree or disagree with the following statement about the role of technology in teaching and assessment?

"This generation of students engages better with digital modalities - more teaching and assessment should be done using technological solutions."

N ₂ = 1005	Count	
Strongly Disagree	5%	51
Disagree	13%	127
Neither disagree nor agree	26%	262
Agree	33%	334
Strongly Agree	20%	206
Don't Know/ Can't say	2%	25

"A clear concern is the extent to which technology might reduce student/teacher interaction, and to what extent human (teacher/examiner) judgement could be replaced entirely in student learning and assessment."

N _e = 1005		Count
Strongly Disagree	6%	64
Disagree	12%	123
Neither disagree nor agree	28%	279
Agree	35%	350
Strongly Agree	16%	165
Don't Know/ Can't say	2%	24

Teacher Survey

Which key stage(s) do you teach?

N=1165	Count	
EY/FR	9	1%
KS1	16	1%
KS2	34	3%
KS3	901	77%
KS4	1088	93%
KS5	748	64%

How effective you feel each of the following assessment approaches are in validating the acquisition of knowledge and skills among students aged 14 to 19 years of age?

	Homework or classroom work (N=1165)	Student peer assessment (N=1161)	Self-assessment where students critique their own work (N=1158)	End of term/end of year tests marked by the teacher (N=1163)	Mock exams (N=1163)	Regular formative assessments (N=1164)	Final high stake exams (N=1162)	Formal high stake exams through the course marked (N=1162)
Not at all effective	2.3%	11.5%	6.4%	0.8%	0.6%	0.5%	4.5%	2.2%
A little effective	14.2%	33.1%	25.2%	3.9%	4.1%	3.0%	15.5%	9.5%
Somewhat effective	36.9%	40.2%	41.3%	33.4%	28.7%	25.2%	45.9%	37.5%
Very effective	46.0%	14.4%	26.2%	61.0%	65.3%	70.1%	32.6%	47.2%
Not sure	0.6%	0.8%	0.9%	0.9%	1.2%	1.2%	1.5%	3.6%

How well do you feel your school/college is teaching students on the following skills?

	Developing Problem Solving Skills	Developing Critical and Creative Thinking Skills	Developing Digital Literacy Skills	Developing Global Mindset
N	1165	1165	1162	1163
Not doing a good job at all	0.8%	1.2%	1.2%	1.2%
Not so great	11.8%	16.9%	10.6%	14.1%

Doing OK	59.6%	55.9%	49.2%	49.5%
Doing a great job	26.4%	25.0%	38.0%	33.4%
Not sure	1.4%	1.0%	0.9%	1.8%

How well do you feel your school/college is assessing students on the following skills?

	Developing Problem Solving Skills	Developing Critical and Creative Thinking Skills	Developing Digital Literacy Skills	Developing Global Mindset
N _o	1161	1157	1157	1155
Not doing a good job at all	2.2%	2.6%	1.9%	2.9%
Not so great	17.4%	21.8%	15.0%	19.7%
Doing OK	56.6%	52.0%	50.3%	51.3%
Doing a great job	21.7%	20.7%	29.7%	23.0%
Not sure	2.2%	2.9%	3.0%	3.2%

Which sources do you believe your students turn to for information and advice with regard to completing school/college work?

	Seek free content online	YouTube	Ask their friends / peer group	Ask their social network	Ask their teacher	Library	Buy a book on the topic	Ask their parents or family members
N _e		1161	1163	1165	1162	1163	1163	1162
Rarely/Never	1.3%	2.4%	1.6%	12.3%	0.9%	68.3%	55.3%	9.4%
Sometimes	13.9%	28.6%	24.3%	36.1%	16.0%	23.3%	30.4%	52.3%
Often	45.9%	50.9%	55.6%	35.6%	53.7%	5.4%	10.5%	30.8%
Always	37.6%	15.7%	17.0%	8.0%	29.1%	1.5%	1.8%	3.3%
Really can't say	1.4%	2.3%	1.5%	7.9%	0.3%	1.5%	2.0%	4.3%

If your KS4 students had a choice between doing an assessment on a screen or on paper, which do you think they would prefer?

	School test, e.g. end of term tests	GCSEs exams
No	1080	1075
On a computer	28.8%	26.0%
Pen and Paper	28.9%	35.0%
It would depend on the subject	42.3%	38.9%

If your KS5 students had a choice between doing an assessment on a screen or on paper - which do you think they would prefer?

	School test, e.g. end of term tests	GCSEs exams
No	742	742
On a computer	26.0%	22.2%
Pen and Paper	35.0%	35.7%
It would depend on the subject	38.9%	42.0%

How important do you think qualifications taken at KS4 and KS5 are in preparing learners for careers?

No = 1165

They are the most critical part of learning – they need to demonstrate mastery of knowledge and skills through their qualifications	128	11%
Qualifications are somewhat important, but this needs to be balanced with providing a broad education that enables young people to play an active part in civil society and their preparation for adult life	957	82%
Qualifications are less important, as learning should be about enriching life and not simply focused on future employment	80	7%

Do you feel that the choice of qualifications you would like to offer at your school/college are restricted by funding and accountability pressures?

No 1164

Yes	757	65%
No	253	22%
Not sure	154	13%

To what extent do you agree or disagree with the following statements on the assessment of learning?

	" Class teachers should be given more responsibility and autonomy for student summative assessment."	" The monitoring of standards of pupils' achievement should be derived from a wider base of evidence than exam results from individual pupils."	" It is better to award qualifications based on continuous student assessment throughout KS4 and KS5 rather than rely on final year high stake exams alone."	" Systems of school accountability should not rely solely, or even mainly, on the data derived from summative assessment of pupils. Such data should be reported, and interpreted, in the context of the broad set of indicators of school effectiveness."	" Constant testing can reduce the self-esteem of lower-achieving pupils and can make it harder to convince them that they can succeed in other tasks."	" Teachers' Assessment is often perceived as being, and indeed can be, unreliable and biased due to varying standards being applied."
N ₀	1165	1162	1164	1162	1162	1161
Strongly Disagree	3.2%	1.6%	2.6%	1.0%	2.0%	3.6%
Disagree	18.6%	8.0%	13.7%	9.4%	17.5%	25.2%
Agree	60.9%	61.7%	53.2%	59.6%	51.1%	54.4%
Strongly Agree	17.3%	28.7%	30.5%	29.9%	29.4%	16.7%

To what extent do you agree or disagree with the following statement about the role of technology in teaching and assessment?

	"At our school/college we have successfully integrated technology into aspects of day-to-day teaching and learning."	"This generation of students engages better with digital modalities - more teaching and assessment should be done using technological solutions."	"Teachers need more and regular training in the use of technology for teaching and assessment to increase their confidence in their application."
N ₀	1163	1162	1157
Strongly Disagree	2.2%	1.2%	0.8%
Disagree	16.9%	21.9%	4.1%
Agree	60.4%	58.4%	62.1%
Strongly Agree	20.4%	18.4%	32.9%

To what extent should the grades from high-stakes assessments be a main factor in the following:

	Judge individual teachers on their performance	Judge schools on their performance	Reflect what a student knows and can do in a specific subject to a specific level	Be used by selecting institutions or employers as an indication of which students best fit their requirements
Nº	1160	1161	1160	1158
No extent	31.5%	17.1%	2.9%	9.0%
Some extent	66.0%	77.5%	74.3%	77.5%
A great extent	2.5%	5.3%	22.8%	13.6%

How important is it that the distribution of grades nationally remains consistent over time?

N 1161

Not important at all	111	10%
Not very important	353	30%
Important	501	43%
Very important	196	17%

Thinking about the frequency of high stakes assessment, to what extent to you agree or disagree that they should be:

	Taken in more than one session throughout the year	Taken at the end of a course	Taken when the student is ready (on demand)
Nº	1151	1145	1129
Strongly Disagree	2.7%	6.8%	9.2%
Disagree	13.1%	47.8%	34.4%
Agree	65.2%	39.7%	48.0%
Strongly Agree	19.0%	5.7%	8.4%

Higher Education Survey

Based on your experience of teaching students on their arrival at university, how well do you feel school and colleges in England are developing the following skills in their students?

	Developing Problem Solving Skills - Capacity to find and solve effectively routine and non-routine problems to achieve work goals, as well as to anticipate them and reflect on the outcomes	Developing Critical and Creative Thinking Skills - Ability to come up with new solutions, approaches, etc. and to think "out of the box"	Developing Digital Literacy Skills – Ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills	Developing Global Mindset – Openness, acceptance and appreciation of cultural differences and the ability to adjust to different cultures
N ₀	20	20	20	20
Doing a great job	0%	0%	5%	5%
Doing OK	25%	10%	30%	45%
Not so great	50%	45%	40%	20%
Not doing a good job at all	20%	40%	20%	25%
Not sure	5%	5%	5%	5%

To what extent do you agree or disagree with the following statement about the role of technology in teaching and assessment?

	"This generation of students engages better with digital modalities - more teaching and assessment should be done using technological solutions." (A)	"A clear concern is the extent to which technology might reduce student/ teacher interaction, and to what extent human (teacher/examiner) judgement could be replaced entirely in student learning and assessment." (B)
N ₀	20	20
Strongly Disagree	0%	0%
Disagree	25%	5%
Agree	70%	60%
Strongly Agree	5%	35%
Don't know/ can't say	0%	0%

To what extent do you agree or disagree with the following statement about the assessment of learning?

	“The monitoring of standards of pupils’ achievement should be derived from a wider base of evidence than exam results from individual pupils.” (A)	“It is better to award qualifications based on continuous student assessment throughout KS4 and KS5 rather than rely on final year high stakes exams alone.” (B)	“Constant testing can reduce the self-esteem of lower-achieving pupils and can make it harder to convince them that they can succeed in other tasks.” (C)	“Teachers’ assessment is often perceived as being, and indeed can be, unreliable and biased due to varying standards being applied.” (D)
N=	20	20	20	20
Strongly Disagree	0%	0%	10%	15%
Disagree	10%	25%	25%	20%
Agree	40%	30%	40%	35%
Strongly Agree	50%	40%	25%	30%
Don't Know/ Can't say	0%	5%	0%	0%

MP Polling Survey

Please rate your level of agreement or disagreement to the following statements with regard to the education of 14 to 19 year olds (Key Stages 4 & 5):

	Total	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
Students should be encouraged more than they are today to take some form of practical career-related qualification as part of their overall learning experience	104	0	7	17	58	16	5
	100%	0%	7%	17%	55%	16%	5%
There should be a better balance between practical and academic knowledge and skills than is currently encouraged	104	0	8	18	56	16	6
	100%	0%	7%	18%	54%	15%	6%
There should be greater use of technology in assessment (e.g. taking tests and exams on computers), reflecting the digital world in which young people live and the digital world of work they will enter	104	3	10	29	49	7	5
	100%	3%	10%	28%	47%	7%	5%
Currently subject choice is too limited for students	104	2	22	31	29	10	10
	100%	2%	22%	30%	28%	10%	9%
Students should specialise in their subjects later than is currently experienced in their school career	104	0	29	33	31	3	9
	100%	0%	28%	31%	29%	3%	9%
Academic qualifications (such as GCSEs and A levels) alone can prepare students for jobs of the future	104	15	48	24	11	3	4
	100%	15%	46%	23%	10%	3%	4%

Please rate your level of agreement or disagreement to the following statements with regard to the education of 14 to 19 year olds:

	Total	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
End of course assessment in the form of exams (high stakes assessment) provides focus and motivation for learning	104	1	11	14	56	17	6
	100%	1%	11%	13%	53%	16%	6%
Students should be exposed to broader and more applied curriculum from which they can see has direct relevance to work and life	104	0	7	21	59	12	5
	100%	0%	7%	20%	57%	12%	4%
The primary purpose for grading students is for selection for the next stage for learning or employment	104	2	16	9	60	9	8
	100%	2%	15%	9%	58%	9%	8%
The primary purpose for grading students is to give feedback on what they know and can do in a subject	104	1	16	22	52	9	5
	100%	1%	15%	21%	50%	8%	4%
Re-sitting GCSEs are the best way of encouraging numeracy and literacy of 16+ year olds who have previously achieved low GCSE grades	104	3	17	25	39	6	14
	100%	3%	17%	24%	37%	6%	14%
The primary purpose for grading students is to judge the quality of the schools	104	10	41	25	20	1	7
	100%	9%	39%	24%	19%	1%	6%