



Department
for Education

16-19 performance measures

Government consultation

Launch date 28 April 2026

Respond by 21 July 2026

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About this consultation

Why we are consulting

The long-term mission of the Department for Education (DfE) is to help every young person to achieve and thrive at school and in further education, through excellent teaching and high standards; and to build skills for opportunity and growth so that every young person is equipped to thrive in life and work. 16-19 study is a crucial part of this, and the [Post 16 Education and Skills White Paper](#) set out an ambitious programme of reform for 16-19 education.

Strong accountability is important to help drive standards and secure good outcomes. We want all published data on schools, colleges and other providers with 16- to 19-year-olds to give parents and students, providers, governors and government the data needed to make more informed decisions.

This consultation sets out proposals to update and improve the performance measures that we publish about 16-19 study. It fulfils commitments made in the [Post-16 Education and Skills White Paper](#), and the [government's response to the Curriculum and Assessment review](#), to consult on a consistent way of measuring performance for 16-19 learners, and to revise English and maths progress measures, and qualification achievement rates, to recognise providers for the progress their students make towards a level 2. We also propose changes to streamline the measures of retention that we publish, making them easier for users to understand, and ensuring they accurately reflect meaningful activity for students.

This consultation forms part of a wider programme of engagement. We have recently consulted on [key stage 4 performance measures, and the targeted RISE extension](#); we are analysing responses to this and will publish our response during summer term 2026. We will also consult on how enrichment activities should be reflected within school and college profiles as part of a wider range of information that could be made available to parents. Taken together, these consultations will support the development of a more coherent and balanced approach to accountability and transparency – one that encourages schools and colleges to provide a rich and broad education, where high standards and inclusion go hand in hand for every young person.

Scope of consultation

This consultation document makes proposals in relation to headline and additional educational performance measures at 16-19. These are the set of performance measures currently published on the [‘Compare School and College Performance’](#) service, and which will be included on new school and college profiles in future.

We have consistently referred to these as ‘16-18’ performance measures previously, while referring to the same age range which the DfE also calls ‘16-19’. In both cases, we are referring to all students that are age 16, 17 or 18 at the start of the academic year (and so many will be 19 by the time they complete their third academic year of post-16 study). To better align with terminology used elsewhere in the system, and to make clear that we capture up to three years of outcomes in these measures, we will now start to refer to these measures as ‘16-19’ performance measures. We will make this change to public digital services and documents as they are updated.

Chapter 2 also asks for views on changes to English and maths data in the qualification achievement rates, which are published as part of the [National Achievement Rate Tables](#).

- **Chapter 1** sets out proposals for ensuring 16-19 performance measures are consistent across provision and qualifications as the qualifications landscape continues to change and settle in.
- **Chapter 2** proposes a range of methodological and presentational changes to the existing headline 16-19 English and maths progress measures, to ensure that they best support, and hold providers to account, for improving students’ progress towards achieving level 2 English and maths at 16-19. It also seeks views on changes to the English and maths qualification achievement rates.
- **Chapter 3** proposes changes to student retention performance measures to streamline the measures we publish, making sure they represent meaningful retention of students, and present information accurately and clearly to users

Please note that the [consultation on Key stage 4 performance measures and targeted RISE extension](#) also sets out a change which would impact performance measures for all key stages, including 16-19: proposing to no longer use confidence intervals when assigning bandings to progress (value added) measures.

Your voice matters

We welcome feedback from schools, colleges and other 16-19 providers, parents, students, governors, local authorities, and sector experts. Your views will help us ensure our approach to, and design of, 16-19 performance measures mean they can be used to support parental and student choices, and inform accountability decisions.

Who this consultation is for

- Those involved in leading, governing, teaching, quality and data management or supporting in state-funded educational provision for 16- to 19-year-olds (including further education colleges, sixth form colleges, specialist post 16 institutions, schools with sixth forms, local authorities, academy trusts)
- groups representing education leaders, teachers, support staff, trustees and governors
- third sector organisations and others that provide support to state-funded 16-19 providers
- students
- parents, guardians and carers

The performance data we are consulting on is published for providers in England only.

Issue date

The consultation was issued on 28 April 2026.

Deadline

The consultation closes on 21 July 2026.

Enquiries

If your enquiry is related to the policy content of the consultation, please email:

1619performancemeasures.consultation@education.gov.uk

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: coordinator.consultations@education.gov.uk, telephone: 0370 000 2288 or via the [DfE Contact us page](#).

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

Respond online

To help us analyse the responses please use the online system wherever possible. Visit [DfE consultations on GOV.UK](#) to submit your response.

Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request an alternative format of the form.

By email

1619performancemeasures.consultation@education.gov.uk

By post

16-19 Performance Measures Reform Consultation Team
Department for Education
Sanctuary Buildings, 20 Great Smith Street
London
SW1P 3BT

Results and next steps

Once the consultation closes, we will carefully review all responses and publish a summary alongside our decisions. Your feedback will help shape the final approach to, and design of 16-19 performance measures, ensuring they are fair, transparent, and representative of the outcomes and progress of learners at 16-19.

Where proposals require further development, we will work with colleges, schools and sector experts to test feasibility and impact before implementation.

The results of our consultation will be published on GOV.UK in autumn 2026.

Chapter 1: Making 16-19 performance measures more consistent and comprehensive

In the [Post-16 Education and Skills White Paper](#), we set out our ambition for a targeted, data-driven skills system which is responsive to labour market needs. This included an intention to consult on a consistent way of measuring performance for 16 to 19 learners.

Our 16-19 destination measures are already consistent and include all learners, regardless of which level or qualification they have taken. Destination measures are important because they show whether students are supported to a sustained, positive destination – be that in education, apprenticeships or employment. We will introduce new school and college profiles in autumn 2026, which will make information about college performance more accessible to users. Destination measures will be key information. Earnings data are also of high importance to this government, and we are exploring how we can better present national-level employment outcomes to learners, to support informed choices.

However, not all of our performance measures account for the outcomes of all students. We publish headline 16-19 attainment (Average Point Score), progress (value added) and retention measures for a range of level 3 qualifications, and some level 2 qualifications, but they currently only include the outcomes of about 68% of 16- to 19-year-olds¹. This is because, to count towards these measures currently, level 3 and level 2 Vocational and Technical Qualifications must meet [specific criteria](#), and awarding organisations must have applied to have qualifications approved against this criteria prior to 2018. This is clearly not a consistent nor comprehensive approach to publishing performance measures for all providers or students. It means that our performance measures are not equally useful for all provider types, in particular Further Education colleges, where much of the 16-19 activity that is not captured in performance measures takes place.

It is our intention to ensure that we capture the outcomes of all level 3 and level 2 students in performance measures. This will make our 16-19 performance measures more meaningful and useful for all providers. It is an important change in supporting students and parents to access performance information about all the options available to them or their child at a 16-19 provider. It will also support better use of the data by Ofsted and others.

We also want to explore if we should do more to reflect the performance of level 1 and entry level students in 16-19 performance measures, while taking account of the diverse needs and outcomes of these learners.

¹ Analysis of outcomes not reported in the 2024 to 2025 performance measures. See technical annex.

We think that there should be consistent measures across learners studying at the same level, with a clear headline measure. We have considered if we should have one single performance measure that works for all 16-19 learners across all levels and qualification types but have concluded such a measure would not be able to accurately reflect outcomes, or capture nuance, for all 16-19 learners in a meaningful or comparable way.

As reforms of post 16 pathways progress, new qualifications should have consistent headline measures with others at the same level, so that the outcomes we expect for 16-19 learners are clear. We do not intend to make updates to performance measures to include qualifications that will be phased out, but through incorporating the reformed qualifications as they are introduced, we will improve the coverage of the performance measures. This provides us with an opportunity to review how we measure the most important outcomes for learners across each level.

Question 11: We intend to establish headline measures of performance that can work across all 16-19 learners studying at the same level. Do you agree with this aim? [Strongly agree /Agree /Neutral / Disagree/ Strongly disagree] **Please explain your views** [Free text – limit of 3,000 characters]

Question 12: What aspects do you think are most valuable to include in such measures and why? [Free text – limit of 3,000 characters]

Question 13: If you are a student or parent, what information matters to you most when deciding on a school or college for 16-19 study? [Free text – limit of 3,000 characters]

Question 14: Are there any other ways performance measures could be improved to support our aims for a targeted, data-driven skills system which is responsive to labour market needs? [Free text – limit of 3,000 characters]

Note that questions start with number 11 in this document as the first 10 questions cover personal respondent information (see '[List of consultation questions](#)' section at end of document).

Performance measures for outcomes in level 3 qualifications

Background

Most 16- to 19-year-olds study at level 3. 74% of 16- to 19-year-olds in further education were studying at level 3 in 2023/24². Level 3 is the same level as an A Level or a T Level.

Currently, headline 16-19 attainment, progress and retention measures report separately on outcomes of students taking particular level 3 qualifications:

- **A Levels, and other academic qualifications** which can be taken alongside of A Levels (such as Extended Project Qualifications), or instead of A Levels (such as International Baccalaureate qualifications).
- **Vocational qualifications that count as ‘Applied General’ qualifications and technical qualifications that count as ‘Tech Level’ qualifications.** These are vocational and technical qualifications that meet [criteria](#) set out in 2017, and where awarding organisations applied in 2018 to have them recognised by DfE as meeting those criteria

We publish a [list of qualifications which count towards 16-19 performance measures](#).

We have announced that some new qualification types will be included in future years:

- **T Levels**, with attainment measures due to be introduced in performance measures for the 2025 to 2026 academic year.
- **Alternative Academic Qualifications (AAQs)**, which will count towards existing performance measures from the 2026 to 2027 academic year. AAQs will continue to be available for delivery until we introduce new qualifications in the reformed pathways. Beyond these additions, a moratorium has been in place since performance table lists were published in 2018, which means that no new vocational or technical qualifications have since been added to the list of 16-19 qualifications which count towards performance tables

We currently miss outcomes of 19% of level 3 students at 16-19 because they only take qualifications that do not count towards attainment, progress or retention performance measures³. There are over 600 vocational and technical level 3 qualifications that do

² In this case ‘further education’ means all study at level 3 or below by 16- to 18-year-olds, regardless of provider type. It does not include apprenticeships or higher education. Statistics taken from <https://explore-education-statistics.service.gov.uk/data-tables/permalink/18f7feaf-f106-48c4-5417-08de8e3c247e>

³ Analysis of outcomes not reported in the 2024 to 2025 performance measures. See technical annex.

not count because they do not meet the criteria for 'Applied General' or 'Tech Level'.

Proposal: Introduce V Level performance measures alongside measures for A Levels and T Levels

From 2027, new V Level qualifications will start to be introduced, with the full suite of V Levels set to be in place from 2030. As V Levels are introduced, legacy qualifications that are not T or A Levels will be removed. This will result in a future landscape where students at level 3 will have a clear choice of A Levels, V Levels and T Levels.

We propose that in future years we should introduce performance measures which show the outcomes of V Levels. As V Levels roll out and replace existing qualifications, this will increase the proportion of 16- to 19-year-olds that count in the level 3 attainment, progress and retention measures.

Alongside a headline measure, we propose that performance measures for V Levels should be broadly consistent with those used for A Levels and T Levels.

We will need to review which performance measures we use as we roll out new T Levels and V Levels, including whether some variation between measures might be suitable according to qualification type and priorities for the students taking them. However, we would start from the principle that measures should be broadly consistent, and in the first instance consider measures similar to those we already have for A Level, and will have for T Level, which are (for all students in the cohort, and for disadvantaged students only):

- attainment (a measure of Average Point Score and average grade)
- progress (value-added measures, reporting on how well students did compared to those with similar prior attainment nationally)
- retention/completion (whether students are retained to the end of their course and assessed)
- students to be included in destination measures; and English and maths progress measures, where relevant

For more information on existing measures, please see the [16-18 accountability measures technical guidance](#).

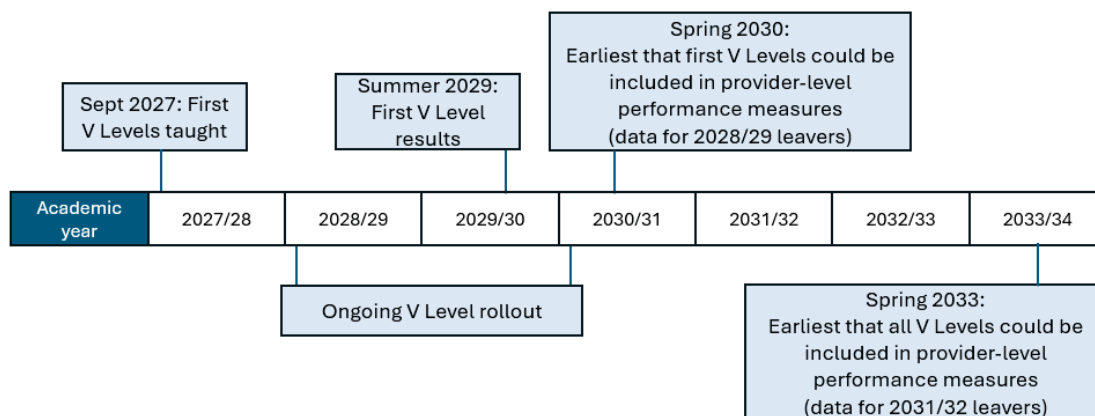
We will also consider:

- how V Levels will be reported alongside A Levels, in particular for providers offering mixed A and V Level programmes.
- whether it is appropriate to compare measures across qualification types, given the measures may be calculated differently, and students taking different qualification types may have different characteristics (especially for measures which do not take prior attainment into account).

- how we can ensure that performance measures do not create a disincentive to moving between pathways at the same level

Implementation

We will look to introduce V Level performance measures from the earliest point we can: for students that have started a V Level in September 2027, completing in the 2028 to 2029 academic year, subject to data availability.



We will also consider the suitability of each of our existing performance measures as we introduce measures for V Levels. This may lead to a staggered introduction of performance measures where more time is needed to consider and develop measures that work for V Levels, i.e. some measures introduced earlier than others.

Our preferred approach does mean that not all outcomes will be included in performance measures straight away. This is because we will continue not to include the outcomes of existing qualifications which we expect to be phased out as V Levels are introduced. We think this is the right approach, rather than to create unnecessary volatility in the measures and detract from the focus on the introduction of V Levels and T Levels.

Question 15: At level three, we intend to have consistency in headline performance measures across A Levels, T Levels and V Levels, measuring the same things about them (eg attainment, progress, destinations). Do you agree with this aim? [Strongly agree /Agree /Neutral / Disagree/ Strongly disagree] Please explain your views [Free text – limit of 3,000 characters]

Performance measures for outcomes in level 2 qualifications

Background

About 20% of 16- to 19-year-olds in further education studied at level 2 in 2023/24⁴. Level 2 study is broadly equivalent to GCSE outcomes at grade 4-9.

Currently the headline 16-19 attainment, progress (value-added) and retention measures report on the outcomes of students taking certain level 2 qualifications only: those that count as 'Technical Certificates'. Technical Certificates are level 2 qualifications that meet [criteria](#) set out in 2017, and where awarding organisations applied in 2018 to have them recognised by DfE as meeting those criteria. A moratorium has been in place since performance table lists were published in 2018, which means that no new vocational or technical qualifications have since been added to the list of 16-19 qualifications which count towards headline attainment, progress (value-added) and retention measures in performance tables.

English and maths qualifications at level 2 and below count towards the English and maths progress measures only. The destinations of all level 2 students are also reported in 16-19 destination measures, regardless of which qualification(s) they have taken.

Proposal: Introduce performance measures for new level 2 pathways

Two new level 2 pathways will begin to be rolled out from 2027: a Further Study pathway including new Foundation certificates; and an Occupational pathway including new Occupational certificates. These will be introduced gradually, with the full suite of qualifications set to be in place by 2030. As these new pathways are implemented, they will replace their corresponding existing level 2 qualifications, creating a future system in which students can choose between two clear routes, each designed to lead to a specific primary destination. For more information, please see the [government response to the consultation on Post-16 level 3 and below pathways](#).

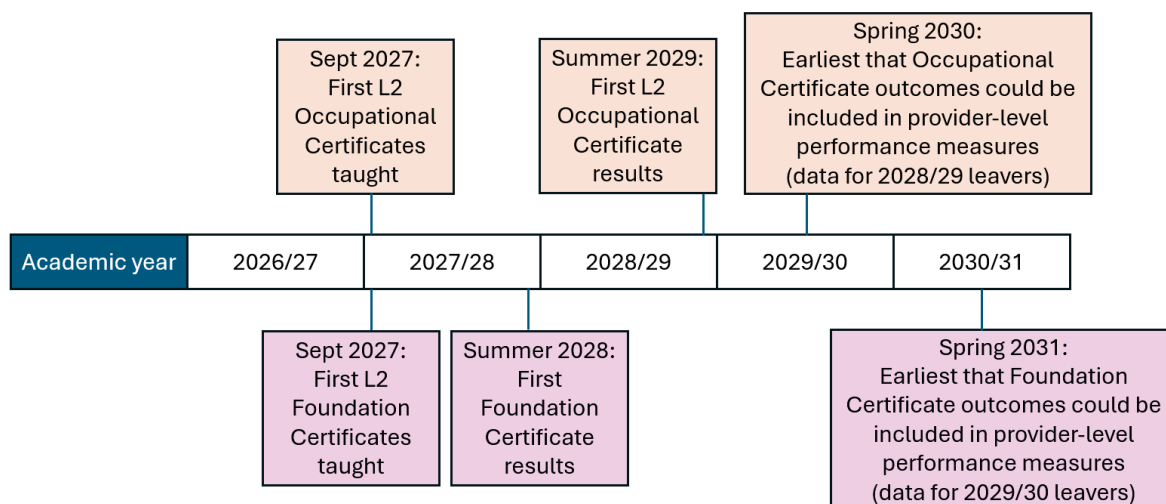
We propose that in future years we should introduce performance measures for the outcomes of students taking the new level 2 Occupational and Further Study pathways. As the new pathways roll out, this will increase the proportion of 16- to 19-year-olds studying at level 2 that count towards performance measures, and in turn increase how comprehensive our 16-19 performance measures are.

⁴ In this case 'further education' means all study at level 3 or below by 16- to 18-year-olds, regardless of provider type. It does not include apprenticeships or higher education. Statistics taken from '[Participation Institutions and Qualifications](#)' from '[Participation in education, training and employment age 16 to 18](#)', [Permanent data table - Explore education statistics - GOV.UK](#)

We propose that performance measures for level 2 pathways should, where possible, be broadly consistent across both pathways, and with level 3 performance measures. There may be some differences in the measures as we develop them, and we will consider carefully the best way of measuring success in level 2 pathways. We may want to consider, for example, whether the best measure of performance for Foundation Certificates is whether students progressed to level 3 study, rather than just measures which look at outcomes in the qualification, such as attainment and progress. We will consider how we can ensure performance measures do not create a disincentive to move between level 2 pathways, or for level 2 students to move up to a level 3 pathway, where those moves are suitable for the student. We will also give thought to how discounting will work between pathways at both level 3 and level 2, to ensure that outcomes from level 2 Foundation Certificates can be included.

Implementation

We would look to introduce performance measures for level 2 Occupational Certificates and level 2 Foundation Certificates as soon as possible, subject to sufficient uptake and data availability. For Occupational Certificates, this would be in measures for the 2028 to 2029 academic year, published in spring 2030, at the earliest. It is likely that the earliest we would be able to report Foundation certificates would be in measures for the 2029 to 2030 academic year, published in spring 2031. This is because we do not report students until the end of 16-19 study, and many Foundation Certificate students will go on to take 2-year level 3 courses, but we will keep this approach under review as we introduce measures.



As at level 3, our preferred approach does mean that until the new level 2 pathways are rolled out, level 2 attainment, progress and retention performance measures will continue to count 'Technical Certificates' only. We think this is the right approach over introducing existing qualifications which we expect to be phased out as the new level 2 pathways are introduced, creating unnecessary volatility in the measures, and detracting from the focus on the introduction of new level 2 pathways.

Question 16: To what extent do you agree with the following: 'DfE should aim to produce performance measures for level 2 Occupational Certificates and Foundation Certificates that are broadly consistent for both pathways, and with measures used for level 3 qualifications'? This would mean using similar performance measures for each qualification type and level (e.g. attainment and progress) [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. Please explain your views. [Free text – limit of 3,000 characters]

Performance measures for outcomes in level 1 and entry level qualifications

While the majority of 16- to 19-year-olds will leave further education with a level 2 or level 3 qualification, there is a small proportion for whom study at level 1 or entry level might be appropriate. 6% of 16- to 19-year-olds in further education studied at level 1 or below in 2023/24⁵. This is a highly diverse cohort and learners have a wide range of needs, aims and motivations. Many learners in this cohort are identified as having Special Educational Needs and Disabilities: in 2024/25, 37% of students at the end of 16-19 study whose highest level of learning was level 1; and 57% students whose highest level of learning was entry level had SEN support or EHC plans⁶.

Currently we report these students in our provider-level destination measures, showing whether students progress to a sustained employment, education or apprenticeship, alongside students studying at other levels. Where students are taking English and maths qualifications that are approved for the maths and English condition of funding at level 1 and below, these outcomes count toward the English and maths progress measures only. The outcomes of other level 1 and below qualifications do not count towards the headline attainment or progress measures in any way, and students at level 1 or below are not included in retention measures.

We would like to measure outcomes for these students in a way that is consistent with outcomes at other levels. However, we recognise that students may have quite different end goals from their peers at level 2 and above — whether that is progressing into further study, moving into employment, or developing essential life and work skills. This might mean we do not want to use the same measures as we do for level 2 and level 3 (e.g. attainment, progress, retention).

Question 17: If we were to introduce new performance measures for students taking qualifications at level 1 and entry level, what would suitable measures of performance be (e.g. should we focus on achievement, attainment, progression to other levels or destinations?) [Free text – limit of 3,000 characters]

⁵ In this case ‘further education’ means all study at level 3 or below by 16- to 18-year-olds, regardless of provider type. It does not include apprenticeships or higher education. Statistics taken from ['Participation Institutions and Qualifications' from 'Participation in education, training and employment age 16 to 18', Permanent data table - Explore education statistics - GOV.UK](#)

⁶ Analysis of students at the end of 16 to 18 study. See technical annex.

Chapter 2: Improving English and maths progress measures and qualification achievement rates

Progress towards and attainment of level 2 maths and English is essential to enable students to seize opportunities in life, learning, and work. Achieving level 2 is strongly linked to sustained destinations and employment, and linked to progression to level 3 qualifications.⁷

Around 40% of students have not yet achieved a GCSE grade 4 or above in English and/or maths when they begin 16-19 study⁸. Under 16-19 English and maths policy, providers are required to deliver teaching and support to help these students to make meaningful progress towards and wherever possible achieve level 2. The [Post 16 Education and Skills White Paper](#) set out our intent to do more by: introducing new 16-19 level 1 English and maths qualifications (a [consultation](#) on these qualifications was launched in March 2026, and it will close on 2 June 2026); strengthening and disseminating best practice, including through a new [effective practice guide](#) produced by the FE Commissioner; and revising accountability measures.

We recognise that level 2 and below English and maths outcomes sit within a complex environment, where a wide range of factors influence student progress and exam entry decisions. We also recognise that students can and do make important progress that is not always captured through exam-based performance measures.

While acknowledging this wider context, the proposals set out in this chapter of the consultation focus specifically on 16-19 English and maths progress measures and qualification achievement rates (QARs), which we committed to revise in the [Post 16 Education and Skills White Paper](#). We want to ensure these accountability measures reinforce high standards and support providers to make decisions that promote progress, avoid driving premature exam entry, and provide a transparent picture of how well institutions are progressing students towards level 2 English and maths during 16-19 study. We propose three changes to 16-19 English and maths progress measures and ask questions about possible changes to qualification achievement rates.

⁷ [Release home - Further education outcomes - Explore education statistics - GOV.UK](#)

⁸ ['Attainment by characteristics - ages 16 to 25' from 'Level 2 and 3 attainment age 16 to 25', Permanent data table - Explore education statistics - GOV.UK](#)

The proposed changes to the English and maths progress measures will not affect [16-19 English and maths funding](#) arrangements⁹, and the [maths and English condition of funding](#) requirements will continue to apply in full.

We want to recognise providers for the progress their students make towards a level 2. We envisage these changes will support providers to enter students into exams when they are ready to make progress, having been given time to consolidate their learning. Whilst we do not consider that these changes will encourage behaviour such as preventing students from being offered places, off rolling or restricting entry to exams, we recognise that proposed changes need to guard against unintended or adverse behavioural consequences. We welcome views on this.

English and maths progress measures

The 16-19 English and maths progress measures¹⁰ are the main accountability metrics for colleges and schools for the 16-19 English and maths policy. There are two distinct measures, one for maths and one for English. An individual student can be in scope for one, both or neither measure depending on their achievement in English and maths by the end of year 11 and which subjects they need to continue studying. Progress scores show average grade outcomes relative to prior attainment, reflecting both improvements and lower outcomes. The highest English and maths grade a student has achieved when they enter an institution is the baseline for the calculation. This may be the grade a student achieved by the end of year 11 or a grade achieved with a different institution at an earlier stage of 16-19 study. The proportion of students entering an approved English or maths exam is shown alongside the progress scores, for context. We also publish breakdowns of these measures for disadvantaged students only.

Full details of how the measures are calculated and the points that are awarded for eligible qualifications can be found in the [16-19 accountability measures technical guidance](#). This consultation does not propose amends to qualifications eligible under the maths and English condition of funding requirement, or the progress measures, nor does it propose amends to the points awarded for existing eligible qualifications. We will consider at a later date points awarded for any new qualifications that may count toward the English and maths progress measures.

⁹ This funding is for institutions to use to support students who have not achieved a GCSE grade 4 or above in English and maths, known as a level 2 pass. Institutions should use the funding to support these students to make progress towards a level 2 pass, including through the minimum teaching hours required by the [maths and English condition of funding](#).

¹⁰ We were unable to publish these measures between the 2019 to 2020 and 2024 to 2025 academic years due to the impacts of COVID-19 on the data. We returned to publishing these measures in February 2026.

In addition, funding data is used to determine whether any student is exempt from the requirement to study English and/or maths post-16 irrespective of their prior attainment. The measures broadly align with the maths and English [condition of funding rules](#) which require students without prior attainment of GCSE grades 9-4 in English and/or maths to be studying these subjects as part of their study programme in each academic year.

Proposal 1: Change the penalty for not entering students into exams for approved qualifications, so that it only applies to students who are reported at a provider after at least two consecutive years

Background

As set out in the [Post 16 Education and Skills White Paper](#), and the [government response to the Curriculum and Assessment Review](#), we want to revise the English and maths progress measures to reinforce the need for sufficient time to be given to students to consolidate learning prior to exam entry, including reviewing the penalties applied in these measures.

Currently, students who are not entered into an exam for an approved English or maths qualification during their period of 16-19 study at a provider contribute a score of -1 to the progress measures when we calculate the measures at provider level. We apply this penalty regardless of if a student has been with a provider for one year or more.

A student may be reported after only one year at a provider:

- if a student is on a main course of study that is one year in length (e.g. a level 2 technical qualification).
- if the student moves to another 16-19 provider after one year.
- if the student joins a provider at academic age 17, and reaches academic age 18 at that provider. In this circumstance, the student will be reported regardless of whether they have completed all study

We want to support providers to enter students into English or maths exams only once they are ready to make progress. We recognise there may be valid reasons to enter a student for an exam after only one year but want to ensure providers who delay entry in a student's best interests are not penalised in the progress measures for doing so.

Proposal: change the penalty for students with a provider for one year

We propose that we make a methodological change to these measures, so that a penalty is only applied for students that are not entered into an exam for an approved English or maths qualification **after at least two consecutive years at a provider**.

If a student spends, or is reported after, only one year at a provider and is not entered into an exam for an approved English or maths qualification during that time, the penalty would not be applied to the progress score. Students who do sit exams will count towards a provider's progress measure(s) regardless of how long they spend with the provider.

We welcome views on what risks or unintended consequences this change may raise. We currently envisage these changes will support providers to enter students into exams when they are ready to make progress and do not anticipate they will drive behaviours around off rolling or restricting entry to exams.

Please see the accompanying technical annex for more detail on the number of providers that may be affected, and for worked examples of how this would affect students reported in different circumstances.

Question 18: Do you agree with removing the non-entry penalty in the English and maths progress measures for students who have only been with a provider for one year? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 19: Is removing the non-entry penalty in the English and maths progress measures likely to impact exam entry practice? [Very likely / likely / not likely] **Please explain your answer.** [Free text – limit of 3,000 characters]

Question 20: What other behaviours and practices might removing the non-entry penalty in the English and maths progress measures support and are there any risks we should be aware of? [Free text – limit of 3,000 characters]

Proposal 2: Move the cap for students that do not improve their grade at 16-19

Background

We want to ensure that providers are recognised for the progress their students make towards level 2 but believe the measures should also more accurately reflect where students achieve a lower grade than they did by the end of Year 11. We also want to encourage providers to only enter students into exams when they feel they are ready to improve their grade.

The way that we calculate the English and maths progress measures means that all positive progress towards a level 2 is recognised in the measure. This means that if a student improves on the grade they received by the end of Year 11 (or in a previous 16-19 provider) this will be fully recognised in the points awarded to that student when calculating the measure. For example, if a student achieved grade 1 maths GCSE by the end of year 11, and then achieves grade 3 maths GCSE at a 16-19 provider, that student will contribute +2 points to the providers' overall maths progress score.

However, currently, if a student achieves a lower outcome than they did by the end of Year 11 (or in a previous 16-19 provider), this score is capped, and the lowest score a student can contribute to the measure is -1. This means that, if a student achieved grade 3 maths GCSE by year 11, and achieves grade 1 maths GCSE while at a 16-19 provider, they will still only contribute -1 point to the providers' overall maths progress score, despite the outcome being two grades lower than their previous result. Only a student's highest grade at a given provider is counted in the progress measure.

Proposal: move the cap from -1 to -2

We propose that to more accurately reflect the progress students make at a provider during their 16-19 study, we should amend the cap on outcomes below prior attainment so that it shows clearly where students achieve up to 2 grades lower than previously. This would mean **changing the 'cap' from -1 to -2**.

As part of this change, we would also make the penalty for not entering a student for an exam in an approved English or maths qualification -2. We would need to do this to ensure the measure continues to support progress and provider decisions to enter students into exams at the right time. The penalty for non-entry would only apply to students that have been at a provider for two or more consecutive years, if we also implement proposal 1. We are mindful of not wanting these changes to drive unwanted behaviours and welcome views on what risks or unintended consequences this change may raise.

The table below compares the current methodology to the proposed methodology. This is shown for this proposal (proposal 2: moving the cap from -1 to -2) only. Further worked examples, including those which show how proposals 1 and 2 would interact, can be found in the accompanying technical annex.

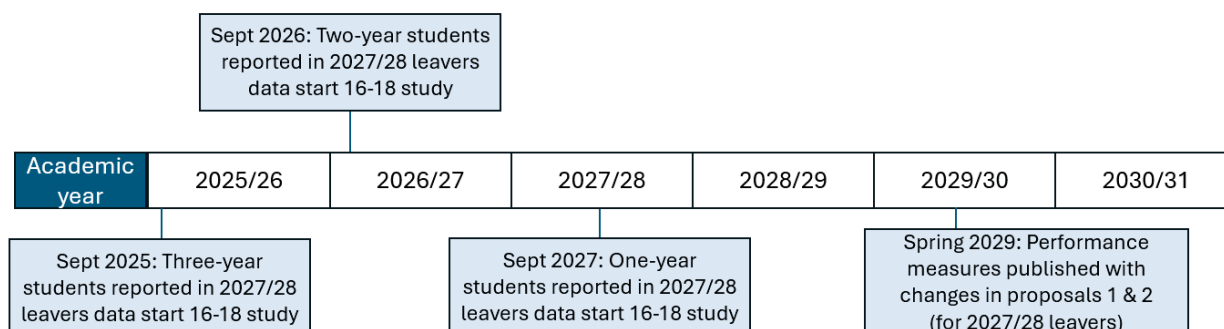
	Score the student contributes to the measure based on current methodology: achievement below prior attainment capped at -1	Score the student contributes to the measure based on proposed methodology: achievement below prior attainment capped at -2
Student has prior attainment of grade 3 GCSE; achieves grade 1 GCSE at 16-19 provider	-1	-2
Student has prior attainment of grade 3 GCSE; achieves grade U at 16-19 provider	-1	-2
Student has prior attainment of grade 3 GCSE; achieves grade 2 GCSE at 16-19 provider	-1	-1
Student has prior attainment of grade 3 GCSE; does not enter an approved English or maths qualification	-1	-2

Question 21: Do you agree with amending the cap on outcomes below prior attainment from -1 to -2? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 22: What behaviours and practices might amending the cap from -1 to -2 support and are there any risks we should be aware of? [Free text – limit of 3,000 characters]

Implementation of proposals 1 and 2

We are proposing to make these methodological changes to the English and maths progress measures published for students completing 16-19 study in the 2027 to 2028 academic year. Most students would have entered 16-19 study in either September 2026 (if they undertook two years of study), or September 2025 (if they undertook three years of study). This is the data due to be published at provider level in spring 2029.



We would not show a ‘time series’ (i.e. historic data for the last 2 years shown in comparison to the latest year’s data) at provider level for these measures until we have three years of data calculated with the new methodology. We recognise that the changes may have both a positive or negative impact on a provider’s score, due to the methodology changes, and it would be unfair to show comparisons between the old and new methodology.

Testing of the changes in proposals 1 and 2 showed that around a quarter of all providers would have seen a net positive change to their progress score, if we calculated it with the proposed changes, rather than the current approach¹¹. This is because for some providers, the benefit of not receiving the penalty for one-year students will outweigh the movement of the cap from -1 to -2. On average, publicly funded schools and FE colleges nationally also saw a net positive gain from these changes when made in combination. Please see further detail in the technical annex.

As the new level 1 English and maths qualifications referenced on page 17 are being developed, we will consider how the accountability system and measures, including the QARs and the progress measures, could support providers and students to make progress toward the level 2 in English and/or maths when using the new qualifications.

¹¹ When testing the changes in proposals 1 and 2 together, using data for the 2024 to 2025 academic year. See technical annex.

Question 23: Do you agree with the timeline for implementing changes to the non-entry penalty and the cap in the English and maths progress measures, for first publication in spring 2029? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Proposal 3: Fair representation of the progress students make based on their prior attainment

Background

As above, we want to ensure that providers are recognised for the progress their students make towards achieving level 2 English and maths. This includes understanding how well students with different levels of prior attainment progress. We want to ensure that those most in need of support, including those entering 16-19 with the lowest English and maths prior attainment, are supported to progress as much as higher prior-attaining peers are.

At present, English and maths progress scores include all students in scope for the measure. While this gives an overall picture, it can mask important differences in how effectively providers support students with different levels of prior attainment. By breaking down progress scores by prior attainment groups, we aim to provide clearer insight into where practice is particularly strong and where there may be scope for further improvement.

Proposal: showing breakdowns of the data by student prior attainment

We propose that alongside the score for all students that we already publish, we publish additional progress score breakdowns for:

- Students with a prior attainment of GCSE grade 3
- Students with a prior attainment of GCSE grade 2 and below

Where students have achieved qualifications other than GCSEs, their prior attainment would be calculated using existing point score equivalences as set out in the [16-19 accountability measures technical guidance](#).

Alongside this we would also show the number of students entering an exam for an approved qualification by prior attainment, for greater context, as well as the proportion of students improving their level of achievement. Please see the accompanying technical annex for detail on the additional data that could be published.

Overall, these additional breakdowns and data will offer a more rounded and transparent picture of provider performance within the measure, helping to indicate where outcomes are strong as well as areas where there is scope for further improvement, without altering the headline progress measure itself.

Implementation of proposal 3

We would add this additional detail when we publish provider level data for students completing 16-19 study in the 2026 to 2027 academic year, in spring 2028.

The change will not impact the way we calculate providers' overall progress scores in any way, and overall progress scores will remain the headline measure of 16-19 English and maths policy.

Other approaches to supporting progress toward level 2 English and maths for the lowest prior attainers

We are also interested in your views on any other ways in which we might best support progress toward level 2 English and maths, for those entering 16-19 study with prior attainment of grade 2 English or maths GCSE (or the equivalent) or below. We invite respondents to comment on whether there are further ways we could improve the English and maths progress measures to reflect and support progress for these students. This could include, for example, a methodological change to weight the progress of those students with the lowest prior attainment.

Question 24: To what extent do you agree that we should publish additional progress score breakdowns by prior attainment, in addition to the headline metrics? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 25: For students with the lowest English and maths prior attainment, how can we best recognise their progress toward level 2 achievement within the English and maths progress measures? [Free text – limit of 3,000 characters]

Qualification achievement rates for 16-19 English and Maths

In addition to the 16-19 English and maths progress measures, DfE publishes qualification achievement rates (QARs) each year. QARs show the proportion of learning aims that students complete and achieve in the funding year and are calculated using data from the individualised learner record (ILR) for the relevant period. They are released annually through DfE's View Your Education Data service as part of the wider education and training QAR data. This data includes English and maths qualifications taken by 16- to 19-year-old students.

As the 16-19 English and maths progress measures were not published between the 2019 to 2020 and 2024 to 2025 academic years, the QARs were the main measure for providers to monitor their performance in English and maths, particularly for the students under the maths and English condition of funding. Now the progress measures have returned, we are committed to considering how the QARs can support providers and students. As set out in the [Post-16 education and skills white paper](#) this includes exploring if QARs can be clearer where a student has achieved a qualification that represents the same, or a lower grade, than they previously held.

Currently, due to the methodology of QARs specifically for English and maths level 2 and below, providers are credited for achievement even where students achieve the same or lower grade than they previously held.

The Curriculum and Assessment review noted that repeated resits for these students can have detrimental impact on morale. Therefore, we want to ensure that every aspect of the system, including accountability measures, encourage providers to enter students into the right qualification at the right time. This will be particularly important as the new level 1 English and maths qualifications are introduced in the future.

Many students do not achieve a level 2 qualification in maths and/or English by age 19, in 2023/24 16.1% had not achieved level 2 English by age 19 and 20.3% had not achieved level 2 maths by age 19. Of those who had not achieved by age 16, 74.7% of students did not reach level 2 in English between ages 17 and 19 and 83.5% did not reach level 2 in maths. More young people from disadvantaged or lower income backgrounds achieve Level 2 in English and maths post-16, leading to a slight narrowing of attainment gaps by age 19 compared to at age 16. However, large gaps persist for disadvantaged students and those with low prior attainment¹². In the QARs these students may have achieved the same grade repeatedly, particularly when resitting a GCSE where grades 1-3 constitute a level 1 achievement.

['Attainment by characteristics - ages 16 to 25' from 'Level 2 and 3 attainment age 16 to 25', Permanent data table - Explore education statistics - GOV.UK](#)

We are seeking initial views on how the QARs measures could be amended to support and recognise progress and achievement in the most appropriate way and ways in which we can ensure they are aligned with the 16-19 English and maths policy and the 16-19 English and maths progress measure.

Question 26: In the [Post 16 Education and Skills White Paper](#), the Government committed to examining whether it could be made clearer whether achievement in the QARs comes from a student achieving a higher grade than they previously held. How do you think we could do this? [Free text – limit of 3,000 characters]

Question 27: How do the current English and maths measures (including the level 1 and level 2 achievement data) influence provider decisions about qualification pathways, curriculum planning, and exam entry for students subject to the maths and English condition of funding? (We are particularly interested in how you balance progress, readiness for assessment, and qualification choice). [Free text – limit of 3,000 characters]

Chapter 3: Improving measures of student retention

Background

Currently, we publish a headline measure of student retention. This shows the percentage of students who are retained to the end of the 'core aim' (or main learning aim) of their study programme at a school or college. The core aim is either a level 3 qualification that counts in performance measures (academic, A Level, applied general and tech level) or a level 2 qualification that counts in performance measures (technical certificate). It does not include English and maths qualifications at level 2 and below, which count toward the English and maths progress measures only. Students are counted as retained if they are recorded as having "completed the learning activities leading to the learning aim" on the 'learning aim status' field of the school census or the 'completion status' field of the individualised learner record (ILR). For more information, please see the [16-19 accountability measures technical guidance](#).

We also publish two additional measures of retention:

- **Retained and assessed:** this measure shows the percentage of students who are retained to the end of their course and are assessed. This allows monitoring of whether students are effectively completing their study rather than just being enrolled at an institution for a certain period of time.
- **Retained and returned for a second year:** this measure shows the percentage of level 3 students who return to the same school or college for a second year of study and are retained in their second year. It was introduced to highlight cases where, although students are retained, they have only completed, for example, AS levels and do not return for a second year of study

Proposal: A single, meaningful retention measure

We want to streamline the number of retention measures that we publish, so that it is easier for users of performance measures to see whether a provider is doing well at retaining students to the end of their course of study, and to focus our measures on meaningful retention. We propose:

- **Retention measure:** We should stop publishing the current headline measure.
- **Retained and assessed measure:** We would continue to publish this, and it would become the only, headline, measure of retention – with some methodological changes.
- **Retained and returned measure:** We would stop publishing this additional measure

School and college funding relies on accurate returns of retention information in the school census and individualised learner records (ILR). Our proposed changes to retention measures do not affect this, and do not affect how retention is calculated in the 16-19 funding formula.

We are not proposing any changes to retention data published as part of the qualification achievement rates and National Achievement Rate Tables. The proposals in this chapter are just about the data currently published on 'Compare School and College Performance' – the performance tables.

'Retained and assessed' as the new headline measure of student retention, with some methodological changes

We propose to use the existing 'Retained and assessed' measure as the headline measure of student retention. We want to ensure that students are supported not only to stay at a provider, but to carry out meaningful activity that contributes to their long-term prospects while there. We think that for most students, this will mean that while at a provider, they are entered for and assessed in a qualification of the appropriate level of size and challenge. We think that the additional 'Retained and assessed' measure does this more effectively than the existing headline 'Retention' measure.

We will make some small methodological adjustments to this measure, as set out below.

Methodological changes to the retained and assessed measure

In addition to making the 'retained and assessed' measure the headline measure of retention, we will also amend its methodology:

- To increase the accuracy of the data in situations where there has been an input error in the school census or individualised learner record (ILR) return.
- To ensure that it supports movement from a level 2 pathway to a level 3 pathway

Improving accuracy in the retained and assessed measure

A number of schools have experienced issues with their retention measures in recent years because of an incorrectly completed school census or individualised learner record (ILR) return. This includes where all aims for students have been marked as 'withdrawn', leading to a school or college's retention measure showing that they had 0% of students retained, even when this was not the case. In other cases, all aims have been marked as 'continuing', leading to no students in scope for retention measures. Currently, this issue affects all three retention measures. Alongside making the retained and assessed measure the headline measure of retention, we will also make changes to the methodology we use to calculate it to prevent these input errors from impacting the measure.

We will do this by:

- Continuing to use school census and individualised learner record (ILR) data to determine a student's core aim.
- In most cases, using awarding organisation data to determine whether a student is counted as 'assessed' (and therefore 'retained and assessed'). This would mean that if students have mistakenly been recorded as 'continuing' or 'withdrawn' in school census or individualised learner record (ILR) returns, it will not matter as we will be able to see they were retained and assessed using awarding organisation data.
- In cases where a student is marked as 'continuing' on the school census or individualised learner record (ILR) return, and they do not have an assessment in awarding organisation data, we would use school census or individualised learner record (ILR) and awarding organisation data in combination to count this student as out of scope of the measure. This is important so that the measure does not incentivise providers to enter students for assessments before they are ready

Supporting movement from level 2 to level 3

Currently, the 'Retained and assessed' measure counts students as retained and assessed if they have an assessment outcome in a qualification of the same level and at least the same size as their core aim. We do not count students as retained and assessed if they are assessed in a qualification of the same level, but where the qualification is smaller than their core aim. We also do not count students as retained and assessed if their core aim is a level 2 but they sit an assessment in a level 3 qualification.

We want to support providers to make choices in the best interests of students, in particular if moving up from level 2 to level 3 where this is suitable for the student. We will change the methodology of the retained and assessed measure so that a student with a level 2 core aim that is assessed at level 3 will count as retained and assessed.

Possible further methodological changes

In addition to the methodological changes that we will make, set out above, we will also consider whether to make further changes in future to:

- **Movement into apprenticeships:** currently a student that moves to an apprenticeship from a level 2 or level 3 core aim will not count as 'retained and assessed' and therefore counts negatively towards the measures. While we still expect and want students to complete the provider-based course they are on before moving to an apprenticeship, we recognise that in some cases, students do leave early to take up an apprenticeship, and we do not want to penalise providers for this – particularly where a learner has moved to an apprenticeship at the level above the qualification they were studying. We are

interested in whether we should change the methodology of the 'Retained and assessed' measure so that we would instead count a student moving to an apprenticeship as 'out of scope' (i.e. would not count positively or negatively towards the measure). We seek your views on this.

- **Accommodate new qualification types:** we will continue to revise the methodology of the 'Retained and assessed' measure as V Levels and new Level 2 Occupational Certificates and Foundation Certificates are introduced, including consideration of how we decide on a student's core aim, and compare their assessment against this. This will include consideration of movement between pathways at the same level to ensure performance measures continue to support this where appropriate. We will engage the sector as we do this

Removal of the 'Retention' measure

We do not think that the pure 'Retention' measure provides sufficiently different information to the 'Retained and assessed' measure to warrant continuing to publish it as an additional measure alongside 'Retained and assessed'. We propose that we would no longer publish this measure at provider-level or in the accompanying official statistics.

Removal of the 'Retained and returned for a second year' measure

The 'Retained and returned for a second year' measure shows where level 3 students are marked as retained, because they complete a one-year course of study, but do not return for a second year. It was initially designed to highlight where students only took the AS year of modular A Levels, when A Levels were made up of AS and A2. A Levels are no longer comprised this way: AS levels are standalone one-year qualifications, and A Levels are linear two-year courses. Given this change, the measure no longer serves its primary purpose, and we do not think it provides necessary additional information to the retained and assessed measure.

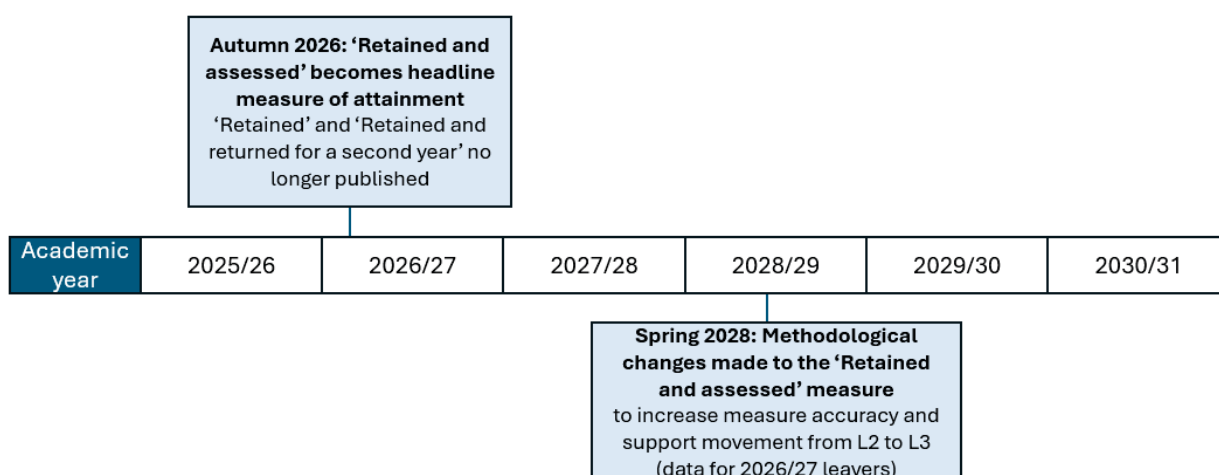
We have already stopped publishing this measure on our public-facing digital service, but currently still publish it in underlying data. We would now also go further and stop publishing it at provider-level completely and in the accompanying official statistics.

Implementation

We propose that 'Retained and assessed' would become the headline, and sole, retention measure for A Levels, other academic qualifications, Applied General qualifications, Tech Levels and level 2 Technical Certificates when 16-19 measures are published on the new school and college profiles service in Autumn 2026. The 'Retained' and 'Retained and returned for a second year' measures would not be published on the new service. As we already publish this measure, and we are just increasing its prominence, we think this is sufficient notice to make this change.

We would look to make methodological changes to the 'Retained and assessed' measure (to improve accuracy by changing the way we use awarding organisation data in the calculation, and to support movement from level 2 to level 3) in the data published for the 2026 to 2027 academic year. Further methodological changes will be considered in the longer term.

As we introduce performance measures for new pathways, as set out in chapter 1, we will consider which performance measures are suitable for each pathway and qualification type, including whether the 'Retained and assessed' measure is suitable.



Question 28: Do you agree that we should use the ‘Retained and assessed’ measure as the headline measure of retention at 16-19, and stop publishing the ‘retained’ and ‘retained and returned’ measures? [Yes / Yes, but with conditions / No / Not sure]

Question 29: If you answered ‘Yes, but with conditions to question 27’, what would those conditions be? [Free text – limit of 3,000 characters]

Question 30: Are there any other methodological changes to the ‘Retained and assessed’ measure that we should consider, including counting movement into apprenticeships as ‘out of scope’? [Free text – limit of 3,000 characters]

Question 31: If we change the methodology of the ‘Retained and assessed’ measure so that students moving into apprenticeships are out of scope, what might the risks and implications of this be? How might we mitigate these risks? [Free text – limit of 3,000 characters]

Impact

Equalities

Under the Equality Act 2010, public organisations like ours have a legal duty to consider how our work affects people with different backgrounds and characteristics. This duty has three main aims:

- To prevent unfair treatment – including discrimination, harassment, or victimisation.
- To promote fairness – by helping ensure that people with certain characteristics have equal access to opportunities.
- To encourage mutual respect – by fostering good relationships between people from different groups

These responsibilities apply to individuals with what the law calls “protected characteristics.” These include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (for the first aim only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are required to take these aims into account in all aspects of our work, ensuring that our policies and decisions support fairness and inclusion. We would welcome your responses on the following questions.

Question 32: Do you believe the proposed changes (any or all) will have a specific impact on particular groups of learners or staff because of their protected characteristics? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 33: Are there any risks that the proposed changes could unfairly impact on certain types of provider or on certain groups of students (e.g. those from disadvantaged backgrounds, those with SEND)? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 34: Do you have any suggestions for how any potential negative impacts on particular groups of learners or staff could be mitigated, or positive effects enhanced? [Free text – limit of 3,000 characters]

Workload and wellbeing

We are committed to considering and embedding staff workload and wellbeing in everything that we do. This means we aim to ensure that any changes to accountability measures – such as those proposed in this consultation – do not place unnecessary pressure on teachers, school or college leaders, or support staff. We recognise that excessive workload and stress can negatively affect staff morale, retention, and the overall quality of education. As such, we are seeking views on how these proposals may impact staff workload and wellbeing, and how any potential burdens could be reduced or managed effectively. With that in mind, we would like to know:

Question 35: What impact do you think the proposed changes will have on staff workload or wellbeing? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 36: Are there particular types of provider or particular staff roles that may be disproportionately impacted by these changes? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 37: Do you have any suggestions for how we can minimise any negative impacts on wellbeing? [Free text – limit of 3,000 characters]

List of consultation questions

Question 1: What is your name?

Question 2: What is your email address?

Please note: It is helpful to have your email address if we want to contact you about your answers to the questions in this consultation. You do not have to give your email address, and your views will be considered whether or not you give your email address.

Question 3: Are you happy to be contacted directly about your response?

[Options: Yes / No]

Please note: DfE may wish to contact you directly about your responses to help our understanding of the issues. If we do, we will use the email address you have given above.

Question 4: Are you responding as an individual or on behalf of an organisation?

[Options: Individual / Organisation]

If you are responding as an individual, we will consider the views within your response to this consultation to be your personal views. If you are responding on behalf of an organisation, we will consider the views within your response to this consultation to be those of your organisation and not necessarily your personal views.

Question 5: If you are responding as an individual, how would you describe yourself?

[Options:

- Student, pupil or learner
- Parent or carer
- Principal, headteacher or senior leader
- Teacher
- Tutor or lecturer
- Researcher
- Academic or education expert
- Governor
- Other (please specify below)

If more than one applies, please select the one that you think is most important to understanding your consultation response. If 'other' was selected, please specify.]

Question 6: If you are responding on behalf of an organisation, which of the following best describes who/which part of the sector your organisation represents?

[Options:

- State-funded secondary school or sixth form
- 16-19 academies
- Sixth form colleges
- General further education colleges (including designated institutions)
- Special post-16 institutions (SPIs)
- Independent training providers (ITPs)
- Independent school or sixth form
- State-funded primary school
- State-funded selective secondary school or sixth form
- State-funded special school or alternative provision
- Other state-funded school – e.g. middle school or boarding school
- Academy trust
- Local authority provider
- A representative organisation or trade association
- Local authority
- Research organisation
- Faith body
- Government organisation or agency
- Other (please specify)

If more than one applies, please select the one that you think is most important to understanding your consultation response. If 'other' was selected, please specify.]

Question 7: What is the name of the organisation you are responding as part of?

[Free text]

Question 8: What is your role within the organisation? [Free text]

Question 9: Would you like us to keep your name and/or organisation confidential?

a. Name: [Options: Yes / No / N/A]

b. Organisation: [Options: Yes / No / N/A]

Question 10: Would you like us to keep your responses confidential? If yes, please explain why you consider it to be confidential below. [Options: Yes / No]; Reason for confidentiality [Free text]

Confidentiality

Information provided in response to this consultation, including personal data, may be subject to publication or disclosure under the Freedom of Information Act 2000, the Data Protection Act 2018, or the Environmental Information Regulations 2004. If you want all, or any part, of a response to be treated as confidential please explain why you consider it to be confidential. If a request for disclosure of the information you have provided is received, your explanation about why you consider it confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department for Education (DfE).

Privacy Notice

The personal data (name and address and any other identifying material) that you provide in response to this consultation is processed by the Department for Education (DfE) as a data controller in accordance with the UK GDPR and Data Protection Act 2018. Your personal information will only be used for the purposes of this consultation. The Department for Education (DfE) relies upon the lawful basis of article 6 (1) (e) of the UK GDPR which process this personal data as part of its public task, which allows us to process personal data when this is necessary for conducting consultations as part of our function.

Your information will not be shared with third parties unless the law allows or requires it. Your responses, including any personal data, may be shared with a third party provider or other government department or organisation acting on behalf of the Department for Education (DfE) under contract or an equivalent agreement for the purpose of analysis or summarising responses for us.

Processing may use technology such as artificial intelligence to exclusively assist with analysis, summarisation or categorisation of responses, with appropriate safeguards set in place to ensure fairness, accuracy and security. Technology is not used for automatic decision-making that might affect individuals. An anonymised version or summary of responses may be published.

The personal information will be retained for a period of 10 years following the closure of the consultation period, after which it will be securely destroyed. You can read more about what the Department for Education (DfE) does when we ask for and hold your personal information in our personal information charter: [Personal information charter - Department for Education - GOV.UK](#).

Chapter 1: Making 16-19 performance measures more consistent and comprehensive

Question 11: We intend to establish headline measures of performance that can work across all 16-19 learners studying at the same level. Do you agree with this aim? [Strongly agree / Agree / Neutral / Disagree/ Strongly disagree] **Please explain your views** [Free text – limit of 3,000 characters]

Question 12: What aspects do you think are most valuable to include in such measures and why? [Free text – limit of 3,000 characters]

Question 13: If you are a student or parent, what information matters to you most when deciding on a school or college for 16-19 study? [Free text – limit of 3,000 characters]

Question 14: Are there any other ways performance measures could be improved to support our aims for a targeted, data-driven skills system which is responsive to labour market needs? [Free text – limit of 3,000 characters]

Question 15: At level three, we intend to have consistency in headline performance measures across A Levels, T Levels and V Levels, measuring the same things about them (eg attainment, progress, destinations). Do you agree with this aim? [Strongly agree / Agree / Neutral / Disagree/ Strongly disagree] **Please explain your views** [Free text – limit of 3,000 characters]

Question 16: To what extent do you agree with the following: ‘DfE should aim to produce performance measures for level 2 Occupational Certificates and Foundation Certificates that are broadly consistent for both pathways, and with measures used for level 3 qualifications’? This would mean using similar performance measures for each qualification type and level (e.g. attainment and progress) [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 17: If we were to introduce new performance measures for students taking qualifications at level 1 and entry level, what would suitable measures of performance be (e.g. should we focus on achievement, attainment, progression to other levels or destinations?) [Free text – limit of 3,000 characters]

Chapter 2: Improving English and maths progress measures and qualification achievement rates

Question 18: Do you agree with removing the non-entry penalty in the English and maths progress measures for students who have only been with a provider for one year? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 19: Is removing the non-entry penalty in the English and maths progress measures likely to impact exam entry practice? [Very likely / likely / not likely] **Please explain your answer.** [Free text – limit of 3,000 characters]

Question 20: What other behaviours and practices might removing the non-entry penalty in the English and maths progress measures support and are there any risks we should be aware of? [Free text – limit of 3,000 characters]

Question 21: Do you agree with amending the cap on outcomes below prior attainment from -1 to -2? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 22: What behaviours and practices might amending the cap from -1 to -2 support and are there any risks we should be aware of? [Free text – limit of 3,000 characters]

Question 23: Do you agree with the timeline for implementing changes to the non-entry penalty and the cap in the English and maths progress measures, for first publication in spring 2029? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 24: To what extent do you agree that we should publish additional progress score breakdowns by prior attainment, in addition to the headline metrics? [Strongly agree / Agree / Neutral / Disagree / Strongly Disagree]. **Please explain your views.** [Free text – limit of 3,000 characters]

Question 25: For students with the lowest English and maths prior attainment, how can we best recognise their progress toward level 2 achievement within the English and maths progress measures? [Free text – limit of 3,000 characters]

Question 26: In the [Post 16 Education and Skills White Paper](#), the Government committed to examining whether it could be made clearer whether achievement in the QARs comes from a student achieving a higher grade than they previously held. How do you think we could do this? [Free text – limit of 3,000 characters]

Question 27: How do the current English and maths measures (including the level 1 and level 2 achievement data) influence provider decisions about qualification pathways, curriculum planning, and exam entry for students subject to the maths and English condition of funding? (We are particularly interested in how you balance progress, readiness for assessment, and qualification choice). [Free text – limit of 3,000 characters]

Chapter 3: Improving measures of student retention

Question 28: Do you agree that we should use the ‘Retained and assessed’ measure as the headline measure of retention at 16-19, and stop publishing the

‘retained’ and ‘retained and returned’ measures? [Yes / Yes, but with conditions / No / Not sure]

Question 29: If you answered ‘Yes, but with conditions to question 27’, what would those conditions be? [Free text – limit of 3,000 characters]

Question 30: Are there any other methodological changes to the ‘Retained and assessed’ measure that we should consider, including counting movement into apprenticeships as ‘out of scope’? [Free text – limit of 3,000 characters]

Question 31: If we change the methodology of the ‘Retained and assessed’ measure so that students moving into apprenticeships are out of scope, what might the risks and implications of this be? How might we mitigate these risks? [Free text – limit of 3,000 characters]

Impact

Question 32: Do you believe the proposed changes (any or all) will have a specific impact on particular groups of learners or staff because of their protected characteristics? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 33: Are there any risks that the proposed changes could unfairly impact on certain types of provider or on certain groups of students (e.g. those from disadvantaged backgrounds, those with SEND)? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 34: Do you have any suggestions for how any potential negative impacts on particular groups of learners or staff could be mitigated, or positive effects enhanced? [Free text – limit of 3,000 characters]

Workload and wellbeing

Question 35: What impact do you think the proposed changes will have on staff workload or wellbeing? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 36: Are there particular types of provider or particular staff roles that may be disproportionately impacted by these changes? Please explain the impact, specifying which proposal your response relates to. [Free text – limit of 3,000 characters]

Question 37: Do you have any suggestions for how we can minimise any negative impacts on wellbeing? [Free text – limit of 3,000 characters]



Department
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