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Research Evaluation Consulting

**WG number: 50350**

# 14 to 16 learning under the Curriculum for Wales

Consultation – summary of responses

Welsh Government

June 2024

ISBN 978-1-83625-392-1

## 14 to 16 learning under the Curriculum for Wales: Consultation – Summary of Responses

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## **1. Background**

- 1.1 In October 2023, the Welsh Government commissioned Miller Research to analyse the responses to the consultation on “14 to 16 Learning under the Curriculum for Wales” (CfW). This report provides a brief background to the policy area and consultation before summarising the consultation methodology and findings.
- 1.2 Since September 2023, all schools in Wales have been implementing the CfW for learners up to and including Year 8. The rollout will gradually continue until 2026, when all learners at schools in Wales will be taught under the CfW. The CfW framework guidance is updated annually each January to reflect learning and developing best practice from the continuing CfW rollout across all schools and year groups.
- 1.3 The 14 to 16 Learning section of the CfW outlines the legal requirements for schools’ curriculums for 14 to 16 year old learners. It provides information intended to support schools in designing and providing a curriculum offer that fulfils Welsh Government priorities and statutory requirements.

### **Pre-consultation engagement**

- 1.4 Draft guidance on 14 to 16 Learning was developed by the Welsh Government in early 2024 in a process which involved extensive engagement with a number of key stakeholders. A 14 to 16 Learning Board was established, the membership of which includes Qualifications Wales, Estyn, WJEC, Careers Wales and Regional Consortia, and the first task of the Board was to consider an early draft of the guidance, to help shape the final consultation document. There were also discussions with a range of education practitioners, education unions, employers, and with the Further Education and Higher Education sector.
- 1.5 The feedback from school based practitioners included that they generally recognised the positives of the new curriculum and were supportive of the direction of travel. Concerns were raised about accountability (and connotations of the use of school performance measures), the challenges of learner engagement, and the need for tailored support from local authorities for each school. Further Education stakeholders talked about the need to value all learner pathways, manage parental expectations, as well as the importance of data sharing between schools and colleges. Employers emphasised the need to improve the development of softer skills among learners as they felt this would help to address the skills gap in Wales and facilitate further integration between businesses and education settings. Teaching unions were particularly concerned with how the requirements would be funded and suggested that the inclusion of examples of curriculum design and exemplification of how interdisciplinary learning experiences could be offered would better support schools. They were positive about the policy in relation to teaching and learning in years 10 and 11 as part of the 3 to 16 continuum.

1.6 As a result of the pre-consultation feedback, changes were made to the published draft guidance. The revised draft was much more succinct, it included further clarity around the Learner Entitlement and explanation of how the guidance will inform the development of a new school information ecosystem, and further explanation of the Learner Entitlement. A parent and carer version of the guidance was also developed to facilitate more meaningful engagement with this sector.

### **Consultation**

1.7 The consultation on the draft guidance was launched on 28 February 2024. It ran for ten weeks and closed on 8 May 2024.

1.8 The document included a range of questions designed to gauge whether the policy intentions had been made clear, as well as the impact on the workforce, learners, and other stakeholders. The parent and carer guide included a range of specifically adapted questions in order to maximise opportunity for feedback from parent and carer perspectives.

1.9 Alongside the official consultation, Miller Research conducted qualitative engagement through focus groups with education practitioners, parents and carers, and learners. More details on this can be found in the methodology in Annex A.

1.10 This report is structured as follows:

- Section 2 sets out a summary of findings, including per response type:
  - Consultation responses
  - Focus Groups
  - Learner Survey
  - Additional mailbox correspondence – emails and letters
- The Annexes contain supporting information and materials:
  - The method used for the consultation
  - Consultation Questions
  - A list of organisations that responded

## 2. Summary of responses

**The 14-16 learning policy is closely intertwined with the existing policy and legislation on Curriculum for Wales and the existing regulatory approach to qualifications reform, both of which have been consulted on previously. Many of the responses to the consultation were set in the context of these wider reforms and are not specific to the 14-16 guidance in particular. We have noted the points raised in relation to the wider reform agenda as well as those elements which are specific to the 14-16 learning guidance. Our approach is set out in more detail below.**

### **Consultation Respondents**

- 2.1 The 103 responses received to this consultation were independently analysed by Miller Research and collated to form the basis of this report. This consisted of 86 online responses and 17 additional Welsh Government mailbox responses.
- 2.2 Three consultation responses and 5 mailbox responses were received in the medium of Welsh, with the remaining 83 consultation responses and 12 mailbox responses submitted in English.

### *Out of scope responses*

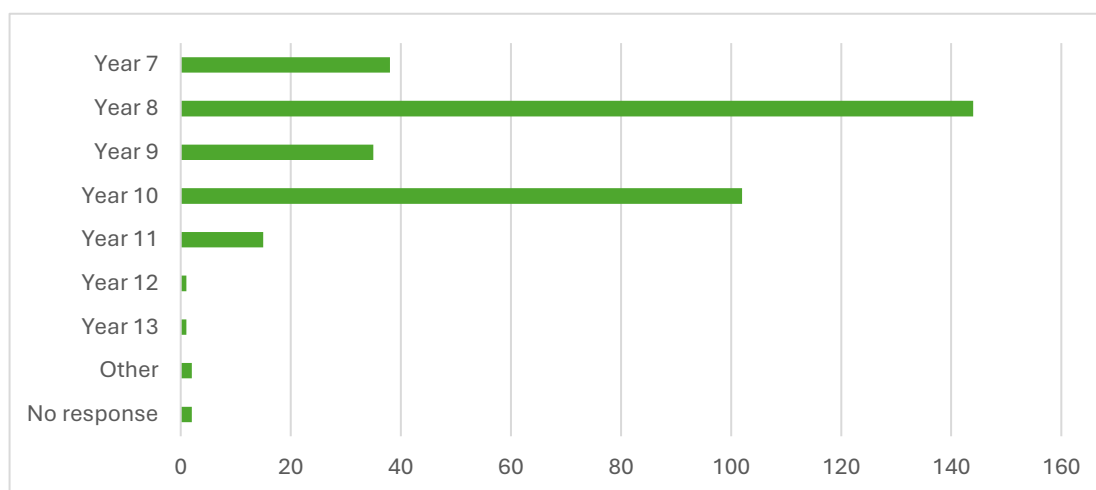
- 2.3 There were a number of respondents whose responses conveyed opinions about the roll out of the CfW in general and about the reform of qualifications in Wales. The CfW was subject to a comprehensive Welsh Government consultation process, prior to its introduction in primary schools in 2022. Whilst the guidance links closely to the reform of qualifications, these proposals are being led by Qualifications Wales in the context of CfW policy and were subject to a separate consultation process. These responses were outside of the scope of this particular consultation. The aim of this guidance is to support schools to design a curriculum offer for learners in years 10 and 11 which meets the range of expectations set out in the statutory requirements of the CfW AND Welsh Government priorities. Responses deemed to be out of scope have not been included in this summary report.
- 2.4 Respondents to the consultation were asked whether they were responding as an education practitioner or as a parent or carer. Table 2.1 indicates the breakdown of each group of respondents. This table also includes mailbox respondent demographics. Each set of consultation survey respondents were presented with a different set of questions. The responses to each set of questions have been presented separately but integrated within each question.

**Table 2.1 Respondent demographics**

Response	Count	Per cent
Education practitioners	57	56%
Parent or carer	44	43%
Other	2	1%
Total	103	100%

2.5 A separate learner survey was disseminated bilingually on our behalf by Children in Wales. The survey received 341 responses and was completed by a range of learners from Year 7 to Year 13, as indicated in Figure 2.1. All responses except for one were received in English.

**Figure 2.1 Learner Survey Question 10: What year are you in?**



2.6 Focus groups were held with education practitioners, parents and carers and learners. Six focus groups and two interviews were held in total, three with parents and carers, and two focus groups and two interviews held with education practitioners. An engagement session with learners was facilitated by Qualifications Wales.

*Demographic questions*

2.7 Optional demographic questions were also included as part of the consultation survey (n=86). Of the respondents to these questions, almost all indicated that they lived in Wales (94 per cent), and the majority of respondents (74 per cent) did not have a business interest in Wales.

**Table 2.2 Main Consultation Question 10: Do you live in Wales?**

Response	Count	Per cent
Yes	81	94%
No	3	4%
No response	2	2%
Total	86	100%

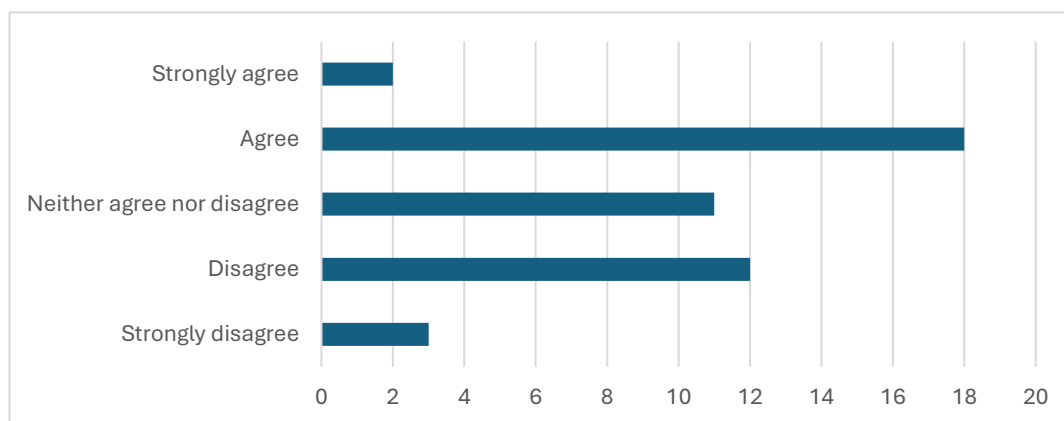
**Table 2.3 Main Consultation Question 11: Do you have a business interest in Wales?**

Response	Count	Per cent
Yes	16	19%
No	64	74%
No response	6	7%
Total	86	100%

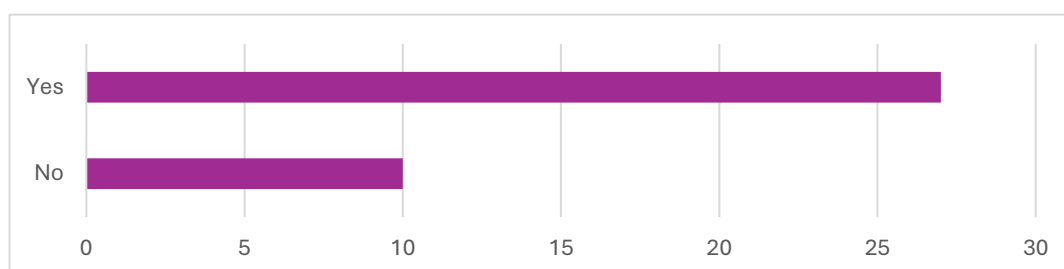
### Understanding the guidance

2.8 Of the practitioners who responded to the main consultation, 43 per cent (20) agreed or strongly agreed to Question 1 that the 14 to 16 learning guidance helps them to understand their statutory obligations for 14 to 16 learners under CfW, while 32 per cent (15) of respondents disagreed or strongly disagreed. This is in alignment with responses from parents and carers, with the majority (73 per cent; 27) stating that they understood what a school should be offering their child in Years 10 and 11. Learners also generally felt (45 per cent; 152) that the explanation given helps their understanding.

**Figure 2.2 Main Consultation Question 1: To what extent do you agree that the 14 to 16 learning guidance helps you to understand your statutory obligations for 14 to 16 learners under Curriculum for Wales?**

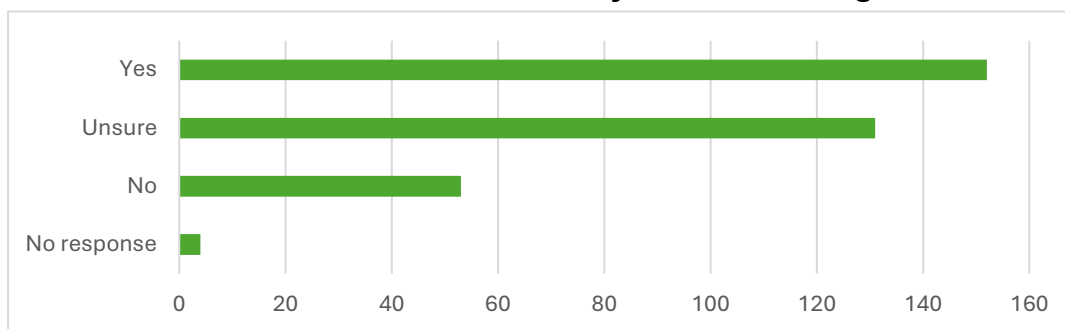


**Figure 2.3 Parent and Carer Consultation Question 1: Do you understand what a school should be offering your child in Years 10 and 11?**





**Figure 2.4 Learner Survey Question 1: Does the explanation above help you understand what schools should offer 14 to 16 year olds moving forward?**

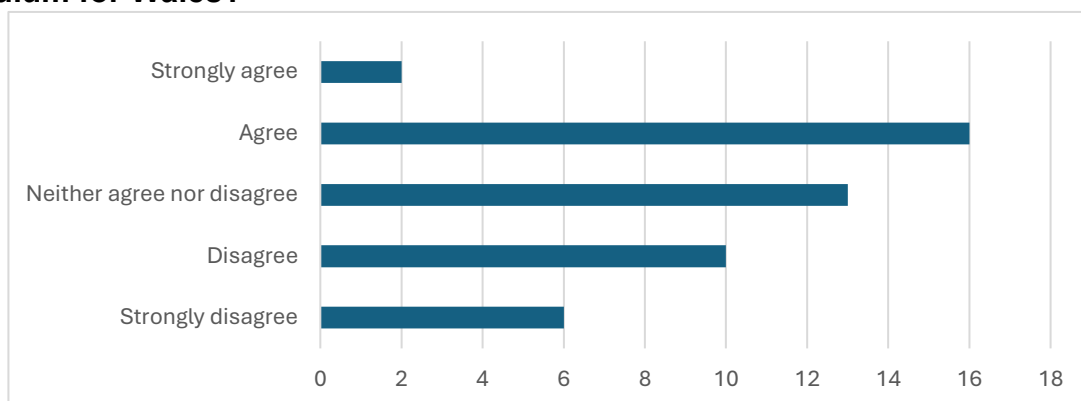


- 2.9 Of the consultation respondents who elaborated on these opinions, some parents and carers raised concerns about the lack of clarity the guidance provided around the new curriculum and qualifications, apprehension about how these changes will be implemented amidst ongoing cuts to staffing and education. Parents and carers also highlighted the need for a broad and balanced curriculum that does not compromise academic standards and international comparability.
- 2.10 Additional mailbox respondents also felt that it was critical that guidance provides additional information and examples on the “wider learning experiences” These opinions were similar to focus group participants who generally agreed that the main elements of the guidance were understandable from a practitioner perspective knowing their statutory requirements. Parents also generally agreed that the guidance helps them understand what schools should be offering their child moving forward. Special school practitioners requested that further clarity be provided on implementation of the guidance for learners in special schools.

### **Understanding how the Qualifications Offer should support the Curriculum Offer**

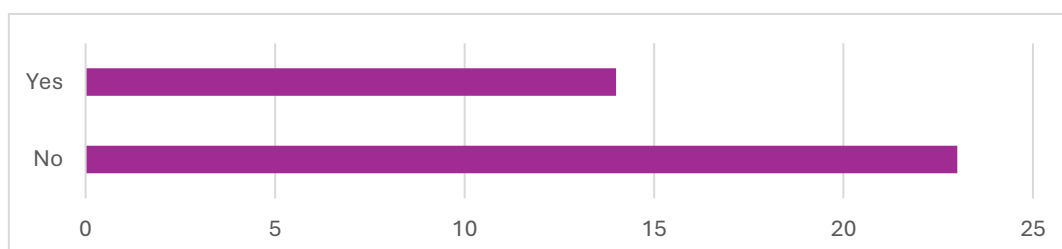
- 2.11 Practitioner responses to the main consultation were mixed, with 38 per cent (18) of respondents who agreed or strongly agreed with Question 2, that the 14 to 16 learning guidance helped them to understand how the qualifications offer should be used to support a 14 to 16 curriculum offer for learners under CfW, while 34 per cent (16) responses disagreed or strongly disagreed.

**Figure 2.5 Main Consultation Question 2: To what extent do you agree that the 14 to 16 learning guidance helps you to understand how the qualifications offer should be used to support a 14 to 16 curriculum offer for learners under Curriculum for Wales?**



2.12 The majority of parent and carer respondents (62 per cent; 23) did not agree with the 14 to 16 Learner Entitlement, with the most cited reason for disagreeing being concern about the emphasis on mandatory subjects such as Welsh and Religious Studies, which some felt could come “at the expense of academic/vocational subjects which are important to learners’ further study/employment.” Several respondents suggested there was an insufficient focus on science within the proposals. Concerns were also raised by parent and carer respondents about the reduction in career services, which may limit students’ understanding of their post-16 options.

**Figure 2.6 Parent and Carer Consultation Question 2: Do you agree with the Welsh Government’s 14 to 16 Learner Entitlement?**

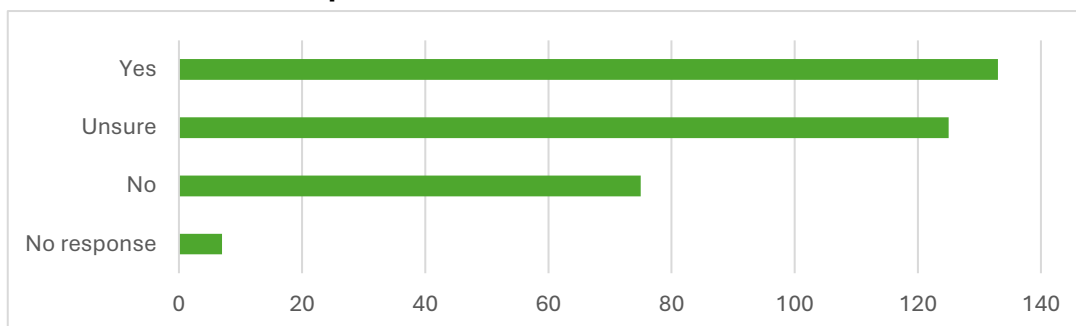


2.13 There were also calls for greater focus on preparation for post-16 pathways (particularly important for those who do not take A Levels) and better provisions for skills-based qualifications to cater to non-academic learners. Additional mailbox correspondence respondents also expressed the need for additional clarity on specific components of the guidance. This included exemplar plans or models which they can adapt, a visual diagram of the complex collection of qualifications and clarification on the new qualifications. These respondents also expressed a concern that the proposals will create additional workload and may result in limiting options for learners.

2.14 A minority of learner survey respondents (39 per cent; 134) felt that they did not understand what would fall under each of the four components of the learner

entitlement, and a further 37 per cent (125) respondents were unsure. Focus group learners felt confident they understood the full 14 to 16 offer (in terms of qualifications and the curriculum) but acknowledged this may have been due to previous engagement with Qualifications Wales.

**Figure 2.7 Learner Survey Question 2: Do you understand what would fall under each of the four components of the learner entitlement?**

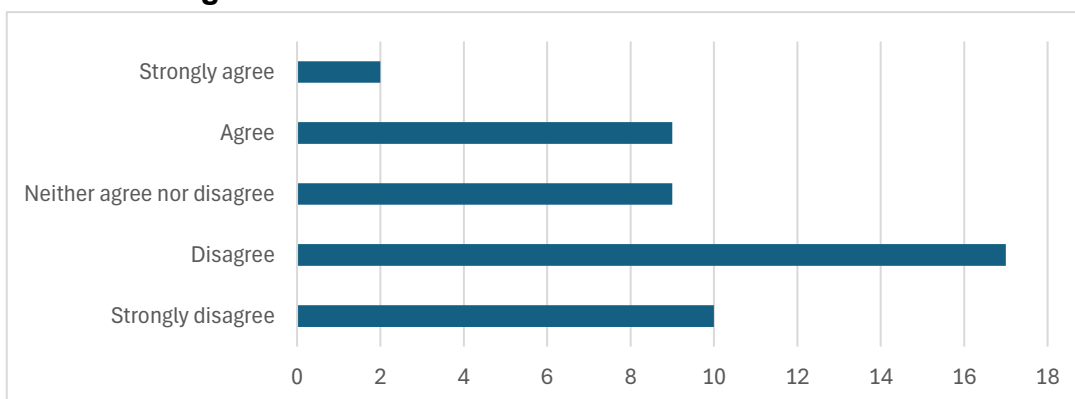


2.15 Amongst parents and carers who were also in agreement with the 14 to 16 Learner Entitlement, there was a recognition of the importance of incorporating softer skills into the curriculum, which are often overlooked in traditional educational settings. Whilst all focus group respondents were also generally more positive about their level of understanding, school staff felt that it was important for practitioners to have even more clarity of how to write a curriculum taking into consideration qualifications reform and how their school would compare with other schools.

### Understanding how curriculum should be designed

2.16 The majority of practitioner respondents to the main consultation Question 3 either disagreed or strongly disagreed (57 per cent; 27) that the 14 to 16 learner guidance helped them to understand how a 14 to 16 curriculum offer should be designed.

**Figure 2.8 Main Consultation Question 3: To what extent do you agree that the 14 to 16 Learning Guidance helps you to understand how a 14 to 16 curriculum offer should be designed?**

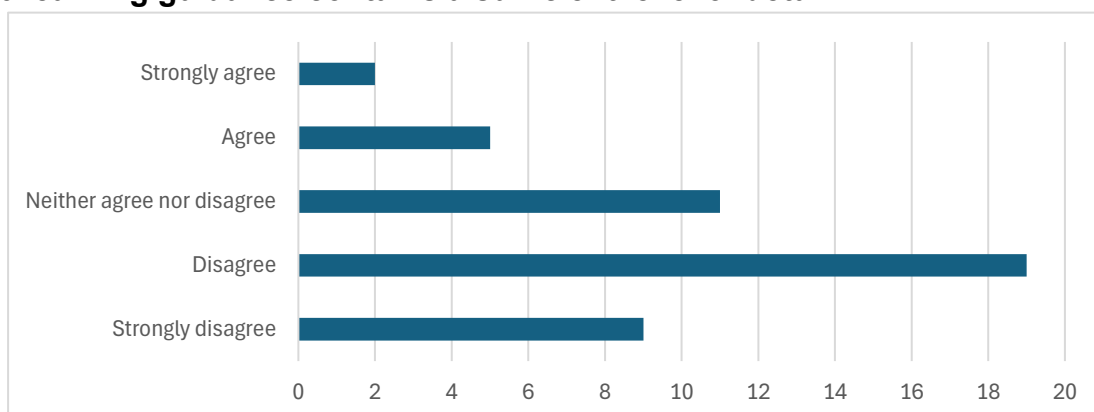


- 2.17 Mixed views were also conveyed from practitioners within focus groups relating to their understanding of how the curriculum should be designed. These were grouped around the themes of the transition to the new approach and implementation, seeing the guidance as “too idealistic” and specific concerns about the lack of detail. Additional mailbox respondents were also mixed in their responses to this question, with suggestions that more detail was needed for practical application.
- 2.18 The positives conveyed included that the Learner Entitlement demonstrates assessing what has been taught, teaching in four components rather than in strict disciplines, and that teaching and learning need to be balanced.

### Level of detail

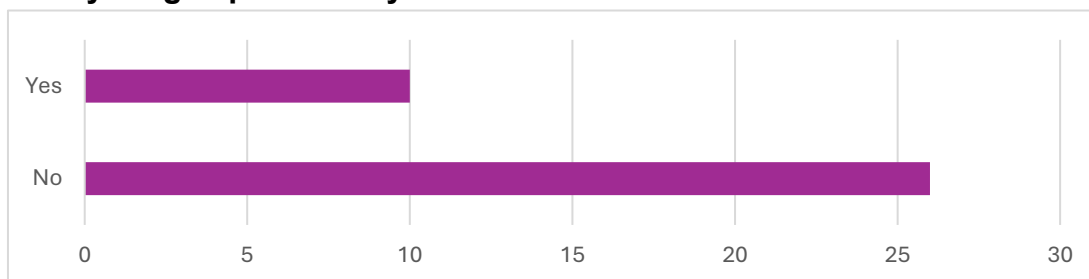
- 2.19 The majority of practitioners responding to the main consultation either disagreed or strongly disagreed (60 per cent; 28) with Question 4, that the 14 to 16 learning guidance contains a sufficient level of detail. Some focus group practitioners felt it was sufficiently detailed, but that general levels of understanding would depend on the background knowledge of individuals.

**Figure 2.9 Main Consultation Question 4: To what extent do you agree that the 14 to 16 learning guidance contains a sufficient level of detail?**



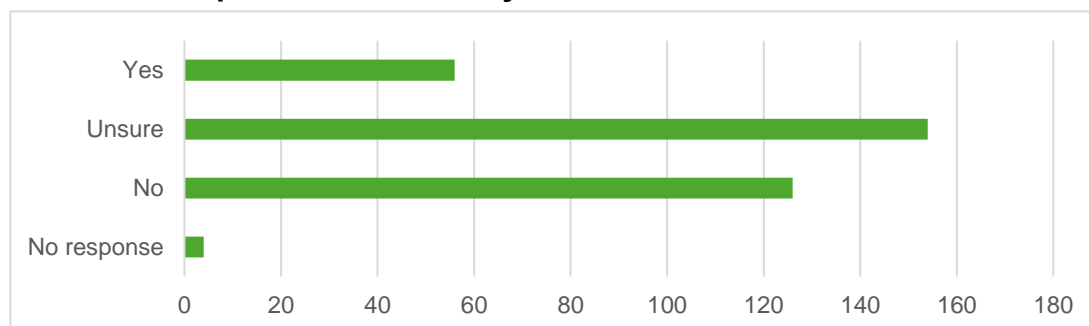
- 2.20 In addition, most parent and carer consultation respondents (72 per cent; 26) did not feel that the entitlement captures everything important to their child at 14 to 16. Parent and carer respondents emphasised the need for a broader range of subjects, and shared concerns about the emphasis on mandatory subjects like Welsh and Religious Education as they were perceived to limit learners' ability to pursue subjects that better align with their career aspirations.

**Figure 2.10 Parent and Carer Consultation Question 4: Does the entitlement capture everything important to your child at 14 to 16?**



- 2.21 Several parent and carer consultation respondents also expressed concern that science is not being sufficiently prioritised in the Learner Entitlement, given its importance in helping learners to understand the world and develop essential skills. This was also mentioned in relation to digital competence.
- 2.22 Amongst the small number of parent and carer consultation respondents who felt that the entitlement does capture everything important to their child, there was the perception that the new curriculum offer will better meet the needs of learners with different academic abilities and learning styles, by accommodating both academic and vocational pathways.
- 2.23 The greatest proportion of learner survey respondents (45 per cent; 157) were unsure as to whether there was anything missing from this entitlement that is important to 14 to 16 year old learners. A further 37 per cent (127) of respondents didn't think there was anything missing.

**Figure 2.11 Learner Survey Question 4: Is there anything missing from this entitlement that is important to 14 to 16 year old learners?**



- 2.24 Learner survey respondents who believed that there was something missing from this entitlement that is important to 14 to 16 year olds, expressed a range of opinions relating to the development of specific life skills, employability, and their desire for a wide range of subjects studied including the provision of creative activities.
- 2.25 Of the additional mailbox correspondence, responses were mixed, with a few respondents suggesting the need for additional information such as practical examples, modelling options listing including how mandatory requirements are met, and for the sections to be more balanced.

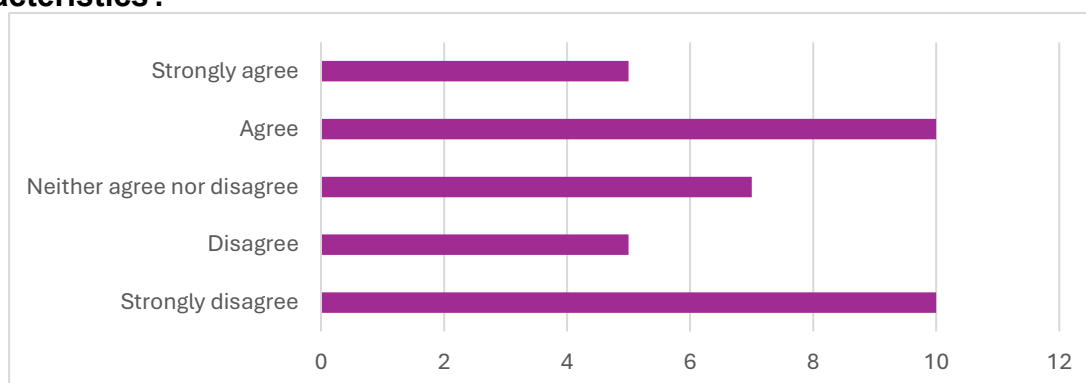
### Impact on school workforce

- 2.26 Many practitioners responding qualitatively to Question 5 of the consultation raised high levels of concern relating to a perception of increased workload due to the proposed changes and new expectations of the curriculum. Three organisational respondents suggested that the proposal would likely have an effect on workloads initially, due to increased planning, the method and approach of assessment, collaboration, low staffing levels and additional resource needed to manage workloads effectively, as well as the challenge of interpreting the guidance. This was echoed by the practitioner focus group participants and the consultation respondents.
- 2.27 Whilst some education practitioners mentioned in the focus groups that they expected an increase in workload as schools prepare and implement the changes, they also recognised overall CfW goals, that the intention of CfW is partly a reduction of paperwork and workload. Some of the practitioner consultation survey responses suggested that ambiguity surrounding the 14 to 16 curriculum requirements could affect staff morale and job satisfaction.

### Impact on specific groups of learners

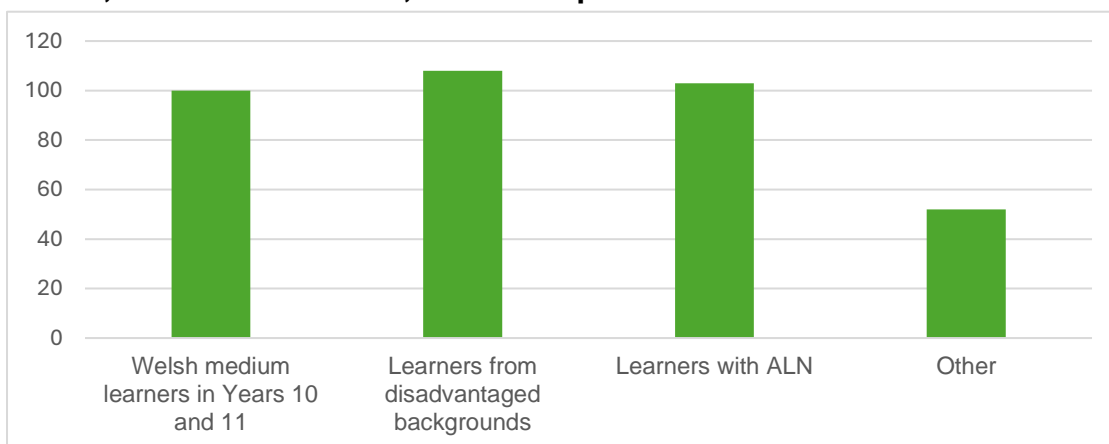
- 2.28 Many education practitioners responding qualitatively to Question 6 of the main consultation believed that the policy will negatively affect the more disadvantaged students. Conversely, some responses identified that the policy would allow schools to offer a more diverse curriculum which they felt would be able to better meet the needs of all learners. (Question 6 was framed as an open question in the main consultation, hence the lack of Figure illustrating quantitative responses).
- 2.29 Of the parent and carer respondents who answered Question 6, there was an even split between those who strongly agreed and agreed (40 per cent; 15), versus those who disagreed and strongly disagreed (40 per cent; 15) that the policy promotes opportunities for all learners, including those from economically disadvantaged backgrounds, with ALN, and other protected characteristics.

**Figure 2.12 Parent and Carer Consultation Question 6: Do you agree that the policy promotes opportunities for all learners, including those from economically disadvantaged backgrounds, with ALN, and other protected characteristics?**



- 2.30 Some respondents agreed that the policy has the potential to support these opportunities but stressed that effective implementation and teacher training were crucial. Other respondents expressed scepticism about the effectiveness of the policy in practice to support economically disadvantaged learners and those with ALN and had concerns that the curriculum remains too academically focused. The respondents suggested that these changes could have a negative impact, leading some parents and carers to comment on a preference for the system in England.
- 2.31 Learners felt that the policy will have a particular impact on learners from economically disadvantaged backgrounds (40 per cent; 109), followed by learners with ALN (39 per cent; 103) and finally Welsh medium learners in Years 10 and 11 (37 per cent; 100). Of the respondents who selected “other,” learners mentioned both that they felt there would be an impact on all groups, or no specific impact on any of the groups.

**Figure 2.13 Learner Survey Question 6: Do you think this offer will have a particular impact on specific groups of learners, such as: Welsh medium learners in Year 10 and 11, Learners from economically disadvantaged backgrounds, Learners with ALN, and other protected characteristics?**



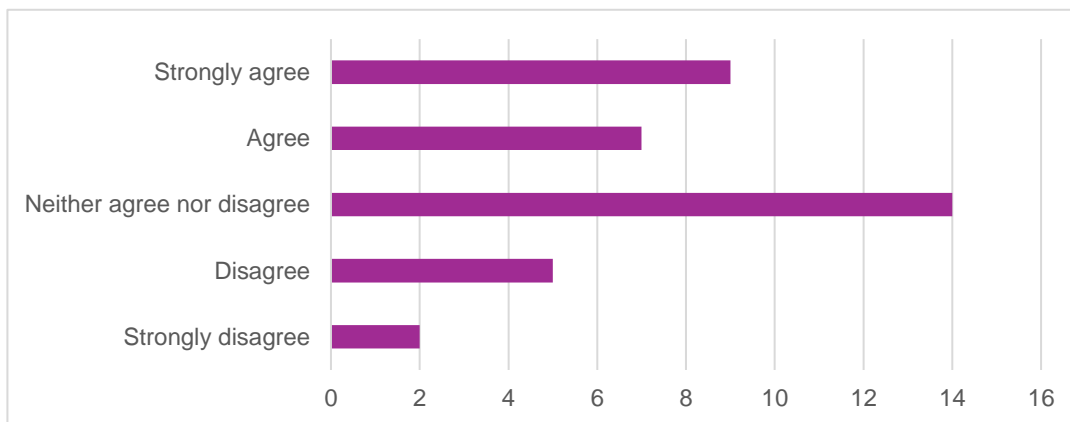
- 2.32 Additional mailbox correspondence respondents drew attention to those from lower socio-economic backgrounds who may be disadvantaged through lack of access to extra-curricular activities, trips and other out of school learning experiences.
- 2.33 Parents, practitioners, and other responses received via email, also referred to the lack of resources to make changes, and to support ALN learners, all of which could potentially exacerbate existing inequalities for smaller or rural schools.

### **Effects of the guidance on the Welsh Language**

- 2.34 Most parent and carer survey respondents (43%; 16) agreed or neither agreed nor disagreed (38%; 14) to Question 7 that the policy promotes opportunities for learners to use the Welsh Language. Of those who both

agreed and disagreed, there were consistent calls for a balance of emphasis on the Welsh language alongside other areas of study.

**Figure 2.14 Parent and Carer Survey Question 7: Do you agree the policy promotes opportunities for learners to use the Welsh language?**



- 2.35 Most practitioner respondents to the main consultation also agreed to Question 7, the guidance will have positive effects on the use of Welsh language, providing that the right measures are put in place to facilitate the changes.
- 2.36 Many responses from the main consultation, parent and carer and the additional mailbox correspondence noted the insufficient number of teachers across Wales with the necessary Welsh language skills to deliver a bilingual curriculum effectively. In the consultation, there was a call for the curriculum to focus more on developing fluent Welsh speakers rather than just meeting basic requirements. Some responses also suggested a need for a more balanced and rigorous approach in English medium schools to promote Welsh language fluency.
- 2.37 Additional mailbox correspondence respondents noted the importance of Welsh language in the workplace and the opportunities to study through the medium of Welsh outside of the classroom would have a positive effect in normalising the use of Welsh as a life and work skill.
- 2.38 These respondents also noted potential negative effects of the proposals, particularly in relation to the emphasis on qualifications and the wording of the guidance not providing sufficient clarity. Some parents and carers also conveyed that the current emphasis on the Welsh language against the perceived prioritisation of other subjects could potentially be having a negative effect.

### **Positive or negative effects on the Welsh Language**

- 2.39 There was limited feedback to Question 8 of the consultation which asked whether the learning guidance could be formulated or changed so as to have positive effects or mitigate any negative effects on using the Welsh



language. However, many consultation respondents believed that there would be no real change in the use or teaching of the Welsh language.

- 2.40 Additional mailbox correspondence suggested that guidance should be linked with the Welsh Education Bill and include a more consistent language to mitigate any negative effects on the use of Welsh language and prevent incorrect interpretation.

### **Additional comments**

- 2.41 Some learner survey respondents and focus group parent and carer participants to Question 9 raised scepticism on the need for change and the overall purpose of the guidance and felt that clarity is needed around the rationale for any proposals.
- 2.42 Many practitioner consultation respondents to this question expressed concerns relating to logistical and practical challenges, specifically insufficient staffing, and timetable constraints, particularly in relation to teaching learners in years 10 and 11.
- 2.43 Some respondents from different stakeholder groups expressed concerns surrounding the clarity and the consistency in the proposed guidance, adding that there is frequent use of vague terminology in the statutory obligations. There is a lack of guidance on how the new skills suite will relate to performance measures, and whether these will be compulsory or not.
- 2.44 There were some concerns from focus group practitioners about how exams and monitoring will be set up if schools are “teaching different things.” It was felt that there is a need to clarify and better regulate the “baseline” experience every year 10 and 11 learner should have at school.
- 2.45 Learners appreciated the breadth of the curriculum, but noted potential stigma and inclusion issues when considering all groups of learners with differing needs and wondered how this would be implemented so that all 14 to 16 learning is seen as important.
- 2.46 Some practitioners were concerned about how Estyn will interpret the guidance, and that clarity for schools about the detail of what will be monitored by Estyn, would be important.

### **3. Annex**

#### **Annex A – Methodology**

- 3.1 The engagement and consultation analysis followed a mixed–method sequential approach to capture as comprehensive a picture as possible on the draft 14 to 16 learning guidance.

##### *Overview of qualitative engagement*

- 3.2 Miller Research engaged a sample of 30 education practitioners, parents and carers, and learners in focus groups and interviews to gather more in-depth feedback for the consultation. Focus groups were the primary method of engagement and interviews were conducted with individuals who could not attend the focus groups offered. The qualitative engagement included two focus groups and two interviews with education practitioners in Wales, and three focus groups of parents and carers of learners at schools in Wales. Learners were engaged at an existing Qualifications Wales Learner Group session, and via a short, simplified survey designed specifically to elicit learner feedback.
- 3.3 A mix of recruitment strategies were used. For education practitioners, invitations were sent directly to a sample of schools and regional education consortia using publicly available contact information and advertised via Dysg, the Welsh Government’s education newsletter. For parents and carers, invitations were distributed via the email newsletters and social media of Children in Wales’ Parent Connect, Governor’s Cymru, ParentKind, and a sample of governor’s support offices. The Qualifications Wales learner group was a pre-existing group which Miller Research was invited to join, and the learner survey tool was distributed by Children in Wales and shared with the practitioners who participated in the focus groups.
- 3.4 In total, two focus groups and two interviews with practitioners were held, two focus groups with parents and carers, and one focus group with learners were held. The learner self-completion survey tool received 340 complete responses, all received in English.

##### *Approach to analysis of consultation responses and qualitative data*

- 3.5 Consultation responses and notes from focus groups and interviews were manually coded and analysed by at least two researchers on a question-by-question basis using thematic analysis. Common themes and patterns were drawn out and highlighted, with researchers collaborating to produce a comprehensive summary of responses. All responses were analysed in the language medium of submission, meaning that Welsh responses were analysed in the medium of Welsh to allow for full and nuanced understanding of the meaning of the responses. Where respondents cross-referenced earlier elements of their responses or repeated content verbatim

from question to question, the first instance of this response was prioritised in analysis.

- 3.6 Categorical questions were analysed using Microsoft Excel Pivot Tables. All percentages are based on the total number of responses to that specific question to account for varying levels of non-response.

*Overview of responses to official consultation*

- 3.7 There were a total of 103 responses. Responses 1-31 flagged as being submitted before an explicit mention for respondents to read the guidance documents in advance of completing the consultation. Whilst these responses were initially analysed separately from the rest of the responses received, no significant themes were identified between the two groups of respondents.

**Annex B - Consultation Questions**

<b>Questions for all stakeholders</b>	
1	Are you responding as a parent or carer?
2	Do you work in or support the delivery of education?
3 i)	If yes, what is your organisation? (If no continue to (iii) below)
3 ii)	What is your primary role?
3 iii)	If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?
3 iv)	Are you providing feedback on behalf of an organisation or group?
3 v)	If 'yes' please specify
<b>Questions for education practitioners</b>	
1	To what extent do you agree that the 14 to 16 learning guidance helps you to understand your statutory obligations for 14 to 16 learners under Curriculum for Wales?
2	To what extent do you agree that the 14 to 16 learning guidance helps you to understand how the qualifications offer should be used to support a 14 to 16 curriculum offer for learners under Curriculum for Wales?
3	To what extent do you agree that the 14 to 16 learning guidance helps you to understand how a 14 to 16 curriculum offer should be designed?
4	To what extent do you agree that the 14 to 16 learning guidance contains a sufficient level of detail?

5	We would like to know your views on the effects that the policy outlined in the 14 to 16 learning guidance will have on the school workforce, including any impact it might have on workloads.
6	We would like to know your views on the effects that the policy outlined in the 14 to 16 learning guidance will have on the diverse needs of individual learners, including those from disadvantaged backgrounds and those who share protected characteristics (as set out under the Equality Act 2010).
<b>Parent and Carer Questions</b>	
1	Do you understand what a school should be offering your child in Years 10 & 11?
2	Do you agree with the Welsh Government's 14 to 16 Learner Entitlement?
3	Does the entitlement capture everything important to your child at 14 to 16?
4	Are there things that are important to your child's learning at 14 to 16 not captured by the entitlement and if so, what?
5	Do you agree the policy promotes opportunities for learners to use the Welsh language?
6	Do you agree that the policy promotes opportunities for all learners, including those from economically disadvantaged backgrounds, with Additional Learning Needs, and protected characteristics (disability, gender reassignment, pregnancy and maternity, race; religion or belief, sex, sexual orientation)?
<b>Questions for all stakeholders</b>	
7	What, in your opinion, would be the likely effects of the 14 to 16 learning guidance on the Welsh language in Years 10 and 11? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English. Do you think that there are opportunities to promote any positive effects? Do you think that there are opportunities to mitigate any adverse effects?
8	In your opinion, could the 14 to 16 learning guidance be formulated or changed so as to: have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English; or mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?
9	We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:
<b>Additional demographic questions – all stakeholders</b>	
1	Do you live in Wales?
2	Do you have a business interest in Wales?

3	Organisation (if applicable)
4	Responses to consultations may be made public. To keep your response anonymous (including email addresses) tick the box.

### Annex C – Learner Survey

Your Views on 14-16 Learning	
1	What year are you in? 6 / 7 / 8 / 9 / 10 / 11 / 12 / 13 / Other
2	Does the explanation above help you understand what schools should offer 14 to 16 year olds moving forward? Yes / No / Unsure
3	Do you understand what would fall under each of the four components of the learner entitlement? Yes / No / Unsure
4	Is there anything missing from this entitlement that is important to 14 to 16 year old learners? Yes / No / Unsure
5	If your answer to Question 4 was yes, what is missing?
6	Is there anything you're still confused about in terms of what schools need to provide 14 to 16 year olds? If so, please write your questions here.
7	Do you think this offer will have a particular impact on specific groups of learners, such as: Welsh medium learners in Year 10 and 11, Learners from disadvantaged backgrounds, Learners with additional learning needs, Other.
8	If so, how will this impact that group of learners?

### Annex D - List of organisations that have engaged with the consultation

#### 3.8 Pre-consultation engagement:

- Association of Directors of Education in Wales
- Careers Wales
- CBI
- Chamber of Commerce
- Education unions
- Estyn
- Federation of Small Businesses
- Further Education stakeholders
- Higher Education stakeholders
- Welsh Government Policy Leads
- National Academy for Education Leadership
- Qualifications Wales

- Regional Consortia
- Secondary school practitioners
- Special school Practitioners
- WJEC

3.9 Organisational responses:

- BHF Cymru
- Careers Wales
- Colegau Cymru
- Comisiynydd y Gymraeg
- Co-ops & Mutuals Wales
- Estyn
- Institute of Physics
- NASUWT Cymru
- NEU Cymru
- Sport Wales
- UCAC
- Wales Council for Outdoor Learning
- WLGA and ADEW's joint response
- Y Coleg Cymraeg Cenedlaethol
- Ymateb GwE

3.10 Consultation responses (who did not indicate they wished to remain anonymous):

- Association of School and College Leaders (ASCL Cymru)
- Cardiff and Vale College
- CBAC/WJEC
- Central South Consortium (CSC)
- Ebbw Fawr Learning Community
- Education Support Services for Neath Port Talbot
- Fitzalan High School
- Hawarden High School
- National Academy for Educational Leadership
- Pembrokeshire College
- Pencoed Comprehensive School
- Powys County Council
- Prestatyn High School
- Royal Society of Biology
- Royal Society of Chemistry
- Sweet Education
- UWTSD

- Ysgol Bro Gwaun
- Ysgol Uwchradd