

# Q+A Log – Early Market Engagement Event, 9 December 2021

## Early Years Education Recovery (EYER) Programme: Level 3 review

<b>Topic</b>	<b>Questions/comments</b>	<b>DFE response</b>
<b>Content of the review</b>	“Will the review mean that existing Level 3 qualifications are superseded by new qualifications?”	<p>Once the final Level 3 criteria is published (following the public consultation on the redrafted criteria), new and existing Level 3 qualifications will have to meet the new criteria.</p> <p>Existing Level 3 qualifications will not be replaced by new Level 3 qualifications, but there will be a requirement for existing qualifications to be altered in order to meet the new criteria.</p>
	[paraphrased question]: There are several qualifications which are not considered full and relevant. Will the DfE make sure the new qualification criteria leads to a full and relevant qualification?	After the final revised criteria is published, all existing Level 3 qualifications will need to be adapted to meet the new criteria, ensuring they are full and relevant.
	Will the existing system (a list of approved qualifications) be retained?	Yes, the Early Years Qualifications List will continue to set out which qualifications are full and relevant.
	Is the contract a review of the criteria on	We stated at the event that we were keen to hear organisations’

	<p>which the qualifications are based? Or it a broader task of reviewing the qualifications themselves?</p>	<p>perspective on whether it was feasible to deliver the review of the criteria specifically, as well as the broader review of the qualifications themselves, upon which the criteria are based.</p> <p>We have received completed questionnaires from several organisations who attended the event, and are now considering the responses we have received.</p>
	<p><u>Apprenticeship standards</u></p> <ol style="list-style-type: none"> <li>1. Will this review be linked with apprenticeships? Will apprenticeship standards continue to include a Level 3 diploma, or will apprenticeship standards stand alone as in other sectors?</li> <li>2. [A similar question to 1)]: We have been a little involved in supporting the development of apprenticeships and the Institute thinks apprenticeship standards should stand alone unless there is a really good reason to need to include a separate diploma as the apprenticeship qualification is a qualification in it's own right. I wondered if they should be considered in scope.</li> </ol>	<p>We are in conversation with the Institute for Apprenticeships and Technical Education (IFATE) to establish the implications of the review on the existing EY apprenticeships, and will ensure this is taken in to account when we are developing the scope of the project.</p>

	<p>3. The Level 3 qualification is named within the apprenticeship standard. Will this continue to be the case after the review?</p> <p>4. The Apprenticeship Standard is more up to date than the existing qualifications and will it be taken into consideration as part of this process so that the Standard matches the criteria without the need to do the Standard and an additional diploma, as per Holly's point?</p>	
	<p><u>Rationale for the review</u> Please could you share a little more about the general intelligence you gathered from the sector regarding the need to review the level 3. What were the main issues?</p>	<p>From conversations with stakeholders across the sector, we have been made aware of the need to update and improve the Level 3 criteria. In addition, the criteria was last reviewed and updated in 2014, meaning that a review is now timely.</p>
	<p><u>Evidence base for the review, and stakeholder engagement that will form part of the contract</u></p> <p>1. We've talked a lot about the evidence base that will inform the review - can we share what evidence base we are using and who is being consulted?</p>	<p>As part of the contract, we would ask the selected organisation to engage with a range of user groups across the early years sector, in order to gather their feedback on how the Level 3 qualification, including the criteria, could be improved.</p> <p>As part of the Invitation to Tender, we intend to issue a Statement of Work, which would set out in greater detail the range of groups which we would ask the selected organisation to engage with.</p>

	2. Do you have any idea of the range of groups you would like to contribute to review sector?	
<b>Procurement and delivery of the contract</b>	<p>Do you have a timescale for L3 review work?</p> <p>Elements to take into consideration when developing the timeline:</p> <ol style="list-style-type: none"> <li>1. The development of new qualifications, including assessment methodology, takes a significant amount of time, so a sufficient lead-in time would be required for the new criteria to come into effect.</li> <li>2. The first cohort of students of T-Levels in childcare and early education will be graduating in 2022 (and their qualification is based on the existing criteria).</li> </ol>	<p>Our very early thinking is that we would publish the Invitation to Tender in February 2022, with a contract start date of late May 2022. However, this is subject to change.</p> <p>Thank you for raising the various elements to take into consideration when developing our timelines. We will ensure these are considered as we further refine the scope and timeline of the overall project.</p>
	Are you happy with consortium/partner applications?	<p>Yes, we are happy with consortium bidding.</p> <p>We will share the contact details of those who attended the L3 Review early market engagement event (and during the event, we asked participants to let us know if they were not happy for us to do this), so that organisations can make contact with each other if they wish to</p>

		explore bidding as a consortium. We have seen consortium partnerships working really well as part of other programmes, so would encourage you to take this route if you wish to.
	Could you share the expected contract value?	The contract value is dependent on outcome of discussions and the development of the programme going forward. We will be able to provide further detail on the contract value as part of the Invitation to Tender.
	Is it a conflict of interest for awarding organisations to tender or not?	We urge bidding organisations to seek their own advice in this instance. Whilst we do in general see a potential conflict of interest, bidders should establish whether appropriate mitigations can be utilised and carefully consider their own position prior to submitting any tender. The Department reserves the right not to consider any bids in which there is deemed to be an unacceptable conflict of interest.
<b>SENCO training</b>	[There were several questions raised during the event about the SENCO training (another strand of the EYER package).]	As the Level 3 Review is a separate competition to the SENCO training, we will not respond to specific questions on the SENCO training. These will be responded to on the SENCO Jaggaer page.