

Analysis of Responses to our Consultation on Conditions and Guidance for GCSE Physical Education (short-course)



May 2016

Ofqual/16/6019

Contents

Executive Summary.....	2
1. Introduction	3
The consultation on Conditions and guidance for GCSE physical education (short- course)	3
Background	3
2. Who responded?.....	4
3. Approach to analysis.....	5
Data presentation	5
4. Views expressed – consultation response outcomes.....	6
Changes to our rules and guidance.....	6
Our revised Conditions and guidance	7
Equality Impact Assessment	7
Other issues	8
Appendix A: List of organisational consultation respondents.....	9

Executive Summary

Our consultation about Conditions and guidance for short-course GCSEs in physical education took place between 11th March 2016 and 8th April 2016. The consultation questions were available to either complete online or to download. A copy of the consultation is available at www.gov.uk/government/consultations/gcse-reform-regulations-for-physical-education-short-course.

There were 4 responses to the consultation, all from organisations. One respondent did not comment directly on our proposals, but instead provided general comments on the process for reform of GCSEs, AS and A levels.

All the other respondents supported our proposed approach, and did not comment on the detailed drafting of our proposed Conditions and guidance.

In response to our questions on the equality impact of our proposals, one respondent raised a concern which relates to the subject content requirements. We shared this response with the Department for Education.

1. Introduction

The consultation on Conditions and guidance for GCSE physical education (short-course)

This report is a summary of the views expressed by those who responded to our consultation on Conditions and guidance for GCSE physical education (short-course), which took place between 11th March 2016 and 8th April 2016.

Background

New GCSE, AS and A level qualifications are being introduced in England. We have consulted on and announced our policy on the general design of these new qualifications. We have also set out our policy and technical arrangements for the subjects where first courses began in September 2015,¹ and for the subjects which will be introduced for first teaching from September 2016.²

One of the subjects which will be introduced for first teaching from September 2016 is the full-course GCSE in physical education. We published rules that apply to all new physical education GCSEs in July 2015.³

Since then, the Department for Education (DfE) has confirmed new subject content⁴ for short-course physical education GCSEs, and we have confirmed the assessment arrangements for those short-course GCSEs.⁵

This consultation focused on the changes we need to make to our existing rules and guidance to support the short-course GCSE in physical education.

¹ New GCSEs in English language, English literature and mathematics, as well as new AS and A levels in art and design, biology, business, chemistry, computer science, economics, English language, English language and literature, English Literature, history, physics, psychology and sociology.

² New GCSEs in art and design, biology, chemistry, citizenship studies, classical Greek, combined science, computer science, dance, drama, food preparation and nutrition, French, geography, German, history, Latin, music, physical education, physics, religious studies and Spanish. New AS and A levels in classical Greek, dance, drama and theatre, French, geography, German, Latin, music, physical education, religious studies and Spanish.

³ www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance#physical-education

⁴ www.gov.uk/government/consultations/gcse-and-a-level-reform-geology-and-politics-pe-short-course

⁵ www.gov.uk/government/consultations/developing-geology-politics-and-pe-short-course-for-2017-teaching

2. Who responded?

We received 4 responses to our consultation, all from organisations based in England or Wales.

Table 1: Breakdown of consultation responses

Personal / organisation response	Respondent type	Number
Organisation	Subject association or learned society	1
Organisation	Awarding organisation	2
Organisation	Union	1

3. Approach to analysis

We published the consultation on our website. Respondents could choose to respond using an online form, by email or by posting their answers to the consultation questions to us.

This was a consultation on the views of those who wished to participate and while we made every effort to ensure that as many respondents as possible had the opportunity to reply, responses cannot be considered to have been made by a representative sample of the general public or any specific group.

Data presentation

We present the responses to the consultation questions in the order in which they were asked.

The consultation asked 6 questions and each had a different focus. Respondents could choose to answer all or just some of the questions.

For one question, respondents could indicate the extent to which they agreed with our proposals, using a 5-point scale (Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree), as well as providing comments on our proposals.

For that question, we set out respondents' views using the 5-point scale. Where respondents provided further comments, we present these separately.

During the analysis phase we reviewed every response to each question.

4. Views expressed – consultation response outcomes

In this section we report the views, in broad terms, of those who responded to the consultation document. We have structured this around the questions covered in the consultation document.

A consultation is not the same as a survey and the responses only reflect the views of those who chose to respond. Typically these will be those with strong views and/or particular experience or interest in a topic. What follows is a fair reflection of the views expressed by respondents to the consultation.

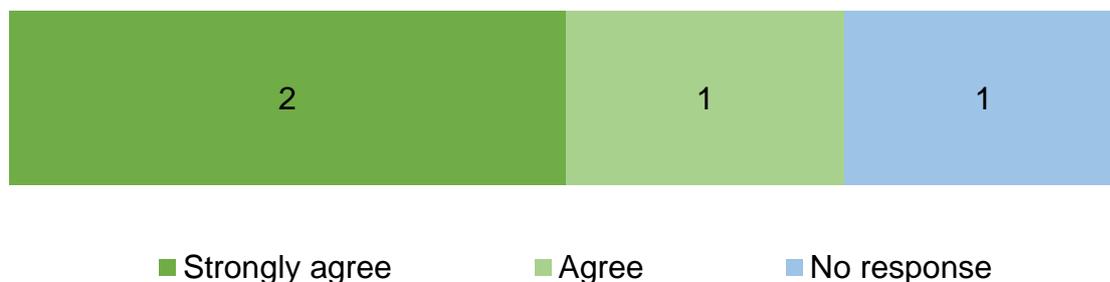
A list of the organisations that responded to the consultation is included in Appendix A.

Changes to our rules and guidance

Question 1: To what extent do you agree or disagree with the proposed changes to our rules and guidance to allow for short-course GCSEs in physical education?

As illustrated in figure 1, all the respondents who answered this question either agreed or strongly agreed with our proposed changes.

Figure 1 - overview of responses to Question 1



Of those who agreed or strongly agreed with our proposals, two provided further comments:

- One commented that the changes appropriately reflect the skills and knowledge students are required to develop.
- One commented on issues outside the scope of the consultation.

Our revised Conditions and guidance

Question 2: Do you have any comments on our proposed revisions to our Conditions and requirements for GCSE Physical Education?

Question 3: Do you have any comments on our proposed revisions to our guidance for GCSE Physical Education?

No respondents provided comments in response to these questions.

Equality Impact Assessment

Question 4: We have not identified any ways in which the proposed changes to our rules and guidance for GCSE physical education would impact (positively or negatively) on persons who share a protected characteristic.⁶ Are there any potential impacts we have not identified?

Question 5: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

One organisation provided comments in response to these questions. The organisation noted that:

Those young people who have autism and autism spectrum disorder (ASD) may struggle to participate in the list of approved team activities as part of the non-exam assessment (NEA) aspect of the course. This is due to a struggle to cope with an ever-changing environment within a game which is beyond their control.

Flexibility is needed for those young people with autism and autism spectrum disorder to allow them to participate in two individual activities, instead of a team and individual activity.

We note here that the subject content for short-course GCSEs – which the DfE consulted on⁷ separately – requires students to participate in team sports. As such, our rules simply implement this requirement from the subject content.

We have shared this response with the DfE so they can consider it further.

⁶ 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

⁷ www.gov.uk/government/consultations/gcse-and-a-level-reform-geology-and-politics-pe-short-course

Question 6: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

No respondents provided comments in response to this question.

Other issues

As noted above, one respondent did not comment directly on our proposals. Instead they noted that it was important that relevant subject associations were consulted in individual subject, that qualification reforms needed to take account of the needs of all relevant stakeholders, and that reforms should be phased in gradually over time.

One other respondent also raised issues that were outside the scope of the consultation. In particular:

- that there should be less emphasis on theoretical content in the short course,
- that it was disappointing that the proportion of non-exam assessment was the same in the full-course and short-course GCSE, and
- that it welcomed that non-exam assessment would focus solely on performance in the short-course GCSE.

These are all matters relating to the subject content, which was covered by the DfE's earlier consultation and decisions.⁸

⁸ www.gov.uk/government/consultations/gcse-and-a-level-reform-geology-and-politics-pe-short-course

Appendix A: List of organisational consultation respondents

When completing the questionnaire, respondents were asked to indicate whether they were responding as an individual or on behalf of an organisation.

Below we list those organisations that submitted a response to the consultation. We have not included a list of those responding as an individual; however all responses were given equal status in the analysis.

ASCL
Pearson
WJEC-CBAC
The Youth Sport Trust

We wish to make our publications widely accessible. Please contact us at publications@ofqual.gov.uk if you have any specific accessibility requirements.



© Crown copyright 2016

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence/version/3> or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: publications@ofqual.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.uk/ofqual.

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346