ALL Briefing No. **Date: October 2026**

Theme: V-levels

Background:
V Levels are new Level 3 vocational qualifications for 16-to-19-year-olds in England, launching in **September 2027.**
Each V Level is equal to one A Level (360 guided learning hours) and is studied over two years.

Key messages:
ALL understands there are currently no plans to include languages in any of these, although we have made representations about relevance.

Sample salient quotations:

DfE has set out its intention to introduce V Levels at level 3. V Levels will be new qualifications that offer a vocational pathway for students who want to explore different sectors before deciding where to specialise. They will exist alongside A Levels and T Levels to enable students to study a range of vocational areas.

Each V Level will be equivalent in size to one A Level. This means students will be able to combine V Levels with A Levels, creating a programme that reflects their interests and career ambitions. V Levels will be designed against common content specified by DfE, linked to occupational standards.

The first V Levels will be available from September 2027 in education, accounting and finance, and digital systems and data, with more subjects to follow over time.

DfE proposes to put in place rules at a qualification level that will apply to all V Levels. We also propose to put in place some subject-specific rules for each V Level subject to further support consistency and comparability in these qualifications.

The assessment objectives and weightings proposed are:

Assessment objective	Weighting
AO1 – Demonstrate knowledge and understanding of concepts, principles, requirements and contextual factors	30 to 35%

relevant to the subject area	
AO2 – Apply knowledge and understanding to plan, carry out tasks, produce outputs, and use information appropriately	35 to 40%
AO3 – Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations	25 to 30%

The Secretary of State expects V Levels to have a modular assessment structure, so assessment can take place at appropriate points during the course of study. The approach to assessment availability needs therefore to allow for this.
DfE proposes to put in place a requirement for terminal assessment whereby a proportion of the assessment is taken at the end of the 2-year course.

References:

https://educationhub.blog.gov.uk/2026/03/new-v-levels-and-post-16-qualifications-explained/

https://www.gov.uk/government/consultations/regulating-post-16-vocational-and-technical-qualifications-at-levels-2-and-3/part-2-v-level-proposals

https://www.aqa.org.uk/vocational

https://www.pearson.com/en-gb/further-education/products-and-services/v-levels-vocational.html

https://teach.ocr.org.uk/v-levels

Points for reflection / action:
This Briefing is largely for information of members.

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