

**FUTURE-READY SKILLS COMMISSION**

# **A Reference Guide for Commissioners**

## **Background Reading**

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## 1. Introduction

Our mission at the West Yorkshire Combined Authority is simple. We are committed to ensuring we have the right people with the right skills in the right place, making the right choice to efficiently and effectively deliver inclusive growth.

Our vision is simple, to create a one organisation culture which embeds our values and behaviours in everything we do and to be world class in what we do, and how we treat our employees.

Leeds City Region's ambition is for an education and skills system that directly contributes to the local economy and supports individuals reaching their potential as well as an inclusive economy from which everyone can benefit.

An effective education and skills system should address skills needs: the skills required by individuals to maximise their career potential and meet their personal aspirations; the skills needed to drive firm competitiveness and productivity; and the skills needed to boost the performance of the wider economy, whether at a local or national level. In meeting skills needs, the system must enable people to make effective learning and career choices; it must be inclusive, providing access for all regardless of background; and it must offer value for money, both for the individuals and organisations who use the system and for taxpayers who help to fund it.

Evidence for Leeds City Region, along with other local areas, suggests that the current skills system is not working in that way. Key challenges include long standing skills deficits, skills provision and qualifications not being connected enough to local demand, decrease in all areas of skills funding, achievement too often being determined by socio-demographic factors, a lack of local influence over the system and a system that is not very flexible or joined up.

This report provides an overview of recent publications related to the skills system, the key challenges they identified and recommendations put forward on how to resolve these.

## 2. Overview of Skills System Reforms

Over the last two decades, a wide range of reforms have been introduced to the post-16 Skills System which have changed the education and skills landscape quite considerably.

In the early 2000, a range of skills strategies focussed on lower level skills, including 'Skills for Life'. After 2010, governments have increasingly focused on reforming vocational education and increasing the numbers of apprenticeships. Parallel to these reforms, funding for Further Education (including sixth forms) has seen a reduction of 8% in real terms over the last decade. Funding rules further considerably changed with the introduction of the new National Funding Formula for 16 to 19 education in 2013 as well as new funding conditions for English and maths.

The following reforms to Further education and skills since 2000 have introduced wide ranging changes, including:

<i>Year</i>	<i>Major reforms to Further Education and skills since 2000</i>
2001	Launch of the 'Skills for Life' strategy
2006	Leitch Review of Skills
2006	Introduction of 'Train to Gain' (scrapped in 2010)
2008	Removal of the age limit for apprenticeships at 25 years of age
2008	Introduction of 14 to 19 diplomas (scrapped in 2013)
2010	Government target for 2 million new apprenticeship starts between 2010 and 2015
2011	Wolf Review of Vocational Education
2013	Beginning to increase of the participation age from 16 to 18
2015	Government target for three million new apprenticeship starts between 2015 and 2020
2015	Introduction of new A-Levels
2016	Sainsbury Review of Technical Education
2020	Planned introduction of T-Levels

A range of recent skills publications and policy documents have revealed long-standing and complex challenges across the system. Most of the reports included this overview focus on:

- The value of qualifications for employers and individuals
- Coherent vocational pathways for 16 to 19 year olds
- Interconnectivity across the wider education system
- Local and employer influence on skills provision
- The impacts of reduced funding on education and training
- Skills funding not directly incentivising qualifications that generate economic benefits for the individual and employers
- The quality and appropriate funding for career guidance and support

### 3. Reviews of the Skills System as a whole

The below section provides an overview of the three most influential reviews of the skills system in the UK over the last two decades. The Leitch Review of Skills (2006), the Wolf Review of Vocational Education (2011) and the Wolf Review of Vocational Education (2016) all considerably impacted on national skills and employment policies.

#### 3.1 Leitch Review of Skills, Prosperity for all in the global economy – world class skills, Lord Sandy Leitch, December 2006

##### Focus of the review

Creating an adult skills system that caters for the needs of the future labour market, supports increased productivity, as well as economic growth and social justice. At its heart, the review suggested to change the former supply-led model to one focused on the needs of employers and individuals. To implement this, the review called for changes to legislation, increased skills funding, administrative reorganisation and a range of new performance targets.

##### Key challenges of the skills system identified

- Getting into work, remaining in employment and progressing within the labour market is hard for too many people in the UK. This disproportionately affects people with low skills. The welfare and skills system – as well as the lack of interconnectedness between them – further contributes to this.
- Overall, the UK is falling behind competitors in regards to low and intermediate skills. Out of 30 OECD countries, the UK ranks 17th in terms of the proportion of 25-64 year olds with low qualifications, 20th on intermediate skills, while it ranks 11th on high level skills<sup>1</sup>. In practical terms this means that more than one in six young people leave school unable to read, write or add up properly.
- Skills provision in the UK is mainly driven by the supply side and is not shaped enough by the needs of employers and individuals. Previously, future skills needs of employers were gauged collectively through Sector Skills Councils with very little influence of employers over qualifications. This resulted in a lack of confidence in the skills system of many employers and a reluctance to invest in training. For those in work, accessing high quality training at a time and place that fits with their job is very difficult due to the lack of choice and very complex funding rules, allowing individuals very little responsibility over their learning.
- Training by employers is disproportionately focused on high skilled workers who are five times more likely to be trained at work than low skill workers.
- Despite an overall improvement in productivity, the UK still lags behind other developed nations. Skills are a central component of improving productivity in the workplace, with about one fifth of the national productivity gap with countries such as Germany and France resulting from the UK's relatively poor skills basis.

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<sup>1</sup> OECD, Building Skills for All: A Review of England – Policy insights from the survey of adult skills, February 2016, <https://www.oecd.org/unitedkingdom/building-skills-for-all-review-of-england.pdf>

- Despite high employment figures and the employment rate of more disadvantaged groups such as lone parents and people with health problems and disabilities rising faster than the average over the past decade, this growth is from a much lower base level and economic inactivity is very high at around 20%. Many disadvantaged people who are economically inactive would prefer to be in work.
- Skills are also a driving factor of social mobility. While employment amongst the most disadvantaged groups has risen, the employment rate of those with no formal qualification has decreased since the mid-90s. Lack of skills can be a particular barrier for certain ethnic minorities and further disadvantaged groups.
- A welfare system that is not meeting people's needs, with the Government providing income support rather than offering skills support to prepare and equip individuals for a fast-changing economy.

### Key recommendations and benefits from these changes

Recommendations from the review are rooted in the following principles:

- A **shared responsibility** of employers, individuals and the Government to increase investment in skills and take up of training, with Government investment focussing on specific market failures, ensuring a level of basic skills for all residents and that support is targeted at those most in need.
- A focus on '**economically valuable skills**' with qualifications required to provide financial returns for individuals, employers and society more widely.
- Creating a skills framework that can flexibly **adapt** and **respond** to future labour market demand.
- Creating a new **integrated employment and skills service** which builds on existing structures to maintain continuity - Improving the performance of the existing skills system by simplifying and rationalising processes, clear performance management and clearer remits.
- Raising adult skills at all levels and committing to become a world leader in skills by 2020 (ranking in the upper quartile of OECD countries). The required doubling of attainment at most skill levels is described as the responsibility of the Government, employers and individuals. This would require an additional investment of adult skills up to level 3 of £1.5-2 billion by the Government by 2020. The review sets out the following skills targets to increase skills levels:
  - 95% of working age adults with at least basic skills in both functional literacy and numeracy (compared to 85% and 79% respectively in 2005)
  - Over 90% of adults qualified to at least GCSE level or vocational equivalents at level 2 (compared to 69% in 2005)
  - Increasing the number of apprentices in the UK to 500,000 a year, with improved quantity, quality and esteem for intermediate skills; and
  - More than 40% of adults skilled at level 4 or above (compared to 29% in 2005)

- Creating a **demand-led adult skills system** by routing all funding for adult vocational skills through Train to Gain (support to employers for training) and Learner Accounts (support to individuals) by 2010, with the exception of Community Learning. Focussing on the needs of employers and individuals marks a stark departure from the previous supply-side adult skills provision giving more power to individuals and employers.
  - Greater **employer engagement** and influence by setting up a new Commission for Employment and Skills (reporting to Government) to reduce the number of existing bodies to strengthen their collective voice.
  - Launching an **Employer Pledge** to voluntarily commit to offer training to employees to upskill to level 2
  - Extending **Leadership and Management** programme to firms with 10 to 20 employees
  - Simplifying and strengthening business support
- Greater **employer investment** in skills through relicensing, reforming and empowering the Sector Skills Councils (SSC). The review further recommends to link public funding exclusively to vocational qualifications which have been approved by the SSC as well as expanding skills brokerage services for small and large employers. It further suggests to increase co-funded workplace degrees and employer investment in qualifications at level 3 and 4 and to extend Train to Gain to higher level qualifications.
- Increasing numbers of adult **apprenticeships** and improving employer engagement with universities.
- Creating an **integrated employment and skills service** to better align skills provision with labour market needs as well as fuller employment support, including:
  - Developing a network of employer-led **Employment and Skills Boards** to influence delivery.
  - Offering a '**basic skills**' programme to those out-of-work, with an assessment of basic skills at the start of a claim and support offers in place should these be insufficient.
  - Offering a '**Skills Health Check**' for those struggling to stay in work to inform a 'Back to Work' plan
  - Creating a **universal adult career service** which provides labour market advice and reconciles and rationalises fragmented support offers.
- Increasing **aspirations and awareness of the value of skills** through sustained awareness programmes

## Impact and current status of the review

Most recommendations from the review became Government policy (if some only for a short time), funded through an additional £5.3 billion per year "to increase adult skills and apprenticeships and make progress against the Leitch ambitions for world-class skills", with the aim of providing 3.7 million adult qualifications. However, it is worth noting that some policies were subsequently abolished again (in particular the 'Train to Gain' programme and 'Skills Accounts').

Those recommendations implemented by the Government at the time but did not necessarily remain include<sup>2</sup>:

- Reaching all skills targets set out by the review became Government policy
- Increased participation of 16 to 18 year olds in full-time education to 84%
- Substantial increase of funding for 'demand led' adult education, including 'Train to Gain' becoming a much broader service to provide support to employers of all sizes. However, the Government initiative to deliver vocational training to adults in employment without a full level 2 qualification was discontinued in 2010.
- DIUS and DWP working together to create a more joined-up employment and skills system, while also creating a new universal adult careers service in England which works in partnership with Jobcentre Plus (JCP)
- Offering flexible training which allows individuals to fit this around their work or job search, with 'Train to Gain' brokerage and employer training funds supporting this objective.
- Piloting 'Skills Accounts' to give individuals greater ownership and choice over their learning. These accounts are also linked in with the new universal adult careers service. This initiative was subsequently scrapped.
- Providing a joint service between 'Skills Accounts', JCP and the new adult careers service
- Focusing the responsibilities of the SSCs on raising employer investment in skills, identifying and articulating future skills needs of sectors, linking skills supply to the needs of employers.
- Introducing the voluntary Employer Pledge
- A reformed education and training programme for 14 to 19 year olds which introduces new Diplomas developed with the SSC
- Making basic English, maths and ICT skills the focus of young peoples' education by integrating them into apprenticeships, GCSEs, Diplomas and stand-alone qualifications.
- Started a consultation on increasing the participation age to 18 years of age

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<sup>2</sup> Department for Innovation, Universities and Skills , World Class Skills: Implementing the Leitch Review of Skills in England, July 2007, <https://webarchive.nationalarchives.gov.uk/20130321072534/https://www.education.gov.uk/publications/eOrderingDownload/World-Class-Skills.pdf>

- Commitment to increasing numbers of apprenticeships supported by the introduction of a new entitlement to free training for 19 to 25 year olds to increase the proportion of young people to achieve a full level 3 qualification.

Recommendations which were not implemented include:

- Routing all skills funding for adult vocational skills through demand-led routes since this would bear great risk to Further Education providers
- UKCES having influence over licensing Employer Skills Boards because it did not agree with the 'one model for all' approach

### 3.2 Review of Vocational Education – The Wolf Report, Alison Wolf, March 2011

#### Focus of the review

Improving vocational education for 14 to 19 year olds to allow for more successful progression into the labour market and into Higher Education and training routes. For this, the review recommends a greater involvement of employers in the skills system, pupils studying core of academic subjects until they are 16 (English and maths beyond that in case of low attainment), reducing the amount of vocational qualifications counting towards school performance; and changing funding arrangements to be linked to the individual rather than qualifications and to remove "perverse funding incentives" that steer some 16-year-olds into "inferior" qualifications.

#### Key challenges of the skills system identified

Vocational qualifications at Level 2 and below are too often offering little economic value for business and low earning potential for individuals at a time at which young people are facing many difficulties to move into the labour market. The previous delivery focus on lower level qualifications was grounded in a combination of regulation (which gave parity to GCSEs and Level 2 qualifications) and a funding system which incentivised offering a large number of qualifications to individuals.

Lack of long-term participation of young people between 15 and 17 years which was not being addressed by national policies. The review's analysis revealed high levels of 'churn' amongst this age group, with a third to half of them moving in and out of education, short-term employment and inactivity, leaving them "struggling, very actively, to find appropriate courses and appropriate jobs which will give them a secure entry into the labour market, with prospects of continued progression... Improving opportunities for this substantial group of young people must be seen as a national priority".

The mismatch between requirements of the labour market and vocational provision is particularly ill-aligned in the following aspects of post-16 education:

- The content of many qualifications is not what employers are looking for
- The labour market recognises familiar and stable qualifications, however qualifications in England have been subject to continuous change

- Youth employment patterns imply a need for fairly general vocational qualifications, but those offered are increasingly highly specialised
- Lack of transparency of outcomes from following certain pathways, with lower level-NVQ's often showing very low earning potential compared to much higher earning potentials of higher level apprenticeships
- Long-standing skills shortages, particularly related to quantitative skills like maths. Only around 45% of 16 year olds achieved GCSE grades between A\* and C in both maths and English; qualifications that are essential to employment and education prospects.
- Lack of support for young people to gain genuine workplace experience and employment-based skills.

Almost all of the 14 to 19 year olds in England were engaged in full or part-time education, with the vast majority having taken up at least a vocational element as part of their training. However, around 15% of young people received provision deemed as poor, with their “programmes and experiences fail[ing] to promote progression into either stable, paid employment or higher level education and training in a consistent or effective way.”

### **Key recommendations and benefits from these changes**

The review proposes an overall simplification of the vocational education system for 14-19 year olds to consolidate the amount of separate qualifications and large number of examining and awarding bodies which are largely independent of government (with previous attempts to rationalise the position having failed). This makes coherent programmes of learning and activity for all young people a primary concern for educational institutions, as well as for funding and oversight systems.

The review makes **27 recommendations** addressed to the Department for Education (DfE) and the Department for Business, Innovation and Skills (BIS), although many have implications for providers, employers and other bodies. These recommendations include:

#### **Vocational qualifications for 14 to 19 year olds:**

- For the DfE to clearly distinguishing between qualifications which can and cannot contribute to Key Stage 4 performance indicators (including vocational and academic qualifications), with transparent decision criteria being made available.
- Qualifications not contributing to KS4 performance indicators should also only have a limited impact on a student's score to ensure pupils can access a breath of core qualifications and any point-based performance measure should not incentives schools offering a large number of qualification per student to ensure relevance and quality of provision.
- Schools should be free to teach any qualification acknowledged by a regulated Awarding Body irrespective of performance measures (subject to statutory/health and safety requirements).
- Performance measures should take into account the whole range of pupil performance at schools and not just focus on high performers.

- DfE should encourage Ofqual to move away from regulating individual vocational qualifications to regulating awarding bodies, with the option of Ofqual intervening in case of concerns about particular qualifications.
- Review the appropriate role of National Occupational Standards (NOS) in education and training for young people and how national employer bodies and local employers can inform qualifications that are most meaningful in the labour market.
- Schools and colleges should involve local employers in the awarding process for vocational awards

Recommendations aimed at **schools and colleges** include:

- Schools should no longer have a duty to provide work-related learning, including work experience, to all pupils over 14. Vocational studies and work experience for 14 to 16 year olds should not account for more than 20% of the timetable, while allowing them to enrol on college courses to benefit from high-quality vocational training offered there.
- Making genuine work experience a greater priority for 16 to 18 year-olds in school since it is highly valued by employers.
- Removing unintended incentives to enter pupils at school onto low-quality vocational qualifications created by the funding system and performance table measures.
- Removing obligation for qualifications for 16 to 19 year-olds to be part of the Qualifications and Credit Framework.
- Increasing opportunities for Continuing Professional Development (CPD) for maths teachers.
- Publicising performance information by all institutions enrolling students age 16 to 18, including previous institutions and (where relevant) the qualifications and average grades at the time of enrolment of previous entrants.

**16 to 18 Funding** – Far reaching reforms in regards to which qualifications receive public funding and count towards performance tables, including:

- Reform of the **16 to 18 Funding Formula** which linked post-16 funding to the individual students rather than qualifications to counteract the inflation of lower level qualifications and to re-focus skills delivery on the individual.
- **English and maths funding condition** to ensure that those not achieving at least a grade C in their English or maths GCSEs must continue to study those subjects post-16.
- Students and apprentices should continue to have the choice to change the subject or sector of their learning, even if the level or type of qualification is at the same or indeed a lower level.
- Young people who do not use the time-based entitlement to education (including apprenticeships) by the time they are 19 'should be entitled to a corresponding credit towards education at a later date'.

The review describes increasing access of young people to high quality **apprenticeships** as central to the future of 16-18 vocational education. Apprenticeships for this age group should include a large degree of learning both specialised and general / transferrable skills. Recommendations include:

- Reassessing whether the general education components of 16 to 18 apprenticeship frameworks are adequate to support young people to progress to further learning. The report concludes that frameworks should not continue to be exclusively specified by Sector Skills Councils.
- Providing additional subsidies for employers taking on apprentices aged 16 to 18 to increase available opportunities. Subsidies should only relate to the time that the apprentice spends with the employer to also allow them access to high-quality, off-the-job training, and an education with broad transferable elements.
- Review of DfE and BIS's contracting arrangements to reflect best practice internationally to reduce the amount of brokerage within the education sector.
- Promote greater use of Group Training Associations (GTAs) to support smaller employers to collectively engage in apprenticeships.
- Introducing quality benchmarks for apprenticeships to ensure more off-the-job training to support the acquisition of a broader set of skills to increase the quality of apprenticeships as well as the take up of those aged 16 to 18.

#### **Low attainment:**

- A DfE review of policies aimed at lower attaining students to increase the proportion of low attaining pupils able to progress directly to programmes at level 2. Performance management indicators and systems should not incentivise schools to divert low-attaining students onto courses and qualifications which are not recognised by employers or accepted by colleges for progression purposes.
- Learning offers for lowest attaining pupils (including pupils with LDD) should mainly focus on English and maths, as well as meaningful work experience, with performance measures and funding directly linked to these.

The Government immediately implemented the following four recommendations:

- Allowing Further Education lecturers to teach in school classrooms on the same basis as qualified teachers.
- Clarifying the rules on allowing industry professionals to teach in schools.
- Allowing any vocational qualification offered by a regulated awarding body to be taken by 14 to 19 year-olds.
- Reducing bureaucratic processes to temporarily allow high-quality, established vocational qualifications, which are valued by employers, to be offered in schools and colleges.

### Impact and current status of the review

- The report had far reaching impacts<sup>3</sup>, with 20 of the 27 suggested reforms implemented by the Government by 2015, including the new 16 to 19 National Funding Formula, funding linked to learners rather than qualifications and revised funding conditions for English and maths. This has triggered a rapid change in the proportion of Further Education college students taking GCSEs rather than other Level 2 qualifications.
- Introduction of study programmes based on prior attainment and students' ambitions offered to 16 to 19 year olds in education, with nearly half studying one or more substantial qualification (e.g. A-Levels) or equivalent vocational qualification in line with DfE requirements, alongside being offered a range of work experience options. Funding for study programmes requires those under 19 without GCSEs in maths and English to work towards an equivalent qualification.
- Standards for apprenticeship trailblazers were published
- The accountability of providers (schools and colleges) has been brought to the forefront much more through the introduction of a range of performance measures, minimum standards and destination measures.
- In response, awarding organisations have redesigned qualifications to ensure more robust assessments with vocational qualifications being graded rather than offer a simple pass/fail assessment. This has placed challenges on vocational teachers by demanding pedagogical skills more alike to teaching academic subjects. Ofsted had also identified varying levels of teaching quality in regards to study programmes<sup>4</sup>.

### 3.3 Sainsbury Review - Report of the Independent Panel on Technical Education, Independent Panel on Technical Education, April 2016

#### Focus of the review

To create a more streamlined and easy to navigate technical education system by reforming many elements of post-16 education and establishing 15 new technical education pathways. Sainsbury recommends that after their GCSEs, students can choose between an academic and technical pathway. Under the latter, they can choose between a college-based programme which includes compulsory work experience and usually lasts two years; or an employment-based programme (most likely an apprenticeship). After this, students can progress to a degree or higher apprenticeship or higher technical education.

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<sup>3</sup> Department for Education, The Wolf Report: recommendations final progress report, February 2015, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/405986/Wolf\\_Recommendations\\_Progress\\_Report\\_February\\_2015\\_v01.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/405986/Wolf_Recommendations_Progress_Report_February_2015_v01.pdf)

<sup>4</sup> Department for Education, Teaching, leadership and governance in Further Education, Prof David Greatbatch and Sue Tate, February 2018, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/680306/Teaching\\_leadership\\_and\\_governance\\_in\\_Further\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/680306/Teaching_leadership_and_governance_in_Further_Education.pdf)

### Key challenges of the skills system identified

- Technical education system is not offering the skills employers need with a large number of often competing qualifications with unclear connection to specific occupations and of sometimes of little value for employers and the individual.
- Technical education is not interlinked enough with the wider education and training system and is lacking clear transition options.
- Lack of progression options in-built into the skills system

Insufficient stability of technical qualifications and flexibility to move between vocational and academic routes

### Key recommendations and benefits from these changes

- Technical education routes which are coherently linked into a wider education system, providing skills which are directly linked to employer demand and enable young people to enter skilled employment and to progress to levels 4/5 and beyond.
- Establishing 15 technical education routes ranging from level 2 to level 5 which are based on two pathways after students have completed their GCSEs: **a)** employment-based - mainly apprenticeships at levels 2 and 3, including at least 20% off-the-job learning and **b)** college-based learning – typically a full-time study programme running over two years which should include a work placement relevant to the technical route and skill levels. These routes will need to be clearly differentiated from academic routes, however, with in-built flexibility to move between the two based on short and flexible bridging provision.
- Standards designed by employers to ensure direct relevance for the labour market, with a common set of standards covering both apprenticeships and college-based pathways. The focus of these standards will be on specific skilled occupations with a clear demand for practical skills and technical knowledge. However, all standards will include a ‘common core’ element and minimum ‘exit’ requirements for English and maths. Assurance of standards should fall within the remit of the Institute for Apprenticeships. The Institute should hold responsibility how skills and behaviours within these standards should be assessed.
- The provision of the standards needs to allow enough flexibility for both, young people and adults entering, allowing access to high quality provision for both groups.
- Streamlining the wide range of technical qualifications into a single, nationally recognised certificate for each of the 15 technical routes with only one organisation/body licensed to award the respective qualification. This will bring greater clarity about their content and outcomes for employers and individuals, particularly for college-based qualifications.
- Funding to only be made available for college-based qualifications that are approved by the Institute for Apprenticeships.
- Offering structured, high-quality and longer-term work placements for college-based learners which are directly linked to their technical route to provide them with the opportunity to gain more practical skills and behaviours. This could be funded by an uplift of the student base-rate for providers once the work placement has been completed.

- Restricting funding to providers that which can evidence 'quality, stability and an ability to maintain up-to-date equipment and infrastructure' while sufficient government funding is made available for technical education.

#### **Impact and current status of the review**

- The Government has accepted all recommendations from the review and first T-Levels will be introduced from September 2020, with a full roll-out envisaged from September 2023. Four of the 15 routes will primarily be delivered through apprenticeships.
- The Institute for Apprenticeships will appoint T-Level panels which will include employers, professional bodies and education providers to develop T-Level content which will be based on the same standards as apprenticeships.<sup>5</sup>

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<sup>5</sup> T Levels: Reforms to technical education, House of Commons Briefing Paper, May 2018, <http://researchbriefings.files.parliament.uk/documents/CBP-7951/CBP-7951.pdf>

## 4. Vocational Education

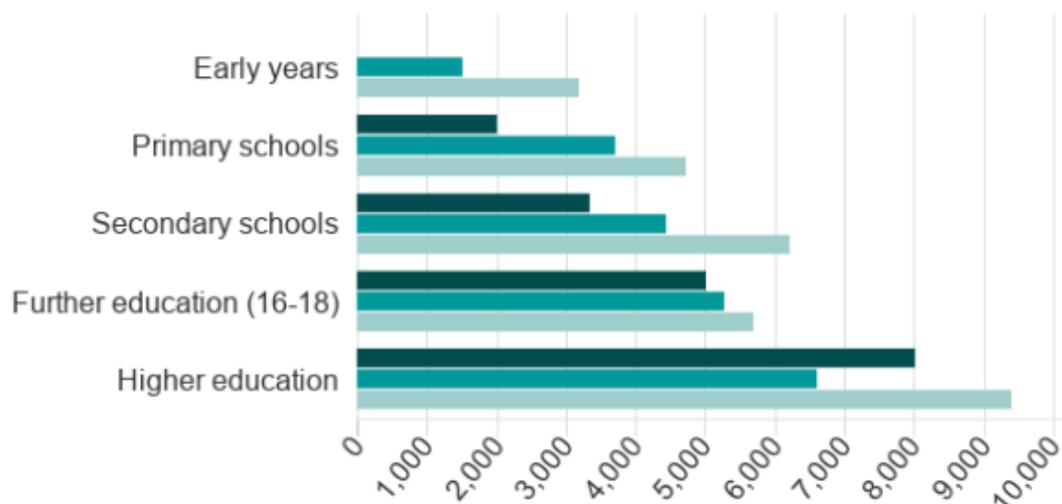
Based on the findings of three Skills System Reviews (section 3), challenges around vocational education have not merely been a matter of quantity but also of quality. This section provides an insight into how linked vocational education is to employer needs and in how far current educational pathways are aligned with the needs of individuals and employers.

Vocational or technical education has for a long time been overshadowed by the more academic routes and Higher Education in both national policies and local delivery. Whereas nationally 3.6 million people participated in Further Education (FE) courses in 2016/17 which are predominantly vocational, 2.5 million participated in Higher Education (HE) which are largely academic. However, despite more people having taken up FE courses, the latest report on education funding by the IFS reveals that spending per head is considerably higher for HE and has seen much more of an increase since 1990.

**Graph 1: Spending per student at different stages of education (1990 to 2017), IFS**

Spending in £ at 2018-19 prices

■ 1990 ■ 2003 ■ 2017



**Source:** Institute for Fiscal Studies, 2018

### 4.1 Educating for our Economic Future, Independent Advisory Group chaired by Professor Sir Roy Anderson, October 2017

#### Focus of the review

Educational pathways from upper secondary into further learning and work.

#### Key challenges of the skills system identified

- The education system is not fit to ensure lifelong learning in a seamless and easy to navigate way that is accessible to everyone. The lack of interconnected technical

pathways is further increasing the risk of leaving people trapped in low paid work while also hampering productivity and resulting in a dwindling supply of skilled workers.

- Current post-secondary educational pathways provide a range of very narrow options (mostly focussed on academic skills), resulting in a limited education offer for 14 to 19 year olds which is potentially depriving them of access to a range of work-relevant skills and bearing risks to social mobility for young people<sup>6</sup>.
- The development of skills sets required for work or Higher Education is limited by the option to drop core skills such as maths and English at A-level stage (which is unique to the English education system) and is contributing to skills shortages across a range of sectors<sup>7</sup>.
- The gender imbalance across A-level subjects is often rooted in a point of time at which pupils usually do not fully understand their opportunities in the world of work. Hence, four times more boys taking physics A-Levels and only about half as many girls studying maths as boys rules out careers in science for a large number of girls, further feeding the gender imbalance across various sectors<sup>8</sup>.
- However, employers are also stating a lack of 'softer' skills amongst young people.
- Teaching is becoming less attractive for the best graduates due to increasing workloads and decreasing options for development
- Lack of ICT skills amongst adults (only 50% of adults have basic or no ICT skills) and deficient confidence amongst many teachers to deliver digital skills

### **Key recommendations and benefits from these changes**

- Technical education should be grounded in a broad school curriculum to allow combining specialist skills with options to progress into a wide range of occupations. This broader school curriculum should further be informed by independent advice and long-term planning to not restrict career choices and aid the development of 'softer' skills.
- Apprenticeship standards should address specific skill shortages rather than mainly validating existing skills of those in work, while also being sufficiently broad and deep for long-term career development.
- Refocussing apprenticeship targets from completion to quality and direct benefits to the employer and apprentice
- Linking reforms of technical education to wider education reforms to allow transition between academic and technical pathways and to avoid the creation of two narrow pathways alongside each other.
- Ensuring future relevant skills are provided centred on core numeracy and literacy skills, as well as digital and financial knowledge.
- Practical solutions for those not ready to enter into advanced pathways (e.g., traineeships).

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<sup>6</sup> Hodgson, A. and Spours, K., 2016, 'Tuition time in upper secondary education (16 to 19): Comparing six national education systems

<sup>7</sup> Ipsos MORI, 2012, 'Fit for Purpose: The view of the higher education sector, teachers and employers on the suitability of A levels'

<sup>8</sup> Department for Education, 2017, 'A level and other 16 to 18 results: 2015 to 2016 (revised), Figure 6

- Locally led and informed programmes instead of National Citizen Service, which take a different approach to supporting low-achieving, disengaged students, and those with special educational needs
- It recommended for the Government to provide a comprehensive careers strategy which was launched in December 2017.

### **Impact and current status of the review / research**

The Government has not responded to this review. However, there is a strong overlap the Sainsbury Review which this review is trying to drive further in certain aspects.

## **4.2 Educating the North: driving ambition across the Powerhouse, Northern Powerhouse Partnership, January 2018**

### **Focus of the review**

Improving long-standing educational underperformance in Northern schools and training provision through devolving funding for adult education and business commitment to provide career support and mentorship to pupils in the North.

### **Key challenges of the skills system identified**

- Long-standing education underperformance accompanied by a lag in productivity compared to the South of England and London in particular is putting the Northern economy on a back foot.
- Entrenched deprivation is a central cause of lower education attainment – Pupils from disadvantaged backgrounds often achieve lower attainment at secondary school, with a considerable difference of 13 points in their Attainment 8 score in the North compared to their non-disadvantaged peers. This gap is larger than between those groups in London. Lower attainment at school often also translates into fewer employment opportunities, lower paid work or less secure employment in later life. Government policy has been trying to mitigate this through Pupil Premium funding.
- Employers are often not playing enough of a role in directing and leading work readiness.
- The workforce in key sectors that are vital to increasing productivity (i.e. advanced manufacturing, energy, digital and health innovation) across the North is less likely to be highly qualified (at level 4 or above).

### **Key recommendations and benefits from these changes**

- For £300 million extra Government funding to make **all children school-ready** by the age of five. This place-based approach should be targeted at the most deprived areas in the North which will work in tandem with other services (e.g. health visitors and voluntary organisations). This aim is supported by the recommendation to increase take-up of education provision for two-year-olds to 70,000 per year across the North through increased investment for local interventions.
- Reforming **Pupil Premium** (PP) to allocate more funding to those eligible for free school meals for a longer time throughout their school-life to address the most

- pertinent barriers to social mobility. This should be complemented by bespoke careers guidance and workplace-based learning for pupils receiving PP and for those with more complex needs, offering those aged 14 and over clearer choices about education pathways, allowing providers to promote all vocational choices.
- Introducing longer-term **destination measures** for schools, as well as FE and HE providers which link previous attainment to a student's destination at age 25. This introduces a joint responsibility of employment outcomes across the education system.
  - A longer-term approach to those places identified as **Opportunity Areas** by establishing a Northern Powerhouse Schools Improvement Board (NPSIB) and establishing a dedicated 10 year fund for further Opportunity Areas in the North, particularly addressing the lack of such funding available in the North East.
  - Reducing the number of **Northern Regional Schools Commissioners areas** to three (North West, Yorkshire and North East & Cumbria) which should work within the frameworks set by the NPSIB and hold the ultimate responsibility for regional funding streams to improve schools. This should be supported by joint working between local services and the local government to allow for a more efficient provision of services to improve school performance
  - Setting up a **Northern Centre of Excellence** to provide evidence on best practice of sustainable school improvement in disadvantaged areas to inform practical approaches on how to sustainably improve failing schools. This should focus on ensuring high-quality professional development of teachers in particularly challenging schools and retaining excellent teachers there and could be funded through the £42m Teacher Development Premium pilot in the 2017 Budget.
  - Regional control over the **Adult Education Budget** and overall vocational education spending for 16 to 18 year olds through devolution deals.
  - Extending the number of degree and higher-level apprenticeships and establishing new Institutes of Technology across North, with the aim of one in five students pursuing those in the near future.
  - Every **business** in the North offering meaningful **work experience** or **mentoring** to young people from the age of 11 with the ambition to reach the same number as they have employees.

### Impact and current status of the review / research

George Osborne, Chair of the NPP, presented his findings to the Education Select Committee in May this year. The review also received a wide range of support from businesses (e.g. Manchester Airports Group, Siemens and Arup) and education providers across the North. Cllr Susan Hinchcliffe<sup>9</sup> was among leading civic representatives to champion the NPP's work on education.

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<sup>9</sup> <http://www.publicsectorexecutive.com/Public-Sector-News/from-vision-to-reality>

### 4.3 Skills for the North: Devolving technical education to cities, IPPR, January 2018

#### Focus of the review

Technical/ vocational adult education and devolution of related skills powers to northern LEPs

#### Key challenges of the skills system identified

- Skills gaps: Overall lower levels of qualifications across the north of England than nationally, including relatively more residents with no formal qualification or qualifications at Level 3 or below, as well as fewer people qualified to Level 4 or above.
- Particular skills needs in the north are not adequately addressed by the centralised adult skills system. Across occupations, skills gaps and shortages are affecting occupations differently than in the rest of England, with considerable regional differences across the north.
- The legacy of a largely supply led skills system which is not sufficiently linked to ambitions of individuals, employers or the local labour market
- Relatively less skills funding from the Government and employers compared to similar countries, with some funding aspects not encouraging labour market outcomes.
- Lack of employer demand for skills and poor utilisation of skills in the workplace

#### Key recommendations and benefits from these changes

- Further devolution of skills related powers and budgets to LEPs (e.g. powers to shape apprenticeship provision, building on a strong track record of work under the City Deals and Growth Deals).
- Demand driven 'Skills Priority Lists' developed by LEPs to inform further skills devolution asks
- Outcome Agreements focussed commissioning of skills budgets through LEPs to ensure skills provision is linked to local demand. These are reflected in the local Delivery Agreements which formalised a partnership between each of the seven regional colleges and the West Yorkshire Combined Authority<sup>10</sup>.
- Skills utilisation focus in business support provided by LEPs
- LEPs' Sector Deals should partly be focussed on skills (including appropriate investment)
- Integration of skills devolution with other place-based devolved powers
- Putting partnership working at the heart of skills devolution
- Establishing a 'Skills for the North' body to embed partnership working across northern LEPs in relation to:
  - High quality data – by coordinating training, data collection and analysis in relation to skills and labour market information

<sup>10</sup> For more details go to: Combined Authority and West Yorkshire Colleges agree UK first partnership agreements for £56m pa Adult Education Budget, <http://www.the-lep.com/news-and-blog/news/combined-authority-and-west-yorkshire-colleges-agr/>

- Shared 'back office' and management functions to administer devolved budgets and powers
- Collaboration of LEP representatives to share learning and good practice.

**Impact and current status of the review / research**

The Government has not responded to this research.

## 5. Careers

Career guidance has become a statutory duty for secondary schools over recent years, making it a legal requirement for schools to provide pupils from year 8 to year 13 with independent careers guidance “that is stable, structured and delivered by individuals with the right skills and experience<sup>11</sup>”. The Department for Education’s statutory careers guidance further requires all schools to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Within this, schools must through their policy statement demonstrate that a number of opportunities are available to all pupils the relevant year groups. Schools are also required to publish careers information on the school website.

Related reforms include the disbanding of the Connexions service and the creation of a National Careers Service (NCS) in 2012 as well as the Careers and Enterprise Company in 2015.

The importance of career guidance has been underlined by the publication of the **Government’s career strategy** in December 2017<sup>12</sup>. The strategy seeks to put in place access to advice for all ages and backgrounds, bringing together all the different elements of the careers system. It sets out ambitions and plans to expand the quality and quantity of provision.

The strategy further stresses the important links between the Industrial Strategy and the new technical education route; and that having clear routes and information (including labour market info) is vital to helping career choices and ensuring the country has the right skills for the future. The strategy crucially adopts the eight Gatsby Benchmarks of good practice (see 5.1 for further details).

The implementation of the strategy mainly falls to the Careers and Enterprise Company (CEC) to implement. The CEC’s implementation plan includes three stands:

- 1) Employer engagement (roll out everywhere)
- 2) Gatsby Benchmarks and Careers Leaders (scale up)
- 3) Testing and sharing of best practice

1. **Employer engagement** The careers strategy called for schools to ‘offer every young person seven encounters with employers, with at least one encounter taking place each year from years 7-13’, in line with the requirements set out in the Gatsby

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<sup>11</sup> Department for Education, Careers guidance and access for education and training providers, Statutory guidance for governing bodies, school leaders and school staff; October 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

<sup>12</sup> Careers strategy: making the most of everyone’s skills and talents, Department for Education, December 2017,  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

Benchmarks. The CEC already supports this through the Enterprise Adviser Network; investment fund grants to help careers programme providers scale up activities and create new opportunities; and through the cornerstone employers programme.

To implement the strategy the CEC will:

- Provide all schools and colleges with access to an enterprise adviser by 2020 by expanding the existing network of enterprise coordinators from 125 to approximately 200 – this is in line with current roll out plans
  - Launch a new investment fund to support employer encounters, targeting disadvantages pupils by using £2.5m of the new £5m fund – this will be available to some schools and colleges in careers hubs and other select areas – this will be distributed by the virtual wallet approach.
  - Triple the number of Cornerstone Employers to 150 by continuing to target Opportunity Areas and areas identifies as Cold Spots.
- 2. Gatsby Benchmarks and Careers Leaders** - The strategy sets out that all schools should use the eight Gatsby Benchmarks to develop and improve their careers provision, meeting them all by the end of 2020.
- CEC has been testing a ‘Careers Hub’ approach in the North East to achieve all Gatsby Benchmarks. Key learning from the pilot included:
    - Importance of recruiting a Hub Lead – coordinates activity in the Hub.
    - Need for a named Careers Leader in each school and college
    - Benefits of using an audit tool
    - Importance of having lead schools and colleges as beacons of best practice.
  - To implement the strategy the CEC will scale up the pilot with 20 new Careers Hubs which will be integrated into the existing Enterprise Adviser network. Where local structures are already established CEC will look to engage these to avoid duplication. Careers Hubs will be a group of schools and colleges (20-40) and will work to deliver all Gatsby Benchmarks and improve career outcomes for young people. Key aspects of the hub will be:
    - A new Hub Lead to work alongside existing Enterprise Coordinators and Advisers. The Hub Lead will coordinate activities, build local networks and is responsible for reporting.
    - A small fund of around £1k per school/college to support the Hub in delivering its goals, with Hubs running over two years. This will fund activities which benefit schools and colleges across the Hub (e.g. apprenticeship events).
    - Opportunity to receive virtual wallets through the employer encounters fund
    - Some within the Hub will also receive Careers Leaders training bursaries.
- 3. Testing and sharing of best practice** - The careers strategy sets out that new approaches should be tested and evaluated to identify best practice, with the CEC having developed an approach.

## 5.1 Going in the right direction? Careers guidance in schools from September, Ofsted, September 2013

### Focus of the review:

A survey of 60 schools across England to establish the quality of career guidance

### Key challenges of the skills system identified

- Only a minority of schools effectively ensured that all students in year 9 to 11 received appropriate levels of information, advice and guidance to support their decisions about careers. Pupils in year 11 were prioritised in receiving guidance with support mainly available to vulnerable students.
- Only few schools had adequate arrangements to provide an individual by a qualified external adviser to all the students in the respective year groups that needed one.
- A lack of good partnership working between schools and local authorities to support more vulnerable students in making choices, including students with SEN needs. Most of the work focused on ensuring that support was available for vulnerable students after they left year 11 which left vulnerable young people unclear about how different career pathways could help them to achieve their potential.
- Weaker provision was mainly linked to teachers delivering careers guidance in tutorials and assemblies without sufficient training which did not give students the opportunities to explore their options thoroughly or without sufficient information.
- Schools of different types with very effective careers guidance had all made careers guidance a high strategic priority by leaders and governors.
- Insufficient focus of the National Careers Service on supporting young people up to the age of 18, with its website and the telephone services not being promoted well in a lot of schools. Very few schools were thus aware that the service could provide local and national labour market information as well as updated information on the full range of further and Higher Education provision and vocational training, including apprenticeships.
- Weak links between careers guidance and local employment opportunities, with too few schools having established partnerships with employers, local enterprise partnerships and other organisations to ensure that the career guidance is embedded in local labour market reality.
- Lack of initiative from employer networks in making links with schools, with very few schools having local or national employers on their governing bodies.
- The extent to which schools promoted opportunities available at other providers, including vocational training and apprenticeships, varied considerably. While some schools provided a wide range of taster courses and well-planned visits by post-16 external education and training providers, others only disseminated the dates of a local college open day. The promotion of other post-16 options was particularly weak in many 11 to 18 schools.

- Only a minority (around one third) of individual careers guidance interviews observed were of high enough quality. In the better interviews, the students were given practical, realistic advice and clear follow-up actions. Weaker interviews focused too much on providing prospectuses for further and Higher Education and training courses and directing students to websites.
- Hardly any schools evaluated the quality of their careers guidance effectively, including monitoring individual guidance sessions or explore the impact of the careers guidance to evaluate and improve the quality of the service they provided. Very few of the schools reported systematically to their governing body on how well they were meeting their new statutory duty.
- Not all the schools visited had accurate and complete data on students' actual destinations and enough were using destination data well to analyse the range of further and Higher Education and training opportunities taken up by their students.

### Key recommendations and benefits from these changes

- The report makes a recommendations to a range of partners, including:
- For the **Government** to provide a clear more explicit guidance to schools on elements of a comprehensive careers guidance strategy, how to secure high-quality, independent, external careers guidance and how to monitor the impact of this provision effectively. The Government should further to ensure the accuracy of student's destination data to enable schools to evaluate the impact of the support and advice they give their students.
- **Employers and employer networks**, such as local enterprise partnerships and chambers of commerce should work more closely with the National Careers Service to facilitate links between employers and all local schools and provide more detailed information to schools and careers guidance professionals on local job options, business developments and local skills shortages.
- The **National Careers Service** (NCS) should play a more central role in updating external careers guidance professionals and school staff on the full range of further and Higher Education provision and vocational training, including apprenticeships, both locally and nationally. The NCS should further communicate its services more effectively to all young people aged 13 to 18 and review the accessibility of their website for young people.
- **Local authorities** are encouraged to ensure that all vulnerable young people are involved in a wide range of career guidance activities, so that they can make informed and appropriately challenging decisions about the next stage of their education and training.
- Ofsted encourages **schools** to:
  - Develop and implement a clear careers guidance strategy and to make good use of NCS resources, well-trained staff, careers guidance professionals, employer networks, and local colleges and other providers to ensure that students are well supported in making decisions about their career pathways.
  - Monitor choices made by former students by using destination data. In the case of students with special educational needs or disabilities, this should happen in partnership with local authorities.

- Employer representation on school governing bodies and giving equal status to vocational routes (including apprenticeships) to the academic route through greater links with employers to expose young people and their parents/carers to a wider range of career options.
- Promote the wider range of progression routes available at Further Education colleges, independent learning providers, as well as communities and skills providers.

### **Impact and current status of the review / research**

The Department (DfE) will engage with Ofsted, as it reviews the Common Inspection Framework, to consider coverage of careers provision as part of the development of any planned changes to school and college inspection arrangements which will take effect from September 2019. In developing its approach to assessing careers provision as part of those changes, Ofsted will take account of the requirements within the new statutory guidance for schools, which is being updated to reflect the Gatsby Benchmarks.

## **5.2 Good Career Guidance, Gatsby Charitable Foundation, 2014**

### **Focus of the review**

To improve existing careers guidance to overcome barriers to social mobility and to enable young people to make informed choices about the career most suitable for them.

### **Key challenges of the skills system identified**

- At the time of the review, the responsibility for career guidance lay entirely with schools. However, clarity on the specific responsibilities of schools was lacking to which schools responded in a variety of ways, e.g. using local authority services where these are available, using private specialists and sometimes, as the Ofsted review suggests, doing very little. This inconsistent offer of career guidance particularly disadvantages young people from deprived backgrounds who might not have the insight into a range of career opportunities through their families and peers, or might have preconceived ideas about what kind of jobs 'are not for them'. A lack of understanding about particular jobs can be a strong barrier for an individual to imagine themselves doing it.
- Research of international best practice revealed that in countries with good career guidance, arrangements are well understood by all concerned; pupils, parents know where to get the information they are looking for and employers understand how to effectively work with schools. Such arrangements are not in place in England.
- Due to increasing automation of the labour market, a growing number of jobs require specific education and training. This has resulted in new vocational options which are currently not well understood by many young people or their teachers.
- Early career guidance impacts on the subject choice of pupils, which in turn is likely to have considerable implications for their future earnings.
- Shortcomings of the National Careers Service in its provision for schools, with on face-to-face advice only available to adults.

### **Key recommendations and benefits from these changes**

- Based on a wide evidence base, the review identified that no singular approach would help to improve career guidance but a clear and long-term programme.
- **Eight Benchmarks** - The review has identified a range of benchmarks which are recommended to be used as defining elements of good practice in careers guidance, with schools encouraged to use them in the design of the career programmes and Ofsted to take them into account when judging the quality of career guidance. These benchmarks are designed to ensure schools are offering impartial careers guidance, provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships and schools are publishing information about the careers programme on their website. The eight benchmarks include:

**Table 1: Benchmarks for providing good career guidance**

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers
<b>2. Learning from career and labour market information</b>	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
<b>3. Addressing the needs of each pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
<b>5. Encounters with employers and employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes
<b>6. Experience of workplaces</b>	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
<b>7. Encounters with further and Higher Education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace
<b>8. Personal guidance</b>	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

*Source: Gatsby Charitable Foundation, 2014*

- **The school career plan** This recommends for all secondary to be required to have a Career Plan which is published on their website.
- **Destinations data** Secondary schools should publish aggregated data on where pupils go three years after leaving school, providing an insight on how many pupils move into employment, an apprenticeship, as well as further and Higher Education. This

responsibility should be supported by HESA, NCCIS and other agencies that are currently involved in collecting destination data for the Government.

- **The National Careers Service (NCS)** Extending the remit of the NCS to expand its responsibilities to schools. This includes expanding the work with schools, parents and young people (including expanding online services, training support and disseminating good practice to schools), providing high quality and current labour market information, brokering employer encounters with schools, supporting schools in designing Career Plans. To make the NCS services more responsive to employers, the NCS should function as an independent agency, with a strong employer representation on its board.
- **Career and labour market information** Live labour market information should be available alongside career information to all schools through the 'LMI for All' service, with training for users.
- **Curriculum learning and careers** Exemplary work led by the National STEM Centre, National Science Learning Centre, and National Centre for Excellence in Teaching Mathematics to show how curriculum resources for science, technology, engineering and mathematics teachers can more effectively showcase career learning opportunities.
- **Review of encounters of employers and the workplace** Aimed at employers, this recommendation encourages businesses to cooperate in a comprehensive review of the employer offer, ensuring all schools have enough employer links to meet the benchmarks.
- **Employer governors** Schools are encouraged to have a member of their governing body who has a remit to encourage employer engagement and to take a strategic interest in career guidance.
- **Encounters with young ambassadors** Employers and further and Higher Education institutes should investigate the potential for greatly expanding existing programmes for sending young ambassadors into schools from apprenticeships, colleges and universities.
- **Career advisors** Recommendation to amend the Government's guidance to schools to make it clear that personal guidance can be provided by both internal and external advisers. Advisers can be a member of school staff, provided they are trained to an appropriate level to give advice that is in the best interests of the pupil.

### Impact and current status of the review

The Gatsby Review had a far reaching influence on the Government's careers strategy (published in December 2017<sup>13</sup>) which recommends all secondary education providers to use the Gatsby Benchmark to improve their career provision. The Leeds City Enterprise Partnership's (LEP) 'Enterprise in Education' programme supports schools to review where they are against the benchmarks and brokers in activity to implement the respective improvements. In addition, the DfE's statutory guidance has been restructured around the Gatsby Benchmarks. Even though, the benchmarks do not currently form part of the legal requirements, the Government expects schools to work towards meeting them and to fully meet the benchmarks by the end of 2020.

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<sup>13</sup> <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-andtalents>

The review further led to the development of the Careers and Enterprise Company (CEC). The strategic function of the CEC in coordinating employers, schools, colleges, funders and other FE providers and in providing careers support to young people has had a positive impact on young people, employers and education providers.

### **5.3 Careers education, information, advice and guidance, House of Commons, Business, Innovation and Skills and Education Committees, Sub-Committee on Education, Skills and the Economy, June 2016**

#### **Focus of the review**

Improving the quality of careers advice and guidance at schools

#### **Key challenges of the skills system identified**

- Concerns about the quality of careers guidance
- A fragmented and complex careers advice and guidance system, with multiple agencies, approaches and target groups in any one area, including schools, colleges, councils and national agencies like the National Careers Service, Careers and Enterprise Company, JCP and Education and Skills Funding Agency. No organisation is accountable for coordinating these efforts with local labour market intelligence, risking stark inconsistencies in provision.
- “Recent years have seen a whole host of policy changes, initiatives and new bodies: none has led to any serious improvement in provision; some have proved counter-productive.”

#### **Key recommendations and benefits from these changes**

- Consolidation of careers advice and guidance through the forthcoming careers strategy based on a more coordinated approach across local agencies.
- Incentivising schools to improve the quality of careers advice and holding them accountable if they fail to do so
- Creating efficiency by aligning funding streams for careers advice
- Bringing greater clarity and coherence to the information available around CEIAG
- Ensuring high quality labour market information as the basis for CEIAG
- Providing young people with a better understanding of the world of work through encounters with employers and work experience

#### **Impact and current status of the review / research**

The Government has not responded to this publication.

## 6. Lifelong learning and workforce development

Lifelong learning and workforce development is essential to cater for the skills needs of a fast changing labour market and to ensure individuals are able to move into or stay in employment. However, participation in lifelong learning is relatively low and on-the-job training has declined over the last decades. With most of the training available being related to mandatory health and safety training rather than offering skills that are of wider value for individuals and the economy, the quality and wider relevance of training provision has also been questioned. Additionally, low-skilled workers are generally less likely to participate in job-related training than their higher skilled counterparts.

This section summarises key barriers within the skills system to enable better workforce development and lifelong learning and recommendations how to overcome these.

### 6.1 Work Local: Our Vision for Employment and Skills, Local Government Association, March 2018

#### Focus of the review

Devolution of skills and employment related powers and funding. Bradford was one of 12 areas which were consulted.

#### Key challenges of the skills system identified

- The most centralised skills and employment system in the developed world, with very little influence of local areas on skills policy, design, oversight and funding. This results in regional agencies having separate strategies rather than common strategy, including:
  - Success measures of Job Centre Plus are linked to a standardised offer to allow people to move off benefits rather than sustainable job outcomes.
  - A blanket offer of CV writing advice for young people from the Careers and Enterprise Company, regardless of their need for it.
  - The National Careers Service is entirely separate from local career advice offers.
- Despite spending of more than £10 billion a year across eight departments or agencies, they often fail to meet local need or address economic and social challenges.

#### Key recommendations and benefits from these changes

- Devolved skills and employment funding and powers to ensure provision is linked with local demand
- More influence and control over the skills and employment system locally to ensure:
  - Integrated skills and employment services, directly linked to local economic needs and coordinate information, advice and the delivery of employment, skills and wider support for individuals and for employers. This will allow clearer options for employers and individuals and to connect to more specialist services and support options.
  - More personalised, joined-up and responsive services

- A locally and demand led approach
- Local control over:
  - Co-designing of apprenticeships frameworks and devolving apprenticeship levy funding
  - Careers advice – devolving funding from Careers and Enterprise Company and National Careers Service to allow areas to establish a joint service for all ages
  - Technical education - local areas coordinate implementing technical education reforms, and the national retraining programme.
  - Devolution of AEB and Learner Loans, with freedom on how the funding is used, subject to meeting entitlements

### **Impact and current status of the review / research**

The Government has not responded to this research.

## **6.2 Skills to Drive a Productive Society, Graham Hasting-Evans (NOCN) and Paul Bivand (L&W), September 2018**

### **Focus of the review**

Raising skill levels across all of the UK's workforce (including self-employed and those in more precarious work) is essential to improve productivity levels, address likely future effects of automation and to increase social mobility and living standards.

### **Key challenges of the skills system identified**

- A decrease in productivity in the UK since the financial crisis that has been more pronounced than in other advanced economies
- Increasing automation of the labour market through introduction of Artificial Intelligence (AI) which is likely to have a profound impact on the national labour market and will require lifelong learning to sustain employment.
- Poor national performance on low and intermediate skills identified by the OECD which are falling behind improving standards in other developed countries

### **Key recommendations and benefits from these changes**

- Skills areas which require the most urgent attention to resolve the above challenges include:
  - **Management skills** at all levels to enable businesses to identify, develop and implement improvements which will contribute towards productivity improvements
  - **Employability skills** including basic literacy, numeracy, cognitive and digital skills; and
  - **Technical knowledge**, to enable the use of new methods, material and technologies.

- A **National Skills Strategy** to embed improvements to productivity as well as social mobility and differentiating between the needs of new entrants to the workforce which are different to the upskilling needs of the existing workforce. This strategy should be embedded in Local Industrial Strategies and needs to further ensure it is also directly linked to the needs of employers and to focus on improving the quality of learning as well as fair access to it. The strategy should also directly link into employment support for those not in work and those who do not readily fit into the sector strategies. Accountability should lie with a single national organisation, with sufficient resources and authority to act.
- **Programmes for new entrants to the workforce** – to address OECD findings that on average, young people leave school with literacy and numeracy skills that are not more developed than those of 55 to 65 year olds, which stands in stark contrast to most other OECD countries. This requires a continued focus on those core skills.
- **Programmes to upskill the existing workforce** – Reinvigorating lifelong learning to enable people to sustain employment in a very fast changing labour market. This could be based on sector-specific adult education and skills programmes and should be linked to local priorities. This upskilling of the existing workforce can be realised through a range of longer academic courses or shorter vocational training offers and should include a much stronger focus on management training on productivity improvement practices. These programmes could in part be funded through the National Retraining Scheme (NRS), announced in late 2017.

## Graph 2: The National Skills Strategy should be founded on the following key Principles



Source: NOCN

- Informing **Sector Skills Strategies** which address the needs of supply chains and also take into account self-employed, atypical workers and those who are out-of-work.
  - Designing a '**skills and technical knowledge curriculum**' to provide young people with technical knowledge and employability skills which directly address the specific requirements of sectors to improve productivity. This should take place in collaboration with employers, training providers and awarding and assessment organisations.
  - Ensuring that Technical Education for 16 to 19 year olds provides progression pathways from level 1, through 2 on to level 3. This should include specific employability skills and technical knowledge that help to increase in productivity in specific sectors. Technical Education at level 4 and 5 should additionally provide an introduction to management for productivity improvement.
  - All T-Levels should include cognitive and digital skills which are relevant to the needs of the individual sector.
  - Progressing all Apprenticeship Standards to a point where they are ready to be implemented, including skills directly focussed on improving productivity within a specific sector.
- Using devolved **Adult Education Budgets** (AEB) to improve literacy and numeracy skills of the existing workforce, building on existing Functional Skills programmes.
- In addition to the funding from the National Retraining Scheme, the Government is recommended to reinvest unspent **Apprenticeship Levy** funding into productivity improvement skills through national or local funding programmes, including the AEB.
- All skills programmes, training, apprenticeships and qualifications should include an element of improving social mobility taking into account the needs of self-employed, hard to reach communities, atypical workers and the unemployed.
- Removing all current barriers offer more learning, assessment and certification online.
- A **National Productivity Awareness Campaign** which builds on the work of the Productivity Council

### **Impact and current status of the review / research**

The Government has not responded to this research.

## 7. Social mobility and the education system

### 7.1 Social State of the Nation 2017: Social Mobility in Great Britain, Social Mobility Commission, November 2017

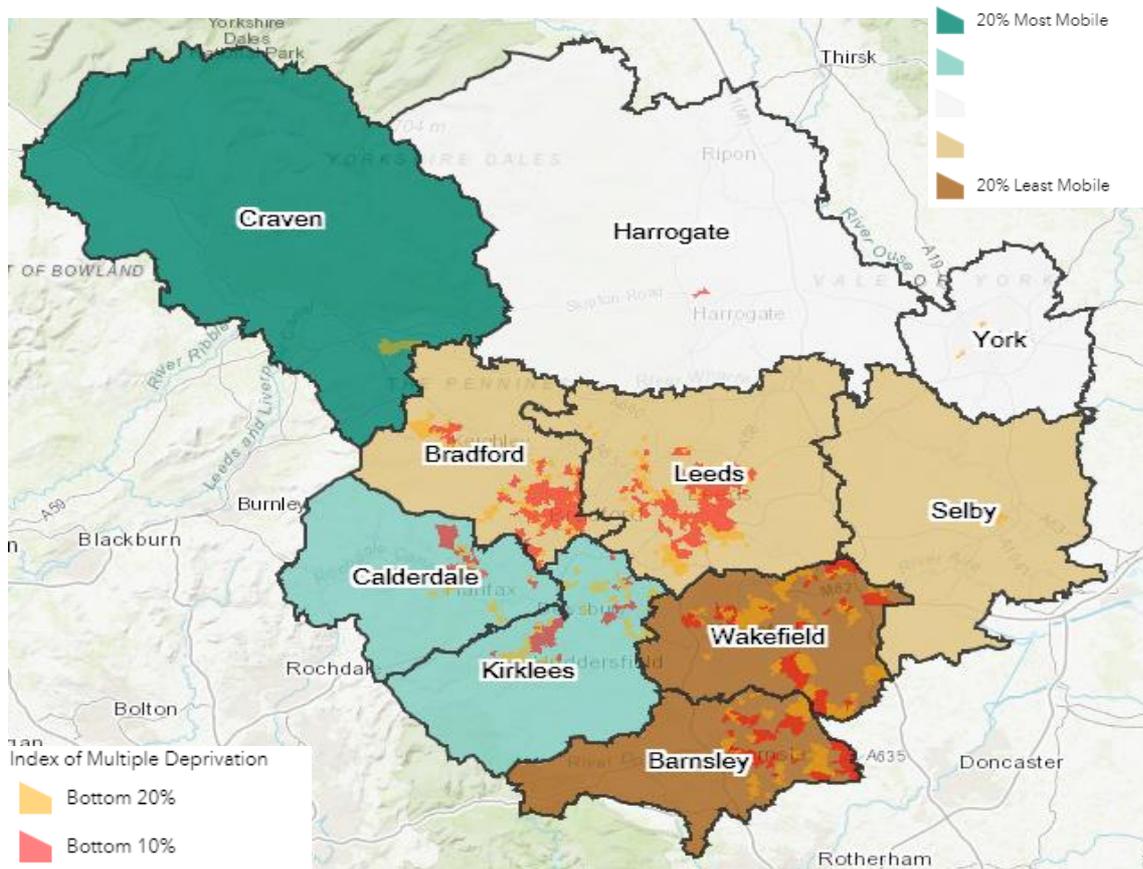
#### Focus of the review

The social mobility Commission's annual report identifies central barriers to social mobility across different life stages across Great Britain. This revealed a strong relation between educational attainment and good career guidance on social mobility later in life.

#### Key challenges of the skills system identified

- The Commission identified overall poor social mobility across Yorkshire and The Humber, with below-average outcomes through all life stages – from early years through to working lives. Lowest levels of social mobility were achieved outside the Leeds City Region, with North East Lincolnshire, Doncaster and Scarborough ranking amongst the bottom 10% of Local Authorities in England. In contrast, Craven ranks 32nd, making it the best performing district in the region. Craven was also named the happiest place to live by the Office for National Statistics in 2018.
- On average, there are greater levels of social mobility in more affluent areas and much less in more deprived areas. However, as the below map illustrates, not all areas fit this trend. In the Leeds City Region, Calderdale and Kirklees are rated amongst the 20% best performing Local Authorities in terms of social mobility overall despite relatively higher levels of deprivation in some of its neighbourhoods. This suggests that other districts might be able to learn from these areas in overcoming barriers to social mobility.

**Map 1: Map of Leeds City Region performance against social mobility indicators**



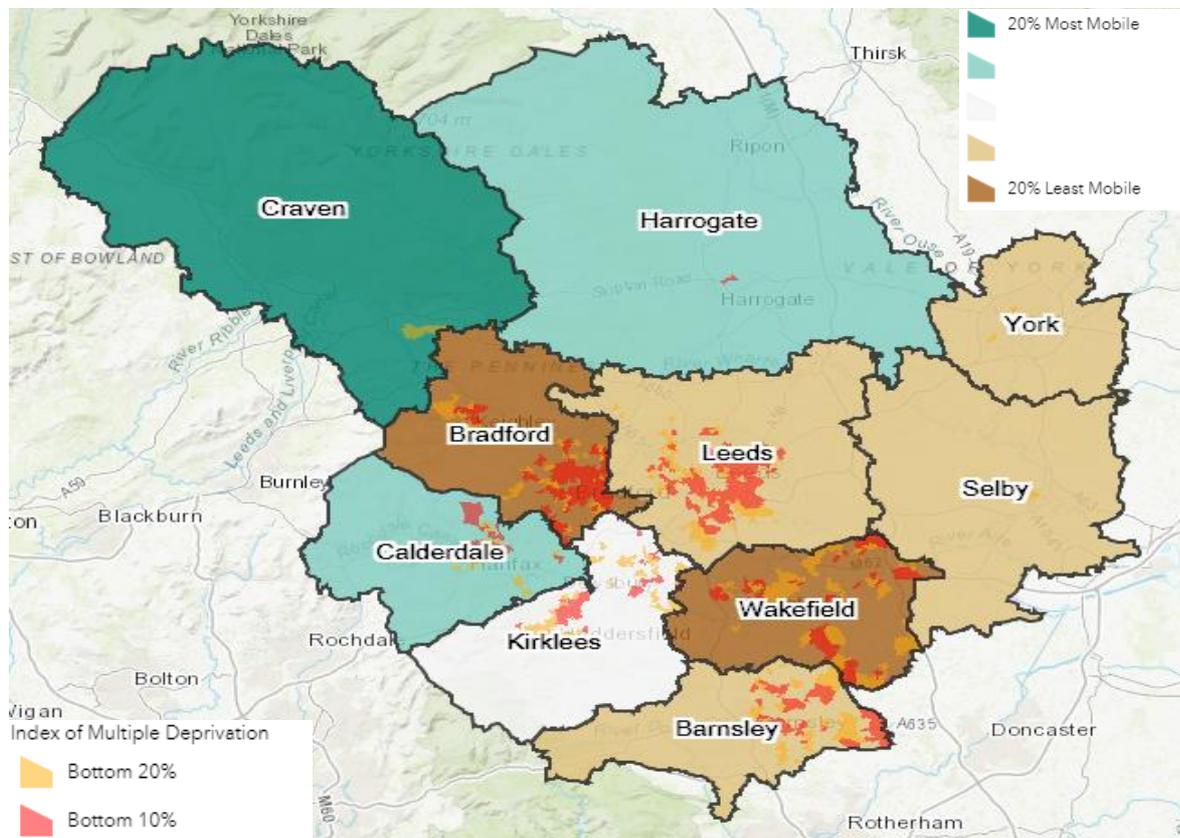
**Source:** Social Mobility Commission, Social Mobility Index 2017

The data ranks 324 English districts. The scores have been converted into percentiles to show how each district compares across social mobility measures compared to other districts. An interactive map is available on: <http://westyorkscamaps.arcgis.com/apps/webappviewer/index.html?id=0623c24edcc14729843b5dc0dd670d50>

- **School Social Mobility indicators** - The report paints an even starker picture in relation to school indicators for the City Region, describing “well-established university towns, such as York, Sheffield and Leeds, [as] perform[ing] surprisingly badly across the education life stages with poor outcomes in the early years and primary school and only one in five (or fewer) disadvantaged young people attending university. The school indicators draw particular attention to disadvantaged children and their access to high quality education and school attainment<sup>14</sup>.

<sup>14</sup> The indicators used for this life stage include: • % children eligible for free school meals attending a primary or secondary school rated ‘outstanding’ or ‘good’ by Ofsted • % children eligible for free school meals reaching the expected standard in reading, writing and maths at the end of key stage 2 • Average Attainment 8 score per pupil eligible for free school meals

## Map 2: Map of performance against school social mobility indicators across Leeds City Region



**Source:** Social Mobility Commission, Social Mobility Index 2017

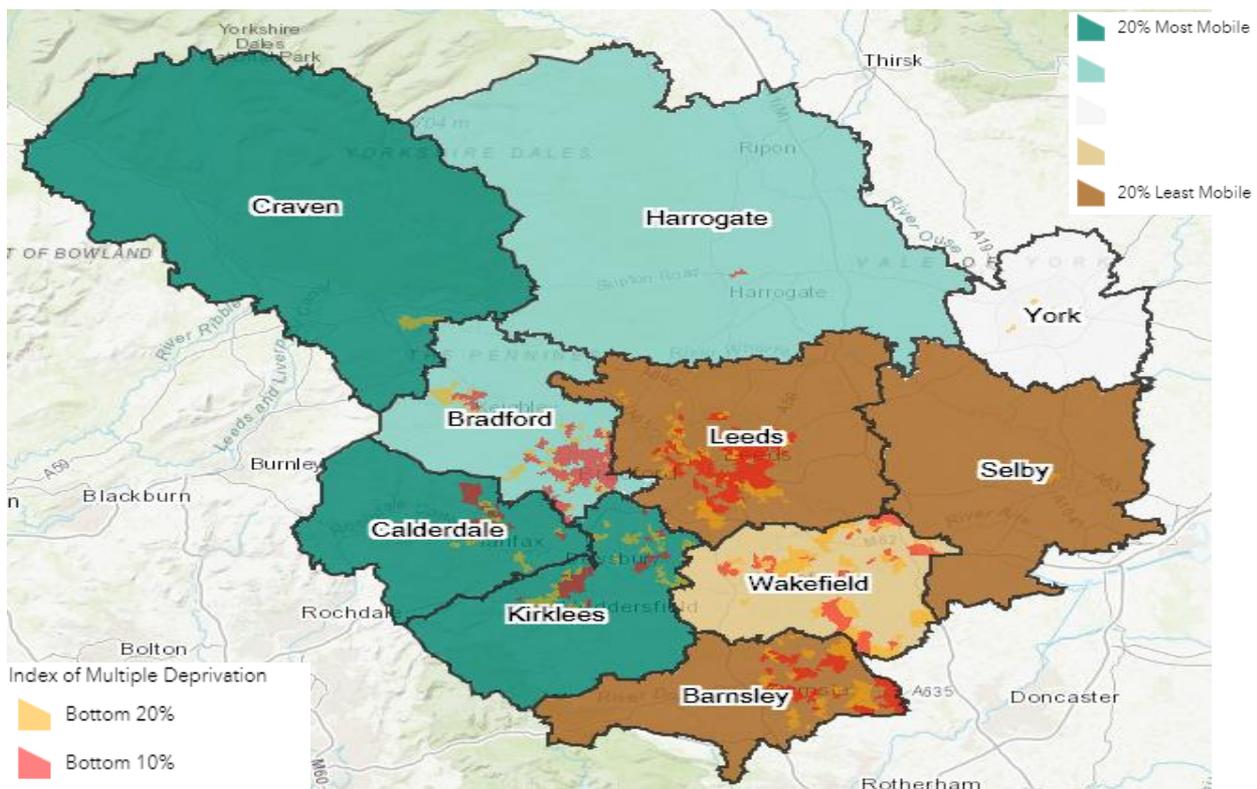
- Against those school indicators, Craven ranks amongst the best performing 10% districts nationally, followed by Harrogate and Calderdale as higher performing places in the region. In comparison, amongst the 10% worst performing districts, Wakefield amongst the bottom 20% and Leeds and Selby ranks in the bottom 30%. Learning from Calderdale could be valuable as it is one of the less wealthy districts showing relatively better school attainment.
- The report highlights the following in regards to school attainment in Yorkshire and The Humber:
  - Half of disadvantaged children are not school-ready by the age of five
  - Third lowest access rates to 'decent primary and secondary schools'
  - Lowest primary attainment amongst disadvantaged children in England, with fewer than one in three children receiving free school meals achieving expected standards at KS2 which the report suggests could be linked to the region also having the second highest ratio of pupils per teacher nationally.
  - Local education experts identified attracting and retaining good teachers as one of the regional barriers to higher school attainment<sup>15</sup>. To resolve this, local

<sup>15</sup> Sheffield Hallam University (2017) South Yorkshire Futures Proposal

teacher training institutions and universities are cooperating to reform teacher training through an initiative called 'Partnerships for Attainment'

- Low school attainment in the region has also more broadly been linked to challenges to create high-quality jobs to increase the aspirations of young people.
- To address the barriers disadvantaged pupils are facing in particular, the Commission recommends that education and skill policies should be developed to “better support disadvantaged young people in isolated areas; for example, by targeting any unused apprenticeship levy funds at regions with fewer high-level apprenticeships”
- **Youth Social Mobility indicators** - Alongside Craven, Calderdale and Kirklees have again been ranked amongst the 20% best performing districts in regards to the youth social mobility indicators<sup>16</sup>. Bradford also ranks relatively highly in that respect, ranking 106 out of 324 districts. Considering the high levels of deprivation in the district (ranked as the 26th most deprived Local Authority out of 152) this might suggest some possible learning about what the district is doing differently.

### Map 3: Map of performance against youth social mobility indicators



**Source:** Social Mobility Commission, Social Mobility Index 2017

<sup>16</sup> The indicators for this life stage include: • % young people eligible for free school meals who are in education, employment or training after KS4 • Average points score per entry for young people eligible for free school meals at age 15 taking A-level or equivalent qualifications • % young people eligible for free school meals at age 15 achieving two or more A-levels or equivalent qualifications by the age of 19 • % young people eligible for free school meals at age 15 entering higher education by the age of 19 • % young people eligible for free school meals entering higher education at a selective university (most selective third by UCAS tariff scores) by the age of 19.

- The report further states that there are great variations in the quality and quantity of career support for young people which it describes as particularly limited in those regions with the worst social mobility amongst young people - the North East and East Midlands. The lack of good quality career support is again particularly detrimental for disadvantaged young people.
- The report highlights the following challenges in regards to young people in the region:
  - Despite the region having one of the highest proportional increases in young people going to university over the last decade, only about one in five disadvantaged young people (19%) in the region attend university, compared to one in four nationally. This is even the case in established university towns such as York, Sheffield in Leeds. At one in 10, the proportion in Barnsley is among the lowest in England.
  - At 17%, the region has one of the highest rates of disadvantaged people who are NEET (not in education, employment or training). High youth unemployment is a particular problem in Bradford at 26%

### **Key recommendations and benefits from these changes**

Recommendations for **Local Authorities** and **Combined Authorities** include:

- Developing an integrated strategy for improving educational outcomes for disadvantaged pupils
- Investing pupil premium funds in evidence based practice
- To support disadvantaged pupils, local authorities should establish and support school collaborations, particularly between 'isolated schools'
- Subsidised transport for disadvantaged young people in 'isolated areas'
- For Local Enterprise Partnerships (LEPs) to follow the North East LEP's approach around improving career support for young people by facilitating partnership-working between schools, colleges and employers through joint websites and working groups.
- Local authorities are encouraged to become accredited living wage employers and play a leading role in encouraging other local business to do so.
- Collaboration between Regional School Commissioners and Combined Authorities to ensure local industrial strategies are coherently linked with regional skills development
- Developing shorter-term action plans together with employers and FE and HE skills providers to increase opportunities for disadvantaged young people.

Recommendations for the **UK Government** include:

- Launching a school fund for rural and coastal areas to enable schools to cooperate with high performing schools to improve attainment
- Ensuring a good supply of good teachers in all localities by making it the Regional School Commissioners' responsibility to work with schools, Teach First and universities

- To ensure a collaborative approach between local education systems and labour markets, the Department for Business Energy and Industrial Strategy should match fund the DfE's £72million funding for Opportunity Areas
- Government's skills and education policies should more directly support disadvantaged young people in 'isolated areas' (e.g. targeting unused apprenticeship levy funding with fewer advanced apprenticeship)

Recommendations **schools** and **employers** include:

- Collaboration between schools and employers to ensure that Gatsby's career guidance benchmarks are met to ensure young people leave school well prepared for the world of work

### **Impact and current status of the review / research**

The Social Mobility Index and identified social mobility 'cold spots' formed the basis for the Government's Opportunity Area programme which provides an additional £72million to areas to promote social mobility with education as a key driver. By January 2017, the Government had identified 12 areas, including Bradford in the Leeds City Region as well as West Somerset, Norwich, Blackpool, North Yorkshire Coast, Derby, Oldham, Fenland and East Cambridgeshire, Hastings, Stoke on Trent, Doncaster and Ipswich.

## 8. Skills funding reviews

How the education system is funded also changed significantly over the last decade. In 2013, a new **National Funding Formula** for 16 to 19 education was introduced (including technical and vocational qualifications as well as academic qualifications) and in 2014 new funding conditions meant that providers only received funding for young people who were enrolled in **English and maths** if they had not achieved a grade C in those subjects previously.

**New budgets** made available:

- A new **adult education budget** has been made available for learners aged 19 and over, combining the non-apprenticeship element of the adult skills budget, community learning and discretionary learner support. Unlike funding for young people, not all individuals and courses are eligible for funding.
- In November 2010, the **Browne Review** reflected on fees and university funding in England which resulted in considerable changes to university funding and the introduction of tuition fees
- In 2013, **advanced learner loans** were first introduced for 24 year olds and over undertaking a Level 3 and 4 qualifications who are not eligible for funding from the adult education budget (mimicking student loans in Higher Education). This was extended to all students aged 19 and over and all qualifications from Level 3 to 6 in 2016.
- In May 2017, the Government introduced an **apprenticeship levy** which is partly funded from a levy paid by larger employers (a levy of 0.5% on payroll expenditure above £3 million) and public subsidies which covers the off-the-job training costs of apprenticeships.

**Agencies** responsible for funding over the years have also changed:

- Learning and Skills Council (2001 to 2010);
- Young People's Learning Agency (2010 to 2012);
- Skills Funding Agency (2010 to 2017);
- Education Funding Agency (2010 to 2017), and
- Education and Skills Funding Agency (2017 to present day).

The Skills Funding Agency published a comprehensive overview of post-16 funding in 2017 which illustrates an overall increase in core teaching and learning funding over the last two academic years and indicates further increases until 2019/20 (with an increase of about 18% over the four years). However, overall funding to support is indicated to reduce by 55% over the same time.

**Skills Funding Agency Post-16 Funding (2017 to 2018)<sup>17</sup>**

		Indicative			
		Baseline 2016-17 £000's	Funding 2017-18 £000's	2018-19 £000's	2019-20 £000's
<b>DfE Core Teaching &amp; Learning</b>					
1	16-18 Apprenticeships	732,000	788,000	849,000	906,000
	19+ Apprenticeships	926,019	1,076,004	1,246,996	1,422,999
2	Adult Education Budget	1,494,000	1,503,000	1,511,000	1,512,000
	<b>TOTAL: Core Teaching &amp; Learning</b>	<b>3,152,019</b>	<b>3,367,004</b>	<b>3,606,996</b>	<b>3,840,999</b>
3	Advanced Learner Loans	260,000	325,000	440,000	480,000
	<b>TOTAL: Teaching &amp; Learning</b>	<b>3,412,019</b>	<b>3,692,004</b>	<b>4,046,996</b>	<b>4,320,999</b>
4	Offender Learning & Skills Service	130,350	130,350	130,350	130,350
<b>Funding to Support</b>					
5	16-18 Apprenticeships	71,500	66,000	61,000	59,000
	19+ Apprenticeships	79,000	80,000	74,000	62,000
6	Adult Education	311,324	259,921	192,809	177,427
	<b>TOTAL: Funding to Support</b>	<b>461,824</b>	<b>405,921</b>	<b>327,809</b>	<b>298,427</b>
	<b>GRAND TOTAL</b>	<b>4,004,193</b>	<b>4,228,275</b>	<b>4,505,155</b>	<b>4,749,776</b>

The most recent Funding Letter from the SFA states that despite no increase in base rate funding, the Government has allocated additional funding for post-16 education, including:

- Up to £20 million (over two years) to train teachers for T-levels
- Up to £50 million to build capacity for delivering work placements for 16 to 19 year olds
- Centres of Excellence in English and maths will receive £40 million over the next five years, with an additional £16 million for a Maths Support Programme to increase the take-up and quality of maths at level 3.

Institutional investment:

- The new Institute of Technology will receive funding of £170 to deliver technical skills from level 4 from 2019
- The Strategic College Improvement Fund will receive £15 million (over two years) to help less-well performing colleges improve
- Up to the end of March 2019, the Restructuring Facility will continue to provide one-off funding to allow colleges to make structural changes to make them financially sustainable

<sup>17</sup> For more information, see SFA Funding Letter 2017,

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/599089/SFA\\_Letter\\_2017-18\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/599089/SFA_Letter_2017-18_final.pdf)

## Formula protection funding (FPF)

- The FPF – available to skills providers that would have been subject to considerable decreases in funding due to the change from funding per qualification to funding per learner in 2013 – will be phased by 2020/21.

## 8.1 2018 annual report on education spending in England, Institute for Fiscal Studies, 2018

### Focus of the review:

Statistical analysis of all education spending across England, including Early Years, schools, as well as Further Education (including school sixth forms and adult education) and Higher Education.

### Key challenges of the skills system identified:

- The further education is facing severe funding challenges, with an overall reduction in funding of 8% for Further Education and sixth forms in real terms since 2010/11. This creates real challenges for providers to deliver a high-quality and broad curriculum that would best prepare individuals for the labour market.
- **Sixth-form spending** has seen a reduction of more than 20% per student between 2009–10 and 2017–18
- More **16 and 17 year olds** participate in full-time education, 40% in the mid-1980s to just over 80% in 2017. However, **16 to 18 education** has seen the most severe funding cuts. In 1990/91, spending per pupil for this age group was 50% above that of secondary schools. However, in 2018 it is 8% lower. It has also been one of the few education areas that has seen spending cuts since 2010, with school **sixth forms** more affected than Further Education. Spending per student in real terms fell by over 20% in school sixth forms between 2010/11 and 2017/18, compared to an 8% decrease for Further Education.
- **Adult education (19+)** has seen a learner numbers nearly half (45% nationally) between 2005 and 2016 which was mainly driven by the decrease in learners undertaking low-level qualifications (below GCSE level). While overall funding for this age group was also reduced by about 45% between 2009/10 and 2017/18 (including apprenticeships), spending per learner remained mostly stable at just over £1,000 in real terms.
- Responsibilities for **adult education funding** are planned to partly be **devolved** to mayoral combined authorities. However with very little information about how this will work in practice has been made available by the Government with a risk of further fragmenting the adult education system.
- The new Further Education **focus on specific occupation** skills through the introduction of T-Levels in times of increased uncertainty about labour market demand in specific industries could leave learners more vulnerable to economic downturns. There are further grave concerns about how ready providers are to implement T-Levels from 2020 which are also shared by the Permanent Secretary of the Department for

Education who sought a written direction from the Secretary of State to press ahead with these plans this summer.

- Different Further Education **funding systems** with very different underlying principles for different groups of learners. While funding for 16 to 18 year olds reimburses providers and is of no cost to the individual, adult learners are treated as consumers of education with some having to part-fund the costs without any protection against low earnings due to the requirement to pay upfront.

### **Key recommendations and benefits from these changes**

This report focusses mainly on describing the far-reaching changes to Further Education funding and the impacts on different areas across the 16+ education system. Despite the report not providing specific recommendations, the comprehensive overview of challenges linked to funding is expected to impact on this Skills System Review.

### **Impact and current status of the review / research**

The Government has not responded to this research.

## Appendix 1

### Skills System Reviews and skills related research papers

Title	Author	Date	Hyperlink
Skills to Drive a Productive Society	Graham Hasting-Evans (NOCN) and Paul Bivand (L&W)	Sep-18	<a href="https://www.nocn.org.uk/data/Page_Downloads/SkillstoDriveaProductiveSociety/Publication(SINGLES)optimized.pdf">https://www.nocn.org.uk/data/Page_Downloads/SkillstoDriveaProductiveSociety/Publication(SINGLES)optimized.pdf</a>
Work in an age of radical technologies	RSA	Sep-18	<a href="https://www.thersa.org/discover/publications-and-articles/reports/work-in-an-age-of-radical-technologies">https://www.thersa.org/discover/publications-and-articles/reports/work-in-an-age-of-radical-technologies</a>
Work Local: Our Vision for Employment and Skills	Local Government Association	Mar-18	<a href="https://www.local.gov.uk/work-local-our-vision-employment-and-skills">https://www.local.gov.uk/work-local-our-vision-employment-and-skills</a>
Skills for the North: Devolving technical education to cities	IPPR	Jan-18	<a href="https://www.ippr.org/publications/skills-for-the-north">https://www.ippr.org/publications/skills-for-the-north</a>
Educating the North: driving ambition across the Powerhouse	Northern Powerhouse Partnership	Jan-18	<a href="http://www.northernpowerhousepartnership.co.uk/publications/educating-the-north-driving-ambition-across-the-powerhouse/">http://www.northernpowerhousepartnership.co.uk/publications/educating-the-north-driving-ambition-across-the-powerhouse/</a>
The Future of Skills: Employment in 2030, NESTA	Hasan Bakhshi (Nesta), Jonathan M. Downing (University of Oxford), Michael A. Osborne (University of Oxford),, Philippe Schneider (London)	Jan-18	<a href="http://www.robots.ox.ac.uk/~mosb/public/pdf/2864/Bakhshi%20et%20al.%20-%202017%20-%20The%20future%20of%20skills%20e mployment%20in%202030.pdf">http://www.robots.ox.ac.uk/~mosb/public/pdf/2864/Bakhshi%20et%20al.%20-%202017%20-%20The%20future%20of%20skills%20e mployment%20in%202030.pdf</a>
Life lessons: A National Education Service that leaves no adult behind	Fabian Society	Dec-17	<a href="https://fabians.org.uk/wp-content/uploads/2018/02/Fabians-Life-Lessons-Report-web.pdf">https://fabians.org.uk/wp-content/uploads/2018/02/Fabians-Life-Lessons-Report-web.pdf</a>
Future of Skills and Lifelong Learning	GO Science	Nov-17	<a href="https://www.gov.uk/government/collections/future-of-skills-and-lifelong-learning">https://www.gov.uk/government/collections/future-of-skills-and-lifelong-learning</a>
State of the Nation 2017: Social Mobility in Great Britain	Social Mobility Commission	Nov-17	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/662744/State_of_the_Nation_2017_-_Social_Mobility_in_Great_Britain.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/662744/State_of_the_Nation_2017_-_Social_Mobility_in_Great_Britain.pdf</a>
Educating for our Economic Future	Independent Advisory Group (Professor Sir Roy Anderson as chair)	Oct-17	<a href="https://epi.org.uk/wp-content/uploads/2018/01/Educating-for-our-Economic-Future-Advisory-Group.pdf">https://epi.org.uk/wp-content/uploads/2018/01/Educating-for-our-Economic-Future-Advisory-Group.pdf</a>
Technology, jobs, and the future of work	McKinsey	May-17	<a href="https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work">https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work</a>
From 'inadequate to outstanding': Making the UK's skills system world class	CIPD	April 2017	<a href="https://www.cipd.co.uk/Images/from-inadequate-to-outstanding_2017-making-the-UK-skills-system-world-class_tcm18-19933.pdf">https://www.cipd.co.uk/Images/from-inadequate-to-outstanding_2017-making-the-UK-skills-system-world-class_tcm18-19933.pdf</a>

Fuller Working Lives: a partnership approach	DWP	Feb-17	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/587654/fuller-working-lives-a-partnership-approach.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/587654/fuller-working-lives-a-partnership-approach.pdf</a>
The Long-Term Implications of Devolution and Localism for FE in England	Ewart Keep / Association of Colleges	Sep-16	<a href="https://www.aoc.co.uk/news/long-term-implications-devolution-and-localism-fe">https://www.aoc.co.uk/news/long-term-implications-devolution-and-localism-fe</a>
The UK's Skill System: Training, Employability and Gaps in Provision	Foresight, Government Office for Science	Aug-16	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571691/ER7_The_UK_s_Skill_System_Training_Employability_and_Gaps_in_Provision.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571691/ER7_The_UK_s_Skill_System_Training_Employability_and_Gaps_in_Provision.pdf</a>
The UK skills system: how aligned are public policy and employer views of training provision?	Foresight, Government Office for Science (Anne Green and Terence Hogarth)	Aug-16	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571695/ER8_The_UK_skills_system_how_aligned_are_public_policy_and_employer_views_of_training_provision.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571695/ER8_The_UK_skills_system_how_aligned_are_public_policy_and_employer_views_of_training_provision.pdf</a>
Careers education, information, advice and guidance - First Joint Report of the Business, Innovation and Skills and Education Committees of Session 2016–17	House of Commons, Business, Innovation and Skills and Education Committees, Sub-Committee on Education, Skills and the Economy	Jun-16	<a href="https://publications.parliament.uk/pa/cm201617/cmselect/cmese/205/205.pdf">https://publications.parliament.uk/pa/cm201617/cmselect/cmese/205/205.pdf</a>
Lord Sainsbury Review - Report of the Independent Panel on Technical Education	Independent Panel on Technical Education	Apr-16	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf</a>
Building Skills for All: A Review of England – Policy insights from the survey of adult skills	OECD	Feb-16	<a href="https://www.oecd.org/unitedkingdom/building-skills-for-all-review-of-england.pdf">https://www.oecd.org/unitedkingdom/building-skills-for-all-review-of-england.pdf</a>
Impact of Poor Basic Literacy and Numeracy on Employers	Department for Business, Innovation and Skills	Feb-16	<a href="http://dera.ioe.ac.uk/25449/1/BIS-16-36-impact-of-poor-basic-literacy-and-numeracy-on-employers.pdf">http://dera.ioe.ac.uk/25449/1/BIS-16-36-impact-of-poor-basic-literacy-and-numeracy-on-employers.pdf</a>
Localism: Emerging Issues and Challenges for Leaders in the Further Education System	Ewart Keep / Association of Colleges	Jan-16	<a href="https://www.aoc.co.uk/sites/default/files/1ntrim%20report%20January%202016_0.pdf">https://www.aoc.co.uk/sites/default/files/1ntrim%20report%20January%202016_0.pdf</a>
Department for Innovation, Business and Skills - A dual mandate for adult vocational education consultation	Response from the Association of Colleges	Mar-15	<a href="https://www.aoc.co.uk/sites/default/files/Dual%20Mandate%20Consultation%20Response.pdf">https://www.aoc.co.uk/sites/default/files/Dual%20Mandate%20Consultation%20Response.pdf</a>
Enterprise for All – The relevance of enterprise in education	Lord Young	Jun-14	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf</a>
Good Career Guidance	Gatsby Charitable Foundation	2014	<a href="http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf">http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</a>
Making Education Work	Independent Advisory Group chaired by Professor Sir Roy Anderson (Pearson)	Jan-14	<a href="https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/about/news-and-policy/making-education-work-online.pdf">https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/about/news-and-policy/making-education-work-online.pdf</a>
Rigour and Responsiveness in Skills	Department for Education	Apr-13	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/att">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/att</a>

			<a href="#">achment_data/file/186830/13-960-rigour-and-responsiveness-in-skills-amended.pdf</a>
Review of Adult Vocational Qualifications in England	UK Commission for Employment and Skills (led by Nigel Whitehead)	Nov-2013	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303906/review-of-adult-vocational-qualifications-in-england-final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/303906/review-of-adult-vocational-qualifications-in-england-final.pdf</a>
Going in the right direction? Careers guidance in schools.	Ofsted	Sep-13	<a href="https://www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction">https://www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction</a>
Commission on Adult Vocational Teaching and Learning		2013	<a href="https://cavtl.excellencegateway.org.uk/">https://cavtl.excellencegateway.org.uk/</a>
Richard Review of Apprenticeship - 'The Future of Apprenticeships in England'	Doug Richard	March-13	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/34708/richard-review-full.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/34708/richard-review-full.pdf</a>
Making apprenticeships more accessible to small and medium-sized enterprises	Jason Holt	May-12	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/34731/12-891-making-apprenticeships-more-accessible-to-smes-holt-review.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/34731/12-891-making-apprenticeships-more-accessible-to-smes-holt-review.pdf</a>
Review of Vocational Education – The Wolf Report	Alison Wolf	Mar-11	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf</a>
New Skills for New Jobs: Action Now	Expert Group on New Skills for New Jobs prepared for the European Commission	Fe-2010	<a href="http://ec.europa.eu/social/BlobServlet?docId=4508&amp;langId=en">http://ec.europa.eu/social/BlobServlet?docId=4508&amp;langId=en</a>
Leitch Review of Skills, Prosperity for all in the global economy - world class skills	Lord Sandy Leitch (Chair of the Commission)	Dec-2006	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/354161/Prosperity_for_all_in_the_global_economy_-_summary.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/354161/Prosperity for all in the global economy - _summary.pdf</a>
<b>Funding reviews</b>			
FE Funding Review	UK Government	March 2018	<a href="https://feweek.co.uk/2018/03/19/minister-announces-fe-funding-review/">https://feweek.co.uk/2018/03/19/minister-announces-fe-funding-review/</a>
2018 annual report on education spending in England	Institute for Fiscal Studies	2018	<a href="https://www.ifs.org.uk/uploads/publications/comms/R150.pdf">https://www.ifs.org.uk/uploads/publications/comms/R150.pdf</a>
'Long-Run Comparisons of Spending per Pupil across Different Stages of Education'	Institute for Fiscal Studies	2017	<a href="https://www.ifs.org.uk/uploads/Presentations/IFS%20Education%20Presentation%20270217.pdf">https://www.ifs.org.uk/uploads/Presentations/IFS%20Education%20Presentation%20270217.pdf</a>

