



Developments in vocational education and training policy in 2015–19

**UNITED KINGDOM
ENGLAND**



Cedefop monitoring of vocational education and training policies and systems

Progress towards the medium-term deliverables
of the Riga conclusions

Country chapter

UNITED KINGDOM ENGLAND

Developments in vocational education and training policy
in 2015-19

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Introduction

In June 2015, the ministers in charge of vocational education and training in the EU Member States, the candidate countries and the European Economic Area countries, convened in Riga, agreed on objectives for vocational education and training (VET) policies for 2015-20⁽¹⁾.

Cedefop has been entrusted with monitoring the countries' policies implemented towards reaching these objectives.

This country chapter is part of the monitoring process. It was drafted based on input from the national ReferNet team. It presents an overview of the major policy developments that have taken place in the country in 2015-19, in the areas covered by the Riga medium-term deliverables (MTDs).

The country chapter is structured as follows:

- (a) the introductory section Aspects of vocational education and training context in 2015 briefly sketches the VET context in the country in 2015, highlighting selected figures and major policy initiatives that were just being adopted or started at that time. This introductory section is targeted at setting a baseline to put in perspective the policy choices and developments that have taken place since the beginning of the Riga cycle;
- (b) five thematic chapters then follow, devoted to the five respective MTDs outlined in the Riga conclusions. Each thematic chapter also begins with a 2015 baseline, more specifically addressing the MTD-related topics. The baseline is followed by the presentation of the major policy developments in the MTD since 2015;
- (c) the country chapter ends with a conclusion summarising the main lines of the 2015-19 policy developments and highlighting possible priorities for the future.

This country chapter is part of the information which the European Commission used to prepare the European Semester exercises⁽²⁾ in 2017-19. The chapter also informs the work of Cedefop and the European Training

(1) *Riga conclusions 2015 on a new set of medium-term deliverables in the field of VET for the period 2015-20, as a result of the review of short-term deliverables defined in the 2010 Bruges communiqué:*

https://www.izm.gov.lv/images/RigaConclusions_2015.pdf

(2) European Semester: https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester_en

Foundation (ETF) in preparing a joint monitoring report on the implementation of the Riga conclusions. Both the joint report and the country chapter are aimed at informing the work of EU Member States' Directors General for Vocational Training (DGVTS) and Advisory Committee for Vocational Training (ACVT) on taking stock of the outcomes of the Riga conclusions and preparing the next steps for the EU VET policy for the next few years

Aspects of vocational education and training context in 2015

At the beginning of the reporting period, the proportion of upper secondary students enrolled in vocational education and training (VET) programmes in the United Kingdom was decreasing and below the EU average: 43.8% in 2013 (European Commission, 2016) against 48.9% in the EU; 42.7% in 2014 compared to 48% in the EU (Cedefop, 2017a, p. 137); 40% in 2015 compared to 47% in the EU ⁽³⁾. Yet, 56.4% of upper secondary initial vocational education and training (IVET) students were following work-based programmes in 2014, against 34% in the EU (Cedefop, 2017a, p. 137). The employment rate of recent upper secondary graduates was also higher than in the EU: 78.5% in 2014 (European Commission, 2015) and 78.7% in 2015 (European Commission, 2016) compared to 70.8% and 74.1% on average in the EU in respective years. Adult participation in lifelong learning was above the EU rate: 15.8% in 2014 (European Commission, 2015) and 15.7% in 2015 compared to 10.7% on average in the EU in both years (Cedefop, 2017a, p. 137) (Table 1).

VET faced the challenge of regaining attractiveness. In September 2014, a step to address this issue was the introduction of the tech level, preparing students for specific job roles but also counting towards higher education entry. To enhance the status of apprenticeship, legal protection of the word itself was envisaged. The relevance of funds availability, guidance structures, work experience provided and complexity of pathways in the VET sector was also being questioned in public and policy debate. Of particular concern in England was the insufficient number and quality of apprenticeships (Ofsted, 2015).

⁽³⁾ Eurostat, data for 2015.

Table 1. Framework data: score on VET indicators in the United Kingdom and in the EU: 2010-15

Indicator label	2010		2015(*)		Trend 2011-15 (per year)		
	UK ^f	EU ^f	Yr	UK ^f EU ^f	Range	UK	EU
Access, attractiveness and flexibility							
IVET students as % of all upper secondary students	A	A	'14	42.7 ^b 48.0 ^b _{E1}	'13-'14	-1.1	-0.9
IVET work-based students as % of all upper secondary IVET	A	A	'14	56.4 ^b 34.0 ^b _{E2}	'13-'14	-1.2	0.1
IVET students with direct access to tertiary education as % of all upper secondary IVET			'14	40.4 69.2 ^{E3}	'13-'14	-9.7	-1.4
Employees participating in CVT courses (%)	31.0	38.0 ^e	'10	31.0 38.0 ^e			
Employees participating in on-the-job training (%)	30.0	20.0 ^e	'10	30.0 20.0 ^e			
Adults in lifelong learning (%)	20.1		'15	15.7 10.7 ^b	'13-'15	↘ -0.5	→ 0.0
Enterprises providing training (%)	80.0	66.0 ^e	'10	80.0 66.0 ^e			
Female IVET students as % of all female upper secondary students	A	A	'14	43.0 ^b 42.7 ^b _{E1}	'13-'14	-1.2	-1.0
Employees of small firms participating in CVT courses (%)	25.0	25.0 ^e	'10	25.0 25.0 ^e			
Young VET graduates in further education and training (%)			'15	33.2 ^b 33.0 ^b	'14-'15	-1.9	-0.3
Older adults in lifelong learning (%)	14.5	5.3	'15	12.1 6.9	'10-'15	↘ -0.3	↗ 0.4
Low-educated adults in lifelong learning (%)			'15	6.8 ^b 4.3 ^b _C	'13-'15	↘ -0.6	↘ -0.1
Unemployed adults in lifelong learning (%)	19.5		'15	14.2 9.5 ^b	'13-'15	↘ -1.3	↘ -0.4
Individuals who wanted to participate in training but did not (%)	B	9.5 ^e _B	'11	9.5 ^e			
Job-related non-formal education and training (%)	81.6 ^B	80.2 ^e _B	'11	81.6 80.2 ^e			
Skill development and labour market relevance							
IVET public expenditure (% of GDP)			'12	130.46 ^b 0.56 ^b _{E4}	'12-'13	-	-
IVET public expenditure per student (1 000 PPS units)			'13	6.1 ^b 6.4 ^b _{E5}	'12-'13	-0.5	0.0
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.8 ^e	'10	0.7 0.8 ^e			
Average number of foreign languages learned in IVET			'14	z 1.0 ^b _{E6}			
STEM graduates from upper secondary IVET (% of total)	A	A	'14	b 30.0 ^b _{E7}			
Short-cycle VET graduates as % of first time tertiary education graduates			'14	b 9.3 ^{E8}			
Innovative enterprises with supportive training practices (%)		41.5 ^{E9}	'12	41.6 ^{E9}			
Employment rate for IVET graduates (20- to 34-year-olds)			'15	79.0 ^b 77.2 ^b	'14-'15	1.0	0.3
Employment premium for IVET graduates (over general stream)			'15	-3.4 ^b 5.3 ^b	'14-'15	-0.3	-1.0

Indicator label	2010		2015(*)		Trend 2011-15 (per year)		
	UK ^f	EU ^f	Yr UK ^f	EU ^f	Range	UK	EU
Employment premium for IVET graduates (over low-educated)			'15 21.9 ^b	23.7 ^b	'14-'15	▪ 2.7	▪ -0.1
Workers helped to improve their work by training (%)			'15 84.9	83.7			
Workers with skills matched to their duties (%)	52.6	55.2	'15 57.8	57.3	'10-'15	▪ 1.0	▪ 0.4
Overall transitions and labour market trends							
Early leavers from education and training (%)		13.9	'15 10.8 ^b _C	11.0 ^C	'11-'15	↘ -1.0	↘ -0.6
30- to 34-year-olds with tertiary attainment (%)		33.8	'15 47.8 ^b _C	38.7 ^C	'11-'15	↗ 0.5	↗ 1.0
NEET rate for 18- to 24-year-olds (%)	17.8	16.6	'15 14.5	15.8	'10-'15	↘ -0.7	↘ -0.1
Unemployment rate for 20- to 34-year-olds (%)	9.9	13.1	'15 6.8	12.9	'10-'15	↘ -0.7	↗ 0.1
Employment rate of recent graduates (%)		77.4	'15 85.8 ^b _C	76.9 ^C	'11-'15	↗ 1.1	→ 0.0
Adults with lower level of educational attainment (%)		27.3	'15 20.3 ^b _C	23.5 ^C	'11-'15	↘ -0.8	↘ -0.8
Employment rate for 20- to 64-year-olds (%)		68.6	'15 76.9 ^b	70.0	'11-'15	↗ 0.9	↗ 0.4
Employment rate for 20- to 64-year-olds with lower level of educational attainment (%)		53.4	'15 59.7 ^b _C	52.6 ^C	'11-'15	↗ 1.1	↘ -0.1
Medium/high-qualified employment in 2020 (% of total)			'16 84.6 ^D	82.8 ^D			

(*) The data in this column are the data available in 2016. Where 2015 data were not available, data from previous years were used.

(^A) UOE (UNESCO OECD Eurostat) back reconstruction of 2010 values based on ISCED (international standard classification of education) 2011 not yet available.

(^B) AES (adult education survey) 2011, used as proxy for 2010 baseline.

(^C) 2014 b flags in Eurostat online tables ignored on the basis of other relevant Eurostat metadata.

(^D) Forecast made in 2016.

(^{E1}) Based on 28 countries; partial information for NL.

(^{E2}) Based on 25 countries (missing: ES, PL, RO); partial information for NL.

(^{E3}) Based on 27 countries (missing: NL); partial information for EL, IT.

(^{E4}) Based on 19 countries (missing: BE, DK, IE, EL, FR, HR, IT, PT, SK).

(^{E5}) Based on 21 countries (missing: DK, IE, EL, FR, HR, IT, PT).

(^{E6}) Partial information for NL.

(^{E7}) Based on 25 countries (missing: HR, IT, UK).

(^{E8}) Based on 23 countries (missing: BE, IE, FR, CY, UK).

(^{E9}) Based on 22 countries (missing: DE, IE, EL, NL, SI, UK).

(^b) Break after 2010, therefore baseline data not included.

(^u) Eurostat: 'low reliability'.

(^z) Eurostat: 'not applicable'.

(^e) Eurostat: 'estimated'.

NB: EU refers to EU-28, unless otherwise specified. Arrows ↗ or ↘ signal a positive or negative trend based on more than two data points and of magnitude 0.1 per year or more. Trends based on more than two data points but of smaller magnitude are indicated by →; trends based on two points only are marked ▪. Trends are estimated by means of regression models.

Source: Cedefop, 2017a, p. 137.

CHAPTER 1.

MTD 1 – All forms of work-based learning with special attention to apprenticeships

1.1. Baseline 2015

At the beginning of the reporting period, apprenticeships were available in England at EQF levels 3 to 7, with the most popular being offered at EQF levels 3 and 4 within the 16+ further education (FE) sector. Qualifications that could be associated with an apprenticeship programme were those from the Business and Technology Education Council (BTEC) ⁽⁴⁾ and national vocational qualifications (NVQs) ⁽⁵⁾ amongst others.

Apprenticeships were based on a contract and employers had to pay at least the apprentice minimum wage. The UK government would cover all or part of the cost of apprentice training.

1.2. Main actions taken in 2015-19

1.2.1. Reforming apprenticeship

Published in December 2015, the *English apprenticeships 2020* vision outlines the government's plan to increase the quality and quantity of apprenticeships to reach its commitment to three million apprenticeships in England by 2020 ⁽⁶⁾.

In May 2016, the Enterprise Act 2016 ⁽⁷⁾ gave apprenticeships the same legal treatment as university degrees and the term apprenticeship was protected, allowing the government to issue a fine if it is misused by training providers.

⁽⁴⁾ Combining theoretical and practical vocational education and leading to awards, certificates and diplomas at first (QCF level 2), national (level 3) and higher national (levels 4 and 5) levels. Since October 2015, a new regulated qualifications framework encompassing both academic and vocational qualifications had replaced the Qualifications and Credit Framework (QCF) of vocational qualifications previously in place in England and Northern Ireland.

⁽⁵⁾ See also VET in Europe country report UK, 2014.

⁽⁶⁾ <https://www.gov.uk/government/publications/apprenticeships-in-england-vision-for-2020>

⁽⁷⁾ <https://www.gov.uk/government/news/enterprise-act-becomes-law>

Governance of apprenticeship was changed. In July 2016, apprenticeships and skills, along with higher and further education, were transferred to the Department for Education (DfE) which now has overall responsibility ⁽⁸⁾ for all elements of education, children's services and skills. An Apprenticeship Delivery Board has been established in 2015. In 2018 it became the Apprenticeship Sector Development Board. The board is in charge of:

- (a) advising the government on how best to expand apprenticeships nationally;
- (b) increasing the number of places that employers offer in both the public and private sectors.

Representatives from Barclays Bank, Fujitsu UK, the TV company BBC and the City of London are among those participating in the board.

Employers design new apprenticeship standards to meet the skills needs of their sectors. These will replace the apprenticeship frameworks. Over 450 standards are available for delivery, and all frameworks will be withdrawn on 31 July 2020. Standards are short and concise documents developed by employers describing the knowledge, skills and behaviours an apprentice needs to be competent in a defined occupation. They are a move away from a series of small, existing qualifications making up an apprenticeship framework, and include a test at the end of the apprenticeship (end point assessment) that the apprentices have to demonstrate full competence in their occupation to pass. A register ⁽⁹⁾ of organisations eligible to conduct independent end-point assessment of apprentices on standards has been established. Registered organisations are entitled to receive public funds.

To improve quality, the Enterprise Act 2016 also established the Institute for Apprenticeships, a non-departmental public body led by employers, to be in charge of maintaining the quality of, and supporting employers to develop, apprenticeship standards ⁽¹⁰⁾. On 31 January 2019, the name of the Institute changed to the Institute for Apprenticeships and Technical Education (the Institute) in respect to its mission under the Technical and Further Education Act

⁽⁸⁾ <http://qna.files.parliament.uk/ws-attachments/539038/original/DfE%20and%20BIS%20Explanatory%20Note.pdf>

⁽⁹⁾ Published by the skills funding agency in England in October 2016.

⁽¹⁰⁾ https://consult.education.gov.uk/apprenticeships/government-s-draft-strategic-guidance-to-the-insti/supporting_documents/Governments%20Draft%20Strategic%20Guidance%20to%20the%20Institute%20for%20Apprenticeships%20%20201718.pdf
<https://consult.education.gov.uk/comms-and-stakeholder-engagement/institute-for-apprenticeships-operational-plan/>

2017⁽¹¹⁾. The Institute set out its understanding of what makes a high-quality apprenticeship in September 2017⁽¹²⁾. The Institute leads a group called the Quality Alliance. This brings together the various bodies whose roles are to ensure the quality of apprenticeships. The group meets quarterly, and their role is to monitor the quality of apprenticeships and build effective coordination to improve quality where appropriate. The Quality Alliance published a *Quality statement* in 2017. It has been agreed between all members of the alliance and was consulted on with their partners, employers and wider stakeholders to get views on what a high-quality apprenticeship means. Building on this, the Quality Alliance published a *Quality strategy* in March 2019 setting out best practice statements of what a high-quality apprenticeship looks like in practice.

Industry-led route panels were established in 2017⁽¹³⁾. There are 15 panels that consist of industry experts and are aligned to 15 occupational groupings. They are responsible for scrutinising each occupation proposal, occupational standard, end-point assessment plan and funding band. Route panels make recommendations to the Institute's board, which takes a strategic view across all the 15 routes and makes the final decision on whether to approve an apprenticeship standard for delivery. The Institute makes a funding band recommendation to the Secretary of State for Education, who takes the final decision. The approval process of apprenticeship standards is continuous and over 450 standards are approved for delivery⁽¹⁴⁾. The 15 occupational groupings were introduced in the 2016 Post-16 skills plan. The Institute also took steps to simplify its internal technical process for developing standards⁽¹⁵⁾. The

(11) <https://www.instituteforapprenticeships.org/about/news-events/name-change-ushers-in-exciting-new-dawn-for-t-levels-preparations/>

(12) <https://www.gov.uk/government/news/institute-for-apprenticeships-sets-out-vision-on-quality>

(13) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609008/lfa_driving_quality_.pdf

<https://www.instituteforapprenticeships.org/about/route-panels/>

<https://apprenticeships.blog.gov.uk/2017/10/23/the-institute-six-months-on/>

https://www.cityandguilds.com/~/_media/apprenticeships/docs/deliver/Trailblazers_final4%20pdf.ashx

(14) <https://www.instituteforapprenticeships.org/about/news-events/300-standards-and-counting/>

<https://www.instituteforapprenticeships.org/apprenticeship-standards/?includeApprovedForDelivery=true>

(15) The Institute's *Faster and better* reform programme aims to simplify aspects of the standards development process by changing and simplifying some of the policy

government has committed to all apprenticeship starts being on standards by the end of the 2019/20 academic year.

To expand apprenticeships to the public sector, a public consultation was held in 2016 on plans to make most public sector employers take on more apprentices. The 2016 Enterprise Act ⁽¹⁶⁾ set out a target for public sector bodies in England with 250 or more staff to employ an average of 2.3 % of their staff as apprentices over the period from 1 April 2017 to 31 March 2021. The apprentices can be new or existing employees. The Department for Education published statutory guidance on how public sector bodies should report progress against their apprenticeship target ⁽¹⁷⁾. Across the whole public sector, self-reported figures show that 1.4 per cent of workers in public sector bodies started an apprenticeship between 1 April 2017 and 31 March 2018 ⁽¹⁸⁾.

criteria for approval of apprenticeship occupations and standards; improving guidance; aligning the process for recommending funding bands to the timelines for approving proposals and end-point assessment plans, to shorten the time a standard spends waiting for approval for delivery; and simplifying the Institute's position on the inclusion of qualifications within apprenticeship standards. The revised guidance also includes some new content, for example how to decide an occupational level. A new online format is intended to make it easier to find what information developers need relating to different aspects of developing a new apprenticeship. Developers will be assigned a relationship manager within the Institute for Apprenticeships to ensure an effective communication channel and new, more intuitive templates to help develop new standards and assessment plans have been issued. The Institute will introduce two-day workshops to enable developers to complete – or nearly complete – the writing of standards or end-point assessment plan submissions in just two days, reducing the average duration of the development process by about a third. At the end of the workshops (subject to any amendments that may be made following external consultations), groups should have a complete or nearly-complete submission that has been agreed by the Institute as compliant, and which is ready to go before the route panel.

<https://www.instituteforapprenticeships.org/media/1620/faster-and-better-magazine-master-pdf.pdf>;

<https://www.instituteforapprenticeships.org/about/news-events/institute-for-apprenticeships-announces-reforms-to-be-faster-and-better/>

⁽¹⁶⁾ Amending existing legislation: the apprenticeships, skills, children and learning Act 2009.

⁽¹⁷⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/606955/Public_Sector_Statutory_Guidance.pdf

⁽¹⁸⁾ This equates to 45 314 new apprenticeship starts in the period.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/758186/Public-sector-apprenticeships-in-England_2017-to-2018_commentary-2.pdf

1.2.2. New apprenticeship funding policy

A new apprenticeship funding policy ⁽¹⁹⁾ was published by the government in October 2016. Since April 2017, employers in the United Kingdom with an annual pay bill in excess of GBP 3 million pay an apprenticeship levy (0.5% of the employer's annual pay bill) to place apprenticeship funding on a sustainable footing and reverse the trend of employer underinvestment in apprenticeship training. Employers that pay the levy receive a 10% top-up from government to the funds entering their digital accounts each month; this is available for them to spend on apprenticeship training and assessment. The new arrangements provide support for non-levy paying employers, with government paying 90% of apprenticeship training and assessment costs. In October 2018, the UK Government announced an extra GBP 90 million to enable employers to invest a quarter of their apprenticeship funds also on people working for businesses in their supply chain ⁽²⁰⁾. Incentive payments of GBP 1 000 are paid by the government to employers and providers when recruiting apprentices aged 16 to 18. These payments are also paid to employers and providers when they recruit apprentices aged 19 to 24 who have previously been in care or who have special educational needs. Additional funding is available to support small employers, with government paying 100% of training costs for employers with fewer than 50 staff if they recruit an apprentice aged 16 to 18, and 19 to 24 year old care leavers or 19-24 year olds with an Education, health and care plan (special educational needs).

A GBP 10 million fund (in two phases) to boost the number of degree apprenticeship places available, providing more opportunities for young people to fulfil their potential, was announced in March 2016. The Higher Education Funding Council for England (HEFCE) allocated degree apprenticeship development funding (GBP 8.5 million over two years of the GBP 10 million fund) to support new degree apprenticeships. The fund supports degree apprenticeships by:

At the end of March 2018, 2.9% of the DfE's workforce were undertaking an apprenticeship. <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Lords/2018-05-22/HL8155/>

⁽¹⁹⁾ <http://www.ufi.co.uk/voctech-impact-2017>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730064/Apprenticeship_funding_from_May_2017.pdf

⁽²⁰⁾ <https://www.gov.uk/government/news/package-of-measures-unveiled-to-boost-apprenticeships>

- (a) ensuring universities can deliver the new higher-quality apprenticeship courses which employers want;
- (b) establishing capacity and expertise in apprentice teaching to deliver them;
- (c) making broader higher education opportunities available to apprentices.

The remaining GBP 1.5 million was allocated by the e- Education and Skills Funding Agency (ESFA) over the two-year period:

- (a) to increase awareness and understanding of young people;
- (b) to improve teacher and school senior leadership awareness and training on apprenticeships through development of a teach first model;
- (c) using the ESFA teacher resource *Amazing apprenticeships* to promote degree apprenticeships;
- (d) to provide school material and ambassadors ⁽²¹⁾.

Apprenticeships at (degree) levels 6 and 7 have been developed in a broad range of sectors, including automotive, banking, digital, chartered surveying, aerospace and nuclear. Universities UK ⁽²²⁾ reports that at least 60 universities and higher education institutions in England were implementing or planning to implement degree apprenticeships in 2017/18 ⁽²³⁾. Government figures show that in 2017/18 there were 10 880 apprenticeship starts at RQF ⁽²⁴⁾ levels 6 and 7, of which 6 360 were starts on degree apprenticeships ⁽²⁵⁾.

1.2.3. Promoting apprenticeship: *Get in go far/Fire it up*

Get in go far – a government campaign to promote apprenticeships – launched a wave of activity in February 2017 ⁽²⁶⁾, focused on promoting benefits of apprenticeships to employers and aiming to increase the number of places offered. Advertising on the radio and LinkedIn told the stories of several businesses currently employing apprentices. In November 2017, the National Apprenticeship Service started live broadcasts to allow for direct interaction with employers offering apprenticeships. Students, teachers and governors can

⁽²¹⁾ <http://www.hefce.ac.uk/skills/apprentice/dadf/>

⁽²²⁾ The representative organisation for the UK's universities.

⁽²³⁾ <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/degree-apprenticeships-realising-opportunities.pdf>

⁽²⁴⁾ The Regulated qualifications framework introduced in 2015.

⁽²⁵⁾ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/804361/Apprenticeship-and-levy-statistics-May2019-main-text.pdf

⁽²⁶⁾ <https://www.gov.uk/government/news/dfе-encourages-more-businesses-to-offer-apprenticeships>

access 20-30 minutes long live broadcasts to speak directly to employers and their apprentices via the internet and hear about the latest opportunities, the skills employers are looking for, the recruitment process and how students can best prepare themselves for working life after school or college ⁽²⁷⁾. In 2018, the Education and Skills Funding Agency (ESFA) launched a social media campaign within the *Get in go far* brand to promote traineeships ⁽²⁸⁾. On 17 January 2019, the government launched *Fire it up*, a new campaign to promote apprenticeships among young people, parents and employers in order to raise awareness of the huge variety of apprenticeship options available for people of all ages and backgrounds. This campaign includes national TV and social media adverts, and a new website that provides advice and information as well as access to thousands of apprenticeship opportunities across the country ⁽²⁹⁾.

1.2.4. Reforming post-16 education

The *Industrial strategy green paper*, published in January 2017, and the *Industrial strategy white paper*, published in November 2017, set out how government would improve basic skills for those who have fallen behind, develop a system of technical education for young people not going to university, which addresses regional skills imbalances, addresses shortages in science, technology, engineering and mathematics (STEM) skills, and makes it easier for adults to retrain and upskill later in their working lives. A *Technical and Further Education Act* was adopted in 2017 ⁽³⁰⁾. Measures currently under implementation include:

- (a) extending the remit of the Institute for Apprenticeships (now Institute for Apprenticeships and Technical Education since January 2019) to cover college-based technical education in addition to apprenticeships;
- (b) establishing an insolvency regime for further education (FE) and sixth form colleges. This insolvency regime includes education administration, which protects provisions for existing students (as a whole), in the event that a

⁽²⁷⁾ <https://resources.amazingapprenticeships.com/live-broadcasts/>
<https://www.gov.uk/government/news/apprenticeship-live-broadcasts-in-schools>
<https://www.gov.uk/government/news/apprenticeship-support-and-knowledge-for-schools-project-launches>

⁽²⁸⁾ <https://www.apprenticeships.gov.uk/>

⁽²⁹⁾ <https://www.gov.uk/government/news/new-apprenticeship-campaign-fire-it-up-launches>

⁽³⁰⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/563497/Technical_and_Further_Education_Bill_factsheet.pdf
<https://services.parliament.uk/bills/2016-17/technicalandfurthereducation.html>

further education (FE) or sixth form college fail financially. This was achieved with the Further education bodies (insolvency) regulations 2019 and The Education administration rules 2018. Both came into force on 31 January 2019 ⁽³¹⁾;

- (c) ensuring continued availability of FE data to the Secretary of State after the Adult Education Budget is devolved to combined authorities. This has been formalised in a memorandum of understanding between the DfE and the mayoral combined authorities that was dated 9 March 2018 ⁽³²⁾.

The Secretary of State for Education will retain strategic oversight of the technical education reforms and will have responsibility for the overall national system. The Institute for Apprenticeships and Technical Education has responsibility for ensuring that employers agree the content of both apprenticeships and college-based technical education including approving standards for occupations within the scope of technical education.

Also, taking forward the reforms proposed in the 2016 Post-16 skills plan, the Department for Education (DfE) has published a series of action plans ahead of the introduction of new technical study programmes called T levels ⁽³³⁾.

⁽³¹⁾ This legislation applies (with appropriate modifications) aspects of existing insolvency law to FE and sixth form colleges that are statutory corporations, and introduces a new special administration regime (called education administration) for both (i) companies conducting designated institutions and (ii) FE and sixth form colleges that are statutory corporations (together defined in TFEA 2017 as 'further education bodies'). Sources:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/716566/Consultation-response-FE-insolvency.pdf
- <http://www.legislation.gov.uk/ukpga/2017/19/contents/enacted>
- https://consult.education.gov.uk/fe-college-quality-and-resilience-team/fe-insolvency-regime/supporting_documents/Insolvency%20regime%20for%20further%20education%20and%20sixthform%20colleges%20%20consul....pdf
- <http://www.legislation.gov.uk/uksi/2019/138/contents/made>
- <https://www.legislation.gov.uk/uksi/2018/1135/contents/made>
- <https://www.legislation.gov.uk/uksi/2018/1161/regulation/3/made>
- <https://www.gov.uk/government/publications/further-education-bodies-insolvency-guidance>

⁽³²⁾ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736408/MoU_transitional_year.pdf

⁽³³⁾ Sources:

These are part of overall reforms to technical education which aim to establish a system that is easy to understand, with qualifications having credibility with employers and remaining stable over time. Currently it is considered that students and employers have to navigate a confusing and ever-changing multitude of qualifications, many of which hold little value for individuals and are not understood or sought by employers. In March 2019 the DfE launched the first stage of a review of post-16 qualifications at level 3 and below (excluding GCSEs), which aims to ensure that every qualification is necessary and has a distinct purpose, is high quality and supports progression to positive outcomes.

T levels will – together with apprenticeships – be a route to skilled employment as well as entry to higher technical education and training. T level programmes will be two years long and include a new technical qualification (taught in a classroom, workshop or simulated work environment), a substantial industry placement of around 45 days, as well as embedded English, maths and digital content. Apprenticeships and T levels will be based on the same set of standards designed by employer-led consortia, but whereas apprentices learn on the job, T level students will spend the majority of their learning time (around 80%) in a classroom, and the remainder on an industry placement with an employer (around 20%). T level panels comprising employers and education experts ⁽³⁴⁾ have been established and are developing the outline content of the programmes. T levels are intended to be world-class, distinctive, prestigious and high-quality. Qualifications will be offered under exclusive licensing and in February 2019, following a competitive tender process, DfE announced the awarding organisations who will develop and deliver the first three *T Level qualifications* in construction, digital, and education and childcare, which will be

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

<https://www.gov.uk/government/publications/t-level-action-plan>

- https://consult.education.gov.uk/technical-education/implementation-of-t-level-programmes/supporting_documents/T%20level%20consultation.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/597467/spring_budget_2017_web.pdf
- <https://www.gov.uk/government/publications/t-level-panels-membership>
- <https://feweeek.co.uk/2017/07/20/minister-announces-t-levels-delay/>
- <https://www.gov.uk/guidance/work-placements-capacity-and-delivery-fund-from-april-2018-to-july-2019>

⁽³⁴⁾ They are made up of employers, professional bodies and providers with relevant curriculum experience. Panels are supported by education and assessment experts experienced in qualification development.

delivered from September 2020. An industry placement pilot scheme was launched in September 2017 to test different models and approaches to delivering T level placements. The Department for Education worked with 21 providers and the pilots successfully enabled over 1 100 placements to be completed. In May 2019 the DfE published an Industry placements policy statement, which identified a series of additional models and approaches which ensure placements are high quality, meaningful and deliverable across different industries, as well as being accessible for all students ⁽³⁵⁾. T levels will be backed by additional investment of GBP 500 million per year once fully rolled out and nearly GBP 60 million has been allocated to education providers to help them build their capacity to deliver industry placements. Full implementation is envisaged by 2023.

1.2.5. Reinforcing cooperation between schools and enterprises

1.2.5.1. Give yourself the edge toolkit

An interactive step-by-step guide for schools, the *Give yourself the edge toolkit*, has been developed in partnership with the national foundation for educational research and launched in March 2017. The aim is to help schools develop and deepen partnerships and face-to-face exchanges with employers through teacher placements in industry, workplace visits and talks by employers in schools ⁽³⁶⁾.

1.2.5.2. Skills partners statement of action

A statement of engagement to support the reforms of technical education and training was issued by the Department for Education in November 2017 ⁽³⁷⁾. The skills partner statement is designed to encourage greater involvement of employers in the reform of apprenticeship and technical education. After employers have signed the statement, they can use the skills partner brand on materials relevant to this agenda. The statement sets out a vision for the future skills system in England and a range of options for how employers might collaborate with government on the reform programme. It includes committing to

⁽³⁵⁾ <https://www.gov.uk/government/publications/industry-placements-policy-framework>

⁽³⁶⁾ <http://www.edge.co.uk/news/edge-news/give-yourself-the-edge-interactive-toolkit-for-schools>

<http://www.edge.co.uk/give-yourself-the-edge/#menu>

⁽³⁷⁾ <https://www.gov.uk/government/publications/skills-partner-statement-of-action-for-government-and-employers/skills-partner-statement-of-action-for-government-and-employers>

working with government and education and training providers to develop the new apprenticeship and technical education system. It will also create more employer encounters for young people; support the National Careers Service to ensure that people have access to the best possible information and advice; offer high quality work placements for students in technical education; support the development of a further education teaching profession whose members are equipped with relevant and up-to-date industry experience; establish better collaboration with further education providers; and widen participation and social mobility to ensure that more people from a diverse range of backgrounds and from all parts of the country have access to technical education and other routes into work.

CHAPTER 2.

MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to IVET and CVET

2.1. **Baseline 2015**

At the beginning of the reporting period, a quality assurance reference point was in place in England. It had been set up in 2009 and covered IVET, continuing vocational education and training (CVET)/adult learning, and non-formal learning. A quality assurance approach and a methodology (framework, guidelines and indicators) for internal and external evaluations existed. External evaluations were carried out by an inspectorate. Providers carried out self-assessment periodically. Assessment was meant to be followed up by quality development plans. Guidance for providers was available.

Graduate tracking was in place. The most common approach to keeping track of students' destinations after they leave schools and colleges was through the use of call centres (both internal and external to the local council and the college) to try to contact young people whose details were known. Data were also shared among ministries (departments for education and work) to analyse further education learners' progression into employment. Public authorities and VET providers used these data to assess performance, develop ways to support learners, and adjust standards, programmes and curricula.

In 2008, the Sector Skills Development Agency had been replaced by the UK Commission for Employment and Skills (UKCES) which took over the task of identifying skills needs ⁽³⁸⁾. Research work was usually carried out by external institutes, based on a mix of quantitative and qualitative sources including surveys of employers and relevant stakeholders. 21 Sector Skills Councils (SSC)

⁽³⁸⁾ The UK Commission for Employment and Skills closed in March 2017. It had a wide-ranging role, and the government announced in July 2016 that new structures were needed to move onto the next phase of the skills agenda ⁽³⁸⁾. The Commission's role and activities in developing the apprenticeships programme, for example, are now led by the Institute for Apprenticeships and Technical Education. The Employers Skills Survey, previously managed by the UKCES, is now managed in-house by the Department for Education.

across the United Kingdom would also provide information on skills needs in various sectors (EEPO, 2015).

2.2. Quality assurance mechanisms in line with EQAVET in 2015-19

England did not submit the 2016 and 2018 European quality assurance in vocational education and training (EQAVET) survey. Information on quality assurance related developments in line with EQAVET after 2015 is therefore not available.

On 6 July 2017, the Department for Education launched a GBP 15 million fund to boost the quality of education offered across the further education sector. The main phase of this Strategic college improvement fund (SCIF) will partner strong colleges with those in need of improvement to share best practice and drive up standards. Colleges that need support to improve will be able to apply for a grant to work with a stronger 'partnering' college and together they will create an action plan to tackle the issues they face. Evaluation of prior piloting in fourteen colleges showed that the mechanism enhances awareness of good practice, fosters mutual learning and enables rapid action to improve quality. The SCIF is administered by the Education and Skills Funding Agency. Partners involved in the preparatory phase include the Association of Colleges, the Sixth Form Colleges Association and experts from the Further Education Commissioner's team. SCIF-funded projects are planned to run until March 2020 ⁽³⁹⁾.

⁽³⁹⁾ <https://www.gov.uk/guidance/guidance-for-applicants-to-the-strategic-college-improvement-fund>

https://www.gov.uk/government/news/colleges-receive-funding-boost-to-help-raise-standards?utm_source=e071f8e6-656e-41c6-ab75-7b3b567209f5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

https://www.gov.uk/government/news/multi-million-pound-fund-launched-to-help-colleges-improve?utm_source=5df3dc20-ec46-4c9b-a981-4cc6a20ec680&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

2.3. Continuous information and feedback loops in initial VET in 2015-19

The Technical and Further Education Act adopted in 2017 includes a new measure to require colleges and local authorities to continue to share information (for example data on results) with the government to inform policy decisions.

A memorandum of understanding (MoU) between Ofsted (the inspectorate of education and training providers in England) and the Department for Education (DfE) was agreed in November 2016 to share sensitive information.

In October 2017, the Department for Education released a model to anticipate future demand for, and cost of, apprenticeships in initial and continuing VET in a demand-driven system ⁽⁴⁰⁾. DfE developed the model to project apprenticeship volumes and total costs under the new apprenticeship system in England (the introduction of the apprenticeship levy). The model (Long-term Apprenticeship Model, LTM) forecasts apprenticeship starts and costs for both levy and non-levy paying employers ⁽⁴¹⁾.

2.4. Continuous information and feedback loops in continuing VET in 2015-19

In April 2016, the government published its response to a consultation that set out proposals for using outcome measures as part of central government's minimum standards framework for accountability and intervention. Learner outcomes have now become one of the four main areas in the inspection and grading of further education and skills providers.

In December 2018, the Department for Education initiated the development of skills advisory panels ⁽⁴²⁾. The panels are local partnerships aiming to

⁽⁴⁰⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/652674/Long-term_apprenticeship_model_appraisal.pdf

⁽⁴¹⁾ The model takes into account factors such as employer demand for apprentices, goods, services and skills within the workplace, the age profile of the workforce, the economic cycle, employer perceptions of apprenticeships, and the supply of potential apprentices, demography as well as policy context such as funding of apprentices. Data is sourced from a variety of public and private collections.

⁽⁴²⁾ https://www.gov.uk/government/publications/skills-advisory-panels-saps-role-and-governance?utm_source=a12fee23-6335-499c-8671-72d788250b6b&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

<https://www.gov.uk/government/publications/skills-advisory-panels-analytical-toolkit>

strengthen the link between public and private sector employers, local authorities, colleges and universities. Each panel is steered by the local body that leads the local industrial strategy. The DfE has issued guidance on the role, structure, and governance of panels. An analytical toolkit has also been developed to help them build robust evidence on local skills needs, wider labour market challenges and priorities to inform their skills agenda. The toolkit sets out quality standards and a framework to enable consistent in-depth analysis of local skills systems. The work of the skills advisory panels is expected to help mayoral combined authorities (MCAs), the Greater London Authority (GLA) and local enterprise partnerships (LEPs) fulfil their local leadership role in the skills system by helping them understand their current and future skills needs and labour market challenges. This in turn is expected to help colleges, universities and other providers deliver the skills required by employers, now and in the future. The Government will provide GBP 75 000 to each skills advisory panel to grow their analytical capability. A range of partners was involved in the preparatory stage ⁽⁴³⁾.

⁽⁴³⁾ In developing the skills advisory panels, the Government has worked with Greater Manchester and West Midlands Combined Authorities, as well as Cornwall and the Isles of Scilly, Greater Lincolnshire, Lancashire, Leeds City Region and Thames Valley Berkshire Local Enterprise Partnerships in addition to mayoral combined authorities (MCAs) and local enterprise partnerships (LEPs).

CHAPTER 3.

MTD 3 – Access to VET and qualifications for all through more flexible/permeable systems, guidance and validation of non-formal and informal learning

3.1. Baseline 2015

At the beginning of the reporting period, England had good starting points in three of the MTD areas.

The UK government had made funding available to support disadvantaged young people aged 14 to 17 to succeed in education and training through the Youth Engagement Fund. The Fair Chance Fund was established in 2015 to support specialist and voluntary organisations to run projects aimed at helping homeless NEETs (not in education, employment or training) with housing, education and work ⁽⁴⁴⁾.

In relation to career guidance ⁽⁴⁵⁾, a National Careers Service (NCS) was established in April 2012. Local authority schools became subject in 2012 to a statutory duty to provide impartial career guidance to pupils in school years 9 to 11. In 2013, the statutory duty on schools was expanded to cover pupils in school years 8 (aged 12 to 13) to 13 (aged 17 to 18).

A *Qualifications and credit framework* (QCF) had been adopted and introduced in 2008, building on previous frameworks since the 1980s. In 2010, it was linked to the EQF. The QCF had a limited scope as it mainly covered (pre) vocational qualifications in England and Northern Ireland. It was open to qualifications awarded by the private sector but was not comprehensive and operated in parallel to the *Framework for higher education qualifications* (FHEQ) and the previously devised *National qualifications framework* (NQF), which included general education qualifications.

⁽⁴⁴⁾ VET in Europe country report for UK, ReferNet UK and Cedefop, page 19

⁽⁴⁵⁾ Source: *Briefing paper 'Careers guidance in schools, colleges and universities'*, Robert Long and Sue Hubble, June 2017.
<http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf>

3.2. Main actions taken in 2015-19

3.2.1. Equal opportunity, equity, inclusion: broadening the rights to and within education and training

3.2.1.1. *Promoting diversity in apprenticeship*

Government is committed to ensuring that high quality apprenticeships are a prestigious option, accessible to all people from all backgrounds. It has set an ambitious public target to increase the proportion of apprenticeships started by people of black, Asian and minority ethnic (BAME) backgrounds in England by 20% by 2020.

The apprenticeship diversity champions network (ADCN) was established in February 2017 ⁽⁴⁶⁾. The network comprises employers that will work alongside the Department for Education and the National Apprenticeship Service to help promote diversity within apprenticeships. The ADCN has been established to promote apprenticeships and diversity among employers and encourage more people from underrepresented groups to consider apprenticeships.

The piloting phase of the *5 cities project* started in February 2018 ⁽⁴⁷⁾. The project covers five major cities across England that have pledged to work with the government to drive up apprenticeships among underrepresented groups and ensure they are accessible to individuals from all backgrounds, including BAME and those from disadvantaged backgrounds. For example, Greater Manchester aims to deliver a 16 per cent BAME apprenticeship representation and Leicester will deliver an increase in apprenticeships for those from disadvantaged backgrounds. The mayor of each city will lead coordinated action with local partners and the National Apprenticeship Service to help break down barriers and provide individual support ⁽⁴⁸⁾. This will include promoting higher and degree level apprenticeships as a great way to work with some of the UK's key employers while learning at some of the UK's top universities.

⁽⁴⁶⁾ <https://www.gov.uk/government/news/network-established-to-encourage-diversity-in-apprenticeships>

⁽⁴⁷⁾ <https://www.gov.uk/government/news/new-project-to-boost-diversity-in-apprenticeships>

<http://bameaa.co.uk/government-strengthens-bid-increase-bame-apprenticeships/>

⁽⁴⁸⁾ Key partners supporting the drive also include some of the UK's top employers - B&Q, Rolls Royce, Optimity, and Interserve - as well as local authorities, local enterprise partnerships, apprenticeship providers, schools, and community groups. members of the Apprenticeship Diversity Champions Network, including the BBC and the University of Birmingham, also support the project.

3.2.1.2. *Improving access to apprenticeship for people with disabilities/learning difficulties or in need of additional support*

The Department for Education has also worked to deliver against the recommendations of the Maynard taskforce ⁽⁴⁹⁾ to improve access to apprenticeships for people with learning difficulties and/or disabilities. For English and maths, government has adjusted the requirements to entry level 3 (EQF 4) for those with a current or previously issued Education health and care plan or statement of SEN or learning difficulty assessment who, as a result of their learning difficulties and/or disability, cannot meet the English and maths requirements, but who could otherwise meet the occupational requirements of their apprenticeship. It has set as a measure of success a 20% increase in the proportion of starts by people with learning difficulties and/or disabilities in England by 2020. Part of this is taking a place-based approach, bringing local partners and employers together to deliver better diversity outcomes.

DfE also announced in January 2017 that British sign language (BSL) will be accepted ⁽⁵⁰⁾ as an alternative qualification to functional skills in English for apprentices where BSL is their first language. As functional skills or the general certificate of secondary education (GCSE) in English at EQF level 3 are compulsory components of current apprenticeship frameworks, this change will remove a barrier that has been preventing some of these apprentices from completing the apprenticeship programme.

The *Specification of apprenticeship standards for England* document was similarly amended in July 2017. Apprentices with learning difficulties and/or disabilities who may be able to meet the occupational standard, but may struggle to achieve the English or maths qualification at EQF level 3 as a result of the nature of their difficulty or disability could instead be required to achieve an adjusted minimum requirement of entry level 3 in the subjects under certain conditions ⁽⁵¹⁾.

The government continues to invest in learning opportunities for those who need additional support. This includes the adult education budget (AEB) which can be used to provide the skills and learning that disadvantaged adults need to equip them for work, an apprenticeship or further learning, traineeships or

⁽⁴⁹⁾ <https://www.gov.uk/government/publications/apprenticeships-improving-access-for-people-with-learning-disabilities>

⁽⁵⁰⁾ <https://www.gov.uk/government/news/equal-opportunities-for-people-who-use-british-sign-language>

⁽⁵¹⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

apprenticeships. The AEB enables tailored programmes of learning to be made available, which do not need to include a qualification, to help those furthest from learning or the workplace.

Also, since 1 August 2018, care leavers starting an apprenticeship are eligible for a new one-off GBP 1 000 bursary payment ⁽⁵²⁾. This extra financial support is available for those aged 16-24 to help them in the first year of their apprenticeship as learners' transition into the workplace for their practical studies ⁽⁵³⁾. As apprenticeship pay can be as low as GBP 3.70 an hour, this grant will help make apprenticeships a more viable option for young people looking to find work after leaving care.

3.2.1.3. *Social mobility opportunity areas*

In 2016, six social mobility opportunity areas were announced by the Department for Education in England ⁽⁵⁴⁾. Each opportunity area receives a share of GBP 72 million over the course of the programme (2017-20). The scheme has been introduced to promote social mobility, supporting schools and links with employers. The scheme aims to ensure all children can access high-quality education at every stage, including to strengthen technical pathways for young people and to work with employers to improve young people's access to the right advice and experiences. Opportunity areas have been selected from areas identified in the social mobility index published by the Social Mobility Commission. An additional six areas were identified in January 2017. The delivery plans for the first six opportunity areas were published in October 2017 ⁽⁵⁵⁾. Plans for the second six areas were published on 19 January 2018 ⁽⁵⁶⁾.

⁽⁵²⁾ https://www.gov.uk/government/news/new-support-for-young-care-leavers-starting-an-apprenticeship?utm_source=ba6b5746-0aed-403a-bf4b-7e04d23d2aba&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

⁽⁵³⁾ This comes in addition to the GBP 1000 the Government provides to both employers and training providers when they take on 16 to 18 year olds or 19 to 24 year olds who were in care or who have an Education, Health and Care plan.

⁽⁵⁴⁾ <https://www.gov.uk/government/publications/social-mobility-index>
<https://www.gov.uk/government/news/education-secretary-visits-blackpool-on-opportunity-areas-tour>
<https://www.gov.uk/government/news/education-secretary-announces-6-new-opportunity-areas>

⁽⁵⁵⁾ <https://www.gov.uk/government/publications/improving-social-mobility-through-education>

⁽⁵⁶⁾ www.gov.uk/government/publications/social-mobility-and-opportunity-areas

3.2.2. Guidance

3.2.2.1. Pathfinder programme initiative

Plans for Jobcentre plus (JCP) advisers to work within schools and deliver high quality and impartial career advice were formalised in 2015. The demand-led provision is intended to support schools in engaging young people (aged 12 to 18) identified as being at risk of becoming NEET (not in education, employment or training) or who face potential disadvantage in the labour market (for example, due to their ethnicity or to a health/disability issue). The initiative, known as the *Pathfinder programme*, involved establishing at least one full-time equivalent Jobcentre plus programme adviser in each area to work within schools; the adviser provides students with information on traineeships and apprenticeships, accessing work experience, the local labour market and soft skills that employers expect.

The initiative was piloted in Birmingham and Solihull district in January 2016, spreading to a further nine pilot districts in April 2016. Independent evaluation (published in December 2016) of these pilots demonstrated that there was demand for the JCP offer, that it added value, and that there was an appetite for the offer to be extended. Following these findings, the initiative was expanded from autumn 2016 to include all JCP districts in England and fully rolled out from March 2017. Funding for the initiative is secured up to 2020.

The demand-led nature of the initiative has resulted in as many varieties of support as there are schools engaged. For example, in some schools the demand has been to upskill teachers on the local labour market; in others, work was carried out with groups of students, identified by the school as potentially NEET, on such things as interview techniques, career options, and confidence building; in some cases, presentations were provided to parents on the benefits of apprenticeships.

Support for schools is now embedded as a business-as-usual JCP service. It is anticipated that, when full capacity is reached, the initiative will impact on approximately 1 000 schools.

3.2.2.2. Careers and enterprise fund

The Careers and enterprise fund was set up in 2016, run by The Careers & Enterprise Company. It is aimed to ensure that young people are given multiple encounters with the fast-changing world of work. The fund supports increasing the number of encounters young people, aged between 11-18, have with employers while in education. Examples of funded actions are workplace visits, information workshops, developing alumni communities, and school-based

manufacturing challenges. The programme focuses on areas of greatest need including the 12 opportunity areas identified by the government, targeting the most disadvantaged young people. In 2018, the funding allocated amounted to GBP 4.2 million.

3.2.2.3. *Better understanding VET pathways*

An increasing number of university applications are based on vocational qualifications, posing a challenge for university admissions staff who often lack in-depth knowledge of these qualifications. From 2015-17, the *Progression pathways* project ⁽⁵⁷⁾ of the Universities and Colleges Admissions Service (UCAS) has provided learners, parents, university admissions staff and academic staff with information and advice tools to improve this understanding and ensure candidates are admitted to appropriate programmes.

3.2.2.4. *Careers strategy*

Published by the Department for Education in December 2017, the *Careers strategy* ⁽⁵⁸⁾ includes a number of proposals:

- (a) every school and college should, from September 2018, have a dedicated careers leader who can give the most up-to-date advice and fully prepare young people for the world of work
- (b) GBP 4 million to fund at least 500 careers leader training bursaries for schools and colleges in 2018/19 and 2019/20. In October 2018, the Secretary of State announced a further GBP 1.5 million to fund over 1 300 careers leader training bursaries. Some of the bursaries will be available for schools in the careers hubs and some outside the hubs.
- (c) secondary schools will be expected to provide pupils with at least one meaningful interaction with businesses every year, with a particular focus on employers from science, technology, engineering and maths (STEM) industries
- (d) careers hubs established to link together schools, colleges, universities and local businesses to broaden the aspirations of young people ⁽⁵⁹⁾. The first

⁽⁵⁷⁾ <https://www.ucas.com/>

⁽⁵⁸⁾ <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>
<https://www.gov.uk/government/news/careers-guidance-for-modern-country-unveiled>
<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

20, established in September 2018, comprise 710 schools and colleges. A second wave of 18 new and two expanded careers hubs, backed by a further GBP 2.5 million investment, was announced in May 2019. Just over 1 300 secondary schools and colleges (around a quarter of those in England) will now benefit from being part of a careers hub ⁽⁶⁰⁾.

Trials of careers activities in primary schools will be conducted, helping to raise aspirations in some of the most disadvantaged areas of the country.

The National Careers Service will provide access to specialist support for the long-term unemployed and those with additional needs.

The strategy is based on the Gatsby Charitable Foundation's eight benchmarks for schools and colleges on good careers advice and sets out that all schools and colleges should use the benchmarks to develop and improve their careers provision, meeting them all by the end of 2020 ⁽⁶¹⁾. The budget includes

⁽⁵⁹⁾ The careers hubs are run by the Careers & Enterprise Company. The careers hub model was piloted by the North East Local Enterprise Partnership in 2015-17. A careers hub is a group of between 20 and 40 secondary schools and colleges located in the same geographic area, working together, and with partners in the business, public, education and voluntary sectors. The objective is to provide learners with careers advice meeting the Gatsby benchmark standards for excellent careers guidance, and ensuring that careers outcomes are improved for all young people. All careers hubs have access to support and funding for:

- a 'hub lead' to help coordinate activity and build networks;
- access to bursaries for individual schools and colleges to train careers leaders;
- central hub fund of equivalent to GBP1000 per school or college;
- access to funding for schools to support employer encounters.

Sources:

- https://www.careersandenterprise.co.uk/schools-colleges/careers-hubs?utm_source=Taskforce+Research+Mail&utm_campaign=a2b727f75b-EMAIL_CAMPAIGN_2018_07_27_09_22&utm_medium=email&utm_term=0_2a7dc8d67d-a2b727f75b-167397345
- <https://www.careersandenterprise.co.uk/our-existing-careers-hubs>
- <http://www.goodcareerguidance.org.uk/>
- <https://www.careersandenterprise.co.uk/news/twenty-new-careers-hubs-launched>

⁽⁶⁰⁾ Piloted from September 2018 to July 2020 to test whether being part of a careers hub accelerates secondary schools' and colleges' progress towards meeting the Gatsby benchmarks and ultimately improves a range of outcomes for young people in the local area.

⁽⁶¹⁾ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf
https://www.educationandemployers.org/research/careers-guidance-and-access-for-education-and-training-providers-statutory-guidance-for-governing-bodies-school-leaders-and-school-staff/?utm_source=Taskforce+Research+Mail&utm_campaign=91c7286e91-

GBP 5.5 million to fund at least 1 300 careers leader training bursaries for schools and colleges in England; GBP 7.5 million to support careers hubs; and GBP 2 million to test ways of engaging children from an early age with the wealth of careers available to them.

3.2.2.5. *Giving external VET providers access to schools to inform learners on further study opportunities*

Many schools are failing to provide pupils with encounters with general further education providers and with independent training providers. The Technical and Further Education Act 2017 (section 42B) requires proprietors of schools and academies 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. A DfE statutory guidance document, entered into force in January 2018, obligates governing bodies, school leaders and school staff to allow access for vocational education and training providers to inform pupils about VET provision ⁽⁶²⁾. This includes visits from VET providers such as studio schools, university technical colleges and a range of providers of apprenticeships and technical options, including further education colleges. Schools must therefore prepare a policy statement setting out the circumstances in which VET providers will be given access to pupils, and ensure that this is followed. The policy statement must be published and must include any procedural requirement in relation to requests for access; grounds for granting and refusing requests for access; and details of premises or facilities to be provided to a person who is given access.

3.2.3. National qualifications framework ⁽⁶³⁾

The multitude of qualifications frameworks in use in 2015 (QCF, NQF, FHEQ) affected the overall transparency of English qualifications. In October 2015 a new

EMAIL_CAMPAIGN_2018_09_26_10_24_COPY_01&utm_medium=email&utm_term=0_2a7dc8d67d-91c7286e91-167397345

⁽⁶²⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/_Careers_guidance_and_access_for_education_and_training_providers.pdf

<https://www.careersandenterprise.co.uk/research/publications/state-of-the-nation-2017>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/679639/Careers-Guidance.pdf

⁽⁶³⁾ Cedefop, 2017b.

regulated qualifications framework (RQF) was introduced for England and Northern Ireland, replacing the QCF and the NQF ⁽⁶⁴⁾. The RQF covers all academic and vocational qualifications regulated by the Office of Qualifications and Examinations Regulation (Ofqual) ⁽⁶⁵⁾ and by the Council for the Curriculum, Examinations and Assessment (CCEA) ⁽⁶⁶⁾. RQF uses the same eight levels (plus three entry levels) as the QCF but introduces some changes in the way qualification size ⁽⁶⁷⁾ is calculated. While the QCF had a clear regulatory role, the RQF does not regulate qualifications and does not set qualification design rules; it describes them in a transparent way and provides an overview of qualifications, showing how they relate to each other. Ofqual is responsible for the daily running of the RQF. One of the main principles applying to all qualifications in the RQF (after a consultation carried out in spring 2015) is to use the guided learning hours (GLH) and the total qualification time (TQT) ⁽⁶⁸⁾; these cover activities completed by the learner under the direct instruction or supervision of a lecturer and time that is made up of the GLH plus all other time taken in preparation without supervision. TQT has been a requirement for all RQF qualifications since the end of 2017. Awarding organisations are expected to review their existing qualifications accordingly. The RQF level is displayed on all certificates for qualifications referenced to the framework but there are no plans to introduce

⁽⁶⁴⁾ Relevant documents:

<https://www.gov.uk/government/news/ofqual-to-introduce-new-regulated-qualifications-framework>

⁽⁶⁵⁾ Register of regulated qualifications: <http://register.ofqual.gov.uk/>

⁽⁶⁶⁾ http://ccea.org.uk/about_us/what_we_do

⁽⁶⁷⁾ Award, certificate or diploma, depending on the indicative time a standard learner might need to study a qualification.

⁽⁶⁸⁾ All qualifications registered in the framework will be assigned a measure of size, expressed in total qualification time (TQT) and guided learning hours (GLH). Total qualification time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT comprises the number of hours which an awarding organisation has assigned to a qualification for guided learning (GL), and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

<https://www.gov.uk/government/news/awarding-organisations-must-justify-sizes-of-qualifications>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/597612/total-qualification-time-criteria.pdf

EQF levels on certificates. The EQF level is, however, displayed along with the RQF level for each qualification in the register of regulated qualifications. The replacement of the QCF and NQF by the RQF implies that the UK referencing report needs to be updated as regards England and Northern Ireland. The joint EQF NCP for England and Northern Ireland is currently working on an updated referencing report for the RQF and aims to submit a final report to the EQF Advisory Group.

3.2.4. Reskilling and upskilling adults

3.2.4.1. Flexible learning fund for adults with low / intermediate level skills

The Flexible learning fund was launched in October 2017 as a pilot programme that will provide grant support to projects that develop methods of delivering learning that are flexible and easy to access ⁽⁶⁹⁾. Projects are expected to address adults who are in work, or returning to work, with either low or intermediate level skills (EQF levels 3-5), including those having yet to secure basic skills in English, maths or digital, up to and including level 2.

Projects must include a design and development period followed by a delivery phase during which the method is tested with real learners.

The fund aims to support and encourage delivery using a flexible timetable, online and blended learning, facilitating delivery outside the classroom and development of delivery suitable for those with caring responsibilities. Collaboration between providers, employers, and other relevant organisations in meeting national and local skills needs is encouraged. By October 2018, 31 project bids had been successful ⁽⁷⁰⁾.

3.2.4.2. National retraining scheme

The *Industrial strategy: building a Britain for the future* published in November 2017 includes an announcement of a new National retraining scheme ⁽⁷¹⁾. This is

⁽⁶⁹⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/656055/Flexible_Learning_Fund_-_Specification_for_proposals.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/597467/spring_budget_2017_web.pdf

⁽⁷⁰⁾ https://www.gov.uk/government/publications/further-education-flexible-learning-fund?utm_source=187a935d-3b2f-400e-b746-841f71a61fe9&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

⁽⁷¹⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664572/industrial-strategy-white-paper-print-ready-version.pdf

a new government programme that will prepare adults for future changes to the economy, including those brought about by technological change, and help them retrain into better jobs. The scheme is being developed through an advisory group – the National Retraining Partnership – that brings together the government, businesses (Confederation of British Industry) and workers (Trades Union Congress), to set the strategic direction and oversee implementation of the scheme. The first parts of the service will be rolled out in 2019, which will help adults understand their current skillset, consider new roles and find the training they need to make them more competitive for a broad range of good jobs

3.2.5. Promoting VET participation through increased attractiveness

3.2.5.1. Popularisation of the STEM: Think UTC

University technical colleges (UTCs) in England were involved in *Think UTC*, a new national day (held in March 2016 and March 2017) that celebrates the work UTCs do to educate young people in science, technology engineering and maths. *Think UTC* is set up and run by the organisation behind UTCs, the Baker Dearing Educational Trust (BDT). Activities included: STEM careers fairs; workshops; walk-in information technology (IT) support help from UTC students; robot showcases; STEM themed charity cake sales; aircraft design and build competitions, and construction challenges.

In spring 2017 the government announced a GBP 170 million investment to establish institutes of technology (IoT) in every English region, to deliver higher level STEM skills and meet the needs of employers in local areas. In December 2017, the Department for Education opened the application window for employers, higher education and further education providers to apply for capital funding ⁽⁷²⁾. The first IoTs are expected to open in 2019.

National colleges are also a key part of the government's measures to address gaps in the high-level skills needed by employers and help ensure that the UK has the skills to support the delivery of major infrastructure programmes. Around GBP 80 million of government funding has been announced to support the creation of five new national colleges. The national colleges cover the following sectors: digital skills; high speed rail; the creative and cultural industries; nuclear skills; and onshore oil and gas. Digital skills and creative and cultural industries opened in September 2016; high speed rail opened in September 2017 to a small initial group of learners and nuclear in February

(72) <https://www.gov.uk/government/news/170m-competition-launched-for-new-institutes-of-technology>

2018 ⁽⁷³⁾. Onshore oil and gas has requested a slower timetable. These centres of high-tech training are expected to be in place by 2020. They will ensure the UK has skilled people in industries crucial to economic growth.

3.2.5.2. *Drawing young people into the construction sector*

Build UK and the college *Collab Group* announced in February 2017 plans to pilot a one-year construction course, *Bridge into construction* ⁽⁷⁴⁾, in seven colleges across England. The course is intended to provide a dedicated route into the industry. The course was developed to equip students with the introductory skills they need to embark on an apprenticeship in construction. The first groups of students started this course as part of a pilot offered by Sheffield College and South Thames College in October 2017 ⁽⁷⁵⁾ and the full programme was launched in the academic year 2018/19 ⁽⁷⁶⁾.

Collab Group also announced a new partnership with The Open University in July 2018, designed to provide UK industry with a seamless progression route from vocational training to degree level qualifications ⁽⁷⁷⁾.

In parallel, the Construction Industry Training Board (CITB) has developed the *Go-construct* platform in conjunction with the industry; this offers careers advice and guidance to young people. *Go-construct* is also in the early stages of offering an apprenticeship ambassador service, which will give new apprentices access to mentoring and guidance from those that have recently completed their apprenticeship programme.

In June 2018, the Department for Education started piloting the Construction skills fund, a GBP 20 million instrument targeted at tackling the construction skills shortage in England ⁽⁷⁸⁾. The fund will bring training to construction sites, allowing learners to apply their knowledge in a real-world environment and meaning trainees are site-ready sooner. The fund will support a minimum of 20

⁽⁷³⁾ <https://www.gov.uk/government/news/new-national-college-for-the-nuclear-industry-launches>

⁽⁷⁴⁾ <http://www.collabgroup.co.uk/posts/build-uk-and-collab-group-to-draw-young-people-into-construction>

⁽⁷⁵⁾ <https://www.fenews.co.uk/press-releases/14963-bridge-into-construction-programme-is-launched>

⁽⁷⁶⁾ <https://www.showhouse.co.uk/career/collab-group-launch-bridge-into-construction/>

⁽⁷⁷⁾ <http://www.collabgroup.co.uk/posts/collab-group-and-the-open-university-announce-new-partnership>

⁽⁷⁸⁾ <https://www.citb.co.uk/funding/types-of-funding/structured-fund/construction-skills-fund/on-site-training-hub/>

<https://www.gov.uk/government/news/22m-fund-launched-to-boost-construction-skills>

on-site training hubs and on-site training provision for those currently unemployed and career switchers. The scheme is administered by the Construction Industry Training Board (CITB). Final evaluation is expected by July 2020.

3.2.5.3. *Promoting digital solutions in delivering VET*

The Ufi charitable trust ⁽⁷⁹⁾ 2017 fund to promote digital solutions for vocational learning puts emphasis on supporting projects that deliver new learning tools or delivery models, using innovative methods to raise skill levels for a significant number of learners. Between GBP 150 000 and GBP 300 000 of funding is available for projects of up to 18 months delivery time.

⁽⁷⁹⁾ <https://www.ufi.co.uk>

CHAPTER 4.

MTD 4 – Key competences in both IVET and CVET

4.1. Baseline 2015

In 2015, in England, the majority of VET including apprenticeships was delivered in the further education and skills sector at upper secondary level (age 16+). At this level, education and training providers were free to work with students to identify the study programmes that were most suitable to them. Centralised assessment of key competences was assured by independent awarding organisations ⁽⁸⁰⁾.

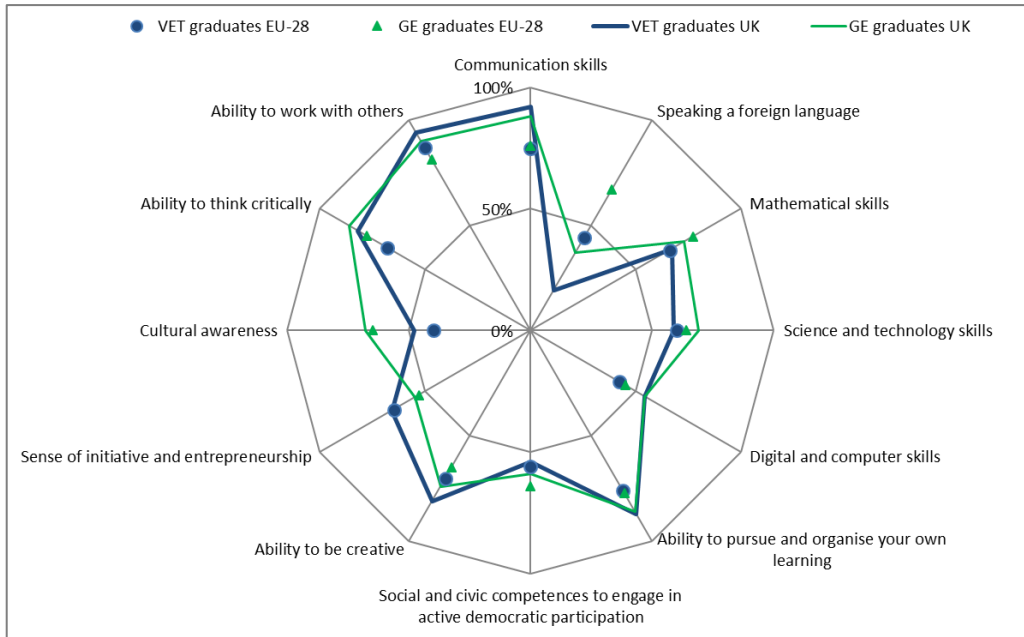
A recent survey ⁽⁸¹⁾ showed that, in the United Kingdom, compared with general education graduates, those who completed VET programmes felt they had:

- (a) stronger (ranged by priority):
 - (i) sense of initiative and entrepreneurship;
 - (ii) ability to be creative;
 - (iii) ability to work with others;
 - (iv) communication skills;
- (b) weaker:
 - (i) cultural awareness;
 - (ii) foreign language speaking;
 - (iii) science and technology skills (Figure 1).

⁽⁸⁰⁾ For more information on key competences in VET see: [UK NARIC. \(2016\). Key competences in vocational education and training – United Kingdom. Cedefop ReferNet thematic perspectives series.](#)

⁽⁸¹⁾ Cedefop (2017). Cedefop European public opinion survey on vocational education and training. Luxembourg: Publications Office. Cedefop research paper; No 62. <http://dx.doi.org/10.2801/264585>

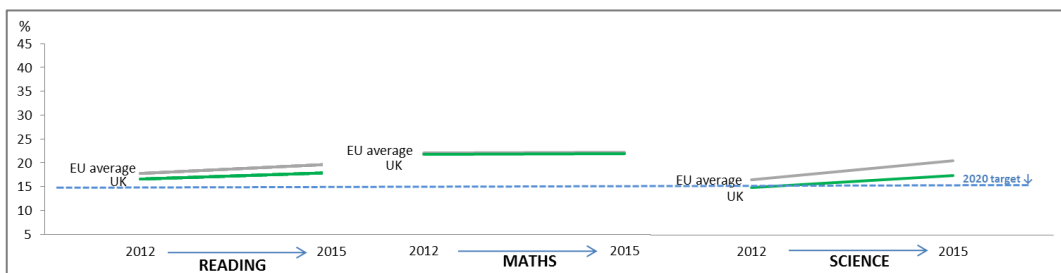
Figure 1. **Self-evaluation of acquired skills in general education (GE) and VET 2016**



NB: GE stands for general education. Respondents who attended upper secondary education. Interviewees were asked in summer 2016 about their overall experience in upper secondary education. Aggregated data do not take account of different types and sectors of VET and age groups of respondents. Source: Cedefop, 2017c.

The context of key competences in 2015 in the United Kingdom was mainly characterised by an increasing share of young low achievers in reading and science compared with 2012 (Figure 2). The share of low achievers in the UK was lower than in the EU on average, where the trend was similar.

Figure 2. **Share of 15-year-olds with low achievement in reading, maths and science**



NB: Low achievement means failing level 2 on the PISA (programme for international student assessment) scale. Source: OECD, 2014; OECD, 2016.

As VET enrolled 40% of all upper secondary learners in the country ⁽⁸²⁾, this trend was likely to be reflected in the key competences trained for in VET programmes.

In a ministerial statement in July 2014, the Minister of Skills and Enterprise announced the government’s plan to strengthen English and mathematics provision for students aged 16+ ⁽⁸³⁾. Learners who had not mastered those skills by age 16 were required to continue studying these subjects at the next stage in their education and training, which also applied to apprenticeships. The challenge was also to attract and retain teachers of mathematics and English.

4.2. Key competences addressed in the reporting period

Table 2 outlines the key competences in initial and continuing VET that were addressed in the reporting period. A description of policies is provided in the following sections.

Table 2. **Key competences addressed in 2015-19**

	IVET	CVET
Country language(s) and literacy	YES	
Foreign languages		
Digital competence		YES
Maths	YES	
Science		
Technology		
Social and civic competences	YES	
Learning to learn		
Financial literacy		
Entrepreneurship competence		
Cultural awareness and expression		
Key competences as a package		

NB: The list derives from the 2006 EU key competences framework for lifelong learning; it has been restructured and expanded with additional competences that can be considered key.

Source: Cedefop based on ReferNet input.

⁽⁸²⁾ Calculated from Eurostat table educ_uae_enrs04; 2015 data.

⁽⁸³⁾ Hancock, M (2014). [Maths and English provision in post-16 education](#)

4.3. Key competences in initial VET

In January 2017, the Department for Education published a list of qualifications from 2015 and 2016 that, for the first time, count towards the English and maths progress measure ⁽⁸⁴⁾ for upper secondary education performance tables. This new headline performance measure ⁽⁸⁵⁾ looked at the progress made by students who did not achieve a good pass in English or maths at the end of lower secondary education.

The counter-terrorism and security Act 2015 contains a duty on specified authorities, including VET providers, to have due regard to the need to prevent people from being drawn into terrorism. This is also known as the Prevent duty. The Education and Training Foundation (ETF) was commissioned in September 2016 by the Department for Education to develop online Prevent resources to be made freely available on an ETF learners platform. Resources cover radicalisation and extremism, safe use of the internet, critical thinking skills, British values and how they apply to learners. A supporting facilitator pack for teachers and trainers helps them work with and build on the resources with their learners.

Functional skills ⁽⁸⁶⁾ are practical skills in English, maths and information and communication technology (ICT) for all learners aged 14 and above. Functional skills provide individuals with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work. Functional skills are often studied alongside apprenticeships and other vocational qualifications in England. Over the last three years, the Department for Education (DfE) has led a programme of work to reform English and maths functional skills qualifications (FSQs) to improve the quality and recognition from employers. Between September and November 2017, DfE consulted on reforming the subject content for FSQs and the outcomes of the consultation were published in February 2018 ⁽⁸⁷⁾. Between September and November 2017, Ofqual also consulted on proposed rules and guidance for reforming FSQs ⁽⁸⁸⁾. In

⁽⁸⁴⁾ <https://www.gov.uk/government/publications/16-to-18-english-and-maths-progress-measure-qualifications>

⁽⁸⁵⁾ <https://www.compare-school-performance.service.gov.uk>

⁽⁸⁶⁾ <http://www.et-foundation.co.uk/wp-content/uploads/2015/10/Summary-of-Functional-Skills-reform-programme-for-publication-October-2015-v5-finalBrand-version-2.pdf>

⁽⁸⁷⁾ <https://www.gov.uk/government/consultations/maths-and-english-functional-skills-revised-subject-content>

⁽⁸⁸⁾ <https://www.gov.uk/government/consultations/implementing-functional-skills-reform>

addition, the Education and Training Foundation (ETF) have also been supporting the reform by developing a continuous CPD offer, piloting training on phonics and designing a phonics toolkit. Reformed English and maths FSQs will be taught from 2019.

In March 2017, the piloting phase of a *Texting students and study supporters* programme was started. This is a study by the Education Endowment Foundation, EEF ⁽⁸⁹⁾ and J.P. Morgan, trying to find new ways to support the hundreds of thousands of young people who leave formal education each year without having achieved at least a C grade in English or mathematics in the GCSE course (EQF level 3). Since 2014 it has been compulsory for this group to carry on studying these subjects as part of their 16 to 19 study programme, but the latest figures show that under a third go on to achieve a standard pass after resitting their GCSE exams. Studies in the USA and UK have shown that text messages to parents, high school graduates, and university students can have impacts on behaviour, including attainment, college enrolment and persistence. For example, a previous EEF trial found that texting parents of secondary school pupils had a positive impact on attendance rates and mathematics scores. The trial of the *Texting students and study supporters* programme aimed to reach 3 750 teenagers in 30 further education colleges. Each student and their ‘study supporter’ – a peer, family member or mentor that helps to keep them on track – received around 35 texts over the course of a year. The messages gave them information about course content and academic resources, notifications about deadlines, details of extra tutorial sessions, and exam dates ⁽⁹⁰⁾.

In May 2018, the Department for Education started piloting the *Basic maths premium* ⁽⁹¹⁾. The premium is an additional DfE funding to colleges to provide maths support to students on 16 to 19 study programmes who have not achieved a GCSE 9 to 4 (EQF level 3) in maths at 16. Continuing to study maths is a requirement for students in this situation. The premium amounts to GBP 500 per

⁽⁸⁹⁾ The EEF is a grant-making charity set up in 2011 by the Sutton Trust as lead foundation in partnership with Impetus Trust, with a GBP125m founding grant from the Department for Education. The EEF is dedicated to breaking the link between family income and educational achievement.

⁽⁹⁰⁾ <https://educationendowmentfoundation.org.uk/news/eef-announces-first-three-trials-in-the-post-16-sector-in-partnership-with/#closeSignup>
<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents>

⁽⁹¹⁾ https://www.gov.uk/guidance/post-16-basic-maths-premium-pilot?utm_source=25781028-6582-4e25-b182-a8d6de7ebb3c&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

eligible maths student. The pilot is aimed at identifying the most effective funding approach (i.e. whether the premium should be paid – at least in part – before or after successful achievement of a Level 2 (EQF level 3) maths qualification, or a combination of both) and the most effective training approaches (more teaching hours, smaller class sizes, or use of technology). The pilot is targeted at post-16 providers based in selected areas. It has a clear orientation to efficient funding. It is planned to run until autumn 2020.

In September 2018, the Department for Education launched the *Centres for excellence in maths* ⁽⁹²⁾ programme. The centres are established across England. Their aim is to build teaching capacity and spread best practice on what works to improve basic maths. Each centre is led by an exceptional post-16 institution with the commitment, capacity and system leadership skills required to drive innovation and improvement in both their institution and beyond. The centres and their networks are supported by a delivery partner with mathematical and programme management expertise to develop improved teaching methods. The delivery partner is funded to research, develop, implement and disseminate high-quality basic maths teaching approaches that focus on students aged 16+ with low prior attainment. The delivery partner is also responsible for mentoring and supporting the centres to trial the approaches within their institutions. The development of the centres has reached the stage of full-scale implementation. The programme is planned to run up until 2023.

4.4. Key competences in continuing VET

In 2017, the government published its *Transformation strategy* ⁽⁹³⁾ to help transform public services through accelerated digitalisation, enhanced verification and digital skills training by 2020. Objectives of the strategy include developing the right skills and culture among government staff and leaders and bringing together policy and delivery to enable services to be delivered in a learning and iterative environment, focused on outcomes for citizens. There is also the aim to create learning and development opportunities for digital, data and technology professionals through a digital academy.

⁽⁹²⁾ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/712441/Guidance_for_Centres_for_Excellence_Application_Process.pdf

⁽⁹³⁾ <https://www.gov.uk/government/publications/government-transformation-strategy-2017-to-2020/government-transformation-strategy>

People who lack basic digital skills suffer digital exclusion. The government is committed to ensuring that appropriate training is available to help build a more inclusive society and address the digital divide between those who have been able to embrace the digital world and those who have not. From 2020, the government will fully fund adults with no or low digital skills to undertake improved digital qualifications free of charge. The new digital offer will comprise new 'essential digital skills qualifications', available for first teaching from 2020, and new digital functional skills qualifications, available from 2021. The new qualifications will be based on new national standards for essential digital skills, published in April 2019. The digital economy Act (April 2017) provides the primary legislation that underpins this commitment. The secondary legislation to support this commitment has yet to be enacted.

CHAPTER 5.

MTD 5 – Systematic initial and continuing professional development of VET teachers and trainers

5.1. Baseline 2015

At the beginning of the reporting period, VET teaching in England was faced with challenges posed by the shortage of teachers, particularly in maths, science and engineering ⁽⁹⁴⁾. It was difficult for colleges to attract the best teaching candidates as teaching in the FE sector suffered from a lack of consideration in comparison to teaching in general education schools or working in industry. Teachers in the FE sector would also often lack confidence and capability to teach and support learners with special educational needs.

The then Department for Business, Innovation and Skills' (BIS) Further education workforce strategy ⁽⁹⁵⁾ was launched in 2014. It focused on four priority areas:

- (a) improving quantity, quality and professionalism of teachers and trainers;
- (b) being responsive to employer needs;
- (c) improving the quality of leadership including system leadership; and
- (d) using technology effectively in teaching and learning.

The estimated number of teaching staff in FE colleges in England in 2013/14 stood at more than 122 000, out of which nearly 71 000 were estimated to be on full-time contracts.

FE teaching staff in England are called teachers, trainers, lecturers, tutors, assessors, advisors and instructors.

5.1.1. Access to VET school teaching: entry requirements and initial training

Since 2013, there have been no legal requirements for FE teaching staff in England to hold any specific qualification or professional status. The employer was responsible for deciding on the suitable criteria. Yet, the Education and Training Foundation's *Professional standards for teachers and trainers in*

⁽⁹⁴⁾ The Ofsted annual report 2012/13.

⁽⁹⁵⁾ [Department for Business, Innovation and Skills \(2014\). Further education workforce strategy.](#)

education and training in England expected teachers and trainers to demonstrate professional values, knowledge and skills. In practice, an EQF level 4 occupational qualification and a teaching qualification were often the minimum requirement. A number of teaching qualifications were available and listed on the FE Advice website, with the qualification and credit framework level 5 diploma in education and training (DET) generally being considered the lowest full teaching qualification.

5.1.2. In-company trainers: entry requirements and initial training

Professionals providing training or coaching to apprentices in companies (in-company trainers) had to comply with the requirements of the employer and any regulation specific to the occupational area. Professionals and companies determined how they stayed up to date on industry-specific matters.

5.1.3. VET school teachers: main lines for CPD

Continuing professional development (CPD) was organised by individual colleges and members of staff, but there were no legal requirements in place regarding the content, duration or frequency of CPD.

Needs for staff development were identified at national level by education provider inspectorates. However, the main responsibility for identification of training needs rested with individual education and training providers and staff.

The Education and Training Foundation (ETF) had developed training pathways designed to meet different needs of FE teachers in England. It operated the Foundation online learning website which contained online courses. There was also an Association of Centres for Excellence in Teacher Training, which represented the providers of initial and continuing teacher training.

Employers were connected to schools and colleges through education business partnerships (EBPs), which could also arrange professional development placements for teachers. EBPs allowed teachers to gain insights into how subject areas translated into business environments and practice. These placements would typically last a half or a full day. Also, the Teacher industrial partners' scheme used to organise placements for science, technology, engineering, maths and computer teachers at local employers.

5.1.4. In-company trainers: main lines for CPD

The ETF used to provide in-company-trainers with resources to improve their professional capacity in carrying out apprenticeship programmes.

5.2. Initial training for teaching/training staff in VET schools 2015-19

There is still no statutory regulation of teacher qualifications for further education in England. The Education and Training Foundation (ETF), a sector-owned charity in England, published in December 2016 revised guidance on the teaching qualifications for the further education and skills sector, as well as on the minimum core of teachers' knowledge, understanding and skills in literacy, language, numeracy, ICT, and using inclusive approaches to address learners' needs. The guidance reflects changes in the sector, such as the introduction of the regulated qualifications framework, new regulations for 16-to-19 study programmes, and increased emphasis on apprenticeships. The document includes the sector's recommended teacher training programmes ⁽⁹⁶⁾.

The ETF amended their data collection methodology for their staff individualised record in July 2016. This further education workforce data collection informs policy-makers and enables learning providers to collect, analyse and benchmark their workforce data ⁽⁹⁷⁾. All providers funded through the Education and Skills Funding Agency are now requested to submit data to the ETF which publishes annual workforce data reports ⁽⁹⁸⁾. The ETF also publishes annual reports on initial teacher education (ITE) from a range of different sources to give a picture of the size and shape of teacher training in further education, as well as an understanding of who is undertaking this training ⁽⁹⁹⁾. The ETF, the University and College Union and the Association of Colleges have, since August 2017, been working together to coordinate workforce data collections from FE colleges rather than reporting separately, with the intention of providing improved consistency, reliability and credibility in the sector's workforce data ⁽¹⁰⁰⁾.

In summer 2018 the Department for Education held a call for evidence on FE workforce data. Around seven in ten call respondents felt universal data

⁽⁹⁶⁾ <http://www.et-foundation.co.uk/news/qualifications-education-training-assessment-revised-guidance-published/>

⁽⁹⁷⁾ <http://www.et-foundation.co.uk/news/etf-launches-new-fe-workforce-data-system/>

⁽⁹⁸⁾ <https://www.sirdatainsights.org.uk/>

⁽⁹⁹⁾ <http://www.et-foundation.co.uk/news/education-training-foundation-publishes-second-annual-report-initial-teacher-education/>

<https://www.et-foundation.co.uk/research/initial-teacher-education-provision-in-fe-and-skills/>

⁽¹⁰⁰⁾ <http://www.et-foundation.co.uk/news/new-collaborative-approach-simplify-workforce-data-collection-education/>

coverage (data that included all providers with few gaps in the data record) would improve both the quality and coverage of the data return on several levels: benchmarking providers' performance against their peers; strategic planning; and monitoring workforce changes over time. Furthermore, more than half of those responding to the call were in favour of a mandatory data collection and a quarter were against. This was followed by a consultation seeking views on mandatory collection. This activity is part of a programme of work designed to improve data and evidence on the FE sector, which includes the college staff survey ⁽¹⁰¹⁾, looking at the composition of the workforce.

Apprenticeship trailblazers are groups of employers who work together to design new apprenticeship standards for occupations within their sectors. A trailblazer standard for the education and training sector (level 5 learning and skills teacher) was made available for delivery in January 2019 ⁽¹⁰²⁾.

To attract new teachers and help to address the issue of teaching workforce shortages, the Education and Training Foundation launched, in September 2017, in partnership with the Gatsby Charitable Foundation, the *Further forces* programme ⁽¹⁰³⁾. The objective is to support the resettlement of armed forces service leavers into new careers, in this case technical teaching to include science, engineering, technology and wider technical areas in the further education and training sector (including general further education colleges, independent training companies and organisations with substantial in-house training programmes). The University of Portsmouth and the University of Brighton have been awarded the national contracts to train and mentor the prospective teachers. These will undergo in-service training and receive a nationally recognised teaching qualification upon completion of the programme. Delivery of training and employment opportunities started in September 2017, with a target of 210 service leavers receiving training by July 2020.

In June 2018, the Department for Education initiated a two-year piloting of the *Taking teaching further* initiative ⁽¹⁰⁴⁾. The objective is to test how best to

⁽¹⁰¹⁾ <https://www.gov.uk/government/publications/college-staff-survey-2018>

⁽¹⁰²⁾ <https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher/>

⁽¹⁰³⁾ <http://www.et-foundation.co.uk/news/forces-programme-launched-retrain-armed-forces-service-leavers-education-teachers-trainers/>
<http://www.port.ac.uk/school-of-education-and-childhood-studies/further-forces/>

⁽¹⁰⁴⁾ <http://www.et-foundation.co.uk/supporting/support-teacher-recruitment/taking-teaching-further/>

attract industry experts into teaching in FE institutions and how best to support exchanges between industry and FE in England. Up to 150 industry professionals will be supported to enter into full- or part-time teaching in colleges through closer collaboration between the further education college sector and industry. The programme will fund initial teacher education for industry experts who wish to retrain in priority areas linked to STEM subjects and the T level routes (Section 1.2.4). Funding will also be awarded to up to 40 innovative projects aimed at improving partnerships between colleges and industry as well as developing the skills of the existing teaching work force and making sure their skills are up-to-date. This includes giving teachers access to industry-standard facilities and facilitating secondments for industry professionals into colleges. The programme is expected to help establish a long-term recruitment pipeline of industry experts for the VET sector.

5.3. Initial training for trainers in enterprises 2015-19

The apprenticeship standards for tutors, assessors, teachers and lecturers developed in 2016 by the trailblazer ⁽¹⁰⁵⁾ (Section 5.2) also apply to the initial training of in-company trainers.

5.4. CPD for teaching/training staff in VET schools 2015-19

Since their launch in April 2015, the Education and Training Foundation's (ETF's) free online maths and English modules have been used by many further education and training teachers ⁽¹⁰⁶⁾.

https://www.gov.uk/government/news/fe-providers-benefit-from-scheme-to-boost-teaching-workforce?utm_source=bbb22b81-675e-431b-8862-abba1f2a6934&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly

<https://www.gov.uk/government/news/5million-to-attract-over-100-industry-experts-into-teaching>

⁽¹⁰⁵⁾ <https://www.gov.uk/government/collections/apprenticeship-standards#childcare-and-education-standards>

⁽¹⁰⁶⁾ <http://www.et-foundation.co.uk/news/1000-users-maths-english-modules-counting/>
<http://www.foundationonline.org.uk/>
<https://set.et-foundation.co.uk/news-events/blogs-and-articles/set-news/etf-launches-maths-and-english-shaping-success-campaign/>

The ETF runs the *Outstanding teaching, learning and assessment* (OTLA) programme. OTLA is a peer-led and expert-supported collaborative development programme where practitioners and leaders provide sector-led solutions to improve teaching and learning. In 2015-16, the ETF ran three regional programmes which were expanded to further regions. In 2016-17, professional exchanges (smaller-scale peer development networks aiming at embedding and sustaining what was learned through OTLA) were also introduced. The OTLA programme reached over 2 500 teaching staff in England in 2015-16. Practitioners reported that it increased confidence in their teaching, helped them understand how to improve their practice, increased their engagement with learning technology and grew their sense of professionalism in their career ⁽¹⁰⁷⁾. An exhibition website that brings together some examples of the work produced by participants in the OTLA programme has been set up ⁽¹⁰⁸⁾.

The Prevent training catalogue published by the Home Office in March 2016 lists publicly accessible courses that may assist individuals covered by the requirements of the Prevent duty. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in its implementation ⁽¹⁰⁹⁾.

In December 2016, the ETF in partnership with ResearchED held the first ResearchED event dedicated to further education. ResearchED is a teacher-led organisation aimed at improving research literacy in education. The event gave practitioners the time and space to reflect, experiment, and generate their own evidence in order to improve practice for themselves and others. The event was a new medium to promote and support applied research in the sector, with the ultimate aim of improving learner experience and outcomes ⁽¹¹⁰⁾.

The ETF has also commissioned the Association of Colleges, in partnership with the Association of Employment and Learning Providers and HOLEX (Association of Adult Education and Training Organisations) to deliver phase 3 of the *Teach too* programme. With a GBP 2.3 million budget available, the programme funds projects aimed at bringing together industry professionals and training providers in the design and delivery of vocational education courses.

<https://www.et-foundation.co.uk/supporting/support-practitioners/maths-and-english/>

⁽¹⁰⁷⁾ http://www.et-foundation.co.uk/wp-content/uploads/2016/12/ETF_Annual_Report_AW_v3_Pages.pdf

⁽¹⁰⁸⁾ <https://improving-teaching.excellencegateway.org.uk/>

⁽¹⁰⁹⁾ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/503973/Prevent_Training_catalogue_-_March_2016.pdf

⁽¹¹⁰⁾ <http://www.et-foundation.co.uk/news/first-researched-fe-conference-partnership-etf/>

Around 10 projects were funded from March to September 2017 ⁽¹¹¹⁾. In 2019, the programme is supporting nine local collaborative projects and nine organisational development projects ⁽¹¹²⁾.

Qualified teacher learning and skills (QTLS) is a professional status awarded by the Society for Education and Training, SET ⁽¹¹³⁾ for teachers, trainers, tutors and lecturers in the post-16 sector. After a comprehensive review, ETF introduced a new QTLS process in September 2016, offering more opportunities for practitioners to indicate progression and supported by an improved e-portfolio ⁽¹¹⁴⁾. A further professional status, advanced teacher status (ATS), has been developed by ETF/SET for experienced teaching practitioners in the post-16 sector; holders of ATS will automatically be conferred chartered teacher status by the Chartered College of Teaching ⁽¹¹⁵⁾.

The 2014 Children and Families Act requires the post-16 education sector, local authorities and health and social care agencies to work together to improve outcomes and life chances for young people aged 16 to 25 with special educational needs and disabilities (SEND). A new tool to improve outcomes for learners with SEND was launched in February 2017. The tool was developed for post-16 education providers and local authorities, to assist self-assessment of the effectiveness of supporting young people with SEND and identify CPD opportunities ⁽¹¹⁶⁾.

In June 2017, the ETF launched its *Further education strategic leadership* programme, developed and delivered in partnership with the University of Oxford's Saïd Business School ⁽¹¹⁷⁾. The aim is to raise leadership capability of

⁽¹¹¹⁾ <https://www.aoc.co.uk/teach-too-programme>

⁽¹¹²⁾ <https://www.aoc.co.uk/teaching-and-learning/teach-too-programme/teach-too-current-projects>

⁽¹¹³⁾ The Society for Education and Training (SET) was established in 2015 as a new professional membership organisation for practitioners working in the post-16 education and training system. It aims to support initial and ongoing professional development of practitioners, improving outcomes for learners and employers. It is a voluntary membership organisation for trainers, teachers, assessors, tutors, support staff, mentors, coaches and managers, working in education and training.

⁽¹¹⁴⁾ http://www.et-foundation.co.uk/wp-content/uploads/2016/12/ETF_Annual_Report_AW_v3_Pages.pdf

⁽¹¹⁵⁾ <https://set.et-foundation.co.uk/professionalism/ats/>

⁽¹¹⁶⁾ <http://www.et-foundation.co.uk/news/new-tool-improve-outcomes-learners-send/>

⁽¹¹⁷⁾ Sources:

<http://www.et-foundation.co.uk/news/announcing-fe-strategic-leadership-programme/>

<https://booking.etfoundation.co.uk/course/details/143?return=browse>

principals and CEOs across the further education and training sector. The programme consists of two three-day residential modules and a digital learning module. Learning themes include adaptive leadership, strategic thinking, strategic finance, collaboration and partnerships, resilience, reputation and prestige. The programme is taught through a combination of interactive seminars and classes, case study discussion, team exercises, strategy simulation and facilitation. Participants are also supported by coaches. A further programme has been developed for aspiring principals.

In October 2017, the Department for Education launched the *National leaders of further education (NLFEs)* programme, modelled on the schools' *National leaders of education* scheme. *National leaders of further education* are specified as serving college leaders who have a strong track record of delivering improvement, both at their own colleges and in working with others. Their mission is to provide strategic mentoring and support – including developing the skills of senior staff – to other colleges that need to improve. NLFEs work to support colleges which have been judged as 'requires improvement' or 'inadequate' by the education and training provider inspectorate Ofsted, and need to improve significantly in one or more areas. NLFEs may be approached by other colleges seeking improvement support, or the Further Education Commissioner may broker a partnership with an NLFE and a college. NLFEs may also make an approach to a college to seek to establish a partnership. An NLFE (including their team) is expected to commit a minimum of 10 days per year to their role, and to undertake at least one major improvement project partnering with another college. New NLFEs are required to attend an induction workshop ⁽¹¹⁸⁾. There are currently six NLFEs working under this programme ⁽¹¹⁹⁾.

In April 2018, the ETF published a review of *Training needs analysis in the further education sector* ⁽¹²⁰⁾. The aim is to ensure that future training for teachers and trainers is aligned with their professional needs and priorities. The analysis

<http://www.et-foundation.co.uk/wp-content/uploads/2014/09/Strategic-Leadership-Programme-Brochure.pdf>

⁽¹¹⁸⁾ <https://www.gov.uk/guidance/national-leaders-of-further-education-guidance-for-potential-applicants>

<https://www.gov.uk/government/news/top-college-principals-to-drive-improvements-in-further-education>

⁽¹¹⁹⁾ <https://www.gov.uk/government/publications/national-leaders-of-further-education-programme-current-national-leaders/national-leaders-of-further-education-programme-current-national-leaders>

⁽¹²⁰⁾ https://www.et-foundation.co.uk/wp-content/uploads/2018/04/1331_Training-Needs-Analysis-Final-.pdf

was carried out through two surveys that explored training needs from the perspective of organisations within the sector and training needs from the perspective of individuals. It is the first time that research and analysis on this scale was undertaken within the FE sector. Project partners were the Association of Colleges (AoC), the Association of Employer and Learning Providers (AELP), HOLEX, and the Department for Education. The key conclusion was that, while providers and those working in the sector felt their recent training and development activities met most or all of their development needs, there were key areas that required further investment and focus.

In November 2018, the Department for Education appointed the ETF to design and deliver the first phase (up to March 2020) of a professional development offer – T level professional development (TLPD) – to help staff, including teachers, trainers, managers and leaders, prepare for and successfully deliver T levels ⁽¹²¹⁾. The first T level courses will be taught in around 50 further education and post-16 providers from September 2020 (Section 1.2.4). A further 22 courses will be rolled out from 2021 onwards. Bespoke training is expected, focusing on making sure teachers and leaders understand the new qualifications and updating teachers' subject and industry knowledge in line with the needs of business.

In January 2019, the ETF launched the Enhance digital teaching platform ⁽¹²²⁾. The platform aims to support teachers and trainers across the FE and training sector to develop their practice using digital technology. It includes 40 free certified online training modules. The modules have an achievements badge system. They are all mobile, tablet and desktop formatted. The platform addresses all types of teachers, trainers and assessors across the FE and training sector, including those working in colleges, work-based training, adult and community education and offender learning.

⁽¹²¹⁾ <https://www.gov.uk/government/news/teachers-to-benefit-from-8-million-initiative-to-boost-skills-ahead-of-t-levels-roll-out>

<https://www.et-foundation.co.uk/supporting/tlevels/>

⁽¹²²⁾ <https://set.et-foundation.co.uk/news-events/blogs-and-articles/set-news/etf-s-enhance-digital-teaching-platform-coming-soon/>

<https://www.et-foundation.co.uk/supporting/support-practitioners/edtech-support/digital-skills-competency-framework/>

5.5. CPD for trainers in enterprises 2015-19

In 2017, a trailblazer for the learning and development (L&D) sector, supported by the Chartered Institute for Personnel Development, British Telecom, Jaguar Land Rover and Specsavers, started to develop a new level 3 (EQF level 4) and level 5 (EQF level 5) apprenticeship for L&D practitioners and managers to be ready for delivery in January 2018. L&D staff typically operates in medium to large commercial organisations (private, public, third sector) and are typically involved with identifying learning/training needs, design/sourcing training, delivering training, evaluating training; however, their role could also be more specialist with a focus on, and requiring in-depth expertise in, areas such as learning design, e-learning, digital/blended learning.

Also relevant to the CPD of in-company trainers are:

- (a) the courses on the Prevent training catalogue published by the Home Office in March 2016 (Section 5.4);
- (b) the apprenticeship standards for tutor-assessors, teachers and lecturers developed in 2016 by the trailblazer (Section 5.2).

The OTLA programme, the SEND workforce development project, the first ResearchED event dedicated to further education, and the *Teach too* programme, are all actions involving in-company trainers' CPD (Section 5.4).

Statistical overview: 2019 update

Table 3 updates the figures that were provided in Table 1. Although Table 1 may contain data for 2015, these are not systematically repeated here. In some cases, not repeating is due to breaks in time series, which prevent comparability. In some other cases, values differ due to methodological changes.

Table 3. **Score on VET indicators in the United Kingdom and in the EU: 2015, last available year and recent change**

Indicator label	2015				Last available year				Recent change			
	UK	f	EU	f	Yr	UK	f	EU	f	Range	UK	EU
Access, attractiveness and flexibility												
IVET students as % of all upper secondary students	40.1		47.3	ce	'17	46.6		47.8	ce	'15-'17	6.5	0.5
IVET work-based students as % of all upper secondary IVET	54.1		28.3	ce	'17	48.8		27.9	ce	'15-'17	-5.4	-0.5
IVET students with direct access to tertiary education as % of all upper secondary IVET	39.2		68.1	ce	'17	49		68.6	ce	'15-'17	9.7	0.4
Workers participating in CVT courses (%)	30.4		40.8		'15	30.4		40.8				
Workers participating in on-the-job training (%)	52		34		'15	52		34				
Adults in lifelong learning (%)	15.7		10.7		'18	14.6		11.1		'15-'18	-1.1	0.4
Enterprises providing training (%)	85.7		72.6		'15	85.7		72.6				
Female IVET students as % of all female upper secondary students	40.1		42	ce	'17	47.6		42.7	ce	'15-'17	7.5	0.7
Employees of small firms participating in CVT courses (%)	30.3		30		'15	30.3		30				
Young VET graduates in further education and training (%)	33.2		33		'18	33.5		33		'15-'18	0.3	0
Older adults in lifelong learning (%)	12.1		6.9		'18	11.2		7.3		'15-'18	-0.9	0.4
Low-educated adults in lifelong learning (%)	6.8		4.3		'18	5.8		4.3		'15-'18	-1	0
Unemployed adults in lifelong learning (%)	14.3		9.5		'18	13.1		10.7		'15-'18	-1.2	1.2
Individuals who wanted to participate in training but did not (%)					'16	16.9		11.4				
Job-related non-formal education and training (%)					'16	83.6		79.4				

Skill development and labour market relevance											
IVET public expenditure (% of GDP)	0.5	0.5	ce	'16	0.5		0.5	ce	'15-'16	0	0
IVET public expenditure per student (1000 PPS units)	7.4	7.1	ce	'16	6.5		7.4	ce	'15-'16	-0.9	0.3
Enterprise expenditure on CVT courses as % of total labour cost	1.3	0.9		'15	1.3		0.9				
Average number of foreign languages learned in IVET		1	ce	'17			1	ce	'15-'17		0
STEM graduates from upper secondary IVET (% of total)		29.2	ce	'17	23.3		29.1	ce	'15-'17	23.3	0
Short-cycle VET graduates as % of first time tertiary education graduates				'17	5.9	d	14.3	b ce	'15-'17		
Innovative enterprises with supportive training practices (%)				'16			37.7				
Employment rate for IVET graduates (20-34 year-olds)	79	77.2		'18	80.5		80.5		'15-'18	1.5	3.3
Employment premium for IVET graduates (over general stream)	-3.4	5.4		'18	-2.4		6.6		'15-'18	1	1.2
Employment premium for IVET graduates (over low-educated)	22	23.7		'18	14.8		23.3		'15-'18	-7.2	-0.4
Workers helped to improve their work by training (%)	84.9	83.7		'15	84.9		83.7				
Workers with skills matched to their duties (%)	58.1	57		'15	58.1		57				
Overall transitions and labour market trends											
Early leavers from education and training (%)	10.8	11		'18	10.7		10.6		'15-'18	-0.1	-0.4
30-34 year-olds with tertiary attainment (%)	47.9	38.7		'18	48.8		40.7		'15-'18	0.9	2
NEET rate for 18-24 year-olds (%)	14.5	15.8		'18	13.4		13.7		'15-'18	-1.1	-2.1
Unemployment rate for 20-34 year-olds (%)	6.7	12.9		'18	5		9.4		'15-'18	-1.7	-3.5
Employment rate of recent graduates (%)	85	75.9		'18	86		80.6		'15-'18	1	4.7
Adults with lower level of educational attainment (%)	20.3	23.5		'18	19.6		21.9		'15-'18	-0.7	-1.6
Employment rate for 20-64 year-olds (%)	76.8	70		'18	78.7		73.1		'15-'18	1.9	3.1
Employment rate for 20-64 year-olds with lower level of educational attainment (%)	59.7	52.6		'18	65.1		56.1		'15-'18	5.4	3.5
Medium/high-qualified employment in 2030 (% of total)				'18	88.4	D	85.8	D			

EU refers to EU-28, unless otherwise specified.
(D) Forecast made in 2018.
(ce) Cedefop estimate based on available country data
(b) Eurostat: 'break in time series'.

(u) Eurostat: 'low reliability'.
(z) Eurostat: 'not applicable'.
(e) Eurostat: 'estimated'.
(d) Eurostat: 'definition differs'.

Source: Cedefop, 2020.

In 2017, 46.6 % of all upper secondary students in the United Kingdom were enrolled in IVET. This percentage is 1.2 points below the EU average. However, it appears that the percentage of upper secondary students in IVET is higher by 6.5 points compared to the situation in the country in 2015.

In 2017, 48.8% of all upper secondary IVET students were enrolled in a work-based learning setting, which is substantially lower (5.4 points less) than in 2015. In contrast the EU average is 27.9%.

In 2018, 14.6 % of adults participated in lifelong learning activities, which is lower (1.1 points less) than in 2015. The EU average is 11.1%.

In 2018, the employment rate for IVET graduates (20-34 years old) was 80.5 %, equal to the EU average. It appears that the employment rate for IVET graduates (20-34 years old) is higher by 1.5 points compared to the situation in the country in 2015.

Conclusion

Since 2015, England has taken steps to reform further its apprenticeship system, transform technical education, and bring schools and employers closer together. The system of information and feedback loops to guide the strategy for VET development was reinforced. Measures have been adopted to promote equal opportunity of access to VET and qualifications. Projects to develop and support guidance have been implemented. A range of initiatives to increase the attractiveness of VET has been launched. Major progress has been achieved with the introduction of the regulated qualifications framework, bringing together the qualifications and credit framework and the national qualifications framework. Initiatives have been taken to support the development of functional skills and key competences in initial and continuing VET. A variety of actions have also been developed to support the initial training and continuing professional development of VET teachers and in-company trainers.

The main changes in 2017-18 have taken place in MTDs 1, 3, 4 and 5. In MTD 1, a Technical and Further Education Act was adopted ⁽¹²³⁾. An action plan for the implementation of T levels, a new type of technical study programme, has been published ⁽¹²⁴⁾. Employers were invited to sign a statement on supporting the apprenticeship and technical education reform ⁽¹²⁵⁾. Live broadcasts allowing for direct interaction between learners, apprentices and employers were launched ⁽¹²⁶⁾. In MTD 3, new requirement adjustments were introduced for apprenticeship entry of learners with disabilities ⁽¹²⁷⁾. A new careers strategy was announced, targeted at ensuring school and college students receive from employers tailored and up-to-date information about training routes and access to work ⁽¹²⁸⁾. A new rule obligating schools to give external providers access to inform learners on further study opportunities was set up ⁽¹²⁹⁾. A flexible learning fund targeted at supporting projects for upskilling low qualified adults was set

⁽¹²³⁾ See Section 1.2.4.

⁽¹²⁴⁾ See Section 1.2.4.

⁽¹²⁵⁾ See section 1.2.4.

⁽¹²⁶⁾ See Section 1.2.3.

⁽¹²⁷⁾ See Section 3.2.1.2.

⁽¹²⁸⁾ See Section 3.2.2.4.

⁽¹²⁹⁾ See Section 3.2.2.5.

up ⁽¹³⁰⁾. In MTD 4, a new initiative was taken to support further education college students' achievements in English and Maths ⁽¹³¹⁾. In MTD 5, to tackle the shortage of teachers, a programme to retrain armed forces leavers has started ⁽¹³²⁾. A programme to identify outstanding FE college leaders able to help others improve has been set up ⁽¹³³⁾.

Compared to 2015-17, changes in 2018-19 took place in all MTDs. In MTD 1, an insolvency regime for further education and sixth form colleges came into force on 31 January 2019 (Section 1.2.4). In MTD 2, the *Strategic college improvement fund* initiative was launched, to support quality-oriented assistance among further education colleges (Section 2.2). In MTD 3, a new allowance was introduced for care leavers starting an apprenticeship (Section 3.2.1.2). The piloting of the Construction skills fund, targeted at tackling the construction skills shortage, was started (Section 3.2.5.2). In MTD 4, the Department for Education (DfE) initiated the piloting of a funding scheme for additional maths training for students not having reached satisfactory standards at EQF level 3 (Section 4.3). Centres to improve maths teaching and learning in post-16 education have been established (Section 4.3). In MTD 5, the DfE started piloting the *Taking teaching further* initiative, targeted at attracting industry experts into teaching in further education institutions and enhancing exchanges between industry and further education (Section 5.2). The design of professional development training to prepare teachers and leaders for the delivery of the T levels was started (Section 5.4).

The actions carried out show that the main lines of the Riga conclusions are being addressed. However, information available to Cedefop suggests issues that could benefit from further consideration:

- (a) further developing mechanisms for quality assurance in VET;
- (b) making more systematic use of EQAVET indicators to monitor VET developments.

⁽¹³⁰⁾ See Section 3.2.4.1.

⁽¹³¹⁾ See Section 4.3.

⁽¹³²⁾ See Section 5.2.

⁽¹³³⁾ See Section 5.4.

Acronyms

ADCN	apprenticeship diversity champions network
AEB	adult education budget
AES	adult education survey
BAME	black, Asian and minority ethnic
BDT	Baker Dearing Educational Trust
BSL	British sign language
CCEA	Council for the Curriculum, Examinations and Assessment
CITB	Construction Industry Training Board
CPD	continuing professional development
CVET	continuing vocational education and training
DfE	Department for Education
DGVT	Director General for vocational education and training
EQAVET	European quality assurance in vocational education and training
EQF	European qualifications framework
ESFA	education and skills funding agency
ETF	Education and Training Foundation
FHEQ	framework for higher education qualifications
GCE	general certificate of education
GCSE	general certificate of secondary education
GDP	gross domestic product
GL	guided learning
GLH	guided learning hours
HEFCE	Higher Education Funding Council for England
ICT	information and communication technology
ISCED	international standard classification of education
IT	information technology
ITE	initial teacher education
IVET	initial vocational education and training
JCP	<i>Jobcentre plus</i>
MoU	memorandum of understanding
NEET	not in education, employment or training
NQF	national qualifications framework
Ofqual	Office of Qualifications and Examinations Regulation
Ofsted	Office for Standards in Education, Children's Services and Skills
OTLA	<i>Outstanding teaching learning and assessment</i>
PISA	programme for international student assessment

PPS	purchasing power standards
QCF	qualifications and credit framework
QTLS	qualified teacher learning and skills
RQF	regulated qualifications framework
SEND	special educational needs and disabilities
STEM	science, technology, engineering and mathematics
TQT	total qualification time
UCAS	Universities and Colleges Admissions Service
UTC	university technical college
VET	vocational education and training

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