



Department
for Education

FE White Paper - Skills For Jobs



Greater Manchester
Learning Provider Network

Putting employers
at the heart of
post 16

Providing the
advanced technical
and higher
technical skills the
nation needs

A Flexible Lifetime
Skills Guarantee

Responsive
providers, supported
by more effective
accountability and
funding

Supporting
Outstanding
Teaching

Putting employers at the heart of post 16

- Chambers of Commerce representing employers and working closely with FE Providers to **co-design and co-deliver curriculum**.
- Pilot **Local Skills Improvement Plans** in Trailblazer local areas, exploring an approach where they are led by accredited Chambers of Commerce and other business representative organisations in collaboration with local providers; and engage employer and provider groups to ensure we create the most effective models of employer representation before wider rollout.
- Make **Strategic Development Funding** available in 2021/22 in a number of pilot areas to support colleges to reshape their provision to address local priorities that have been agreed with local employers.
- Align the substantial majority of post-16 technical and higher technical education and training to **employer-led standards** set by the Institute for Apprenticeships and Technical Education, so skills provision meets skills need.
- Apprenticeships will focus on three key areas. Government will:
 - **Support more people start apprenticeships** - helping employers in the recovery of the Covid-19 pandemic ..
 - Continue to **respond to feedback from employers** - including making more use of apprenticeship funding.
 - **Raise quality** - ensure the best experience for all apprentices.
- **Improve the quality of traineeships**, to better support young people to transition to apprenticeships and other occupations.
- Continue to **support participation in English, maths, and digital training** to meet employers' needs and support people to progress in employment or further study.
- Invite proposals through the **Strategic Development Fund to establish College Business Centres** within further education colleges to work with employers in a designated sector on business development and innovation.

Providing the
advanced technical
and higher technical
skills the nation needs

- Use the new £2.5 billion **National Skills Fund** to enhance the funding to support adults to upskill and reskill. This will include an offer, backed by £95 million in 2021-22, for all adults to achieve their first full advanced (level 3) qualification as part of the Lifetime Skills Guarantee.
- Expand the government's flagship **Institutes of Technology** programme to every part of the country by the end of this Parliament, to spearhead the increase in higher-level technical skills in Science, Technology, Engineering and Maths
- **Continue to roll out T Levels**, to prepare students for entry into skilled employment or higher levels of technical study, including apprenticeships.
- **Reform higher technical education** (levels 4 and 5) with a new approval system based on **employer-led standards**.
- Create **clear progression routes** for students towards the higher-level technical qualifications that employers need.
- Implement the **flexible Lifelong Loan Entitlement** to the equivalent of four years of post-18 education from 2025 - consulting on the detail and scope of the Lifelong Loan Entitlement in 2021.
- Introduce pilots to stimulate **higher technical education** and incentivise more flexible and modular provision.
- Government will use up to £43 million in 2021/22 to expand the **digital bootcamps** from April 2021 and introduce other in-demand technical skills such as construction, helping the country to build back better.

A Flexible Lifetime Skills Guarantee

- Implement the **flexible Lifelong Loan Entitlement** to the equivalent of four years of post-18 education from 2025. There is no single place individuals can go to get government-backed, comprehensive careers information. This can make the careers landscape confusing, fragmented, & unclear. Government will address this problem by **updating the National Careers Service website** to become a single source of government-assured careers information for young people and adults. The Careers & Enterprise Company will encourage use of the site as part of careers education in schools and colleges.
- Provide **clear information about career outcomes through** occupational maps, wage returns data and ensuring providers give pupils information about all options.
- Government will introduce **interactive careers maps**, which will show the occupations and career options that technical or higher technical education can open the door to.
- We will introduce a **three-point-plan to enforce the Baker Clause**:
 - a new minimum requirement about who is to be given access to which pupils
 - tougher formal action against non-compliance
 - government-funded careers support for schools to be made conditional on Baker Clause compliance.
 - Alongside this, Government **will lower the age range of the duty on schools to provide independent careers guidance**, requiring schools to offer this support from year seven, bringing it in line with the Gatsby Benchmarks.
- Improve how teaching is delivered so that it is more accessible, with the use of **digital and blended learning**.

Responsive providers,
supported by more
effective accountability
and funding

- Government will consult on the following proposals to reform their funding and accountability system:
 - **Simplification and streamlining of funding for further education** to support high-value provision relevant to the labour market, with elements of simplified and streamlined funding to be tested ahead of consultation.
 - **Give more certainty to providers over their funding**, including considering how we could move to a multi-year funding regime.
 - Reform our accountability approach, relaxing ringfences and reporting; instead **focusing on outcomes**.
 - Introduce new accountability structures to underpin the **delivery of Local Skills Improvement Plans**.
- Ensure that **subcontracting practices improve educational outcomes**. Encourage **strong partnership working**, which is important in creating a strong leading role for colleges and will address poorly managed subcontracted provision. Government are already taking decisive action to stop harmful subcontracting practices, and to reduce the volume.
- Government will introduce a new approach to the **accountability system**, considering a wider set of quality measures to support provider improvement and more timely intervention. As part of this, government will improve their internal risk assessment and quality assurance of existing providers to intervene where government identify non-compliance or quality risks.
- ESFA will undertake a **full refresh of the Register of Apprenticeship Training Providers** (RoATP), commencing in April 2021, and adopt more stringent entry criteria for both new and existing providers, to better determine whether providers have the capability and capacity to be able to deliver these higher-quality apprenticeships.

Supporting Outstanding Teaching

- Launch a **national recruitment campaign** to communicate the opportunities in further education teaching and support prospective applicants to get started on their careers – including high-potential graduates, and experienced industry experts.
- Support the **reform of initial teacher education** so it is based on employer-led standards, is driven by quality, and offers attractive and accessible training routes, underpinned by financial incentives for trainees in priority areas.
- Enable a **strong relationship between employers and providers**, so industry experts can move easily into teaching, and teaching staff can maintain up-to-date knowledge of their sectors.
- Improve the provision of **high-quality professional development** and support progression for teachers.
- **Support apprenticeships teachers and lecturers with a tailored professional development offer.**
- Introduce comprehensive **workforce data collection**.