

Skills & Post 16 Education Act 2022: How will further education and skills providers contribute to meeting regional and national skills needs?

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Levelling-up from a skills perspective

- **Devolving powers to all areas in England that want them, providing more control over budgets, transport and skills.** In England, the Bill provides for new devolution structures and simplifies existing arrangements for devolving power, which are complicated and burdensome. It delivers models that will allow all parts of the country – not just major cities – to benefit from bespoke devolution deals, giving local leaders the powers to meet their communities' needs. Providing these opportunities for all communities will increase innovation and enhance local accountability, leading to more joined up services and decision making, greater flexibility over funding and more inward investment. Alongside these new powers, the Bill includes measures to increase the accountability and transparency of local leaders to their communities.

(Department for levelling-up, housing and communities, May 2022)

Key measures identified in the Act

1. embedding employers in the heart of the skills system by placing a legal requirement on colleges and other providers to work with employers to develop skills plans, so that the training on offer meets the needs of local areas, and people no longer have to leave their hometowns to find great jobs
2. making sure all pupils meet providers of technical education so that they understand the wide range of career routes and training available to them, such as apprenticeships, T Levels or traineeships, not just the traditional academic options
3. prioritising green skills so the training on offer across the country meets the needs of the growing green economy and helps gets more people into jobs;
4. supporting the transformation of the current student loans system so from 2025 learners can access a flexible loan for higher-level education and training at university or college, useable at any point in their lives
5. introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve
6. making it a criminal offence to provide, arrange or advertise essay mill services for financial gain to students taking a post-16 qualification at institutions in England including colleges, universities and sixth forms; and
7. creating a unified skills system that builds from quality gains achieved with apprenticeships and T Levels by ensuring all technical qualifications match up to employers' high standards.

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How does this measure feature in our inspections?

- From September 2022, Ofsted inspections will focus in greater depth on each college's contribution to meeting skills needs and inspectors will make a worded sub judgement on it.
- Will continue to apply the principles of the EIF – but with an enlarged team and greater skills focus on college inspections.
- No huge changes.
- Additional skills inspectors will focus on the sub judgement and have meetings with a range of leaders and managers from the college, including governors.
- These inspectors will also engage with stakeholder groups, including designated employer representative bodies.

Skills inspectors' stakeholder groups



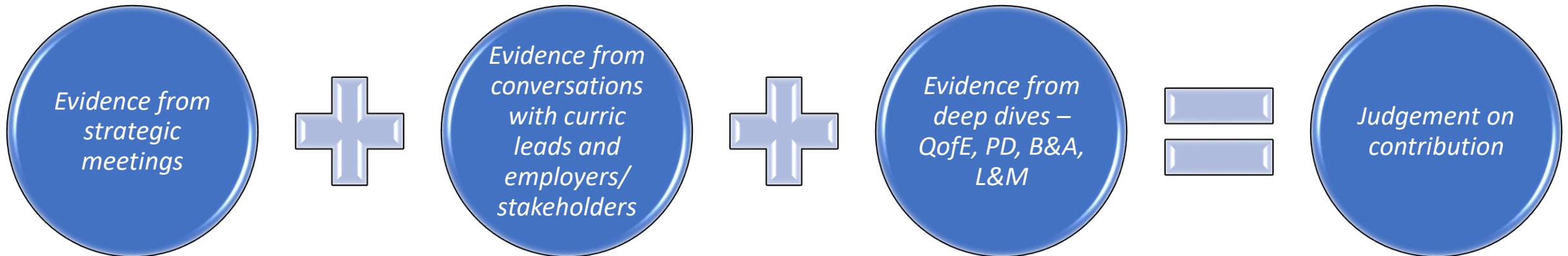
Civic. Any local, regional or national government bodies. These might include: local authorities, county and local councils, LEAs, chambers of commerce, regional development bodies and agencies, MCAs, unitary authorities, Jobcentre Plus, LSIPs.

Community. Might include community representative groups, local authority projects to train or bring into education those furthest from employment or training, project groups that target particular neighbourhoods, areas, communities.

Education. In this group would be other colleges, ILPs, ISCs, higher education institutions, CLS providers, feeder schools and other educational stakeholders or partners.

Employers. Includes small local and larger regional/national employers. Also, partnerships with employer or sector representative bodies such as the CBI, CITB, NFU, Institute of Directors and others.

Building the evidence towards a judgement



Judgement statements

- A college makes:
 - `...a limited contribution to meeting skills needs`
 - `...a reasonable contribution to meeting skills needs`
 - `...a strong contribution to meeting skills needs`.
- One or two paragraphs of text will explain the judgement.
- Will be a worded sub-judgement in the report linked to the quality of education and leadership and management key judgements.
- Full criteria is in the FE & Skills handbook.

Judgement statements (contd.)

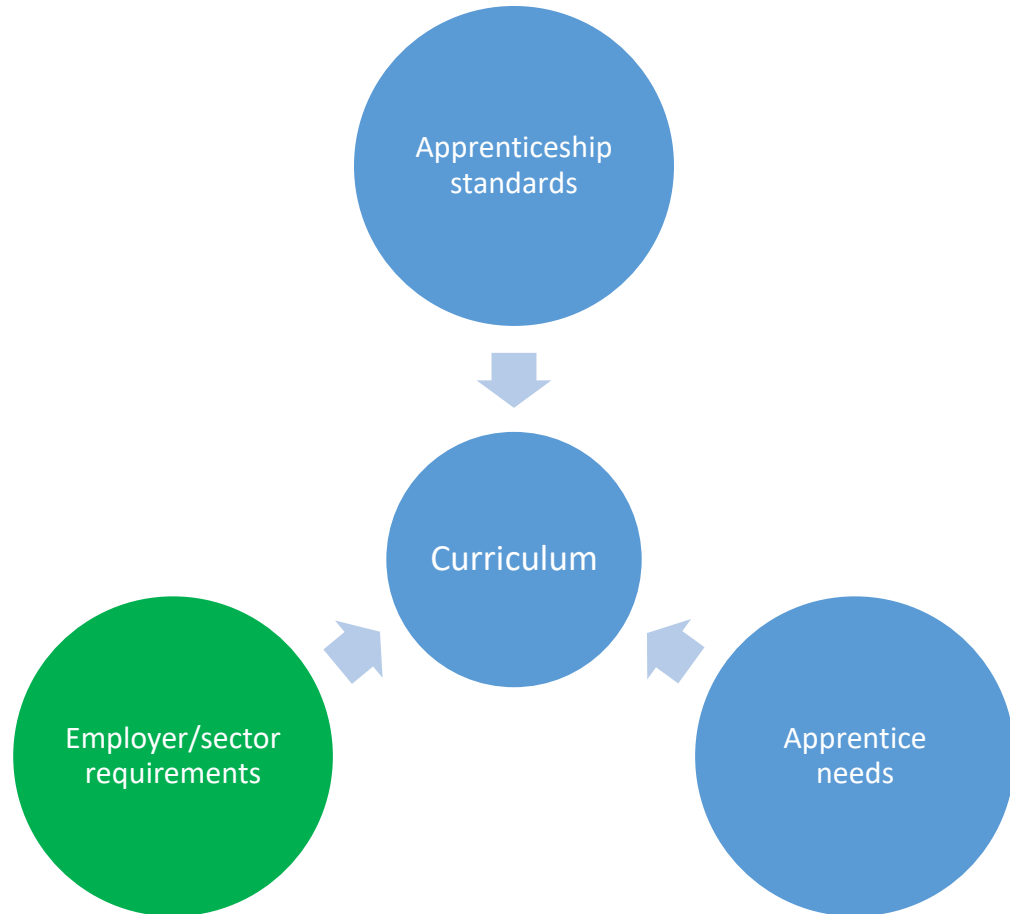
- Will not carry a grade.
- Will not be a 'limiting grade'.
- Will not be an EIF key judgement.

- Will have a relationship to quality of education and leadership and management judgements.

Meeting the 'skills needs of the economy' for those provider that are not colleges.

- Prior to September 2022 we already looked at 'meeting the skills needs of the economy' under the leadership and management key judgement and we will continue to do so. The inspection handbook states:
- *whether leaders engage with learners, parents, their community and employers to plan and support the education and training that learners get and to meet the skills needs of the economy.*

What is the impact of no employer/sector/stakeholder engagement on an apprenticeship or other types of provision?



Any questions?



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