

# Youth Unemployment Review 2017

A collection of reports,  
reviews, and learning

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**Trust for London**

Tackling poverty and inequality

Supported by Trust for London

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Partnership for Young London, March 2017

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# Introduction

Youth unemployment reached a twenty year high in 2015, and the challenges for young people are mounting up. Our previous report, *Young People Count 2016*, showed the extent to which young people are being left behind and suffering the worst outcomes. However, the youth unemployment aspect has received some of the most attention and study of any.

This briefing is the first stage of our look into London's youth unemployment challenge; detailing the recent work done to explore the subject, dating back to May 2014. Broken down into subjects, it presents a handy guide to the literature, from understanding and tackling the skills gap, to market and wage analyses for young people. These reports have been written by a range of organisations, from voluntary sector, government, and businesses. The aim is to place research into a curated, searchable, online database.

The second stage will be a comprehensive literature review, available in April, which will look at what the research is saying, and where the gaps are for future work. This will combine both the reports found in this briefing, as well as academic literature, and will be used to inform future research pieces, and youth-led campaigns, which will emerge in the coming two years.

The next two pieces of research scheduled for release are:

- Understanding the barriers for young people accessing opportunity in regards to transport, from public transport, to other considerations, such as their familiarity with other areas and the support that they might be lacking.
- Exploring the challenges more generally to them accessing employment opportunities, and their perceptions and attitudes to the traditional post-16 routes; apprenticeships, A-levels, University, self-employment etc. Including what messages are most effective in inspiring them to engage.

# Young people's views

## [Believing in Better](#)

The Sutton Trust, June 2016

This report explores recent evidence about young people's views and the importance they attach to going on to university, their beliefs about their own academic ability and their experiences of school to see how far these influences shape differences in A-level outcomes at age 18.

## [An Age of Uncertainty](#)

EY Foundation, September 2016

This report compiles young people's views on the challenges of getting into work in 21st century. It is based on young people's thoughts and experience of making decisions about their career, life in the workplace, and their ambitions for the future. It highlights a lack of confidence among those aged 16-21 in finding a high quality job locally due to a lack of awareness of opportunities and worries over experience.

## [No Country for Young Women report](#)

Young Women's Trust, September 2016

This report draws on findings from a poll of 4000 18-30 year olds, revealing a generation of young people despairing and anxious, many of whose lives are on hold because of serious financial, work and housing problems - with young women hit hardest.

## [The Prince's Trust Macquarie Youth Index for 2017](#)

The Prince's Trust, January 2017

This annual index reveals, among other findings, that more than a quarter of young people do not feel in control of their lives, and that a crisis of confidence in their own abilities and future prospects is preventing them from realising their true potential.

## [Contemporary transitions: Young Britons reflect on life after secondary school and college](#)

Education and Employers, February 2017

This report sets out findings from a survey of 1,744 young British adults aged 19-24. The survey investigates the experiences of respondents as they engage in transitions which take them from education towards the working world.

# Transitions into employment

## [The Journey to Employment framework](#)

Think NPC, May 2014

Transitions to adulthood have become increasingly difficult as a result of the economic outlook and the breakdown of traditional pathways into work. This framework helps organisations to understand and measure the impact they have on the journey to employment.

## [Hidden Talents: Councils supporting youth transitions](#)

Local Government Association, June 2014

This new report captures a range of innovations and services, led by councils, to support young people's transition from school into further learning and work. The examples demonstrate how councils have been able to reduce 16 to 18 year old disengagement to an all-time low and increasingly support older young people towards work. Evidence demonstrates the value of creating personal advisers for individuals, planning provision across places, and brokering leadership and support into work.

## [In search of employment: an insight into how young people look for work,](#)

Reprezent, June 2014

This report provides an insight into the challenges young people face in searching for jobs and the way they use social media to look for work. Over one hundred young people from South East and East London contributed their views through focus groups, interviews and surveys. A particular concern these figures reveal is the effect unemployment has on young people from disadvantaged backgrounds. In the current economic climate, as graduates often have to take less skilled jobs, those with less education and fewer skills are pushed into unemployment.

## [Remember the young ones: Improving career opportunities for Britain's young people](#)

IPPR, August 2014

This report looks at five critical elements of the school-to-work transition for young people – the role of employers, vocational education, apprenticeships, careers guidance, and the benefits system – and at lessons the UK can learn from European economies with better youth employment records.

## [Ready for work](#)

Impetus, September 2014

This report aims to provide practical answers to the question: how can we help young people be ready for work? And what makes the biggest difference to their work readiness? The outcome of this research with employers, social organisations, educators and young people has lead Impetus to conclude that, alongside stable personal circumstances and appropriate qualifications, young people must attain a set of six vital capabilities in order to be ready for work.

## [What is happening with 17+ participation, attainment and progression in London?](#)

London Councils, November 2014

This report, from an 18 month research project, explores issues effecting participation of 17 year olds. It identifies the risk factors affecting the participation, retention and attainment of young people 17+, and the strategies for mitigating those risks.

# Transitions into employment

## [Broken Recruitment Processes](#)

CIPD, February 2016

This report suggests that one in five of young people who had a bad experience of a recruitment process were put off a company completely, while one in ten was put off a whole sector. The report also indicates that young people who continue to fall victim to “broken recruitment processes” have lower self-esteem, and lose confidence.

## [Work experience: a quantitative impact assessment](#)

The Department of Work and Pensions, March 2016

This study adds to the existing positive evidence that taking part in work experience reduces the time 19 to 24 years old JSA claimants spend on benefit.

## [Overlooked and left behind: improving the transition from school to work](#)

House of Lords Select Committee on Social Mobility, April 2016

This committee found that the majority of young people are significantly overlooked in their transition for work by the education system and the focus on apprenticeships is not suitable for everyone.

## [Finding your routes: non-graduate pathways in the UK's labour market](#)

Resolution Foundation, May 2016

This report analyses how poor career routes are holding back the ‘forgotten forty per cent’ of the workforce – mid-skilled workers with at least five A\*-C GCSEs but without a university education.

## [Transitions at 14: Analysing the intake of 14–19 education institutions](#)

IPPR, September 2016

This report considers the characteristics and pupil intakes of these new types of school, and how they fit into the broader education system. It examines how 14–19 education institutions are becoming a more significant part of local schools provision, and what this means for both nearby mainstream secondary schools and the wider education system.

## [Earning and learning: Making the apprenticeship system work for 16–18-year-olds](#)

IPPR, November 2016

This report looks into education-to-work transitions for young people. Reviewing the evidence, it recommends that the government introduces a new, distinct pre-apprenticeship programme.

## [Fair access to work report](#)

Deloitte, December 2016

This report, the second in a series, aims to address the challenges faced by many people in the UK in accessing education, training and employment. It provides practical steps for how we can overcome these barriers to the benefit of our society and economy.

## [Alternative provision: effective practice and post-16 transition](#)

February 2017

This document shows the findings in research into best practice for raising attainment and aiding transition to post-16 destinations for young people in alternative provision. The research looked at ways to increase young people’s attainment at key stage 4.

# Equalities

## [Action Plan to Increase Employment Rates for Young Black Men in London](#)

Black Training and Enterprise Group, July 2014

This research reveals the views of 200 young black men about their experiences of finding work in the Capital. Young black men have a higher unemployment rate than any other group of young people and the research shows that they have mixed but mainly poor experiences of support from Jobcentre Plus and Work Programme providers. They also feel isolated from their peers and unsupported in their efforts to 'do the right thing'. The research was commissioned by Trust for London and is being launching on the same day as their new grants programme aimed at helping young black men into work.

## [Differences in employment outcomes: Equality and diversity characteristics](#)

Higher Education Funding Council, October 2016

This report examines the early career employment outcomes of UK-domiciled students who qualified from a full-time, first degree course in the academic year 2008-09. It identifies differences in employment outcomes for different equality groups among those qualifying from publicly funded English higher education institutions, and examines whether differences seen in a graduate's early career persist into the medium term.

## [Opportunities and outcomes in education and work: Gender effects](#)

UK Commission for Employment and Skills, November 2015

This publication presents an exploration of latest data and evidence on women's current position in terms of experience in and outcomes from education and the world of work in the UK. It provides a comparison by gender across a number of key domains in educational qualification and skills acquisition, and in the labour market including measures of under-employment and skills utilisation at work.

## [Young Black and Minority Ethnic Carers: Barriers and Opportunities for Employment and Education](#)

Care2Work, February 2016

This report was produced following in depth youth-led qualitative research with young BME carers and youth professionals in four European partner countries. The findings will guide the second phase of the project that aims to develop capacity building youth-led training for young carers and youth workers.

## [London Ethnic Inequality Report](#)

Runnymede, March 2016

This report focuses on ethnic inequalities based on four indicators employment, housing, education and health. It summarises ethnic inequalities as experienced across London as a whole, and within each of the capital's 32 boroughs. It measures inequality across four domains - education, employment, health and housing - and compares outcomes time, namely between the 2001 and 2011 national censuses.

## [Making Apprenticeships Work for Young Women](#)

Young Women's Trust, April 2016

This report looks into gender inequality for apprenticeships, and has recommended that young women working as apprentices in male dominated sectors should be given access to mentors and additional support.

# Equalities

## [Exploring the diversity of NEETs](#)

Eurofound, August 2016

This report examines the NEET indicator and uses variables captured routinely by the EU Labour Force Survey to disaggregate the NEET population into seven subgroups. It provides an analysis based on the data available for each subgroup and describes the composition and characteristics of Europe's NEET population at both EU28 level and in each Member State. Finally, it proposes a synthetic overview of NEETs profiles by country.

## [Gender Employment Gap: challenges and solution](#)

Eurofound, November 2016

This report explores the main characteristics and consequences of gender gaps in labour market participation and concludes that reducing the gender employment gap should be both an economic and a social objective.

## [Work it Out](#)

Young Women's Trust, November 2016

This report covers the challenges faced by young women who are seeking work, and the limits of the public services available to them; the principles behind successful support for young women, and the outcomes achieved. The report highlights the myth that persists about youth unemployment: that young men are more likely than young women to be out of work.

## [Class differences: Ethnicity and disadvantage](#)

Sutton Trust, November 2016

This report highlights how the academic attainment of disadvantaged pupils at 16 varies dramatically between different ethnic groups. Disadvantaged Chinese pupils perform above the national average for all pupils, while Bangladeshi, Indian, black African and Pakistani pupils from poorer homes all perform well above the national average for disadvantaged pupils.

# Careers guidance

## [Careers Guidance: Guaranteed](#)

Association of College, Fresh Minds, May 2014

This research aimed to identify and promote best practice around careers guidance, and place colleges at the heart of career hubs, working alongside employers, schools, Local Enterprise Partnerships, Jobcentre Plus and local councils. The report, produced by growth consultancy FreshMinds, identifies four strands necessary for best practice in careers guidance.

## [Advancing Ambitions: The role of career guidance in supporting social mobility](#)

Sutton Trust, October 2014

This report analysed data from over 800 schools and sixth form colleges to examine the impact of good quality careers advice on access to university and exam results. It compares schools which had received a 'quality award' for their career guidance with those that had not received such accreditation.

## [Commission into enterprise and young people: final report](#)

NYA, February 2015

The Commission, set up by the National Youth Agency with support from A4e, found that parents and teachers encourage young people to find a job with a regular income rather than support them to set up an enterprise. With youth unemployment higher than for any other age group, self-employment should be considered a realistic option for many young people and more signposting and specialist support needs to be made available, the Commission concluded.

## [The important role of teachers in providing quality careers learning, Teach First](#)

Teach First, March 2015

This report finds that teachers need to be at the heart of careers education for young people, ensuring that they receive the guidance and motivation needed to lead them towards a successful career. Yet the needs of young people, particularly those from poorer backgrounds, aren't being served by current careers learning in schools.

## [London Ambitions: Shaping a successful careers offer for all young Londoners](#)

Greater London Authority, June 2015

The report sets out seven recommendations for the London Ambitions career offer to transform the landscape of careers and employment support for young people across London, regardless of the particular school or college they attend.

## [Careers guidance in schools, colleges and universities](#)

Parliamentary briefing, June 2015

This briefing looks at the requirement of schools and further education colleges in England to provide impartial careers guidance to their students. This paper provides an overview of the duties on schools and colleges, and the position in higher education.

## [Moments of Choice: how young people make career decisions](#)

The Behavioural Insights Team, September 2016

This report finds that although young people feel like they have access to all the careers information they might need, this is not translating to a generation of young people more informed than their predecessors about their options and the future of the labour market.

# Careers guidance

## [Young people let down by poor careers advice](#)

GetMyFirstJob, September 2016

Analysis by apprenticeship matchmaking platform GetMyFirstJob reveals that many end up applying for roles in sectors they had not previously expressed any interest in. Experts have said that this highlights the lack of confidence among many young people when it comes to selecting a career as well as the need for a more effective advice system.

## [London Ambitions: Careers Curriculum A Resource Supporting Your Careers Strategy.](#)

London Councils, January 2017

This Careers Curriculum framework is aimed at middle managers, teachers, careers and enterprise specialists, businesses, local authorities and other relevant government agencies working with young Londoners in various education and community settings. It is designed to act as stimuli material for collective action in schools and colleges across London.

## [Post-16 Institutions Omnibus Wave 3 findings](#)

Government Social Research, January 2017

This report presents the findings of the third survey in the Post-16 Institutions Omnibus series which is delivered biannually. In the third wave, 503 post-16 institutions in England were interviewed. It found that most institutions offered a careers-related mentoring programme to at least some of their students

# Reaching groups of need

## [Providing employment and training opportunities for offenders](#)

Home Office, May 2014

A short term programme commissioned by the Home Office which set out to explore and assess the role of social enterprises in enabling both adult and young offenders to access training and employment opportunities. This publication includes a series of twenty case studies and a summary report which brings together the key learning about developing and sustaining social enterprises offering employment and employability training to offenders.

## [Preparing vulnerable young people for employment](#)

Ofsted, August 2015

This report shows how Developing Initiatives for Support in the Community provides a successful programme. This good practice example shows how Developing Initiatives for Support in the Community provides an education and training programme aimed at particularly vulnerable young learners to enable them to develop independent living skills and get ready to begin an apprenticeship, take further courses or start work.

# Labour market analyses

## [Careers of the future](#)

UK Commission for Employment and Skills, December 2014

This report contains a full list of 100 jobs all highlighted as Careers of the Future, and casts a spotlight on 12 roles across a range of sectors, giving an outline of the job, what the work entails, key statistics which may be helpful in making career decisions, and details on various entry routes in to the job.

## [The death of the Saturday job: the decline in earning and learning amongst young people in the UK](#)

UK Commission for Employment and Skills, June 2015

This report finds that those who combine work with full-time education are 4-6 percentage points less likely to be not in employment, education, or training five years later than those just in education. Part-time jobs are also excellent ways for young people to gain experience of the working world, a factor which 66% of employers say is important when recruiting.

## [A steady job? The UK's record on labour market security and stability since the millennium](#)

Resolution Foundation, July 2015

This report looks at a couple of key issues; from job stability, job mobility, and job insecurity. The report finds no evidence of rising job insecurity – a broader measure which includes an assessment of contract terms, pay and hours. However, there is evidence that a sizeable minority are facing particularly acute forms of precariousness.

## [European jobs and skills: A comprehensive review, 2015](#)

IPPR, November 2015

This is the second annual European Jobs and Skills review, which examines employment and skills trends across Europe and in the continent's largest economies, considering how policy can better combat unemployment, underemployment and inactivity. There has been an EU-wide shift in the labour market away from low-skilled jobs and towards high-skilled ones, but there are signs that the supply of skills is failing to match demand from employers.

## [Going Solo: Does self-employment offer a solution to youth unemployment?](#)

The Work Foundation, November 2015

This report looks at self-employment in the UK, finding that the UK has the largest number of self-employed under 25 in the EU – and three times more than in Germany. The UK accounts for nearly one in four of all self-employed under 25's in the EU, and as such, it is clear that for some young people self-employment is a welcome and viable employment option. But dig below the headlines, and the picture becomes more nuanced.

## [Future Proofing London](#)

Atkins Global, January 2016

The report identifies risks and solutions for a variety of stakeholders, including government, businesses, developers, infrastructure providers and other world cities. The report assesses the risks and opportunities for London's competitive advantage moving towards 2050 and puts forward four integrated proposals for the city's planners and policy makers.

# Labour market analyses

## [The employment landscape for young people in the UK Challenges and opportunities](#)

EY Foundation, September 2016

This report highlights stark variations in youth unemployment levels across the UK could impact local economic growth. It finds this is endangering the UK's aspiration to achieve 'inclusive growth', particularly in a Brexit environment.

## [Brexit: impact across policy areas](#)

Parliamentary research briefing, September 2016

This paper looks at the current situation in a range of policy areas and considers what impact Brexit might have. This will depend, among other things, on the Brexit negotiations, whether the UK stays in the European Economic Area and how the Government fills any policy gaps left by withdrawal.

## [The \\$1trillion prize](#)

PWC, November 2016

This publications, published its latest Youth Index arguing that by adopting such youth empowerment policies as apprenticeships, technical education and social inclusion, total economic gain across the OECD as a whole could be as much as \$1trillion.

## [Facing Facts: the impact of migrants on London, its workforce and economy](#)

PWC, March 2017

The report seeks to supersede assumptions and estimates with data derived from the most comprehensive review of population and labour force data to date. It looks at the role migration plays in the London economy, and the benefits migration brings to the regional and national economy.

# Working wage analyses

## [Pay, employment and incomes all fall furthest for young adults](#)

Institute of Fiscal Studies, July 2014

This report finds that the recession and its aftermath have been much harder on the young than the old, and that employment rate of those in their 20s has fallen, while employment among older individuals has not; and real pay among young workers has fallen much faster than among older workers. As a result, young adults' real incomes have fallen much more than any other age-group.

## [What can we do to support people to move out of low-paid work?](#)

Trust for London, October 2014

Research shows 570,000 Londoners have been stuck in low pay for at least a year and the number in low pay has increased significantly over the last five years. There is some limited evidence about what works in supporting people to move out of low-paid work, but to date there has been little focus on developing progression programmes that help people to: earn more, gain more secure employment and develop a career ladder.

## [Internship or Indenture?](#)

Sutton Trust, November 2014

This brief analyses the latest higher education data and government wage statistics to examine the number of unpaid graduate interns in the UK and the cost to an individual of doing an unpaid internship. It also includes newly published Ipsos Mori polling on attitudes to unpaid internships.

## [Is Britain Fairer? Great Britain Report](#)

The Equality and Human Rights Commission, October 2015

This report concludes that young people face the worst economic prospects for several generations and their lives have got worse over the past five years. It said that young people – defined as those under 34 – suffered the biggest slide in income and employment and now faced higher barriers to achieving economic independence and success than five years ago.

## [Stuck in low pay - London's hourglass economy](#)

London Assembly, February 2016

This report finds that while London has more jobs than ever before, London's economy faces a unique set of challenges resulting from the loss of mid-skilled employment opportunities and slowing productivity gain. It finds that the labour market has become 'hollowed out' with a 13% decline in the proportion of mid-skilled jobs (skilled administrative, manufacturing and trade jobs), meaning fewer opportunities for progression out of low pay.

## [Under-35s could be the first generation to earn less than their parents](#)

The Research Foundation, July 2016

This report aims to dig deeper into some of the experiences of younger generations to identify both reasons for optimism and causes for concern. In doing so, we establish a framework for thinking about intergenerational issues and highlight the scope for policy to make a difference. It finds millennials could become the first generation to earn less than their predecessors.

# Working wage analyses

## [Almost one in five jobs in London are low paid](#)

New Policy Institute, November 2016

This article in the Evening Standard contains findings from a report that fewer than a third of part-time jobs in London were low paid in 2006, but that figure has jumped to 43%. It found that the boroughs with the highest proportion of jobs paying below the London living wage (£9.75 per hour) were all in Outer London, including Bexley, Harrow, Enfield, Sutton and Waltham Forest.

## [Trust for London: A Minimum Income Standard \(MIS\) for London 2016/2017](#)

Trust for London, March 2017

This research updates the first Minimum Income Standard for London report published in 2015. It finds that a minimum budget for a single working-age adult is 56% higher in Inner London (up from 47% in the previous report) and 39% higher in Outer London (up from 35%). This is mostly influenced by the high costs of renting even the cheapest properties.

# Cost of living

## [Living on the edge: The impact of travel costs on low paid workers living in outer London](#)

London Councils, December 2015

This report looks at the consequence of rising housing costs in inner London, meaning there has been a noticeable increase in the number of people working in low income jobs that live in outer London yet still travel to work in central London because that remains the main centre of employment. The relative cost and accessibility by public and private transport might limit the type and location of employment that jobseekers living in outer London are likely to consider.

## [Unlocking Potential: Tackling Youth Unemployment Among Disadvantaged Young People](#)

Centrepoint, March 2016

This report by the Institute for Employment Studies examines the barriers faced by disadvantaged young people seeking to enter employment and what can be done to help. It finds that homelessness forces young people to focus on getting straight into paid, full-time work rather than gaining further qualifications which might advance their career in the long term.

# Skills gap

## [Winning the global race? Jobs, skills and the importance of vocational education](#)

IPPR, June 2014

This briefing paper analyses the latest projections on the changing shape of the jobs market in the UK to presents a more complex picture of the skills needs of our economy. A large number of jobs will be created in sectors that tend to rely on vocational education and qualifications.

## [The Skills Crunch](#)

The Prince's Trust, August 2014

This research indicates that business leaders are facing skills gaps, threatening to hamper economic growth. UK employers say they are struggling to recruit, yet hundreds of thousands of unemployed young people are desperate for work. The report offers case studies of where it is helping to move young people into the workplace including the development of its own Traineeship programme.

## [Forging Futures: Building higher level skills through university and employer collaboration](#)

Universities UK, September 2016

This report shows how universities and employers are building diverse and innovative collaborations across the UK to create alternative pathways and opportunities for people to develop relevant and valuable higher level skills.

## [Young people lack workplace skills, firms say in survey](#)

The British Chambers of Commerce, October 2014

This survey of 3,000 firms found nine out of 10 thought school leavers were not ready for employment, and more than half said it was the same with graduates. Three-quarters of the companies surveyed put the situation down to a lack of work experience, and more than 50% said young people did not have even basic skills such as communication.

## [The Value of Soft Skills to the UK Economy](#)

McDonalds, February 2015

Report published by McDonalds. States the five linked soft skillsets that are vital for all UK workers are: Communication and interpersonal skills; Teamwork; Time and self-management; Decision-making and initiative-taking and Taking responsibility.

## [Social and Emotional Learning: skills for life and work](#)

EIF, May 2015

This is the summary overview written by Leon Feinstein, Director of Evidence, EIF, summarising the findings of three reports on the importance of social and emotional skills both in the school and youth setting.

## [OECD Skills Outlook 2015](#)

OECD, May 2015

This entry found that young people around the world are struggling to enter the labour market. It shows how improving the employability of youth requires a comprehensive approach. While education, social, and labour market policies have key roles to play, co-ordination between public policies and the private sector is also crucial.

# Skills gap

## [Skills Commission's Guide to the Skills System](#)

Skills Commission, July 2015

The guide aims to demystify this policy area and help to overcome some of the initial barriers policymakers can face in conceptualising the skills system.

## [Crucial role for PSD in meeting skills challenges](#)

Niace, July 2015

This report shows that PSD provision is making a positive difference to peoples' lives and employment prospects. But the access to PSD is arbitrary and far too many people are missing out.

## [UK skills levels and international competitiveness 2014](#)

UK Commission for Employment and Skills, October 2015

A report provides an assessment of the current and future trends in the UK's skill profile compared to OECD member states. It found a shift towards attainment at the highest qualification levels (Level 4 and above).

## [Skills Devolution and Post-16 Area Reviews](#)

London Councils, October 2015

This briefing reviews the skills devolution deal with central government, and the role the Mayor and the boroughs are preparing to in a series of area reviews of post-16 education and training across London. It views the national programme of reviews designed to deliver a rationalised and more responsive Further Education sector, London's area reviews as an opportunity to secure a more resilient and sustainable base of providers to deliver the skills outcomes that London needs.

## [UKCES Employer Skills Survey 2015: UK report](#)

UK Commission for Employment and Skills, January 2016

This Employer Skills Survey 2015 surveyed 91,000 employers, finding that 6% of all employers had at least one skill shortage vacancy at the time of the survey, and that the impact of skills gaps increased slightly, and appeared to impact on smaller businesses in particular.

## [Skill Shortages and Gaps in European Enterprises](#)

The European Centre for the Development of Vocational Training, April 2016

This report shows that most vacancy bottlenecks arise because of factors other than general skill deficits, including job offers of poor quality. Genuine skill shortages affect a small group of dynamic, internationally oriented European enterprises in specific economic sectors. To mitigate skill bottlenecks, European companies must commit to offering high-quality apprenticeship places and good-quality jobs.

## [Post-16 skills plan and independent report on technical education](#)

Department for Business, Innovation & Skills, July 2016

This publication sets out the government's post-16 skills plan to support young people and adults to secure skilled employment and meet the needs of the economy. The report is the report of an independent panel set up to advise ministers on improving the quality of technical education.

# Skills gap

## [Inadequate careers advice is exacerbating skills gap](#)

Sub-Committee on Education, Skills and the Economy, July 2016

This report concluded that inadequate careers guidance in many English schools is exacerbating skills shortages and having a negative impact on the country's productivity. The Sub-Committee urges the Government to incentivise schools to improve.

## [Skills Confidence Report](#)

City & Guilds Group, July 2016

This report unveiled the findings of City & Guilds Group first Skills Confidence Report – an international study of 8,000 employees in the United Kingdom, United States, South Africa and India. The study measured how confident people feel about their skills and jobs today, and in five and ten years' time.

## [Preparing young people for a 4<sup>th</sup> industrial revolution](#)

The House of Commons Science and Technology Committee, October 2016

This report on robotics and artificial intelligence calls for, among other things, greater government leadership particularly in the creation of a more flexible education system that could help young people develop the skills needed for an automated world.

## [New Skills at Work](#)

IPPR, November 2016

This joint IPPR–JP Morgan Chase Foundation initiative brings together and mobilises the best policymakers, business leaders, academics and civil society organisations across Europe to develop new solutions for the workforce challenges of the future. It publishes data on what's happening in the labour markets of core European countries, and research innovative approaches to employment and skills policies.

## [The skills we need, and why we don't have them](#)

Policy Exchange, November 2016

This publication urges the government to put in place a high level quality target alongside its existing commitment to create 3 million new Apprenticeship starts by 2020. Its recommendations include adding a gateway for Ofqual to inspect all new assessment tools and to accredit all Apprenticeship assessment organisations.

## [Slipping through the Net](#)

The Prince's Trust, December 2016

This research highlights that the most disadvantaged young people in Britain are getting digitally left behind. Some of the findings include; 53% of the UK's disadvantaged young people believe that information found on the internet is "generally reliable", while 50% say that no one or almost no one could be trusted online.

## [Going Places: Innovation in Further Education & Skills](#)

Skills Commission, December 2016

This report focuses on innovation in the FE sector and ways in which it can be developed to help meet the needs of local communities and learners in the future. The report focuses specifically on how the sector can further innovate to serve the needs of their immediate stakeholders, and the growing digital economy.

# Skills gap

## [Further education and skills: January 2017](#)

Department for Education, January 2017

This is a publication of statistics about learner participation, outcomes and highest qualification held in further education and skills. This release provides information on post-16 learner participation and achievements in further education (FE) and skills.

## [Skills and lifelong learning: investment in skills](#)

Government Office for Science, February 2017

This publication seeks to contribute three elements to the debate about investment in skills. It attempts to quantify the scale of investment, and summarises what is known of costs and benefits. Lastly it uses data from the Labour Force Survey to estimate when in a person's life-course qualifications are likely to stop being economically worthwhile.

## [Low skill traps in sectors and geographies: underlying factors and means of escape](#)

Government Office for Science, February 2017

This essay explores: factors contributing to low skills equilibrium, solutions relating to the supply and demand of skills other solutions beyond skills policy. It focuses on demand-side and supply-side policies, low skill traps, and the nature of housing stock in certain areas.

# Employers

## [Gateway to Growth](#)

Pearson Education, August 2014

This annual education and skills survey 2014 surveyed 291 companies about the education and skills they need. It found that 61% employers surveyed are concerned about the resilience and self-management of school leavers, and that 33% employers are worried about attitudes to work in school leavers.

## [Engaging small and medium enterprises in work experience and apprenticeships in London](#)

Ofsted, February 2015

This report identifies good practice and challenges for providers in engaging small and medium enterprises in work experience and apprenticeships in London. This project forms part of Ofsted's improvement activity in conjunction with the Association of Colleges' professional engagement with the further education sector and the London Work Based Learning Alliance.

## [Learning to work](#)

CIPD, March 2015

This annual survey looks at youth employment by tracking latest developments in terms of levels of employer engagement with young people. This entry highlights a positive trend in terms of the number of entry-level opportunities being offered by organisations.

## [The role charities can play in getting Londoners into work](#)

London Assembly Economy Committee, October 2016

This report details the challenges facing the sector and makes a number of recommendations, such as getting the Department for Work and Pensions to reform the payment-by-results model, and the Mayor and the London Enterprise Panel to champion choice-based and voluntary approaches and call for an end to mandatory work placements.

## [Business and Education Survey: Make work experience a national priority](#)

British Chamber of Commerce, October 2015

This survey builds on the BCC Workforce Survey 2014 which found that 88% of businesses think school leavers are unprepared for the workplace. In particular, businesses felt young people lack basic employability skills such as communication skills, resilience and insight into how to act appropriately in the workplace.

## [City Business Guide](#)

Published by the City of London Corporation, March 2016

This guide offers practical suggestions on how City institutions can help young people to develop the skills that employers require to meet current and future demands. The content of this guide has been informed by a panel of senior people from City businesses, Livery companies, voluntary and community organisations working with young people, London local authorities and the City Corporation.

## [Employer Skills Survey](#)

UK Commission for Employment and Skills, March 2016

This survey contains information on incidence and density of vacancies by sector and region. Interesting it found that around 1.6 million were deemed to be over qualified and over skilled for their job role; this was most commonly attributed to a lack of jobs in desired higher level roles.

# Employers

## [Youth Unemployment: A Generation in Crisis](#)

A study from Youth Enterprise, March 2016

This study examines the challenges facing the next generation and preventing them from gaining the employment opportunities they deserve. It found that 90% believe employers expect too much of school leavers, including more qualifications and more work experience.

## [Report into the relationship between universities and business](#)

The National Centre for Universities and Business, June 2016

The report collects evidence on collective progress and collaboration between universities and business, detailing good case studies, identifying challenges, and opportunities.

## [Employer demand for intermediate technical education in higher education](#)

HEFCE, September 2016

This report explores technical education, highlighting the continuing dilemma of both employer demand for, but confusion about, technical skills and calling for greater clarity about skills, routes and pathways.

## [Time for action: The business case for inclusive workplaces](#)

The CBI, October 2016

This report looks into inclusive workplaces, highlighting approaches that have helped businesses make progress in order to offer practical suggestions that can help others follow in their footsteps. It takes a thematic approach to showcasing actions that can be applied across a range of strands of diversity.

## [London First: London 2036: An agenda for Jobs and Growth](#)

London First, February 2017

This report on behalf of London's business community aims to identify the agenda on which London's Mayor, business and wider stakeholders should focus in order to maximise job creation and economic growth over the next 20 years. Three key themes emerge; staying open for business, fuelling innovation and growth, and addressing weaknesses.

# Public sector

## [Moving beyond the market: a new agenda for public services](#)

NEF, August 2014

This working paper is part of a series of discussions, publications and blogs that explore ways of building a new social settlement for the UK. It is NEF's contribution to broader debates about the future of the welfare system and a new economics. At the heart of the work is a quest for policies and practice that recognise the vital links between social justice and environmental sustainability. It also addresses new problems such as widening inequalities, climate change, and the prospect of little or no economic growth over the coming decade.

## [The UK's youth services: how cuts are removing opportunities for young people and damaging their lives,](#)

Unison, August 2014

UNISON's research, based on data provided in response to a Freedom of Information request from 168 local authorities across the UK, shows that youth services lost at least £60 million of funding between 2012 and 2014. It found that more than 2000 jobs have been lost in that period, around 350 youth centres have closed as a result of the cuts, and 41,000 youth service places for young people have been cut.

## [Funding cuts without reform to put services for teenage NEETS at risk by 2020](#)

Local Government Association, June 2015

This survey reveals just 7% of councils say they have powers and funding to meet their legal duties to identify and reduce teenage disengagement and secure suitable education and training places for all 16 to 18-year-olds. It follows a combination of 40% funding cuts from central government since 2010, and the removal of council powers over key services to carry out their duty – such as careers advice, national engagement programmes and further education.

## [State of the state report](#)

Reform, November 2016

This publication highlights ten issues, including six relevant to education (public finances; regional funding; employment regulations; visas and immigration; workforce arrangements; and HE) which may require new UK public sector management post Brexit.

# Apprenticeships, traineeships, and internships

## [Higher Ambitions](#)

Sutton Trust, July 2014

Background report to a conference held by Pearson and the Sutton Trust. It argues the despite a recent re-emphasis on the importance of the quality of apprenticeships, there remain far too few. It compares the length and quality of apprenticeships in UK and Germany: the average time spent on an apprenticeship in the UK was 12 months (though it is slightly higher for young people), compared with three years in Germany.

## [Apprenticeship trailblazers: evaluation](#)

Department for Business, Innovation & Skills, March 2015

A report on the apprenticeship trailblazers one year on from the launch of the first standards in March 2014. It found that employers believed that by helping to develop the standards, around industry-identified skills shortages and skill needs, and that employers anticipate high quality programmes will result that will deliver the skills they need because the standards will be the best possible fit to the identified job role.

## [Apprenticeships and traineeships for 16 to 19 year-olds](#)

Parliamentary Education Committee, March 2015

This briefing finds that the proportion of young people taking up any kind of apprenticeship remains too low, despite significant recent improvement in the number of apprenticeships that last 12 months or more.

## [The Commission on Apprenticeships](#)

Demos, March 2015

The report draws on evidence gathered over the course of 12 months, and considers issues that were addressed only tangentially in the Richard report, such as the role of schools in raising awareness of apprenticeships, as well as examining some of the detailed policy questions which arise from the trailblazer programmes.

## [Traineeships: evaluation](#)

Department for Business, Innovation and Skills, March 2015

This survey of the first year of the traineeships programme finds that 84% of providers and 94% of employers consider traineeships an effective way of increasing young people's chances of finding paid jobs and apprenticeships, and that 31% said that they applied directly for a traineeship, without any help.

## [An Employers' Guide to Quality Internships](#)

European Youth Forum, March 2015

This guide from the European Youth Forum is aimed at employers who are interested in setting up internship schemes or who would like to improve the internship opportunities they offer to young people.

## [Apprentice support guide](#)

Skills Funding Agency, August 2015

This guide is aimed at young people who are ready to apply for an apprenticeship, to help them through the recruitment process.

# Apprenticeships, traineeships, and internships

## [Apprenticeships: New Resources for Teachers and Advisers](#)

Skills Funding Agency, September 2015

This resource aims to help teachers and career advisers offer information, advice and guidance to young people about apprenticeships and traineeships. The resource includes links to film case studies, application support packs for learners and apprenticeship presentations that teachers and advisers can use to inform learners about apprenticeships.

## [Employers' experience of Higher Apprenticeships: benefits and barriers](#)

University of Derby, September 2015

The report from the University of Derby is based on a survey of almost 200 companies and follow-up interviews with eleven employers. The findings suggest that there is strong support for Higher Apprenticeships amongst employers although there are many employers who have yet to engage with this programme.

## [Make apprentice a protected term: Enterprise Bill factsheet](#)

Department of Business, Innovation, and Skills, September 2016

This factsheet outlines the measures that will be included in the Enterprise Bill. These measures will give the Secretary of State the power to take action when the term 'apprenticeship' is misused to promote low-quality courses.

## [Evidence Review 8 Apprenticeships](#)

What Works Centre, October 2016

This report presents findings from a systematic review of evaluations of the impact of apprenticeships on firms and workers. These reviews consider a specific type of evidence – impact evaluation – that seeks to understand the causal effect of policy interventions and to establish their cost-effectiveness.

## [Making Apprenticeships Work – the employers' perspective](#)

City & Guilds Group, October 2016

This report details the input from a diverse group of employers that was set up to help education better meet the needs of employers. Making Apprenticeships Work is the first output from the ISB and focuses on how to deliver a quality apprenticeship experience that meets the needs of employers and young people.

## [Apprenticeships: developing skills for future prosperity](#)

Ofsted, October 2016

This report looks at how well apprenticeships meet the needs of young people, their employers and the economy. The Chief Inspector commissioned this survey to look into the quality of apprenticeships under the current frameworks.

## [Levels of Success - The potential of UK apprenticeships](#)

Sutton Trust, December 2015

This report looks at the earning potential of apprenticeships versus degrees, finding that the very best apprenticeships (at level 5) result in greater lifetime earnings than degrees from non-Russell Group universities. But, significant reform of the system is needed. There are not enough of these best apprenticeships, with most being at level 2 (GCSE) and level 3 (A-level) standard.

# Apprenticeships, traineeships, and internships

## [Apprenticeships: vision for 2020](#)

Department for Business, Innovation & Skills, December 2015

This plan set out how the government will increase the quality and quantity of apprenticeships, achieving 3 million apprenticeships by 2020.

## [The future growth of degree apprenticeships](#)

University UK, March 2016

This report looks at the benefits of degree apprenticeships, finding that they can be particularly attractive to non-traditional students, providing an opportunity for degree apprenticeships to support widening participation goals. It also offers a way for universities to diversify their offer and develop alternatives to traditional full-time on-campus study.

## [Routes Into Work](#)

Pearson UK, April 2016

This report finds that the traineeships programme is starting to play an important role in engaging young people but awareness about the programme is low. It also recommends that the government forms a cross departmental steering group, involving all key stakeholders, which scrutinises all new policy proposals affecting education and training for 16-24 year olds in order to maximise synergies and reduce overlap.

## [Children's commissioner demands care leaver 'apprenticeship guarantee'](#)

The Children's Commissioners, August 2016

This paper sets out a series of policy recommendations to support the Government's continued development of services for and support to care leavers, focusing particularly on traineeships and apprenticeships. Some policies in this paper apply to all care leavers, regardless of the pathway they choose.

## [FE Week Survey into traineeships and apprenticeships](#)

FE Week, August 2016

These published figures, obtained through a freedom of information (FoI) request, revealed shockingly low progression rates from traineeships to apprenticeships. It also found that 70% of those questioned said traineeships should be renamed — with 29% favouring calling them “pre-apprenticeships” and a quarter preferring “access to apprenticeships”.

## [England's apprenticeships: Assessing the new system](#)

IPPR, August 2016

This briefing paper reviews the government's new apprenticeship system for England – why reform was needed, how well the new system will work, concerns about its effects, and its implications for policy. It also recommends how the incoming regime could be better adapted to our 21st century economy, and reverse the 30-year decline in the youth labour market.

## [Enterprise education: how secondary schools prepare young people for work](#)

Ofsted, December 2016

Compiled from findings from a survey, this report looks at how well schools work together with local businesses and how schools promote apprenticeships. Its finding included that the extent to which schools used their curriculum to prepare pupils for the world of work was largely dependent on whether school leaders considered it to be a priority.

# Apprenticeships, traineeships, and internships

[Learning and Work institute: Three Million Apprenticeships, Building ladders of opportunity](#)

Learning and Work institute, March 2017

This report has found that there are stark inequalities in access to apprenticeships, and that people from Black, Asian and Minority Ethnic backgrounds are half as likely to succeed in their application. It also finds women are more likely to be apprentices in low paid sectors, and young people eligible for Free School Meals are up to half as likely to undertake an Advanced Apprenticeship.

## Education

[Leading People 2016](#)

Sutton Trust, February 2016

This report finds, although small progress had been made, privately educated elite continues to dominate the UK's leading professions, taking top jobs in fields as diverse as the law, politics, medicine and journalism. It argues that the government should introduce a means tested voucher system, as part of the pupil premium, through which lower income families could purchase additional educational support for pupils, such as extra-curricular tuition.

[Life after School](#)

Impetus, March 2016

This report explains how low numbers of disadvantaged young people are failing to achieve Level 2 qualifications in English and maths by 19. The majority are not progressing towards a Level 3 qualification, or beyond – to university, an apprenticeship, or a job. Also post-16 education and training is not supporting disadvantaged young people to catch-up and attain these key qualifications and therefore gain the skills they need to progress into sustained education or employment.

[Working in partnership: Enabling social mobility in higher education](#)

Universities UK, October 2016

This report assesses the patterns of social mobility for young people accessing university in the UK. Findings show that socio-economic gaps represent the biggest barrier for young people seeking access to higher education – 18 year olds from the most advantaged backgrounds are 2.4 times more likely to attend university.

[14-19 Education: a New Baccalaureate](#)

Edge Foundation, October 2016

This paper examines the 14-19 phase of education in the UK and provides suggestions for long-term reform. The author critiques the proposals to introduce the English Baccalaureate for 90% of young people; fearing it will disengage students through its narrow curriculum.

# Graduates

## [Home Advantage](#)

Sutton Trust, September 2015

This report analyses the current housing situation for the young and employed in London and offers innovative solutions to the crisis. It finds that 6% of new graduates who move to London come from the most disadvantaged fifth of UK local authorities. This contrasts to 42% that come from the most advantaged fifth of UK local authorities.

## [Over-qualification and skills mismatch in the graduate labour market](#)

CIPD, August 2015

This report looks at comparisons across Europe, suggesting that graduate over-qualification is a particular problem for the UK, with 58.8% of UK graduates in non-graduate jobs – a percentage only exceeded by Greece and Estonia. It examines the available evidence on the extent to which graduates are over-qualified and over-skilled for the current labour market and the ways in which the labour market and occupations may have adapted to the growing supply of graduates.

## [How English domiciled graduate earnings vary with gender, institution attended, subject and background](#)

Institute for Fiscal Studies, April 2016

This report used anonymised tax data and student loan records for 260,000 students up to ten years after graduation. This is the first time a 'big data' approach has been used to look at how graduate earnings vary by institution of study, degree subject and parental income.

## [Graduate outcomes: longitudinal education outcomes \(LEO\) data](#)

Department for Education, August 2016

This experimental statistics release presents employment and earnings outcomes for leavers of higher education one, three, five and ten years after graduation. This publication is the first of its kind to use the Longitudinal Education Outcomes (LEO) dataset to track higher education leavers as they move from higher education into the workplace.

## [Employment and earnings outcomes of higher education graduates](#)

The Department of Education, December 2016

This report focuses on the employment and earnings outcomes of those graduating with an undergraduate degree in 2008/09 from an English higher education institution (HEI). It looks at outcomes one, three and five years after graduation. It takes into consideration variables around age, gender, race, and subject chosen.

# Social research

## [Social Attitudes of young people](#)

Cabinet Office, December 2014

The aim of this report is to assess if and how social attitudes of young people in the UK today differ from previous generations, and how they might evolve in the future. It found that a key theme running through the social attitudes of young people is the importance of personal autonomy, and that young people attach as much value to the welfare of others as older generations.

## [Number of young people sick and unable to work has increased by a fifth in five years](#)

Reform, December 2015

This report calls for structural reform of the ESA benefit. This is because it finds that 16-34 year-olds saw the greatest growth in claims for sickness benefits over the last five years. Over half of that age group are unable to work due to poor mental health, with young people in the UK are more than twice more likely to be on sickness benefits than the OECD average.

## [Society at a Glance 2016](#)

OECD, October 2016

This report on social wellbeing and trends highlights, in particular, the problems faced by young people with low level literacy and numeracy skills and the low (2%) rate of apprenticeship participation in the UK.

# Social background

## [Disadvantage and Cultural Engagement – a study into the lives of young Londoners](#)

A New Direction, April 2015

This qualitative research explores the complex and multi-faceted notion of disadvantage by looking at four groups of young people facing specific forms of disadvantage - young people who are looked after, young carers, disabled young people and those at risk of gang activity. The research highlights the importance of social capital (i.e. social networks such as families, friends, schools) in building cultural interventions that genuinely engage disadvantaged young people and can be sustained over time.

## [Study into non-educational barriers to top jobs published](#)

The Social Mobility and Child Poverty Commission, June 2015

This research shows that working-class applicants struggle to get access to top jobs in the UK. The research is the product of extensive interviews with staff from 13 elite law, accountancy and financial services firms, who together are responsible for 45,000 of the best jobs in the country. It finds that elite firms are systematically excluding bright working-class applicants from their workforce.

## [A Winning Personality](#)

Sutton Trust, January 2016

This report examines the association between family background and characteristics related to personality and aspirations, and between these characteristics and adult career attainment. It finds 'highly extroverted' adults more likely to earn over £40,000 a year and found that those with these qualities are much less likely to come from poorer backgrounds. The report also explores whether character traits which may be shaped by a child's background could be holding disadvantaged youngsters back in their future careers.

## [40 Life-Changing Years](#)

The Prince's Trust, July 2016

This report shows a clear correlation between social background and life chances and 'social bank of mum and dad'. The report reveals clear evidence of social immobility linked to a lack of "inherited opportunities", and that 44% of young people from poorer backgrounds say they didn't know anyone who could help them find a job, compared to 26% of their more advantaged peers.

# Programme evaluations

## [Youth contract report](#)

Department of Education, June 2014

These reports evaluate and analyse the effectiveness of the youth contract for 16- to 17-year-olds not in education, employment or training to encourage participation in education or training. The reports cover the Youth Contract operation between October 2012 and March 2014.

## [Connecting People with Jobs: Activation Policies in the United Kingdom](#)

OECD, July 2014

Report finds that the UK has been at the forefront of efforts by OECD countries to transform and modernise measures to tackle unemployment and inactivity with major initiatives of Universal Credit and the Work Programme

## [16 to 18-year-old participation in education and training,](#)

NAO, September 2014

This report on has found that the overall value for money of the annual £7 billion spent on 16 to 18-year old learning has increased. It said that the Department needed better information on the effectiveness of its reforms to inform future decisions.

## [Avoiding the same old mistakes: Lessons for reform of 14–19 education in England](#)

IPPR, December 2014

This report proposes that any reform of education for 14–19-year-olds must focus on improving vocational and technical pathways, in light of the evidence that those national systems that have succeeded in keeping youth unemployment low such as Australia and the Netherlands have been those which have invested in developing a quality vocational education and training system.

## [Post-16 education and training institutions review](#)

Department of Education, August 2015

This document sets out how the government will support a restructure of the post-16 education and training sector through a series of area based reviews. The 10-page paper, Reviewing post-16 Education and Training Institutions, says there will need to be “fewer, larger, more resilient and efficient providers” in future.

## [Reach out. Enable. Connect](#)

London Youth, February 2016

This report looks at the outcomes from the Talent Match, London youth’s employability programme. It used a youth work-style approach, and young people as ‘talent scouts’ reaching out to places where young people congregate.

## [Response to apprenticeships inquiry](#)

The Social Mobility and Child Poverty Commission, March 2016

This response to the apprenticeship inquiry called on the government to increase the number of young people doing higher apprenticeships to 30,000 by 2020, and develop a UCAS-style apprenticeship gateway that would give young people much better information on what apprenticeships are available and crucially on where those apprenticeships led.

# Programme evaluations

## [NEET Prevention: Keeping Students Engaged at Key Stage 4](#)

National Foundation for Educational Research, April 2016

This research examines the impact of school-based programmes that are in place to support students aged 14-16 who are at risk of temporary disconnection from learning. This is a longitudinal research study that has tracked the progress of students on five different support programmes through to the end of Year 11. This report is the final in a series of reports and shows that there is considerable evidence that these particular support programmes are successful in re-engaging the young people.

## [Tackling Unemployment while addressing Skill Mismatch](#)

The European Centre for the Development of Vocational Training, April 2016

This study reviews recent policies and practices aiming to tackle unemployment through addressing skill mismatch in the EU-28 Member States. The study examines skill mismatch policy instruments aimed at reducing unemployment as well as measures to prevent it. In-depth case studies help identify promising features of policy practices and contribute to better understanding of impact.

## [The Prevent duty in further education and skills providers](#)

Ofsted, August 2016

This survey looks published by Ofsted looks at how well further education and skills providers are implementing the Prevent duty. It found considerable variation in how effectively providers have implemented the 'Prevent' duty.

## [Delivering value through the apprenticeships programme](#)

Report from the National Audit Office, September 2016

This report looks at the value delivered through government apprenticeships programmes. It concludes that the Department for Education should set out the planned overall impact of the programme on productivity and growth.

## [Apprenticeship evaluation 2015](#)

Department for Education, October 2016

This government commissioned research looks at what employers and apprentices think of their apprenticeship schemes over the last year, with both groups rating their respective experiences.

