



Skills and Post-16 Education Bill [HL]

HL Bill 5 of 2021–22

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The House of Lords is due to debate the [Skills and Post-16 Education Bill \[HL\]](#) at second reading on 15 June 2021.

The bill lays the legislative foundations for the reforms outlined in the Government's [Skills for Jobs: Lifelong Learning for Opportunity and Growth](#) white paper, published in January 2021. These aim to:

- Give employers a greater say in the development of skills.
- Provide higher level technical skills.
- Provide a flexible, lifetime skills guarantee.
- Simplify and reform funding and accountability for providers.
- Support outstanding teaching.

The Department for Education has said the bill's provisions aim to deliver the following [main benefits](#) as part of the agenda set out in the white paper:

- Offer adults across the country the opportunity to retrain throughout their lives through the lifetime skills guarantee, helping them to gain in-demand skills and open up further job opportunities.
- Realign the system around the needs of employers so that people are trained for the skills gaps that exist now, and in the future, in sectors the economy needs: including construction, digital, clean energy and manufacturing.
- Improve the quality of training available by making sure that providers are better run, qualifications are better regulated, and that providers' performance can be effectively assessed.

Detail on a lifetime loan entitlement (LLE), for which the bill would provide legislative underpinning, is yet to be confirmed. The Government has said it will launch a consultation on the detail and scope of the LLE by summer 2021. Amendments would then be introduced before the bill's committee stage in the House of Lords. This would be with a view to facilitating secondary legislation in 2024 that would introduce the LLE in 2025.

The Government has published [explanatory notes](#), an [impact assessment](#) and [policy summary notes](#) to accompany the bill. It has also published memoranda on the bill for both the [Joint Committee on Human Rights](#) and [House of Lords Delegated Powers and Regulatory Reform Committee](#).

I. Background

In the Queen’s Speech on 11 May 2021, the Government confirmed that it would bring forward a Skills and Post-16 Education Bill during the 2021–22 session. This would “support a lifetime skills guarantee to enable flexible access to high quality education and training throughout people’s lives”.¹

Briefing notes published alongside the Queen’s Speech provided further detail.² These outlined that the bill would seek to “transform access to skills across the country” through reform of the post-16 education and training system in England. It listed the main elements of the bill as:

- Putting employers at the heart of the post-16 skills system [...] by enabling employers and providers to collaborate to develop skills plans aimed at ensuring local skills provision meets local needs.
- Introducing the lifelong loan entitlement [LLE], which will give individuals access to the equivalent of up to four years’ worth of student loans for level 4–6 qualifications that they can use flexibly across their lifetime, at colleges as well as universities.
- Strengthening the system of accountability by extending existing powers for the secretary of state for education to intervene where colleges have failed to meet local needs, to direct structural change where required to secure improvement, and by amending the regulation of post-16 education and training providers to ensure quality.
- Strengthening the ability of the [Office for Students](#) [OfS—the independent regulator of higher education in England] to assess and regulate higher education provision in England, ensuring that they can regulate in line with minimum expectations of quality.³

Skills for Jobs white paper

The bill brings forward measures to reform post-16 technical education and training outlined in a government white paper entitled [Skills for Jobs: Lifelong Learning for Opportunity and Growth](#). Published in January 2021, the paper included five objectives in support of a “core mission” of helping people to gain economically valuable skills throughout their lives, wherever they lived. These concerned:

- Increasing employers’ involvement in planning to ensure education and training leads to jobs that can improve productivity and fill skills gaps.
- Investing in higher-level technical qualifications that provide a valuable alternative to a university degree.
- Ensuring people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through careers support.
- Reforming funding arrangements and the accountability regime for providers.
- Supporting further education teaching.⁴

¹ [HL Hansard, 11 May 2021, col 2](#).

² Prime Minister’s Office, [Queen’s Speech 2021: Background Briefing Notes](#), 11 May 2021, p 49.

³ *ibid*, pp 50–1.

⁴ Department for Education, [Skills for Jobs: Lifelong Learning for Opportunity and Growth](#), 21 January 2021, CP 338, p 5.

The paper argued such an approach would “increase productivity, support growth industries, and give individuals opportunities to progress in their careers”.

In his foreword to the white paper, Secretary of State for Education Gavin Williamson elaborated on the Government’s overall rationale for the reforms. Calling the document a “blueprint for the future”, he wrote that the proposed changes were aimed at improving the country’s economic performance:

Unlike many of our OECD [Organisation for Economic Cooperation and Development] peers, this country has not always shown further education the esteem it deserves, with too many people—and too many employers—wrongly believing that studying for a degree at university is the only worthwhile marker of success. Although our universities are world-class, it is not the only choice: in many cases, a college course or apprenticeship can offer better outcomes.

As a result, we have a skills gap that is holding us back economically. We do not have enough technicians, engineers or health and social care professionals. Redressing this will be critical to improving our productivity and international competitiveness. This is why we intend to prioritise the courses and qualifications that enable people to get great jobs and which will support our economy to compete with the world’s best.⁵

Other announcements and reviews

The white paper was preceded by a number of announcements and reviews.

In September 2020, Prime Minister Boris Johnson delivered a speech in which he announced the Government’s intention to “offer a lifetime skills guarantee to help people train and retrain—at any stage in their lives”.⁶ Mr Johnson said such a guarantee would seek to end the distinction between practical and academic training. As part of a programme of work, he said the Government would:

- Upgrade further education [FE] colleges across the country through capital investment.
- Expand apprenticeships, making it easier to get a high-quality apprenticeship, and connect them better to local employers who know where the jobs of the future are going to emerge.
- Fund free technical courses for adults equivalent to A-level and extend digital boot camps.
- Expand and transform the funding system so it is as easy to get a loan for a higher technical course as for a university degree and enable FE colleges to access funding on the same terms as universities.
- Give everyone a flexible lifelong loan entitlement to four years of post-18 education—so adults will be able to retrain with high-level technical courses.

During his speech, Mr Johnson cited the [Independent Panel Report to the Review of Post-18 Education and Funding](#), published in May 2019. Known as the Augar review after independent panel chair Dr Philip Augar, the report followed a review of the post-secondary education system and set out policy proposals for government consideration.

⁵ Department for Education, [Skills for Jobs: Lifelong Learning for Opportunity and Growth](#), 21 January 2021, CP 338, p 3.

⁶ Prime Minister’s Office, [PM’s skills speech: 29 September 2020](#), 29 September 2020.

In respect of further education, themes included:

- Strengthening technical education in England.
- Increasing opportunities for everyone within tertiary education.
- Reforming and refunding the FE college network.
- Increasing flexibility and lifetime learning.

In addition, the paper followed a review of post-16 qualifications at level 3 (advanced level, equivalent to A-levels and T-levels) and a call for evidence on study and qualifications at level 2 (intermediate level, equivalent to GCSEs).⁷

At the spending review in November 2020, the Government announced that £375 million would be allocated from the national skills fund to cover the financial year 2021/2022.⁸ This included funding to give adults free access to level 3 qualifications. In December 2020, the Department for Education announced almost 400 courses would be covered from April 2021. These would be in subjects including engineering, health, construction and accountancy.⁹

Alongside the bill, the Government launched a new post-16 capacity fund in May 2021.¹⁰ This would allow FE providers to bid for a share of £83 million in funding for 2021/22 allocated as part of the 2020 spending review. Bids would be eligible if they were in support of additional capacity to accommodate an increase in those aged 16–19 in areas where capacity was not already there. Successful applicants would be notified by summer 2021.¹¹

In a press release published on the same day as the bill, the Department for Education cited research published a day earlier that attempted to quantify the economic value of further education qualifications started in 2018/19.¹² The Government said its analysis showed the lifetime benefits from adult further and technical education provision delivered in that year alone was £26 billion.¹³

Future reviews

The Government's impact assessment on the bill states that several relevant assessments and consultations will take place both during and after the bill's consideration in Parliament.¹⁴ These include:

⁷ Department for Education, [Review of Post-16 Qualifications at Level 3 in England: Second Stage](#), 23 October 2020; and [Post-16 Level 2 and Below Study and Qualifications in England](#), 10 November 2020.

⁸ HM Treasury, [Spending Review 2020](#), 25 November 2020, CP 330, p 62; and Department for Education, [National Skills Fund](#), accessed 26 May 2021.

⁹ Department for Education, [Adults to gain new skills on 400 free courses](#), 9 December 2020.

¹⁰ Department for Education, [Post-16 capacity fund](#), 18 May 2021.

¹¹ Department for Education, [Post-16 Capacity Fund 2021/22: Guidance for Applicants](#), 18 May 2021, pp 4–5.

¹² Department for Education, [New legislation to help transform opportunities for all](#), 18 May 2021; and [Measuring the Net Present Value of Further Education in England 2018/19](#), 17 May 2021.

¹³ Department for Education, [Skills and Post-16 Education Bill: Impact Assessment](#), 18 May 2021, p 11.

¹⁴ *ibid*, p 38.

- A consultation on the lifelong loan entitlement provided for in part I of the bill, to launch by summer 2021.
- A consultation on funding and accountability in further education, to launch by summer 2021.
- An OfS review on quality assessments alongside the passage of the bill.

2. Overview of the bill's provisions

The [Skills and Post-16 Education Bill \[HL\]](#) was introduced in the House of Lords on 18 May 2021.¹⁵

The Government's impact assessment on the bill stated that it was seeking reform of the further education and skills system to address three key challenges:

- Too many people leave full-time education with low skills—and too few have higher technical skills (ie level 4–5).¹⁶
- Participation in lifelong learning is low and declining.
- Too much learning is done in subjects with relatively low economic value.¹⁷

The document added that the measures in the bill “lay the legislative foundations” for the Government's response.

The bill contains 28 clauses, organised in four parts, with no schedules. The following sections summarise the bill's provisions in turn.

2.1 Part I: Skills and education for work

Part I comprises 15 clauses organised within three chapters.

Chapter 1: Education and training for local needs

The provisions in this chapter seek to create a framework for employer and provider cooperation in local skills systems. They would introduce a new statutory duty for technical education and training providers and employer representative bodies to work together on ‘local skills improvement plans’. This change is intended to ensure alignment between provision and local labour market needs.¹⁸

- **Clause 1** provides for local skills improvement plans. It would introduce duties on education and training providers in specified areas to cooperate with designated employer representative bodies to develop, review and revise plans.
- **Clause 2** provides for the secretary of state to designate employer representative bodies, subject to certain criteria.

¹⁵ [HL Hansard, 18 May 2021, col 447.](#)

¹⁶ Level 4–5 qualifications refer to those at ‘higher level’, such as foundation degrees and higher-level apprenticeships. These are classified above A-levels and T-levels (level 3), and below degrees, graduate diplomas, and degree-level apprenticeships (level 6).

¹⁷ Department for Education, [Skills and Post-16 Education Bill: Impact Assessment](#), 18 May 2021, p 12.

¹⁸ [Explanatory Notes](#), pp 7–8.

- **Clause 3** would enable the secretary of state to remove designations.
- **Clause 4** concerns interpretation of the definitions used in clauses 1–3 and would enable the secretary of state to add further providers by regulations subject to the negative procedure.
- **Clause 5** would amend the Further and Higher Education Act 1992 to place a duty on provider governing bodies to keep under review how well the education or training provided meets local needs. Such reviews would need to take account of guidance issued by the secretary of state and be published on the provider’s website.

Chapter 2: Technical education qualifications etc

The clauses in this chapter would update the existing statutory framework for the approval and regulation of technical education qualifications.¹⁹ They would introduce new functions for the [Institute for Apprenticeships and Technical Education](#) in support of government reforms outlined in recent policy papers.²⁰ In particular, they would enable the institute to approve a broader range of technical education qualifications and keep the system as a whole under review.

Clause 6 would amend the Apprenticeships, Skills, Children and Learning Act 2009 (the 2009 act) to expand the institute’s remit and oversight role in relation to the relevant technical education and training. The institute would be enabled to report matters arising to the secretary of state.

The remaining clauses in this chapter would amend the 2009 act in relation to technical education qualifications:

- **Clause 7** would enable the institute to approve technical education qualifications via two routes. It would also allow the institute to specify the categories of technical education qualification that would be approved via both routes, subject to tests and consultation.
- **Clause 8** would allow the institute to facilitate T-levels being made available in areas of the UK other than England and internationally.
- **Clause 9** concerns cooperation arrangements between the institute and the Office of Qualifications and Examinations Regulation (Ofqual) in relation to technical education qualifications.
- **Clause 10** would take technical education qualifications out of scope for accreditation by Ofqual if they had been approved by the institute.
- **Clause 11** concerns information sharing by or with Ofqual.
- **Clause 12** provides for minor and consequential amendments to the 2009 act to ensure consistent interpretation of certain terms.
- **Clause 13** would renumber sections of the 2009 act.

¹⁹ [Explanatory Notes](#), pp 9–11.

²⁰ See Department for Education, [Review of Post-16 Qualifications at Level 3 and Below in England: Government Consultation Response](#), 23 October 2020; and [Skills for Jobs: Lifelong Learning for Opportunity and Growth](#), 21 January 2021, CP 338.

Chapter 3: Lifelong learning

The two clauses in this chapter (clauses 14 and 15) would make specific provision for the introduction of a lifelong loan entitlement (LLE).²¹ They would amend the regulation-making powers of the secretary of state so that student finance could be provided for modules of higher education and further education courses. They would also allow the secretary of state to prescribe an overall maximum amount of funding that learners could access and specify time periods for such loans.

- **Clause 14** would amend the Teaching and Higher Education Act 1998 in respect of financial provision for higher and further education. It would amend the secretary of state's regulation-making powers under the act to allow support to be extended for higher and further education modules. It would also allow the secretary of state to prescribe maximum amounts for loans or payments for periods other than academic years.
- **Clause 15** would amend the Higher Education and Research Act 2017 to change the definition of higher education course to mean a course of any description mentioned in schedule 6 to the Education Reform Act 1988, or a module of such a course.

The detail of how the LLE will operate is yet to be confirmed. The Government has said it intends to bring forward amendments to clause 15 ahead of the bill's committee stage in the House of Lords, following a consultation.²² The Government anticipates such amendments would include a new delegated power.²³ The Government's impact assessment states:

In order to introduce the LLE [lifelong learning entitlement] from 2025, secondary legislation will need to be laid in Parliament by summer 2024. We will consult on the detail and scope of the LLE this year. As a pathway towards the LLE, the Government will test how to stimulate the provision of high-quality higher technical education (level 4 and 5) and introduce pilots to incentivise flexible and more modular types of provision.

2.2 Part 2: Quality of provision

Part 2 comprises two clauses that relate to initial teacher training for further education and quality assessments of higher education, respectively.²⁴

- **Clause 16** would provide a power for the secretary of state to make regulations to improve or secure the quality of initial teacher training for the FE sector in England. Such regulations would be subject to the affirmative procedure on first use and the negative procedure subsequently.
- **Clause 17** would amend the Higher Education and Research Act 2017 to permit the OfS to consider student outcomes when assessing the quality of higher education provided by a registered higher education provider. It would allow the student outcomes of

²¹ [Explanatory Notes](#), pp 11–13.

²² *ibid*, p 13; and Department for Education, [Skills and Post-16 Education Bill: Impact Assessment](#), 18 May 2021, p 44.

²³ Department for Education, [Skills and Post-16 Education Bill: Memorandum from the Department for Education to the Delegated Powers and Regulatory Reform Committee](#), 18 May 2021, p 5.

²⁴ [Explanatory Notes](#), pp 13–14.

institutions to be measured by any means the OfS considers appropriate and permit it to determine and publish minimum expected levels for these measures.

2.3 Part 3: Protection for learners

Part 3 comprises seven clauses organised within two chapters.

Chapter 1: Regulation of post-16 education or training providers

The clauses in this chapter would enable the secretary of state to make regulations to provide for a list of post-16 education or training providers, including independent training providers.²⁵ This is intended to prevent or mitigate risks, including learner disruption, from funding a provider that may exit the sector. The regulations would ensure that education or training funding authorities may only agree funding arrangements or allow sub-contracting with providers on the list.

- **Clause 18** provides a power for the secretary of state to maintain a list of relevant post-16 education or training providers that meet specified conditions.²⁶
- **Clause 19** would apply if the secretary of state makes use of the power in clause 18. It would prohibit a funding authority from agreeing relevant funding arrangements with a provider not included on the list. It would also ensure that agreements could be ended if a provider was removed from the list.
- **Clause 20** provides definitions for key terms used in clauses 18 and 19.
- **Clause 21** concerns the regulation-making powers provided for in clauses 18 and 19. It would permit the regulations to make consequential, supplemental, incidental, transitional or saving amendments, including to primary legislation (including the bill if passed).²⁷ It also provides for whether regulations would be subject to the affirmative or negative procedure.
- **Clause 22** would amend the Further and Higher Education Act 1992 to update the secretary of state's existing powers of intervention in cases of serious failure. Cases in which the secretary of state may intervene include mismanagement, underperformance and/or failure to discharge a statutory duty. This clause would add a failure of education or training provided by an institution to adequately meet local needs to this list.

Chapter 2: Education administration and administration of further education bodies

The clauses in this chapter would allow the secretary of state by regulations to ensure education administrators may explicitly use company voluntary arrangements (CVAs) to exit education

²⁵ [Explanatory Notes](#), pp 14–18.

²⁶ The Government has said the power to add, vary or remove categories of education or training within scope of the list “may be considered to be a limited Henry VIII power as it alters the scope of that which is in the primary legislation” (Department for Education, [Skills and Post-16 Education Bill: Memorandum from the Department for Education to the Delegated Powers and Regulatory Reform Committee](#), 18 May 2021, pp 21–2).

²⁷ The Government has said use of this power “will be strictly limited to that which is absolutely necessary [...] to ensure the proper functioning of the statute book”. It has cited provisions in the Protection of Freedoms Act 2012, Crime and Courts Act 2013, Immigration Act 2014 and Immigration Act 2016 as precedents (ibid, pp 23–4).

administration.²⁸ This would clarify that nothing in the Technical and Further Education Act 2017 would prevent an education administrator proposing a CVA in line with existing case law.

- **Clause 23** would amend the Technical and Further Education Act 2017 to extend the secretary of state’s existing power to make regulations applying insolvency legislation, with modifications, to FE bodies.²⁹
- **Clause 24** concerns transfer schemes and asset transfers. The provision follows the Government’s response to a technical consultation published in June 2018.³⁰

2.4 Part 4: Miscellaneous and general

Chapter 1: Institutions within the further education sector—procedure for designation

Clause 25 would amend the Further and Higher Education Act 1992 to change how the secretary of state may designate educational institutions in England within the statutory further education sector.³¹ This would permit a change to be made by a published administrative order rather than a statutory instrument, to reduce the amount of time involved in resolving insolvency cases.

Chapter 2: General provisions

Clauses 26–28 concern extent, commencement and the bill’s short title, respectively.

3. Reaction

Sector reaction

Shortly after the bill’s publication, *Tes*, formerly the *Times Educational Supplement*, published a summary of sector reaction.³² Several individuals welcomed the bill:

- Jennifer Coupland, chief executive at the **Institute for Apprenticeships and Technical Education**, said the institute was looking forward to working more closely with employers to “build a unified skills system that delivers on this ambitious roadmap for change”.
- Bill Watkin, chief executive of the **Sixth Form Colleges Association**, welcomed the launch of the new 16–19 capacity fund alongside the bill. He said he expected a “significant number” of member colleges to submit a bid to expand their estate.

²⁸ [Explanatory Notes](#), p 18. A CVA is a compromise or other arrangement between a company and its creditors.

²⁹ The Government has noted the clause contains a power to amend primary legislation by secondary legislation, based on an existing Henry VIII power within the Technical and Further Education Act 2017 (Department for Education, [Skills and Post-16 Education Bill: Memorandum from the Department for Education to the Delegated Powers and Regulatory Reform Committee](#), 18 May 2021, p 25).

³⁰ Department for Education, [Insolvency Regime for Further Education and Sixth Form Colleges: Government Response to Technical Consultation](#), 15 June 2018.

³¹ [Explanatory Notes](#), p 19.

³² Kate Parker, [‘Skills and Post-16 Education Bill: The sector reacts’](#), *Tes*, 19 May 2021.

- Clare Marchant, chief executive of the **Universities and Colleges Admissions Service (UCAS)**, said the bill was a “once-in-a-generation chance to level the playing field between all the options after secondary school”.
- Luke Goodlet, director of operations at the **Skills Network**, welcomed the bill and its aim of “putting employers and businesses at the centre of the creation of local skills improvement plans”.

In addition, David Hughes, chief executive of the **Association of Colleges**, said he was optimistic that the Government would provide adequate financial support for the sector “as they enter into the spending review discussions later this year”. He added: “the only way to bring this ambitious and wide-reaching legislation to life is with fair and long-term funding from the chancellor to back it up”. Mr Hughes also said the association looked forward to learning what would trigger interventions under the power in clause 22, and how the Government proposed to measure and assess how well colleges were meeting local needs.

Jane Hickie, chief executive of the **Association of Employment and Learning Providers**, said the association “welcomed the employer-informed approach of the [*Skills for Jobs*] white paper”. She added the association was “generally comfortable with the direction of travel that the bill is pursuing”. Ms Hickie also said the House of Lords could “play a very useful role in probing the Government on how the legislation’s clauses on local skills improvement plans will apply in practice to ITPs [independent training providers]”. However, she noted that the association did have concerns on how being on the list of post-16 education or training providers would affect smaller providers. This was because of the need for, and cost of, professional indemnity insurance. Ms Hickie cautioned the provisions would require “careful scrutiny”.

However, Tom Bewick, chief executive of the **Federation of Awarding Bodies**, said the bill “places too much power in the hands of the secretary of state”. Calling it “top-down and overly centralised”, he said:

We need a skills system that promotes higher trust working, and part of that is about empowering local civic leaders to do the right thing by their local communities, including college principals. It is very hard to see how the current bill does anything other than perpetuate the low trust working culture that has come to symbolise the relationship between those operating at the front line and officials in the bureaucracies.

In addition, Simon Parkinson, general secretary and chief executive of the **Workers’ Educational Association (WEA)**, said the bill did not amount to a revolution in lifelong learning. He said the bill was “quiet on support for any qualifications below level 3 and also support for subjects outside a narrow band of technical disciplines”. Mr Parkinson said the WEA had argued that these “lower-level qualifications offer many adult learners key progression routes” and “lead to skills and behaviours which employers value”.

Political reaction

During the debate on the Queen’s Speech in the House of Lords, Baroness Berridge, Parliamentary Under Secretary of State at the Departments for Education and International Trade, outlined the aims of the bill:

The Skills and Post-16 Education Bill [...] will introduce a lifelong loan entitlement, giving people the opportunity to study flexibly at colleges and universities across their lifetime. We will improve the training available by making sure that providers are better run, qualifications better regulated, and providers' performance effectively assessed. As this Government are focused on improving communities, rather than just providing a ladder out of them, we will put employers at the heart of the skills system to ensure that local provision meets local needs so that people can thrive where they live. Together, these reforms will ensure that people can get the skills they need to succeed.

Responding on behalf of the opposition, Lord Watson of Invergowrie, Shadow Spokesperson for Education in the House of Lords, said the Labour Party welcomed the bill and its lifetime skills guarantee. He explained this was because “investment in lifelong learning is needed more than ever, given the impact and aftermath of the Covid pandemic”. However, he alleged the Government had not funded FE adequately since 2010. Lord Watson added:

Yet, nearly a million ‘priority’ jobs will be excluded from the lifetime skills guarantee, exposing the Government’s empty rhetoric on creating opportunities, as the Loyal Address fails to deliver for young people hardest hit by the pandemic. The country is facing a skills shortage in jobs such as vets, architects and computer programmers, with the Government designating those jobs as a priority for work visas. I hope that the minister will explain why these sectors are excluded from the lifetime skills guarantee offer to help adults gain a new level 3 qualification. Will the Government’s good intentions be backed by the resources necessary to make them effective? Developing the skills that the economy needs will work only if people can afford to live while studying through a mixture of loans, grants and social security support. Without that, the legislation simply will not be meaningful or far-reaching enough.

4. Read more

- Department for Education, [Skills and Post-16 Education Bill: Impact Assessment](#), 18 May 2021; and [Skills and Post-16 Education Bill: Policy Summary Notes](#), 18 May 2021

The Government’s impact assessment and policy summary notes for the bill. The impact assessment includes costings for the various policy measures in the bill. It says a further impact assessment will be produced following consultation on the lifelong loan entitlement policy, due to launch by summer 2021.

- House of Commons Library, [FE White Paper: Skills for Jobs for Lifelong Learning for Opportunity and Growth](#), 28 January 2021

This House of Commons Library briefing provides further background information on the Government’s Skills for Jobs white paper. It cites comments by Secretary of State for Education Gavin Williamson that the Government wanted to build a “world-class, German-style further education system in Britain”.

- House of Commons Library, [Further Education Funding in England](#), 30 April 2021

This House of Commons Library briefing provides an overview of further education funding trends in recent years.

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