

04.06.19

Creative & Cultural Skills' Response To The Augar Review

The Augar Review was published last week, making clear recommendations for the future of Higher Education and its funding.

Download the [full Augar Review](#) here.

The 8 principles guiding the independent panel's review set a clear desire to improve the quality and impact of tertiary education. Most notably for Creative & Cultural Skills is the acknowledgement in the disparity of resources for Further Education and Higher Education. We have long appreciated the important role FE can play here, not least in its ability to engage and progress a wider range of learners. We welcome the review's recognition of England's FE colleges as engines of social mobility and inclusion, providing community learning, reskilling and upskilling opportunities.

There is already good practice taking place in FE settings; evidenced in the work of our National Skills Academy. Our network of member colleges are valuable contributors to the workforce development landscape.

With regards to the areas that affect our area of work, Creative & Cultural Skills is supportive of the following:

Recommendation 2.11

The careers strategy should be rolled out nationally so that every secondary school is able to be part of a careers hub, that training is available to all careers leaders and that more young people have access to meaningful careers activities and encounters with employers.

We hugely welcome this recommendation. Our work on our [Creative Careers Programme](#), directly aims to support a more diverse intake of talent and a promote a broader range of routes into the creative industries.

We represent a sector which is generally overqualified, and have long been aware of a bias in the UK towards higher education. Creative & Cultural Skills therefore supports the need to recognise equally the post-18 opportunities in both FE and HE.

Additional support for further education and lifelong learning is long overdue and the emphasis on boosting support for these routes is welcome, and an important element in delivering social transformation.

We support the call for FE Colleges to maintain strong relationships with employers and assist in driving productivity, but should also highlight the importance of utilising the services of intermediary organisations such as ourselves to ensure FE delivers flexibly and aligned to the needs of local economies, industry and communities.

Recommendation 4.7

Government should develop procedures to ensure that – as part of a collaborative national network of FE colleges – there is an efficient distribution of Level 3, 4 and 5 provision within reasonable travel-to-learn areas, to enable strategic investment and avoid counterproductive competition between providers.

Our vision is to create opportunity for all to work and learn through education, training and social transformation of access. As such, we support the broadening of provision across all levels, which will help to create industry-led learning opportunities for students.

Recommendation 4.8

Investment in the FE workforce should be a priority, allowing improvements in recruitment and retention, drawing in more expertise from industry, and strengthening professional development.

It is crucial that provision of a comprehensive range of subjects is supported. Over half of students currently choose arts, humanities and social sciences degrees and these subjects are highly valued by business and public sector employers.

The cost of teaching these to a high standard needs to be reflected in any funding settlement. It is vital for the UK that these subjects are sustainable to teach, and courses remain open to students.

Recent Learning and Work Institute research ([Skills Vision 2030](#)) showed that progress in boosting the skill levels of our workforce has stalled, and we're at risk of falling behind other countries in the next decade. [The Creative Industries Sector Deal](#) promised more than £150 million of joint investments and we should urge the Government to prioritise creative and cultural subjects, which are vitally important to our economy, culture and society.

Recommendation 5.1

The government should monitor closely the extent to which apprenticeship take up reflects the priorities of the Industrial Strategy, both in content – including the need for specific skills at Levels 3 through 5 – and in geographic spread. If funding is inadequate for

demand, apprenticeships should be prioritised in line with Industrial Strategy requirements.

The Creative Industries have been recognised within the Industrial Strategy and this needs to be reflected in implementation. As the leading promoter for apprenticeships in our sector, we are particularly supportive of the above recommendation. The value of apprenticeships is to develop and feed diverse and skilled talent into the workforce. But there are challenges presented by the quality and availability of training provision and, in some instances, the suitability of funding bands to make delivery viable. HEIs can play important role in Higher Level apprenticeship delivery, including non-degree apprenticeships, and we support the recommendation that Degree Apprenticeships support learners who don't already hold a degree.

-END-

Notes for Editors

Creative & Cultural Skills gives young people opportunities to work and learn in the creative industries. We are an independent charity that provides careers advice and guidance, promotes apprenticeships, and delivers activities for young people through our National Skills Academy network of industry and education supporters. Since 2008, we've created over 7,000 Creative Apprenticeships and provided over 5 million people with careers advice. Visit www.ccskills.org.uk for more information.

For further information, images, and interviews, please contact the Creative & Cultural Skills Press Office: T: 020 7015 1800 | Huw.Morgan@CCSkills.org.uk