



All-Party Parliamentary
Group
For Youth Employment



The Impact Of Vocational Qualifications On Young People's Employability and Labour Market Outcomes

This inquiry will run between October 2021 - January 2022.

Deadline for submissions – 5:00pm on 3rd December 2021.

Please note submissions may be rejected if they do not meet the guidance set out below.

Chair: James Daly MP
Contact: Josh Adcock (josh@youthemployment.org.uk)

Agenda

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| 09:30 | Welcome & Housekeeping |
| 09:35 | Introduction from Chair, James Daly MP <ul style="list-style-type: none">- Latest youth labour market statistics- Inquiry Launch |
| 09:55 | Noni Csogor, #ProtectStudentChoice Campaign |
| 10:15 | Charlie Deane, Principal & CEO Bury College |
| 10:30 | Euan Wilcox, Youth Employment UK Youth Ambassador |
| 10:40 | Q&A |
| 10:55 | Close |
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Minutes

	Introduction	
Opening remarks	<p>This is our first inquiry of this parliamentary session looking into the proposed changes to vocational qualification funding. The APPG will be looking at this through the lens of employability and labour market outcomes for 16-24 year olds.</p> <p>This APPG exists to play our part in the debate and influence the Government, to ensure young people have the best access to a range of opportunities and qualifications that will best impact their lives and create life chances.</p> <p>The employment market is tough right now and we need to be thinking about the next 20 years and the cohorts of young people transitioning from education to employment. We have to give young people the right qualifications for the modern economy and ensure we are delivering the skill sets that will make a difference.</p>	James Daly MP
16-24 y/o Labour Market Statistics form the ONS	<p>The latest headline data for 16-24 year olds really captures the challenge facing us right now. The youth unemployment rate sits at 12.2%, this is compared to the all ages rate of 4.5%. We have to ensure Government, education providers and employers are playing their part in bringing this rate down.</p> <p>Next we look at the NEET rate, that is those who are not in employment, education or training. It currently stands at 630,000, a number we want to reduce.</p>	James Daly MP
The Inquiry	<p>The questions of the inquiry are as follows:</p> <ol style="list-style-type: none"> 1. What impact will the removal of funding for some post-16 vocational qualifications have? <ol style="list-style-type: none"> a. Which students will benefit from the changes? b. Are there groups that you anticipate being left out/left behind? c. Is there enough planned provision to support Level 1 and Level 2 learners? d. Are there any fiscal implications of the impacts you anticipate? 	James Daly MP

	<p>e. Will employers be impacted? (for example; additional costs, hiring implications or skill gaps).</p> <p>f. Can the existing provisions for careers information, advice and guidance (CIAG) support the proposed changes?</p> <p>2. Will the government's proposed ambition for T-Levels, Apprenticeships and A Levels post-16 support the needs of young people in the future economy?</p> <p>3. Will the government's proposed ambition for T-Levels, Apprenticeships and A Levels post-16 support the needs of employers in the future economy?</p> <p>4. What are the likely impacts on youth employment should these proposed changes take place?</p> <p>a. Are there specific short term implications?</p> <p>b. What are the long-term implications?</p>	
Guest speakers	The Chair Introduced Noni, Charlie and Euan as guest speakers. [full bios can be found in the briefing document]	James Daly MP
	#ProtectStudentChoice Campaign	
	<p>Noni Csogor, Research and Policy Manager at Sixth Form Colleges Association (SFCA).</p> <p>SFCA represent around one-fifth of sixth form provision in England, SFCA are leading on the #ProtectStudentChoice campaign - many organisations are concerned about plans to defund a large proportion of vocational qualifications. It is an unprecedented wide coalition covering: unions, teachers/lectures, education provider staff and independent school associations. This broad range of people with very different parts to play are concerned about the social mobility and prospects of young people in the face of Government reforms.</p> <p>What is the Government proposing:</p> <ul style="list-style-type: none"> Currently at 16 year olds, young people do one of three things at level 3 - A Levels (over half) 10% do specific 	Noni Csogor

technical qualifications, about 33% do AGQ (BTECS are the best known). The post-16 skills paper will see most funding for vocational qualifications removed. Instead they will do T Levels and A Levels, with a small role for some roles of BTECs in specific areas.

- It has been a long process - the first round of consultations came out in 2017, with significant opposition to the plans. There was then a big delay in publishing the consultation. a second round was then undertaken and published in 2020. Finals plans were published this summer - confirming the defunding of BTECS was going ahead. It wasn't clear that they would be one or the other, but rather it is possible to coexist.
- Skills and post-16 education bill - Lords have asked for an extension of the defunding of BTECs for a number of years.

Concerns of the #ProtectStudentChoice campaign:

- Really rapid timescale, is not supported by empirical data. It isn't supported by many outside of DfE.
- Decision points in a student's life are really important - 16 year olds aim to get a level 3 and then move onto higher study or employment.
- The Government's own Impact assessment - found that the planned changes will inevitably likely make it more challenging for some students to achieve level 3 - there is a risk they could be worse off in the labour market. Some will be able to do T Levels or A levels, but others will need to do a Level 2.
- It's bad for the economy, it's bad for productivity - achieving level 3 brings in significant lifetime earnings.
- Specific BAME, socio-disadvantaged and SEND as at risk from the proposals - these cohorts are over-represented on BTECs and other vocational qualifications.
- 250,000 students complete BTECS each year, a broad range of 16-18 year olds - all of which will be affected. Some colleges are concerned as much as 40% of students will not have an alternative path.

	<ul style="list-style-type: none"> ○ There are strong reasons why these students are not doing A levels or T Levels. ○ These qualifications were thoroughly reformed 5 years ago to be significantly more rigorous than they used to be. ○ Entry criteria is different, T levels require GCSE scores that are as high or higher than A level courses ○ Current plans are likely to increase the number doing A Levels and performing badly and not getting the benefits form A Levels that they shouldn't be, or NEET figures could increase. <ul style="list-style-type: none"> ■ Those with low GCSE scores are likely to drop out, around 34%. Colleges have turned to BTECs for these students, reducing the dropout rates to 21%. ■ Those with attainment below C who are pursuing an A Level only programme have a 50% chance of getting three qualifications, this rises to 70% for BTECs. ● The larger the BTEC is (100% BTECs) the more likely they are to be defunded. ● A Levels and T levels are linear pathways -assessment after 2 years. This will not work for BTECS. <ul style="list-style-type: none"> ○ Students who study BTECs are more likely to have been to school in more deprived areas, have lower achievements through no fault of their own, lower levels of content knowledge and poorer study skills when they start sixth form study. Others have simply under performed in exam conditions and therefore have real uncertainty over exams. They are therefore more suited to the assessments, structure and study style of BTECs. ● The truth is that a lot of students do not want to study a qualification that is specifically targeted to a particular profession - but they are also not able to. <ul style="list-style-type: none"> ○ Firstly there is time as a barrier - a lot of disadvantaged young people may need a job to 	
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	<p>support themselves or others. This is not compatible with T Levels and the 9 week work placement at the end of the course, they are actually a more time intensive course than A Levels.</p> <ul style="list-style-type: none"> ● Other barriers include: <ul style="list-style-type: none"> ○ In some parts of the country, we may not be able to provide the work placements - either there are not enough employers or not enough employers that can or are willing to offer a placement. T Levels will only be available where the placements are available The local labour market should not decide what qualifications young people do - this is the opposite of levelling up. ○ SMEs lack the infrastructure too to support them. ○ Some colleges have had to dip into their own pockets to find work placements to accommodate young people on their T Level courses. ○ Rural and semi-rural areas - SMEs many are not able or willing to, despite the incentives ○ T Levels have a real strength: they are focussed and intensive courses and are great for young people who know what they want to do at 16, as T Levels provide a direct pathway to that career - but most students don't know at this age. ○ Students attaining below a C grade at GCSE level who study BTEC and/or A levels (but not just A levels) are much more likely to go to University. 50% came from disadvantaged areas in one case study at Sandwell College. <p>BTECs have a direct impact on employment</p> <ul style="list-style-type: none"> ○ Those who have a BTEC level 3, even if not uni, the lifetime benefits of £44-63k, if they do ○ Those with BTECs and a degree are more likely to be in work. This is based on the less-rigorous BTEC structure prior to the shake up 5 year ago; the research will be conducted on the newer BTECs in the coming years. 	
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	<ul style="list-style-type: none"> ○ DfE is happy to use the data on BTECs on the older quals, but does not acknowledge the lack of T Levels <p>In summary, Noni states it is baffling to swap the two out. T Levels are brilliant, a third of colleges are looking into delivering because they are great for some students. However, others would be better served on BTECs.</p> <ul style="list-style-type: none"> ● We suggest keeping all, co-existing, serving different purposes for different students from different backgrounds ● Parity- tech and academic on the same levels. Listen to students and practitioners that could tell you how well the quals serve them. ● Funding should not be removed unless an impartial evidence based assessment is made. That test has not been met in these proposals 	
Q&A	<p>Jane Hunt MP</p> <p>Q:</p> <p>I'm very interested in what you were saying about BTECs, and you rightly pointed out that T Levels are so important, but perhaps a variety and a range is important too. My son did a BTEC and went onto University.</p> <ul style="list-style-type: none"> ● Given that there is a finite pot of money, how long do you think we should be running both BTECs and T Levels together? ● Could we have a system where BTECs are completed before a T Level to create a pathway?" <p>Noni Csogor</p> <p>A:</p> <ul style="list-style-type: none"> ● "On the latter point, in some professions, that may well work. T Levels are only in their second year, so we don't know yet but in 5-10 years we will know. However, there is a difference in HE progression and professional progression, 	

	<p>with BTECs more geared to HE and T Levels to that professional development.</p> <ul style="list-style-type: none"> ● On the money front, institutions are funded per student, T level attracts higher levels of funding. The mix of qualifications shouldn't have that much of a budgetary impact. Arguably, the more the influx of students doing T Levels, the more expensive it would be right now due to teaching specialisation. A Levels and T levels could be more expensive than the current status quo.” 	
	<p>Thoughts from a FE provider, Bury College</p>	
	<p>Charlie Deane, Principal and CEO of Bury College</p> <p>stated he is not here to speak on behalf of young people, but the problem with the proposals to defund BTECs seems to be that it doesn't understand young people.</p> <ul style="list-style-type: none"> ● If we want a skills system that works we need to understand that young people are not homogeneous and are complex and have individual needs. ● T Levels do not consider where young people are at 15 years old (when they are applying to college). Not many young people know what they want to do when they're older and many of those students that think they know will change their mind along the way. ● The message to young people is and should be: just get the qualifications and open as many doors as you can. <p>There is a lot of misunderstanding about how we measure the success of current qualifications</p> <ul style="list-style-type: none"> ● A lot of the measures we look at are whether they are in a job that is specific to the qualification, but just because they don't get a job in that specific industry it doesn't mean that their BTEC didn't help them into higher education or found a job in another sector. <p>The skills system needs to understand employers better</p>	<p>Charlie Deane</p>

- We have no empirical evidence that T Levels work - the sample sizes are too small to be clear on whether T Levels will be the right thing for young people and whether they will deliver the skills the economy needs. If it works best for young people, it will work best for employers.
- We need a bit more empathy for employers - the difficulty of getting good people in the right positions is a real challenge.
- Referring to Durkheim’s theory of ‘anomie’ in which he said “To pursue a goal which is by definition unattainable is to condemn oneself to a state of perpetual unhappiness”, this is what employers do, they expect 18 year olds to be perfect employees - for young males, they don’t mature until their late 20’s so why is there an expectation of young people being work ready.
- It's also about the skills that aren’t technical - we want young people to have confidence, if they have confidence, they’re a better employee. If they can work collaboratively and are in a great team, they’re more motivated for work. These skills allow technical skills to be illuminated - determination, confidence, commitment, resilience, hard work. These skills are learned and they activate the other skills.

An example from Bury College

- There are 190 first year students on social and health care level 1, 30 are T level health students.. But only 20 of these students can get work placements - this is a nationwide problem, even worse in rural areas. The work placement aspect of T Levels is complicated and getting the same quality across the country will be really hard.
- More than 50% of those 190 students would not get onto the T Level as they don’t have the grades - and if they did get on, they would be more likely to fail. These students would be forced to go onto another level 2. The economic impact could be significant as more young people who could be doing a level 3 are having to do a level 2. This

	<p>means another year to get those students into HE or into work. This is counter to the leveling up agenda.</p> <ul style="list-style-type: none"> Concerns remain over the impact on socio-economically disadvantaged students who could suffer the most. . 	
	<p>Lived experience: Youth Ambassador Euan Wilcox</p>	
	<p>Euan completed his GCSE's before moving onto History and Economics at A Levels whilst also undertaking a EPQ, and BTEC extended certificate in business. Euan took the BTEC after studying GCSE business studies and Euan preferred the coursework and research side of learning. Euan believes that BTEC played a large part in the reason he was accepted on the degree apprenticeship course, and the skills he learned on this course are still used heavily in his day-to-day work.</p> <p>Careers advice at school</p> <ul style="list-style-type: none"> Euan stated he had little to no careers advice at school In year 12, Euan vocalised his intention to undertake an apprenticeship rather than go to university, - but received no support in his application process. Euan's college/sixth form "made" him complete a UCAS application and pay the fee to do so. Once he had received offers, he was encouraged to accept it as it would "make the school's results look better". Teacher's had "very little knowledge on apprenticeships and could only provide limited interview tips"; they also were unable to help with his application or support around assessment centres. <p>Euan's view of the defunding of vocational qualifications</p> <ul style="list-style-type: none"> It is a rushed process to remove the funding for most vocational qualifications in favour of T Levels, with no evidence of whether they will be beneficial to young people in the long term. There are visible benefits, for so many young people, that studying a BTECs have brought. 	<p>Euan Wilcox</p>

	<ul style="list-style-type: none"> ● T Levels have the potential to be fantastic in boosting technical skills. Euan has mentored some T Level students when they came to IBM to take part in some of their programmes. ● However, removing the funding for vocational qualifications will impact thousands of disadvantaged people, leaving them vulnerable. ● At this stage in our lives, young people need as many viable options into FE and HE as possible, so why limit their choice? 	
Open Q&A		
	<p>Jane Hunt MP Q: Listening to Charlie and Euan, it is interesting to hear the variety needed so that young people are able to slot into something that meets their needs, rather than reshape themselves to meet the course needs.</p> <ul style="list-style-type: none"> ● Charlie, you mentioned the economic impacts of T Levels - why would you need to do an extra year of study? <p>Charlie Deane A:</p> <ul style="list-style-type: none"> ● The GCSE grades needed for a T Level are the same, or higher in some cases, than A Levels. The beauty of BTECs means that if students don't get their English and/or Maths, they can retake them alongside the BTEC (which is equivalent to 2 A Levels) and go onto a level 4. ● The point here is that the skills gap is at Level 4, and those doing T Levels could have been doing A Levels and would go onto getting a Level 4 anyway. So it is those other students that will have to take another year of studying to get to that level. So it is about that complication of grades - and all those grades reflect that they applied themselves well in the last year of studies and did well under exam conditions. <p>Jane Hunt MP Q: Loughborough college matches the programmes with employers in the local area to mould the right skill sets in order to provide</p>	

	<p>employees. Is this something BTECs and T Levels can do together, or should it be a tweaked T Level?</p> <p>Noni Csogor A:</p> <ul style="list-style-type: none"> ● It will depend on each area - the businesses in this area and the other providers. It also depends on the students, if they are going to the FE college to find employment in their local area, they may well be best served by a T Level. ● In a lot of areas, this won't be the case even if there is a large employer. For example, South Cambridgeshire, a huge health and sciences complex and would need a lot of students studying a relevant T Level. But there will also be small employers, such as construction companies where they want students who aren't perfect, but can be trained to do a variety of jobs within that business. Some employers will want students at 18 who can do a technical job straight away, others because of the size or nature of their business would prefer students who can do a wide variety of jobs. ● The key message here is that young people's choices should not be dictated by what is available locally because of the types of employers in their area and the needs they have. <p>Euan Wilcox A: Choice should not be limited at all, in any way, so could not agree more with Noni.</p> <p>Charlie Deane A: I would just reiterate the points being made - young people are often not certain about what they want to do at 18, this will be made even harder if we take away those generic choices.</p> <p>James Daly MP Q: Is careers information, advice and guidance (CIAG) up to the age of 16 relevant to what we're talking about today?</p> <p>Charlie Deane</p>	
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A: Unfortunately, it is accepted that CIAG in schools is poor, especially for students that aren't doing very well. The other point is that we need to think about the whole school system - children have been in school for 10 years and they're not coming out with a full level 2 in English and Maths. It has to be congruent with what you want to happen at post-16, with more focus on those 'activation skills' I spoke about earlier.

Sharon Blyfield

A: There are two perspectives I want to share, mine and the other as an employer.

- When I was making decisions, I did a BTEC in business and finance because it suited my learning style and the fact I am a nightmare in an exam hall. Where I am today proves that if you do that BTEC route, it does not limit your choices.
- As an employer, this is still the case.. There are lots of different pathways that everyone needs to take. T Levels will be great for some individuals., But if you think of someone who is not confident, the word technical may make them deselect themselves straight away. And that is unfortunate, some of the young adults I work with have finished their apprenticeship and realised the world of opportunity and therefore change career direction - and that is fine, so we definitely cannot expect 16-18 year olds to know what they want to do for a career at that age.
- There is a place for apprenticeships, A Levels, T Levels and BTECs and as an employer, I am looking for different things from different people at different times.

Ed Sallis

A:

- Young people's needs, young people's backgrounds and young people's aspirations are all very complicated.
- Employers used to love Sports Studies - this was because it is about teamwork, getting on with people and 'get up and go'. This is often what employers are looking for, the personal and motivational skills and the employers then add the top up as they want it (or through HE).

- A lot of young people do not know what they want to do when they are older, some do and they need the technical routes, but others want breadth.
- BTECs are so important for those young people on the margins, because they can be done at certificate, diploma or extended diploma levels - so if they find themselves on the course but are struggling, they can drop down to two-thirds or one-third. This stops them taking a 2 year course and failing, they can find another route with success.
- The problem with T Levels is the design - we should have had three aspects to it like you do for A Levels or BTECs.
- Once we have some empirical data on T Levels, and if that looks good, we can start looking at the entire landscape and then see if we have too many qualifications.

Dr. Andrea Barry

A:

- We haven't had the chance to fully understand the Government's plans yet, but this will affect a lot of young people in poverty.
- It is parents that spend a lot of time going through options and what the challenges might be with their children. Some parents will have other factors impacting their lives and will not be able to offer that time.
- If your parents are immigrants, they may also struggle to offer that support in understanding all the options available to them.
- We should be reaching out to disadvantaged young people and their parents to really help them understand the options available to them and support them in that process. This will have to reach out to groups that are hard to reach such as people in poverty and those from ethnic minority backgrounds in poverty.

Sharon Weetman (Greater Manchester Combined Authority)

A:

- From my experience, young people moving into level 3's at 15/16 year of age don't know what they want to do and they change - we need more flexibility with this.

- For example, my daughter chose A Levels as her pathway and it didn't suit her learning style so she left after 3 months. She then did a BTEC in public services with one career pathway in mind but as she went through that she changed her mind again but the learning style had really suited her. Through that BTEC she is in HE studying training to be a paramedic.
- As many have said, T Levels will be great for a niche type of young person who knows exactly what they want to do. But where we are based we have a lot of social deprivation and they need that extra pathway of BTECs and we will be putting a response into this inquiry to raise those concerns.

LJ Rawlings

A: We launched the Youth Voice Census in September and this is our annual survey of young people aged 14-24 across the spectrum of their journey to employment and this years data makes it clear how only a small minority of young people were spoken to about T Levels so schools haven't quite got a grasp of it yet - 72.7% had not been spoken to about T Levels. Three-quarters of young people haven't heard about them when they are making choices about their careers, the careers system has to catch up so young people can make informed choices.

Charlie Deane

A: Euan and Sharon made a brilliant point about the way BTECs are assessed and the skills you pick up in that process as opposed to just exams.

- So it comes back to that point about process in lessons and about how young people's confidence and collaborative skills can be improved in lessons and across different types of assessments. These are what employers are desperate for.
- On what Ed said, I agree 100%. Especially the point around the flexibility of T Levels compared to BTECs. Building flexibility into T Levels in the future, if the evidence tells us, will then give us the room to think about defunding other qualifications.

	<p>Noni Csogor A:</p> <ul style="list-style-type: none"> ● Completely agree with Chalire on the different ways of the learning, the different types of assessments and the skills gained. ● Think about HE, no university assesses students on their degree by a summative assessment. Those who have studied BTECs are often better suited to that style of learning; seminars, taking notes in lectures, group presentations, coursework. Their learning is assessed in all of these ways during BTECs and at university. <p>James Daly MP Q: As an elected member of Parliament, we look at the skills and jobs needed in the local economy. In Bury College for example there is a £6 million STEM centre to address the health and other careers we see in our local area. How do we match up what we're talking about today with the emerging sectors in the economy and the technology and skills required?</p> <p>Noni Csogor A: There is definitely a role for the market, if businesses are expanding and can offer work placements in a local area, you will find colleges advising young people to do those courses.</p> <ul style="list-style-type: none"> ● There is also a role for local skills improvement plans in order to align technical education with employer needs. <p>Ed Sallis A: On your point of new technologies and sectors, let's not forget about level 4 and level 5 qualifications - a lot of the skills are going to be covered at that level and are not needed at 15. 16 or 17.</p> <p>Euan Wilcox A: Just to touch on what everyone else had said - T Levels cannot replace BTECs - A Levels, apprenticeships, BTECs - they should all be on the same level and will benefit a wide range or variety of young people. But the skills that BTECs teach and are used for the rest of</p>	
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	<p>your life like me, cannot be replaced. I hope this study goes a long way in finding the funding for them.</p> <p>Jane Hunt MP A: Just to thank all the speakers, it has been really insightful, but especially to Euan and your lived experience, very interesting to hear about.</p>	
Meeting Close		
	<p>James Daly MP: Please join our next session on the 23rd November at 9:30, and a reminder too that you can submit written evidence to this inquiry and we really encourage you to do so.</p> <p>Thank you to all the guest speakers who have used their time and given us their expertise for this inquiry, and to all delegates joining us too - I hope you have enjoyed this debate, found it interesting and stimulating. We look forward to continuing this conversation on the 23rd November where we have lots of guest speakers lined up to offer some counter points to today's arguments but also we will be hearing from disability charity National Deaf Children's Society, a think tank EDSK and Lord Baker.</p> <p>Any queries are to go to josh@youthemployment.org.uk please. Today's session will be recorded and shared, along with the minutes on https://appgyouthemployment.org</p>	James Daly MP

Upcoming Meeting Dates 2020

19th October -Anna Smee, CEO Youth Futures Foundation and a representative from business
December TBC -a Minister will be invited to give evidence and receive a copy of the Inquiry Report

Appendices

Appendix 1: Attendee List

James Daly MP

Emma Tilley

Lydia Allen

www.appgyouthemployment.org

Chair – James Daly MP

Secretariat – Youth Employment UK CIC

josh@youthemployment.org.uk

LJ Rawlings	Euan Wilcox	Mark Ellis
Josh Adcock	Fern Carter	Matt Bezzant
Ajay Nakeshree	Fiona Bardel	Matt Lent
Alex Morris	Funbi Akande	Munhira Wilson MP
Andrea Barry	Guy Paul	Nisha Rai
Angel Fletcher	Helen Bowles	Paul Turner
Anthea Hollist	Ian Tinto	Pierre-Jean Clause
Atim Arden	Jane Hunt MP	Rebecca Conway
Carolyn Holmes	Josh Smith	Rupinder Sandhu
Charlie Deane	Karen Hedger	Ruth Price
Charmaine Richards	Karl Anderson	Sharon Blyfield
Claire Riddle	Khaled A	Sharon Weetman
David MacKenzie	Khuram Mahmood	Vikki Morton
Dianne Berk	Leo Watson	
Ed Salis	Linda Hughes	
Emily Walter	Lucy Rayfield	

Appendix 2 - Zoom Chat Log

Kim Lupton: Youth Employment UK have a wide range of information to support young people when making decisions about their next steps. Find out more student advice on our website:

<https://www.youthemployment.org.uk/employment-help-young-people/choices/student-advice/>

MUNIRA WILSON: Sorry James, I've had to drop off for a few mins to deal with something urgent!

Laura-Jane Rawlings: please be ready with your questions, thoughts and insight

www.appgyouthemployment.org

Chair – James Daly MP

Secretariat – Youth Employment UK CIC

josh@youthemployment.org.uk



Kim Lupton: Youth Employment UK has launched the results of the Youth Voice Census in September, which gives us further insights into what young people have experienced throughout their education. Including Secondary Education, College, University, Apprenticeships and much more! You can read and download our free report here: <https://www.youthemployment.org.uk/youth-voice-census/>

Laura-Jane Rawlings: The Youth Voice Census tells us that careers education is still unequal and T-Levels were never discussed with 72.7% of young people and only 6.6% of students would be likely to apply.

Kim Lupton: You can sign up for the next APPG meeting on Tuesday 23rd November here: <https://www.youthemployment.org.uk/appg-for-youth-employment-launches-latest-inquiry/>

Emma Tilley: Thanks all.

www.appgyouthemployment.org

Chair – James Daly MP

Secretariat – Youth Employment UK CIC

josh@youthemployment.org.uk