

Routes into Post-16 Education and Training

Response to the CYPE Committee Report (November 2025)

14/01/2026

In November 2025, the Children, Young People and Education Committee published the findings of its inquiry into routes into post-16 education and training. The report includes 16 recommendations.

This is the Welsh Government's response to the recommendations.

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1. Introduction

The Welsh Government is grateful to the members of the Children, Young People and Education (CYPE) Committee for their report on routes into post-16 education and training, which makes recommendations across a range of Ministerial portfolios.

Improving post-16 participation is central to our vision for a fairer, more prosperous Wales - ensuring every young person has the opportunity to progress, gain higher-level skills, and contribute to a strong, sustainable economy.

Through the Tertiary Education and Research (Wales) Act, the Welsh Government established Medr to create a single, coherent post-16 system. Medr aligns planning, funding, and quality across schools, colleges, universities, and apprenticeships - simplifying learner pathways and widening participation to meet Wales's future skills needs. Some of the recommendations in this report are specifically for Medr who will be providing a separate response to the Committee.

Young people across Wales should have access to a wide range of education and training pathways that reflect their individual needs and ambitions. While it is suggested in this report that sixth forms focus solely on academic routes and colleges on vocational courses, in fact both settings can offer diverse opportunities - academic, vocational, and blended - empowering learners to achieve their goals. Recognising this breadth and ensuring parity of esteem between pathways is essential to creating a system where every young person feels supported and confident in their choices.

In November, the Minister for Further and Higher Education set out in an Oral Statement five pressing challenges facing Wales' tertiary education sector, with the first focused on increasing participation. We will shortly publish an evidence paper providing further detail on these challenges, alongside a call for stakeholder submissions.

In parallel, the Welsh Government will in March publish a *Prospectus for Strategic Direction for Vocational Education and Training in Wales*. This will act as a key subset of the wider review of tertiary education.

The Welsh Government is also bringing together multiple strands of analysis, including social research, data linkage, and systematic evidence reviews, to build a cumulative evidence base on the key determinants and trends shaping participation, progression, and non-progression in Wales.

This cumulative evidence base, together with the CYPE Committee's report, will underpin Welsh Government's long-term approach to delivering meaningful and sustainable change across the tertiary education system.

As we near the end of this Senedd term, implementation of the majority of recommendations in this report will fall to the Welsh Government in place after May's elections. However, we remain determined to build on the momentum gained, progress key actions wherever feasible, and carry this momentum into the next Senedd term.

2. Response to the 16 recommendations

Recommendation 1

The Welsh Government should create a robust, over-arching, national strategy for post-16 education and training which includes, but is not limited to, pathways into employment. The strategy should encompass both academic and vocational pathways, thereby creating a strategic vision for a coherent and collaborative post-16 sector that encourages learners to obtain education and skills via whichever educational pathway is right for them.

Response: Accept in Principle

On 25 November, the Minister for Further and Higher Education made an oral statement acknowledging the need for reform in the next Senedd term. The statement outlined the long-term challenges facing the tertiary sector and set out plans to launch a call for submissions on tertiary education participation and sustainability. This call for submissions is planned to launch in January and will provide robust evidence to inform future policy decisions.

In addition, a *Prospectus for the Strategic Direction for Vocational Education and Training in Wales* will be published prior to the pre-election period. It will reflect the conclusions of a Reference Group of key stakeholders convened to consider how best to strengthen vocational education and training in Wales. The Prospectus will also be guided by 43 overlapping recommendations from two key reports: the Review of Vocational Qualifications (September 2023) and Transitions to Employment (June 2023). This publication will complement the call for submissions, representing sector views and forming a key subset of the wider review of tertiary education.

The decision whether to produce either a broad tertiary strategy or a specific vocational strategy will be shaped by the outcomes of both the call for submissions and the *Prospectus*.

Financial Implications:

To be determined based on the content of any strategy document.

Recommendation 2

In its response to this report, the Welsh Government should set out its assessment of whether there would be benefit in expanding the good practice by the Cardiff Commitment and the Ynys Môn Career Pathways pilot programme to other areas of Wales, and any barriers that exist to doing so at a local authority or regional level.

Response: Accept in Principle

No formal evaluation has been undertaken of the North RSP's Ynys Mon Careers Pathway project, the North RSP has reported the project demonstrates a promising foundation for future programmes aimed at aligning education and employment pathways.

The Cardiff Commitment is an initiative that has been developed and led by Cardiff Council with key partners. Cardiff Council published a comprehensive Cardiff Commitment Impact Report covering achievements over two years.

In 2022 Estyn highlighted the Cardiff Commitment as an effective practice for reducing NEET (Not in Education, Employment or Training) rates and improving post-16 progression.

The Welsh Government accepts that both the Cardiff Commitment and Ynys Mon Careers Pathways project represent examples of good practice in terms of effective collaboration which could be replicated more widely across Wales. We will work with key partners including local authorities, education providers, Regional Skills Partnership, Careers Wales and employers to promote good practice and to embed the principle of partnership working across agencies to provide better support, information and guidance to learners, parents and employers. This will also complement the approach taken under our Youth Engagement and Progression Framework, to reduce the number of young people who are NEET.

Financial Implications:

None.

Recommendation 3

The Welsh Government should expand the Junior Apprenticeships scheme to ensure that it is available to learners across Wales who are at risk of disengaging with their education. In doing so, it should address Estyn's concerns about Junior Apprenticeships, including about inconsistencies in the referral criteria, in the information provided to parents and in quality assurance processes; and ensure that robust safeguarding measures are embedded into the programme to protect 14-16 year-old learners as they experience education in a post-16 setting.

Response: Accept

The Welsh Government is already working with Medr and our FEI partners across Wales to make Junior Apprenticeships available to more learners across Wales. Our draft budget for 2026/27 includes a £1m budget for the programme, that is more than double the programme's budget in 2024/25.

The Welsh Government is continuing to consider the recommendations made in the 2024 Estyn thematic review which included addressing inconsistencies in referral criteria, quality assurance and information provided to parents, and safeguarding measures. We will work with Medr to develop options to address these issues whilst recognising the subtle differences in the delivery and operational contexts of the existing Junior Apprenticeship programmes across the country, as well as the range of part-time provision available in colleges for learners aged 14 to 16.

Medr will continue to work with existing and new FEI partners to seek out opportunities for expanding the programme.

Financial Implications:

The draft budget includes a £1m commitment to Junior Apprenticeship provision in 2026/27. This represents a doubling of the budget since 2024/25. Nationwide expansion would require further funding.

Recommendation 4

The Welsh Government should clarify its approach to Wales-wide pre-16 vocational education. In doing so, the Welsh Government should set out clearly how provision such as Junior Apprenticeships, other college-based pre-16 education, and VCSEs form a coherent and holistic vocational offer for compulsory school-age learners.

Response: Accept

Our 14 to 16 Learning Entitlement and accompanying guidance sets out our approach to pre-16 general and vocational education. It sets-out our expectation that learners should be given the opportunity to consider their post-16 career options and plans with dedicated time to assess their own strengths and areas for improvement.

To further broaden and simplify learner choice, we are enhancing the 'qualifications to encourage breadth' element of the Learner Entitlement by introducing new VCSE qualifications from September 2027. These will simplify the vast range of pre-16 vocational qualifications currently available into a set of fifteen consistent subjects with the same value as GCSEs. They will provide learners in mainstream schools with a taste of vocational education to inform their next steps once they leave compulsory education.

We encourage schools and colleges to collaborate in delivering pre-16 vocational education to learners, and we are pleased to see the range of part-time opportunities already offered to learners in a college setting. They provide learners with a greater breadth of learning and opportunities to consider their post-16 pathways. My officials will be considering how we can strengthen the guidance to foster greater collaboration between providers, to increase learner choice, and make learners more aware of the range of pathways available to them when they leave compulsory education at 16.

While it is vocational in focus, our Junior Apprenticeship programme is a dedicated full-time pathway aimed at learners who are at risk of becoming NEET. The programme would not be suitable for the majority of learners but it provides an alternative pathway for the minority of learners at risk of disengaging from education. There is also a range of part-time provision available in many colleges for learners aged 14 to 16, enabling them to study more vocational options in a college setting for several hours each week.

Financial Implications:

As set out above, the draft budget includes a £1m commitment to Junior Apprenticeship provision in 2026/27.

Recommendation 5

The Welsh Government, working with Medr, should carry out a review of post-16 funding and legislation to explore:

- whether, and to what extent, the current funding system incentivises competition between providers that affects the impartiality of careers advice for learners;
- how individual schools and colleges have overcome funding challenges to work together effectively;
- whether any changes should be made to the post-16 funding system and legislation to incentivise collaboration between post-16 institutions (e.g. by moving away from a funding model based on pupil numbers, by providing grant funding to reward collaboration, or otherwise).

Response: Accept in Principle

We recognise that there is a need to review and consider current funding models to better deliver for learners, give stability to providers, and secure best value for public funds. That is why we have listed financial sustainability and competition and collaboration between providers as two of our five headline challenges for the sector going forward in our Call for Submissions, scheduled to be published in January, and we will be seeking stakeholders' views on the wider financial challenges facing the tertiary sector to inform future policy.

Medr's operational plan commits to a "thorough review and analysis of the current tertiary education funding models to identify priorities for change". Such work will need to align with the priorities of the next Welsh Government.

Financial Implications:

To be determined based on the content of any strategy document.

Recommendation 6

The Welsh Government should expand the existing 14-16 Learner Entitlement to include the wider package of advice, guidance and opportunities that learners are entitled to in Key Stage 4. This extended 14-16 Learner Entitlement should include the fundamental components of a high quality and effective transition to post-16 education, such as the right to high quality careers advice from their schools and Careers Wales; access to representatives of colleges, work-based providers and universities; and work experience. The specific entitlements should reflect the Welsh Government's wider policy offer, be promoted to learners and their families directly, and be used by Estyn and others to hold service providers to account for the support they provide to learners.

Response: Accept in Principle

Our 14 to 16 Learner Entitlement and accompanying guidance sets out the advice, guidance and opportunities that learners are entitled to in Key Stage 4. The Welsh Government recognises the need to work with stakeholders to explore strengthening this Entitlement to include specific requirements that representatives of colleges, work-based providers and universities have access to learners to inform them of the opportunities available in work, further education or higher education post-16.

Further to a recommendation in the Economy, Trade and Rural Affairs Committee - Apprenticeship Pathways report - in July, the Welsh Government will also continue to explore lessons learned from the introduction of the Baker Clause in England. This legislation requires schools to allow colleges and training providers access to pupils in Years 8 to 13 to promote technical and vocational pathways alongside academic options.

Expanding the 14 to 16 Learner Entitlement is aligned with Careers Wales' offer to every learner of impartial, high-quality careers advice and experiences that prepare them for post-16 transitions. Careers Wales already offers careers guidance to all young people before they leave Year 11 and additional targeted support for those at risk of poor transitions. However, due to challenges in a small number of schools relating to access to learners, this offer could potentially be strengthened through the Learner Entitlement.

Careers and Work-Related Experiences (CWRE) is a cross-cutting theme in our curriculum, which will be fully rolled out by September 2026. CWRE is embedded throughout a learner's education, age 3 to 16. This ensures learners build valuable experiences and can apply their knowledge and skills in inspiring, real-world contexts.

Financial Implications:

Delivering an expanded entitlement will require additional capacity and funding for Careers Wales to coordinate work experience nationally.

Recommendation 7

The Welsh Government should commission Estyn to carry out a thematic review of Careers Wales' careers advice service. The review should focus specifically on Careers Wales' 'standard' offer, and should consider whether it meets the needs of all learners and their families, and what changes, if any, could be made to improve the provision.

Response: Reject

An Estyn review of careers guidance in secondary and special schools was completed in 2022. This review concluded that most eligible young people made good progress in planning their futures following careers guidance sessions.

Since that time, Careers Wales has introduced a new careers guidance offer. From September 2024, all learners are offered a careers guidance interview prior to leaving mainstream education. This is in addition to their targeted support for those most at risk. Uptake has been strong, with over 86% of the 2024/25 Year 11 cohort taking up the offer. This significant enhancement to the offer is only briefly referenced in the Committee's report.

Looking ahead, Careers Wales is actively evaluating their current offer to inform their new strategy for implementation in 2027. To inform this work, Careers Wales is gathering views from learners, parents, schools, employers, and partners. Welsh Government officials are also reviewing existing research to support Careers Wales with their future planning.

Following completion of Careers Wales's evaluation, if further evidence is deemed necessary, Welsh Government officials will consider options for additional research at that stage. Commissioning an Estyn review now would duplicate recent work and ongoing evaluation activity.

Financial Implications:

None.

Recommendation 8

The Welsh Government should commission a focused piece of research to better understand why some employers are unable or unwilling to offer work experience placements, and what steps can be taken by the Welsh Government or others to overcome those barriers.

Response: Reject

Significant work has already been undertaken to understand employer perspectives on work experience. In September 2023, Welsh Government convened a roundtable discussion with employers, key stakeholders, and Vaughan Gething MS, then Minister for Economy. Key themes emerging from this engagement included;

- The importance of a designated role within schools to coordinate work experience.
- The need for a streamlined, single point of contact for businesses, as employers lack capacity to respond to multiple approaches from different organisations.

Welsh Government officials are in the final stages of publishing comprehensive work experience placement guides for employers, young people, schools, and parents. In addition, as part of the Young Person's Guarantee, Business Wales has produced a good practice guide for employers, outlining actions to improve engagement with young people, including promoting work experience opportunities.

Further intelligence will be available through the UK Employer Skills Survey (ESS), a key source of data on employer skills challenges and workforce development. The 2024 ESS surveyed 22,712 UK employers, including 5,605 in Wales. Wales-specific findings will be published in February 2026 and will include:

- The proportion of employers offering work placements or internships, with details on type, duration, payment, and progression to paid roles.
- Reasons employers do and do not offer work placements.
- The value employers place on work experience when recruiting.

Welsh Government officials will be developing targeted analysis of Welsh employer's experiences of work placements, enabling breakdowns by region, employer size, sector, and other variables, subject to sample size.

Additional questions could also be included in the Business Omnibus survey to explore motivations and barriers further, though this would incur additional cost.

Given this ongoing work and forthcoming data, commissioning a separate research project at this stage would duplicate existing efforts.

Financial Implications:

None.

Recommendation 9

The Welsh Government should explicitly include the impact on young people's access to post-16 education and training amongst its terms of reference in the forthcoming independent evaluation of its pilot of £1 maximum single fare/£3 maximum daily fare bus travel for young people.

Response: Accept

We welcome the Committee's recommendations and agree that understanding the impact of the £1 maximum single fare/£3 maximum daily fare pilot on young people's access to post-16 education and training is essential. The forthcoming independent evaluation will therefore explicitly consider this issue within its terms of reference. We recognise that the success of the scheme depends on the experiences of young people themselves, as well as the operators who deliver services, and we are committed to ensuring their perspectives shape the findings.

The evaluation will include comprehensive engagement with young people, bus operators, and organisations that represent their interests, including the Children's Commissioner for Wales. A mixed-method approach will be used to gather robust evidence on how the scheme is working in practice. An interim report will be available around six months after the evaluation begins, with draft findings expected at approximately nine months. This approach will ensure that the impact on access to post-16 opportunities is fully understood and used to inform future policy development.

Financial Implications:

There are no additional financial implications associated with accepting this recommendation, as the monitoring and evaluation framework was already designed to include the areas highlighted by the Committee.

Recommendation 10

Medr should improve the quality and timeliness of published data about learners' education and training between the ages of 16 and 18, in response to the concerns set out in this report. In doing so, Medr should pay particular attention to:

- data that follows learners' pathways at each stage after they leave year 11, to help understand learners' choices and where, why and when learners may be leaving or dropping out of education and training; and
- data about learners in FE colleges and work-based learning, particularly learners who are undertaking level 1 and 2 courses, including destinations for those on one-year courses.

Response:

Medr will provide a separate response to the Committee in relation to this recommendation.

Recommendation 11

In its response to this report, the Welsh Government should set out an analysis of:

- why it believes that there is such a discrepancy between the proportion of learners who want to undertake an apprenticeship and the proportion of learners who end up doing one; and
- the extent to which barriers facing employers (such as the funding for apprenticeship programmes, and a lack of awareness amongst small to medium businesses) have contributed to the significant discrepancy between the demand for apprenticeship amongst young people and the actual number of apprenticeships available.

Response: Accept

The Welsh Government recognises that parity of esteem between vocational and academic routes remains a significant challenge. Despite strong interest among learners, advice and guidance sometimes favour academic pathways, and the number of apprenticeship places is also affected by funding constraints, employer demand, and the availability of opportunities in key sectors. To address this, we are working closely with education colleagues, Careers Wales, and Medr to ensure learners receive balanced, high-quality guidance on all options, including apprenticeships. This work aligns with the Welsh Government's work on a Prospectus for the Strategic Direction of Vocational Education and Training in Wales VET strategy, which is considering ways in which to strengthen vocational pathways and promote their value alongside academic routes.

While the Welsh Government provides 100% funding for apprenticeship training costs, wider economic pressures and UK Government policies on National Insurance and minimum wage have limited the number of opportunities available. Small and medium-sized businesses, in particular, face barriers such as lack of awareness, administrative burden, and limited capacity. To address these, the Welsh Government and Medr are reviewing employer guidance, supporting the shared apprenticeships programme, and providing clear information through the Business Wales Advisory Service. Initiatives like Apprenticeship Week also help raise awareness and encourage employer participation, ensuring apprenticeship opportunities remain responsive to both learner and employer needs.

Medr now has operational responsibility for apprenticeship funding, programme design, and framework review. In developing the new apprenticeship programme for delivery from August 2027, Medr is:

- Exploring what additional support employers need to offer apprenticeships, including the availability, accessibility, and appropriateness of information.
- Continuing to fund and review the shared apprenticeships model, which particularly enables SMEs to participate by allowing learners to complete requirements across several employers, and considering how this successful approach can be best incorporated within the new programme.
- Undertaking an ongoing programme of framework reviews to ensure that apprenticeship pathways are appropriate for enabling learners both to enter and to progress within employment sectors.

Medr's work directly supports the Welsh Government's aims by ensuring that apprenticeship provision is responsive to the needs of learners, employers, and the wider economy, and by helping to remove barriers to participation for both young people and businesses.

Financial Implications:

None.

Recommendation 12

In its response to this report, the Welsh Government should set out:

- why it believes that young men appear to be consistently more likely to become NEET than young women;
- how its work to improve the rates of participation in post-16 education and training has taken into account the different challenges facing young women and men; and
- whether it believes that any further work needs to be undertaken to better understand why some young become NEET, particularly in relation to variations in rates between young women and men in Wales.

Response: Accept in Principle

Our Youth Engagement and Progression Framework identifies and supports 11–18-year-olds at risk of disengaging or homelessness. Strengthening this Framework and delivering the Young Person's Guarantee are key commitments in our Programme for Government to help young people progress to education, employment, training, or self-employment and to prevent homelessness.

In terms of engagement with tertiary education, a higher proportion of females progress from year 11 to tertiary education than males. However, when considering employment alongside education and training, current data does not support the view that young men are consistently more likely to be NEET. In Wales, 12.4% of males aged 16–24 were NEET in 2024, compared to 15.2% of females. Since 2023, male NEET rates fell by 2.7 percentage points, while female rates rose by 4.2 points. While women currently have higher NEET rates, persistent challenges for young men remain.

Risk factors differ by sex, age and additional need requirements. Research in England found males aged up to 25 are more likely to have additional learning needs, low attainment, and behavioural issues; young women are more likely to have had a child before the age of 25. Relative to girls, boys in Wales are more often assessed with additional learning needs and are more likely to display misalignment between their career ambitions and education plans.

To improve post-16 participation, Welsh Government provides universal and targeted interventions. Since September 2024, Careers Wales offers all learners a careers guidance interview before leaving statutory education, plus enhanced support for those at risk. The Attainment Champions Programme targets underperforming boys, and the Curriculum for Wales promotes flexible pathways.

'A Rapid Evidence Review: supporting young people who are not in employment, education, or training' was published in January 2024. The Welsh Government is committed to deepening our understanding of the underlying causes of NEET status, particularly in relation to sex differences and intersectionality. We continue to review evidence, including the Millennium Cohort Study and the Young Person's Guarantee evaluation, to adapt interventions and reduce NEET rates through evidence-based action

Financial Implications:

None.

Recommendation 13

In its response to this report, the Welsh Government should set out its expectations of how post-16 education and training providers should provide careers advice and guidance to young people to help them make informed decisions about their steps post-18. In doing so, the Welsh Government should outline clearly where responsibility lies for that advice and the role of Estyn in holding institutions to account for the support they provide.

Response: Accept

Careers and work-related experiences (CWRE) are a cross-cutting theme within the Curriculum for Wales and should be embedded in learning across the curriculum by schools. The 14 to 16 Learner Entitlement emphasises the importance of schools supporting learners to plan for their next steps post-16.

Post-16 learners in schools and Further Education Institutions (FEIs) should continue to be provided with a careers education, including providing learners with access to both guidance materials and a wide range of up-to-date resources. To support this, the **Careers Wales Post-16 Career Development Award** recognises educational institutions that demonstrate a strong commitment to delivering high-quality careers education and guidance for learners aged 16 and above. The award builds on the principles of continuous improvement, and provides a clear framework for enhancing careers provision, and ensuring learners receive impartial advice and practical support to make informed decisions. By achieving this award, providers can showcase their dedication to preparing young people for successful transitions into employment, further education, or training.

Schools and FEIs should also more generally draw on the services provided by Careers Wales, who can help learners to better understand the world of work, the skills they need and the opportunities available to them. Careers Wales careers advisers are linked to every sixth form and FEI, giving all post-16 learners access to impartial careers guidance. This includes the ability to access the Careers Wales online booking system to book an appointment with a careers adviser, either in-person or online.

General and vocational programmes of learning for 16 to 18 year olds, set out by Medr, include funding for 'Community Learner Industry Focus', supporting careers education for learners. Providers can tailor this element of their offer to meet the specific needs of their learners, and local and/or specific employer needs. Full-time vocational programmes, that include qualifications with mandatory work experience, include a Work Related Experience component within the programme. This includes time allocated to learners to develop and refine their practical skills, which should help them progress to employment or further

learning. For all other vocational programmes, learners are able to top up their full-time programmes with additional work experience hours that are funded via a different funding stream. Separately, Medr funds FEIs to run Employment and Enterprise Bureaus that prepare learners to enter the labour market, ensuring they are fully informed of the career options available to them.

Welsh Government is currently developing 16 to 18 local curriculum guidance for Medr; we will consult on this guidance in early 2026. The guidance will summarise how post-16 providers should build on CWRE within Curriculum for Wales, helping learners consider the full range of options available to them at the end of their 16 to 18 education.

Estyn holds schools and FEIs to account for the quality of education they provide to learners under three main inspection areas: teaching and learning; well-being, care, support and guidance; and leading and improving. Estyn's 'What we inspect' guides specify that in school inspections, they will consider how far schools provide pupils with effective and impartial advice relating to the next steps in their development. For FEIs, inspectors consider the degree to which learners develop their employability and career progression skills, and how well the college provides impartial guidance and advice, either directly or via external agencies, about their career options and the world of work.

Financial Implications:

None.

Recommendation 14

Medr should work with ColegauCymru to evaluate where there are gaps in data about learners in FE colleges (such as their destinations post-18), and take steps to address those gaps by developing an accurate, timely and reliable dataset with a view to making that an annual release by the end of the 2025/26 academic year.

Response:

Medr will provide a separate response to the Committee in relation to this recommendation.

Recommendation 15

As part of its approach to developing a degree apprenticeship framework for August 2027 onwards, Medr should carry out an assessment of the benefits or otherwise of the following in relation to increasing the number of degree apprenticeships available:

- employers contributing to the cost of degree apprenticeship tuition fees, alongside the salary they pay the apprentice; and
- giving HE institutions the autonomy to develop degree apprenticeships independently of the Welsh Government.

Response:

Medr will provide a separate response to the Committee in relation to this recommendation.

Recommendation 16

In its response to this report, the Welsh Government should provide an update on its ongoing discussions with the UK Government about how the financial pressures facing Higher Education institutions can be addressed at a UK-wide level.

Response: Accept

Ministers have met with their UK Government counterparts on several occasions since February to discuss this matter. Officials met regularly with DfE and DSIT officials in the lead up to publication of the UK Government's Post-16 Education and Skills White Paper, which sets out the UK Government's own approach to addressing the financial pressures on higher education providers. We are considering the implications of that paper, and in particular the UK Government's proposed approach to research and innovation funding, for the financial position of Welsh universities.

We have also taken the decision that an international student levy will not apply in Wales, and we continue to highlight to the UK Government the importance of international students to the Welsh sector. The UK Government's decision to increase tuition fees in line with inflation has enabled Welsh Government to follow suit - this will generate an estimated £19m in revenue for Welsh higher education institutions in 2026/27.

Financial Implications:

None.