

# The road to 2025: our principles to support the lifelong loan entitlement (LLE)

We need fresh thinking to help people of all ages and backgrounds reskill and retrain as the nation recovers and rebuilds from the impact of Covid-19.

The [Skills for Jobs white paper](#) announces some of the most far reaching and welcome reforms to skills education in a generation. Universities want to work to get the changes right, deliver on the government's ambitions and ensure future success for all sections of society. These reforms require universities to unlock further opportunities for learners and employers.

Of course, universities will be building on experience here. They support flexible learning through partnerships with further education colleges, working with employers on apprenticeships, accrediting prior learning, delivering Level 4-5 qualifications such as foundation degrees, registering to deliver higher technical qualifications (HTQs) and accrediting modules to be studied flexibly. However, we know many universities want to build on this strong foundation, expanding their offer to learners.

Universities are ready to play their part to deliver a more integrated educational offer to learners. The country's future skills needs are diverse, from staffing the NHS, capitalising on the digital revolution, meeting environmental targets, driving economic recovery and revitalising the arts sector after the impact of Covid-19. To meet this challenge, universities need to draw on the strengths and diversity of the entire education system. This means delivering an offer to learners that encompasses everything from modular flexible delivery to traditional three-year programmes.

In response to these reforms, we've set out the following principles for an education system that delivers a clear and joined-up choice for all learners, supporting the ambition of the LLE.

# Our principles to support the LLE

- 1. Learners should enter an education system with opportunity and flexibility at its heart.** Providers will facilitate greater flexibility through modular study, enhanced credit recognition and transfer, and a new focus on reskilling. Broad and consistent eligibility criteria will allow learners to choose how and where they engage with education. Providers will deliver learning experiences and qualifications that focus on student needs, whether that is to change career or to upskill.
- 2. Employers and universities should enhance their strategic partnerships to locate and meet the skills needs of the future.** These collaborations will deliver agile local and national networks, supporting both upskilling and reskilling aligned to local and national workforce needs. In addition to delivering skills, these partnerships will support innovation, generating local demand for skills and supporting economic growth.
- 3. Funding models should support learners to study through different routes.** The diversity of the sector is a strength, and incentives should enable providers to grow their high-quality provision in line with their missions. A funding model that reflects diversity will produce sustainable and high-quality provision that reaches more learners.
- 4. Education providers should collaborate to support seamless progression.** Enabling learners to move between further education and higher education for different needs will be key to the success of these reforms. Providers should build on strategic local partnerships to deliver more seamless, connected solutions for employers and greater opportunities for students within regions. These partnerships will deliver on ambitions for growth and quality.
- 5. As we build towards 2025, the government and the sector should work together to learn what works, energise interest from students and demand from employers, and support transformation.** The LLE is a large and complex reform programme. Collaboration, support, evaluation and testing will be crucial to ensure there are clear and rewarding options available for learners, and that providers achieve the desired impact for the workforce and economic growth. Mechanisms should be established to pilot, test and stimulate demand, and to support transitions to new approaches.