



Update from The KWP Ltd

■

SKILLS AND EDUCATION POLICY DIGEST

June 2026

INTRODUCTION

This document has been updated by The KWP Ltd. to reflect key policy developments as of 1st June 2026. This digest will be of interest to skills and education providers and stakeholders.

KEY POLICIES

The Government has advanced its legislative agenda with the introduction of several key measures designed to foster economic growth, empower local communities, and address the nation's skills gap. This includes the new [Post-16 Education and Skills White Paper](#).

At the Labour Party Conference in September 2025, the Prime Minister set out the government's **skills strategy** (see below), signalling a major shift in post-16 education and training. He confirmed the scrapping of the Blair-era target of sending half of young people to university, replacing it with a broader ambition that two-thirds should progress to either university or a "gold-standard" apprenticeship, with at least ten per cent entering higher technical routes by 2040.

Skills England

Skills England has become the central coordinating body for England's post-16 skills system, bringing together labour market intelligence, employer demand and delivery oversight to support the priorities set out in the Post-16 Education and Skills White Paper. Since late 2025, its role has increasingly focused on implementation, including setting expectations for apprenticeships, assessment quality and standards maintenance. Through guidance, data and partnership with mayoral and local skills bodies, Skills England is intended to act as the system steward, improving coherence between national priorities, employer needs and provider delivery, while addressing long-standing skills gaps and productivity challenges. [Skills England - GOV.UK](#)

Skills England is producing a range of reports including

[Assessment of priority skills to 2030 - GOV.UK](#)

[AI skills for the UK workforce - GOV.UK](#)

[Skills England: skills for growth and opportunity - GOV.UK](#)

[Skills England Annual Skills Report and Sectoral Skills Needs Assessments 2026 - GOV.UK](#)

It has also published local skills dashboards to support local skills planning. [Local skills dashboard - GOV.UK](#)

The Invest 2035 Industrial Strategy

The government's [Industrial Strategy](#) programme, set out through the Invest 2035 consultation and subsequent sector plans, outlines the approach to supporting key growth sectors and addressing long-term productivity challenges

Enhanced Devolution Framework

[English Devolution White Paper - GOV.UK](#)

Following the proposals in the 2024 King's Speech, Labour has tabled legislation to formalise the devolution of powers to local authorities. This includes control over

employment support, housing, and strategic planning. Local authorities can request additional powers, supporting Labour's aim to make devolution the default.

POST-16 EDUCATION AND SKILLS WHITE PAPER

The Government's [Post-16 Education and Skills White Paper](#) remains the central organising document for post-16 reform, setting out an integrated approach across FE, HE, employers and local leadership.

The White Paper sets out the Government's long-term plan to reshape England's skills system around economic growth, productivity and employer demand, with delivery expected to run through the second half of the 2020s. The White Paper positions skills policy as a core pillar of the wider industrial and labour market strategy, rather than a standalone education reform.

- A single, employer-led skills system.
- Skills England as system steward.
- Technical Excellence Colleges (TECs) as centres of specialism.
- Reforming apprenticeships and technical routes.
- Local leadership and devolution.
- Funding reform and the Growth and Skills Levy.
- Raising quality, accountability and data transparency.
- Widening participation and supporting progression.

TECHNICAL EXCELLENCE COLLEGES

[Technical Excellence Colleges](#) (TECs) are a new type of specialist further education institution designed to support high-quality, employer-led technical education and training in sectors critical to economic growth. TECs are intended to act as centres of excellence, working closely with employers and other providers to raise standards, improve curriculum quality and create clear progression routes into skilled employment and higher-level learning.

The first wave of TECs focused on construction, with **10 Construction Technical Excellence Colleges** announced in August 2025. These colleges continue to operate as the foundation model for the wider programme, supporting workforce development for the government's housing and infrastructure ambitions.

Wave 2 Technical Excellence Colleges

In April 2026, the Government announced the successful colleges selected through the second wave of the programme. A total of 19 new Technical Excellence Colleges have been established, backed by £175 million of government investment and focused on four Industrial Strategy priority sectors:

- Advanced Manufacturing (4)
- Clean Energy (5)
- Defence (5)
- Digital and Technologies (5)

The TEC model continues to be based on a "hub and spoke" approach. Each TEC is expected to act as a regional centre of expertise, working collaboratively with further

education colleges, independent training providers, universities, University Technical Colleges and employers to share best practice and improve technical provision across the wider system.

The Government has stated that TECs have five core objectives:

- Increasing the supply of skills for growth sectors and high-demand occupations.
- Raising the quality of technical education and training.
- Strengthening employer engagement and responsiveness to labour market needs.
- Supporting collaboration across providers and regions.
- Creating clearer pathways into higher technical education, apprenticeships and skilled employment.

GROWTH AND SKILLS LEVY AND APPRENTICESHIP REFORM

The [Growth and Skills Levy](#) is being introduced as the next phase of reform to the apprenticeship funding system, building on the existing apprenticeship levy while introducing greater flexibility for employers and a stronger focus on early career skills development.

Apprenticeships remain a central part of the government's approach to workforce development. An apprenticeship is a paid job that allows individuals to earn while they learn, developing the knowledge, skills and behaviours required for a specific occupation. Apprentices are employees with a contract of employment and undertake structured training alongside their work.

Alongside these reforms, additional investment has been announced to support the next phase of the Growth and Skills Levy. The funding is intended to reverse the decline in apprenticeship starts among young people and support workforce development in priority sectors. As part of this package, fully funded apprenticeships will be available for eligible under-25s employed by non-levy-paying employers, many of which are small and medium-sized businesses.

The Government has also announced a range of incentives linked to the Youth Guarantee and wider employment reforms, including:

- A Youth Jobs Grant providing financial support to employers recruiting eligible young people who have experienced sustained unemployment.
- Expansion of the Jobs Guarantee programme, offering subsidised job placements and work opportunities for young people at risk of long-term unemployment.
- An Apprenticeship Incentive of £2,000 for SMEs recruiting apprentices aged 16-24.

These measures are intended to increase participation in apprenticeships, support progression into sustained employment and encourage employers to invest in young people entering the labour market.

Foundation Apprenticeships

A new [foundation apprenticeship](#) route has been introduced to support young people at the start of their careers. Foundation Apprenticeships form part of the Government's strategy to increase participation in apprenticeships among young people and create

clearer entry routes into skilled employment. Delivered at Level 2, they are designed to provide entry-level employment combined with structured training, enabling young people to develop core occupational, employability and workplace skills before progressing to higher-level apprenticeships, further training or sustained employment.

The first Foundation Apprenticeships were introduced in August 2025 in priority sectors including construction and the built environment, engineering and manufacturing, digital, and health and social care. The programme has subsequently been positioned as a key component of the Government's wider Growth and Skills Levy and Youth Guarantee reforms, with a particular focus on supporting young people who may not be ready to enter a full occupational apprenticeship programme immediately.

Foundation Apprenticeships are intended to provide employers with a more accessible recruitment route while helping learners gain practical experience, industry knowledge and progression opportunities within sectors experiencing skills shortages.

Apprenticeship Units

From April 2026, the Growth and Skills Levy began funding shorter, more flexible training programmes known as [apprenticeship units](#). These programmes are designed to enable employers to use levy funding for targeted skills development that addresses immediate workforce needs, while complementing the existing apprenticeship system.

The first wave of apprenticeship units focuses on priority sectors identified through the Industrial Strategy and Skills England, including artificial intelligence, advanced manufacturing, clean energy, construction and engineering. Initial units include AI Leadership, Electric Vehicle Charging Point Installation and Maintenance, Electrical Fitting and Assembly, Mechanical Fitting and Assembly, Permanent Modular Building Assembly, Solar PV Installation and Maintenance, and Welding.

During the initial phase, delivery is restricted to high-performing apprenticeship providers with relevant occupational expertise and a strong track record of apprenticeship delivery. Providers must be approved on the Apprenticeship Provider and Assessment Register (APAR) and meet quality and performance requirements set by Skills England and the Department for Education.

Apprenticeship units are intended for employed adults aged 19 and over and typically last between one and sixteen weeks. Learners are required to demonstrate occupational competence through a skills assessment validated by their employer. The programme is intended to provide a more responsive and flexible approach to workforce development, enabling employers to address specific skills shortages without requiring learners to undertake a full apprenticeship programme.

The introduction of apprenticeship units represents one of the first operational elements of the Growth and Skills Levy and reflects the Government's wider objective of creating a more flexible employer-led skills system that responds more rapidly to changing labour market needs.

Other Changes

As part of a deliberate policy shift to support more young people, [sixteen apprenticeship standards](#) (including Team Leader and other manager roles) will be defunded. The baseline plan is that defunding will be from September 2026, and providers with no delivery in these areas will not be able to start them with immediate effect (March 2026).

The reforms also introduce a number of flexibilities within the apprenticeship system. Apprentices aged 19 and over are no longer required to hold or achieve English and maths qualifications in order to complete their apprenticeship, although funding for these qualifications remains available where employers wish to include them. Apprentices aged 16 to 18 must still achieve English and maths qualifications as part of their training.

The minimum duration of an apprenticeship has also been reduced from twelve months to eight months where appropriate. While typical programme durations remain in place, the change allows apprentices who have relevant prior learning or experience to reach occupational competence more quickly.

Changes are also being made to the assessment model. Assessment processes are being streamlined so that assessments are more proportionate to the competencies being tested and can take place during the training programme where appropriate. Training providers will be able to deliver some assessment elements, while end-point assessment organisations will continue to oversee the validity of outcomes.

The government has also announced changes to the funding of Level 7 apprenticeships. From 1 January 2026, government funding for Level 7 apprenticeships will be limited to young people aged 16 to 21 at the start of their apprenticeship, or up to age 24 for care leavers and those with an Education, Health and Care Plan. Apprentices aged 22 and over will no longer be eligible for government funding for new Level 7 apprenticeships, although learners who started programmes before this date will continue to be funded through to completion.

Further changes to the levy system will begin from the 2026–27 academic year. These include removing the additional 10 per cent top-up applied to levy funds, reducing the expiry period for unused levy funds from 24 months to 12 months, and adjusting the government's co-investment rate to 75 per cent once levy-paying employers have used the funds in their account, meaning employers will contribute 25 per cent of remaining training costs.

LIFE LONG LEARNING ENTITLEMENT (LLE)

[The Lifelong Learning Entitlement \(LLE\)](#) remains a key component of the Government's programme of post-16 education and skills reform. Scheduled to launch from January 2027 (for courses starting in Jan 2027), the LLE will provide eligible learners with a funding entitlement equivalent to four years of post-18 study, which can be accessed flexibly throughout an individual's working life.

The reform is intended to support lifelong learning by allowing learners to access funding for both full qualifications and smaller modules at Levels 4 to 6. The Government's objective is to create a more flexible system that supports retraining, upskilling and career progression, particularly in sectors identified as priorities through the Industrial Strategy and Skills England.

Under the new arrangements, learners will be able to access approved provision delivered by both further education colleges and higher education institutions. The LLE is expected to encourage greater collaboration between FE and HE providers and support more flexible patterns of study, including part-time learning, modular programmes and employer-supported workforce development.

The Post-16 Education and Skills White Paper reaffirmed the Government's commitment to the LLE and its role in creating a more integrated tertiary education system. The Government intends the entitlement to become the primary mechanism through which learners access funding for Level 4 to Level 6 study, bringing greater coherence to post-18 education and training.

During 2026, providers are preparing for implementation through curriculum development, modularisation of programmes, learner information updates and changes to funding and administration systems. Further guidance on learner finance, modular funding arrangements and provider registration requirements is expected ahead of full implementation in January 2027.

GET BRITAIN WORKING

Get Britain Working is the Government's overarching programme to increase labour market participation and reduce economic inactivity, with a particular focus on young people, those furthest from the labour market and areas with persistently weak employment outcomes. [Get Britain Working White Paper - GOV.UK](#)

Led by the Department for Work and Pensions in partnership with the Department for Education, local authorities and mayoral strategic authorities, the programme brings together employment support, skills, health and employer engagement within a single policy framework. The initiative is closely linked to wider reforms including Skills England, the Growth and Skills Levy, Local Skills Improvement Plans and the Youth Guarantee.

Sector Job Plans

As part of the Get Britain Working programme, the Government is developing Sector Job Plans for priority sectors including construction, clean energy, advanced manufacturing, digital, defence, health and social care, and hospitality.

The plans are intended to bring together employers, Skills England, training providers and local partners to identify workforce needs, address skills shortages and improve progression into employment. They will help inform skills investment, apprenticeship development, Local Skills Improvement Plans and other workforce programmes, ensuring that training provision is more closely aligned with labour market demand and economic growth priorities.

Youth Guarantee

[UK Youth Guarantee 2026 - Paid Jobs, Apprenticeships & Work-Readiness Support](#)

The Youth Guarantee is a central element of the Get Britain Working programme and aims to ensure that all young people have access to education, training, employment or apprenticeship opportunities. The programme is intended to reduce the number of young people who are not in education, employment or training (NEET) and improve progression into sustained work and learning.

The Government has committed significant investment to expand employment, education and training opportunities for young people. Support is being delivered through an expanded network of Youth Hubs, enhanced careers and employability support, sector-based training programmes, work experience opportunities and progression routes into apprenticeships and employment.

The programme includes the rollout of the Jobs Guarantee, which will provide subsidised employment opportunities for eligible young people who have experienced sustained periods of unemployment. Initial implementation is taking place in selected areas before wider expansion. Employers participating in the programme may be eligible for wage subsidies and recruitment support, while Youth Hubs provide matching, employability support and ongoing assistance to help young people progress into sustained employment.

Alongside employment support, the Youth Guarantee places a strong emphasis on early intervention, personalised guidance and targeted support for young people facing barriers to participation, including those at risk of becoming NEET. The Government has positioned the programme as a key mechanism for improving youth participation in education, training and employment while supporting the workforce needs of priority sectors across the economy.

YOUNG PEOPLE AND WORK

In May 2026, the Government published the [interim findings of the independent Young People and Work Review](#), led by Alan Milburn. The review was commissioned by the Department for Work and Pensions to examine the growing number of young people who are not in education, employment or training (NEET) and to identify the factors driving rising economic inactivity among young people.

The interim report describes the issue as a significant social and economic challenge, highlighting that more than one million young people are now NEET and warning that the number could continue to rise without further intervention. The review identifies a combination of factors including poor health, educational disadvantage, labour market barriers and weaknesses in existing support systems.

The report does not make formal policy recommendations at this stage. Instead, it provides a diagnosis of the problem and will be followed by a second phase later in 2026 that will set out proposals for reform. The findings are expected to inform future developments in employment support, skills policy, apprenticeships and the Government's wider Get Britain Working agenda.

SEND REFORM

Reform of the Special Educational Needs and Disabilities (SEND) system has become a major government priority.

The Government has indicated that future SEND reforms will focus on earlier intervention, improved inclusion within mainstream education, more consistent support arrangements and stronger coordination between education, health and care services. [The Schools White Paper, Every Child Achieving and Thriving](#), argues that too many children and young people currently experience delays in accessing support and that outcomes vary significantly depending on where they live. The Government's objective is to create a system that delivers support more quickly, reduces inconsistency and enables more children to have their needs met effectively within local mainstream provision where appropriate.

The White Paper also signals a greater emphasis on strengthening inclusive practice within mainstream schools through earlier identification of needs, enhanced specialist

support, improved workforce development and clearer accountability for outcomes. Alongside this, the Government has highlighted the need to improve transitions between education phases, including into further education, training and employment, while ensuring that specialist provision remains available for children and young people with the most complex needs.

The Government has also indicated that it intends to review how SEND support is identified, assessed and delivered, with the aim of creating a more coherent and financially sustainable system. Proposed reforms are expected to address concerns about increasing demand for Education, Health and Care Plans (EHCPs), rising costs for local authorities and the complexity of current assessment and support arrangements. A consultation on the SEND reform proposals closed in May 2026.

Many of the proposed changes will require primary legislation, and the King's Speech in May 2026 confirmed the Government's intention to introduce a SEND Reform Bill. While the direction of travel is becoming clearer, detailed legislative proposals, funding arrangements and implementation plans are still being developed.

DEVOLUTION WHITE PAPER

The [Devolution White Paper](#), published in December 2024, sets out the government's vision for a more decentralised England:

The White Paper introduces a new structure for devolution with three tiers of strategic authorities.

Established Mayoral Strategic Authorities, such as Greater Manchester, Liverpool, West Midlands, North East, and South Yorkshire.

Mayoral Strategic Authorities, which are newly established areas.

Foundation Strategic Authorities, which are combined county areas without an elected mayor but included in the devolution process.

Skills and Funding, and Local Skills Improvement Plans

The devolution framework includes significant changes to the management of skills funding. From 2025/26, West Midlands and Greater Manchester will integrate adult skills funding, free courses for jobs, and skills bootcamps into their settlements.

A key change is the joint ownership of Local Skills Improvement Plans (LSIPs) by Employer Representative Bodies (ERBs) and Strategic Authorities. This will ensure LSIPs align with local growth strategies while remaining responsive to employer needs. [Local Skills Improvement Plans \(LSIPs\) - GOV.UK](#)

ERBs will continue to play a leading role in gathering intelligence directly from employers. Strategic Authorities will provide a statement outlining their sector skills priorities as a framework for LSIP development.

Strategic Authorities will now play a role throughout the LSIP process. Their sector skills priorities must be reflected in LSIPs before approval. ERBs, however, retain the flexibility to include additional skills needs identified by employers.

Governance arrangements between ERBs and Strategic Authorities will be locally determined to allow flexibility. Statutory guidance will outline core principles but avoid being overly prescriptive.

Implications for Areas with Mayoral Authorities

Mayoral authorities will have statutory duties to produce local growth plans and define sector skills priorities.

LSIPs must reflect these priorities but retain scope to address wider employer needs.

LSIPs will need to recognise national plans such as the Industrial Strategy and Skills England's assessments of skills needs.

Greater Manchester and West Midlands will lead the integration of adult skills funding and related programmes into their settlements from 2025/26.

Joint ownership of LSIPs will create a closer alignment between skills plans and funding responsibilities, improving resource targeting.

Implications for Areas Without Mayoral Authorities

Foundation Strategic Authorities will continue to operate without an elected mayor, but devolution remains a long-term aim.

ERBs will lead LSIP development in collaboration with local authorities.

LSIPs will need to recognise national plans such as the Industrial Strategy and Skills England's assessments of skills needs.

QUALIFICATION REFORM

Curriculum and Assessment Review Final Report

[Curriculum and Assessment Review Final Report - GOV.UK](#)

The Department for Education (DfE) has published the final report of the Curriculum and Assessment Review, Building a World-Class Curriculum for All, chaired by Professor Becky Francis CBE, alongside the Government's official response. The Review sets out a ten-year plan to create a coherent, inclusive, and future-focused education system from early years through post-16, ensuring all learners can progress successfully into further education, training, or employment.

The Government has accepted most recommendations in principle and announced a phased programme of reform beginning in 2026. [Government response to the Curriculum and Assessment Review](#)

Post 16 Reform Implementation

In March 2026 the government published its [formal response to the consultation on post-16 Level 3 and below pathways](#), setting out the next stage of reform to the 16–19 qualifications system. The response builds on the Post-16 Education and Skills White Paper and the recommendations of the Curriculum and Assessment Review, and outlines a revised structure for academic, vocational and technical routes for young people.

The response confirms three principal changes to the post-16 qualifications landscape: the introduction of [V Levels](#), the expansion of [T Levels](#), and the creation of clearer [Level 2 pathways](#) for learners who continue studying at this level after age 16- [foundation certificates](#) and [occupational certificates](#).

Adult Learning

V Levels, Foundation Certificates, Occupational Certificates and T Levels will be eligible for funding through the [Adult Skills Fund](#) in non-devolved areas.

Other adult qualifications will continue to be funded as they are today. The [Post-16 education and skills white paper](#), published in October 2025, includes a commitment to review the adult essential skills offer in future.

Level 1 English and maths consultation

Alongside the qualification reforms, the government has launched a [consultation on Level 1 English and maths qualifications](#) for 16–19-year-olds who achieved a GCSE grade 2 or below. The proposed qualifications are intended to consolidate foundational skills and help learners progress towards achieving a GCSE grade 4 or above, with GCSE resits taking place only when students are ready to progress. The consultation is open until 2 June 2026.

Funding and transition arrangements

The publication of the [Post-16 Pathways Implementation Plan](#) in May 2026 and [timeline](#) provides significantly more detail on how the reformed qualifications landscape will be introduced between 2027 and 2030. The plan confirms that V Levels, T Levels, and the new Level 2 pathways will be introduced through a phased rollout, supported by transition funding, implementation support and a structured provider planning process.

The first V Levels will be available for teaching from September 2027 in Accounting and Finance, Digital Systems and Data, and Education. A second wave of subjects will follow from September 2028, including Health, Social Care, Legal Services, Engineering and Manufacturing, Construction Design, Healthcare and Clinical Technologies, Marketing and Retail, and Leisure, Exercise and Sports. Further subjects are expected to be introduced in 2029 and 2030 following additional development and testing.

Alongside V Levels, the government will introduce new Level 2 Occupational Certificates and Foundation Certificates from 2027, creating clearer progression routes either into skilled employment or further study. The expansion of T Levels will continue, with new subjects and reforms intended to reduce assessment burden and improve delivery flexibility.

The current post 16 L2 and L3 [consultation on subject content for new qualifications to be taught in 2027](#) is open until June 4th.

Content development for subjects to be taught in 2028 will launch in July 2026.

The implementation plan confirms that qualification reform will be accompanied by a phased removal of funding from qualifications that overlap with the new landscape. Providers are therefore expected to begin curriculum planning well in advance of the 2027–28 academic year and review the future viability of existing technical and vocational programmes.

A significant new requirement is the introduction of [Strategic Transition Planning Statements \(STPS\)](#). All institutions delivering, or intending to deliver, technical and vocational qualifications are being asked to submit a statement outlining their planned delivery of V Levels, T Levels and the new Level 2 pathways, together with their readiness for transition. The [online submission process](#) opened on 22 May 2026 and statements must be submitted by 6 July 2026. The information will be used by the Department for Education to inform implementation support and monitor sector readiness.

The government has indicated that transition planning will become an increasingly important part of provider strategic and curriculum planning. Institutions are expected to assess workforce capacity, curriculum design, employer engagement, progression pathways, facilities and equipment requirements, and the implications of qualification funding changes as the reforms are phased in. [Qualification Pioneers](#) and other sector support arrangements will continue to provide implementation guidance and share emerging practice across the sector.

The Department for Education has stated that the implementation plan will be updated throughout the reform period as additional V Level subjects, qualification content and transition arrangements are confirmed.

Academic year	L2 qualifications defunded	L3 qualifications defunded	New V Levels	New T Levels	New L1 or L2 qualifications introduced
2026–2027	None	None	None	None	Consultation on Level 1 English and maths qualifications
2027–2028	Education and early years	Finance and accounting; Digital; Education and early years (plus large ≥1080 GLH qualifications in existing T Level subjects)	Digital; Education and early years; Finance and accounting	None	Occupational Certificates: Catering and hospitality; Education and early years. Foundation Certificates: Digital; Education and early years
2028–2029	Business and administration; Care services; Construction and the built environment; Digital; Engineering and manufacturing; Health and science; Legal, finance and accounting; Sales, marketing and procurement; Sports, fitness and exercise science	Business and administration; Care services; Construction and the built environment; Engineering and manufacturing; Health and science; Legal; Sales, marketing and procurement; Sports, fitness and exercise science; Health and social care (large qualifications)	Business and administration; Care services; Construction and the built environment; Engineering and manufacturing; Health and science; Legal; Sales, marketing and procurement; Sports, fitness and exercise science	Care services; Sports, fitness and exercise science	Occupational Certificates: Business and administration; Care services; Construction and the built environment; Digital; Engineering and manufacturing; Finance and administration; Health and science; Sports and leisure. Foundation Certificates: Business, administration and law; Care services; Construction and the built environment; Engineering and manufacturing; Health and science; Sports, fitness and exercise science
2029–2030	Agriculture, environmental and animal care; Hair and beauty; Horticulture and floristry	Agriculture, environmental and animal care; Catering and hospitality; Hair and beauty; Protective services	Agriculture, environmental and animal care; Catering and hospitality; Hair and beauty; Protective services	Catering and hospitality; Creative and design (expansion); Hair and beauty; Protective services	Occupational Certificates: Agriculture, environmental and animal care; Hair and beauty; Horticulture and floristry. Foundation Certificates: Agriculture, environmental and animal care; Catering and hospitality; Hair and beauty; Protective services
2030–2031	Art and performing arts; Creative and design; Travel and tourism; All remaining legacy Level 2 qualifications	Art and performing arts; Creative and design; Travel and tourism; All remaining legacy Level 3 qualifications	Art and performing arts; Creative and design; Travel and tourism	Art and performing arts; Travel and tourism	Foundation Certificates: Art and performing arts; Creative and design; Travel and tourism

