

Attending:

Alison Wolf (Chair)
Frank Bowley (DfE)
Andrew Dickerson (Uni. of Sheffield)
Richard Garrett (DfE)
Frank McLoughlin (ETF)
Sandra McNally (CVER Director)
Stephen Nickell (University of Oxford)
Harriet Ogborn (CVER Administrator)
Charlynn Pullen (ETF)
Bev Robinson (Blackpool and The Fylde College)
Jenifer Ruiz-Valenzuela (CVER)

Apologies:

Stephen Machin (CEP, LSE)
Nigel Rogers (CEP and CVER Manager)

Welcome and Introductions

Richard Garrett (DfE) is welcomed to the meeting, and will be attending in future.

Minutes from June steering group and action points

No issues are raised.

Presentation on Progress of the CVER Programme and Discussion

1. Sandra McNally starts her presentation with a brief **summary of outputs** since the last SG meeting (1 briefing note, 2 discussion papers, 5 blogposts) and forthcoming outputs include a joint CVER-Sutton Trust report on the payoff to apprenticeships (to be released on 30 November); paper on the impact of getting a C grade in GCSE English Language on later educational outcomes (Machin, McNally, Ruiz-Valenzuela).
2. Sandra McNally then describes the CVER outputs that are expected very soon: (1) paper about reconciling estimated returns to vocational qualifications obtained using survey and admin data; (2) Briefing note on the effectiveness of principals in further education institutions; (3) a comparative discussion paper about skills in the workplace looking at the special case of the car service industry in Germany, UK and Spain; and (4) a paper on the changing patterns of skills demand in the UK.
3. There are questions about the work on principals (paper (2) above) and Jenifer Ruiz-Valenzuela explains what the project is about and the data used for this project. Frank McLoughlin explains that the Education and Training Foundation are developing leadership development programmes for principals and they are very keen on seeing the results of this paper. Alison Wolf commits to reading the paper and give comments on it very soon. **Action point:** Jenifer Ruiz-Valenzuela to send this to Frank McLoughlin, Bev Robinson and Alison Wolf.
4. Sandra McNally shares information on the next CVER seminar that will take place on 22 November about estimating the value added of further education providers.
5. Sandra McNally then talks about the next steps/deadlines in relation with the **interim report**. She asks that all additional comments from SG members are sent by the following day, to be incorporated ahead of the 13 November deadline. Frank Bowley explains how the process will work on the DfE side: He will write a 4-5 page summary for the DfE Research Board proposing the extension, and will attach the interim report. Josh Hillman and Alison Wolf will be asked to write reports for DfE. A decision about the funding extension for a further 2 years is expected in early January. Sandra McNally and Andy Dickerson emphasise that a decision is needed by January to ensure staff security and continuity.

6. The Steering Group agrees that the executive summary in the interim report is crucial, and that the interim report should contain a thorough explanation of how CVER has contributed to capacity building in terms of both resources and people. Alison Wolf underlines that CVER has invested a good amount of time (at the beginning of its existence) on putting data together in a form that can actually be used to answer policy questions, as this did not exist before. Andy Dickerson says that without continued funding research in the area will lose momentum both in terms of resources and of people who have now acquired a very good understanding of the sector and the relevant administrative datasets.
7. Frank McLoughlin talks about the programme on leadership underway at the ETF and explains how the sector is going to face a big proportion of principals retiring; and how there is not enough data to study the role of leadership in FE. This area of CVER research could be extremely useful, he adds. **Action point:** Charlynn Pullen and Jenifer Ruiz-Valenzuela to liaise about transfer of panels of principals given that the data collected is publicly available.
8. Sandra McNally talks about the FE Census of providers that CVER has put together and explains that we have shared this with DfE.
9. Sandra McNally continues the presentation by introducing the broad structure of CVER's research programme; and explains how the first 12-18 months CVER focused on obtaining and processing data; and how we would need the additional funding to reap benefit of this initial investment.
10. Stephen Nickell asks what happens with all the capital/expertise built in the first 3 years if CVER ceases to exist. Frank Bowley mentions that there are 3 organisations right now with this level of access to the data: DfE, CVER (VE) and IFS (HE). Stephen Nickell suggests that CVER could position itself as a centre that can answer simple/straightforward questions that DfE/policy makers are interested in and nobody else can answer. There are issues raised on the trade-off between time dedicated to answer straightforward policy related questions (now that CVER has the data resources and understanding of the data to do it) and the time dedicated to more long-term research oriented projects.
11. In terms of sharing the knowledge built around different sources of administrative and survey data, Sandra McNally explains that we have a data wiki that Stefan Speckesser is preparing for the wider academic community to access.
12. Sandra McNally then summarises the work done in the different strands, and shows a graph with the decline in the number of learners (work coming from Briefing Note 001 by Hupkau and Ventura). Frank McLoughlin suggests breaking down this graph by age groups, and points out that this kind of evidence is very interesting for the debate on Brexit and skills. Sandra McNally explains that the age breakdown, together with other interesting findings, are available in the briefing note. **Action point:** CVER to share more about findings that are easy to transmit via graphs, for instance, through social media, so the messages of our research reach the interested community.
13. Stephen Nickell asks whether private funding compensates the decline of publicly funded learners. Sandra McNally answers that CVER has used the labour force survey (LFS) to try to understand firm-level training, and that this has been relatively flat over time but employees report shorter courses (at the expense of longer-term training). Andy Dickerson mentions problems with the question in the LFS given that the nature of learning has been changing in the past years.
14. Sandra McNally then summarises some of the work in Strand 1 on the impact of VE on individuals, firms, and growth. Some of the findings in the strand are: (1) high positive earnings differentials for levels four and five; but there are very few people undertaking this kind of learning. Bev Robinson says that these findings are very relevant in terms of policy (i.e., trade-off between the DfE pushing for levels 4, 5 and 6; as opposed to levels 3, 4 and 5); (2) in terms of the work on apprenticeships, Sandra McNally mentions the big gender gap in terms of earnings differentials. Frank Bowley mentions the work by London Economics and the high earnings differentials for apprenticeships. Alison Wolf mentions that we should promote such findings more amongst policy makers. Sandra McNally clarifies that after the report with Sutton Trust is published on 30 November, CVER will publicise these findings actively, and take advantage of the Sutton Trust publicity machinery. **Action point:** Publicise findings on Level 4-5 and payoffs to apprenticeships more actively to policy makers and wider public.
15. Stephen Nickell asks whether the low number of students in level 4 and 5 qualifications is in part due to a lack of firm demand for these particular levels of learning. Alison Wolf explains that this

does not seem to be the case since there is evidence that firms are using students with level 6 degrees to perform level 4-5 jobs.

16. Sandra McNally then summarises some of the work in Strand 2 on the quality of VE provision: (1) failing to get a C grade in GCSE English Language has big negative consequences; (2) there is ongoing work on UTCs now that the 2016 data is available.
17. There follows an interesting discussion around the “C grade” paper. Stephen Nickell asks about the policy implications: should colleges use marks and not grades when admitting students, for instance? Bev Robinson and Frank McLoughlin point out that care is needed when trying to understand the mechanisms behind the observed discontinuities in outcomes around the C grade threshold: it does not have to be per se colleges (the receiving institutions) not offering enough support, but it could also be related to reasons stemming from schools at KS4. Bev Robinson clarifies that colleges are able to observe more granularity (UMS marks) than just plain grades, but Alison Wolf mentions that if colleges are oversubscribed, they are not going to consider people just missing the grade C in any case. Bev Robinson mentions potential issues of hot-housing, where students pass the exams in the summer but are not of that standard when entering KS5, researchers would not observe this in the data. Jenifer Ruiz-Valenzuela explains that the sample in the paper focuses on higher tier students. Frank Bowley suggests that it would be good to have a policy/academic discussion on this paper to have a better understanding of policy implications as well as what kind of policies could be implemented to address the issues raised by the findings in the paper. **Action point:** Jenifer Ruiz-Valenzuela and Sandra McNally to liaise with DfE on an appropriate forum to discuss the findings from this work.
18. Bev Robinson thinks the interim report could contain more mentions about impact (i.e. are there colleges changing anything in relation to findings of the “C paper” for instance?). Sandra McNally says it would be hard to find evidence to support such claims. Frank Bowley says that it would be useful for letters of support for CVER research to be sent to the Minister and copies to him (for instance, from ETF, Institute for Apprenticeships, Gatsby, Sutton Trust, etc.). Frank McLoughlin mentions that in terms of selling points, for each of the projects, the interim report should state what the potential policy implications are (i.e., the “principals” project has potential implications for future leadership development programmes; the grade C paper has potential implications for the English and Maths programmes in colleges, that account for 30% of the learner’s instruction time). Frank McLoughlin and Bev Robinson say that it is very important to point out that there have been years of lack of research in the area, and that CVER has created a firm foundation to build upon rigorous research in an understudied area.
19. Sandra McNally then summarises some of the work in Strand 3 and briefly summarises the work by Andy Dickerson and Andrew Morris on the utilisation and payoff to VE skills. She mentions impact examples related to CVER DP 001 (Guardian editorial, TES piece, cited by IFS).
20. Sandra McNally then outlines upcoming CVER research topics: payoffs to qualifications, employer returns to apprenticeships, impact of migration on training, value added of FE providers, impact of college principals and UTCs; and progress in understanding what influences participation decisions of young people including income support and peer groups.
21. In terms of the scientific programme for the extension, Sandra McNally explains that CVER has a list of potential projects that will go through the usual process to be approved. Among the main potential additions to the programme: VE and social mobility, evaluation of the apprenticeship levy, impact of raising education participation age on educational activities and crime; survey on management practices; demand for skills and gaps in regional labour markets.
22. Frank Bowley mentions that anything related to social mobility and VE would be of interest for policy. He also says that research on levels 4 and 5, and the interaction FE-HE is going to be of interest for policymaking, as well as research on leadership. **Action point:** flag findings related to social mobility, leadership and levels 4 and 5 in the interim report.

The next meetings of the Steering Group will be held on 6 February and 12 June.

Summary of Action points

1. Jenifer Ruiz-Valenzuela to send Briefing note on the effectiveness of principals in further education institutions to Frank McLoughlin, Bev Robinson and Alison Wolf.
2. Charlynn Pullen and Jenifer Ruiz-Valenzuela to liaise about transfer of panels of principals given that the data collected is publicly available.
3. CVER to share more about findings that are easy to transmit via graphs, for instance, through social media, so the messages of our research reach the interested community.
4. Publicise findings on Level 4-5 and returns to apprenticeships more actively to policy makers and wider public.
5. Policy/academic discussion on this C grade paper. Jenifer Ruiz-Valenzuela and Sandra McNally to liaise with DfE on an appropriate forum to discuss the findings from this work.
6. Flag findings related to social mobility, leadership and levels 4 and 5 in the interim report.

Centre for Vocational Education Research: Steering Group Meeting, 6 November 2017

Sandra McNally

Outline

1. Brief summary of outputs since the last SG meeting and forthcoming outputs

2. Interim report + funding application
 - Process
 - Selected highlights per Strand
 - Future scientific programme
 - Communication & dissemination; impact

Written outputs since SG meeting in June

- Briefing note: **An analysis of the duration and achievement of apprenticeships in England** (Bursnall, Nafilyan and Speckesser).
- Discussion paper: **The Longer the Better? The impact of the 2012 apprenticeship reform in England on achievement and other outcomes** (Nafilyan and Speckesser).
- Discussion paper: **The earnings differentials associated with vocational education and training using the Longitudinal Education Outcomes data** (Conlon, Hedges and Patrignani)
- Discussion Paper: **Peer Effects and Social Influence** (Hedges and Speckesser)
- 5 blog posts

Written outputs expected very soon (1)

- Joint CVER-Sutton Trust report on [the payoff to apprenticeships](#) (Cavaglia, McNally, Ventura). Publication date of 30 November
- Discussion paper: [Entry Through the Narrow Door: The Costs of Just Failing High Stakes Exams](#) (Machin, McNally and Ruiz-Valenzuela)

Written outputs expected very soon (2)

- Discussion paper: [Reconciling Estimated Returns to Vocational Qualifications Obtained Using Survey and Admin Data](#) (Conlon, Hedges, McIntosh, Morris, Patrignani)
- Briefing note: [Effectiveness of CEOs in the Public Sector: Evidence from Further Education institutions](#) (Ruiz-Valenzuela, Terrier and Van Effenterre)
- Discussion paper: [Building Apprentices Skills in the Workplace: Car service in Germany, the UK and Spain](#) (Grollmann, Steedman, Jansen and Gray)
- Discussion paper: [The Changing Patterns of Skills Demand in the UK](#) (Dickerson and Morris)



CVER seminar

22 November. LSE: 2-3.30pm

“Estimating the Value-Added of English Further Education Providers” (Aucejo, Hupkau and Ruiz-Valenzuela)

Jenifer Ruiz-Valenzuela will present

The Interim report and funding application: The process

- Incorporate any comments from today (and from other node members). Send final report to DfE on Monday 13 November
- Short reports to be written by Alison Wolf and Josh Hillman
- To be considered by DfE and the Minister
- Decision on 2 year funding extension expected in early January.

Contents of the report in brief

- Achievements of the Scientific Programme
- Impact of the Centre
- Centre Direction and Management
- Strategic Priorities – the future plan for the Centre
- Work plan for the Centre over the next period of funding: May 2018 - May 2020
- Resources and budgeting for the next period of funding

Broad structure of research programme

Since 2015, about 30 projects; outputs published or forthcoming for about half.

Projects are organised around three main themes:

- (1) The impact of vocational & technical education on individuals, firms and growth
- (2) The drivers of quality of provision in vocational & technical education
- (3) The factors affecting individuals' participation in vocational & technical education

In addition,

- Strand of work on data facilitation
- 'Overarching strand'

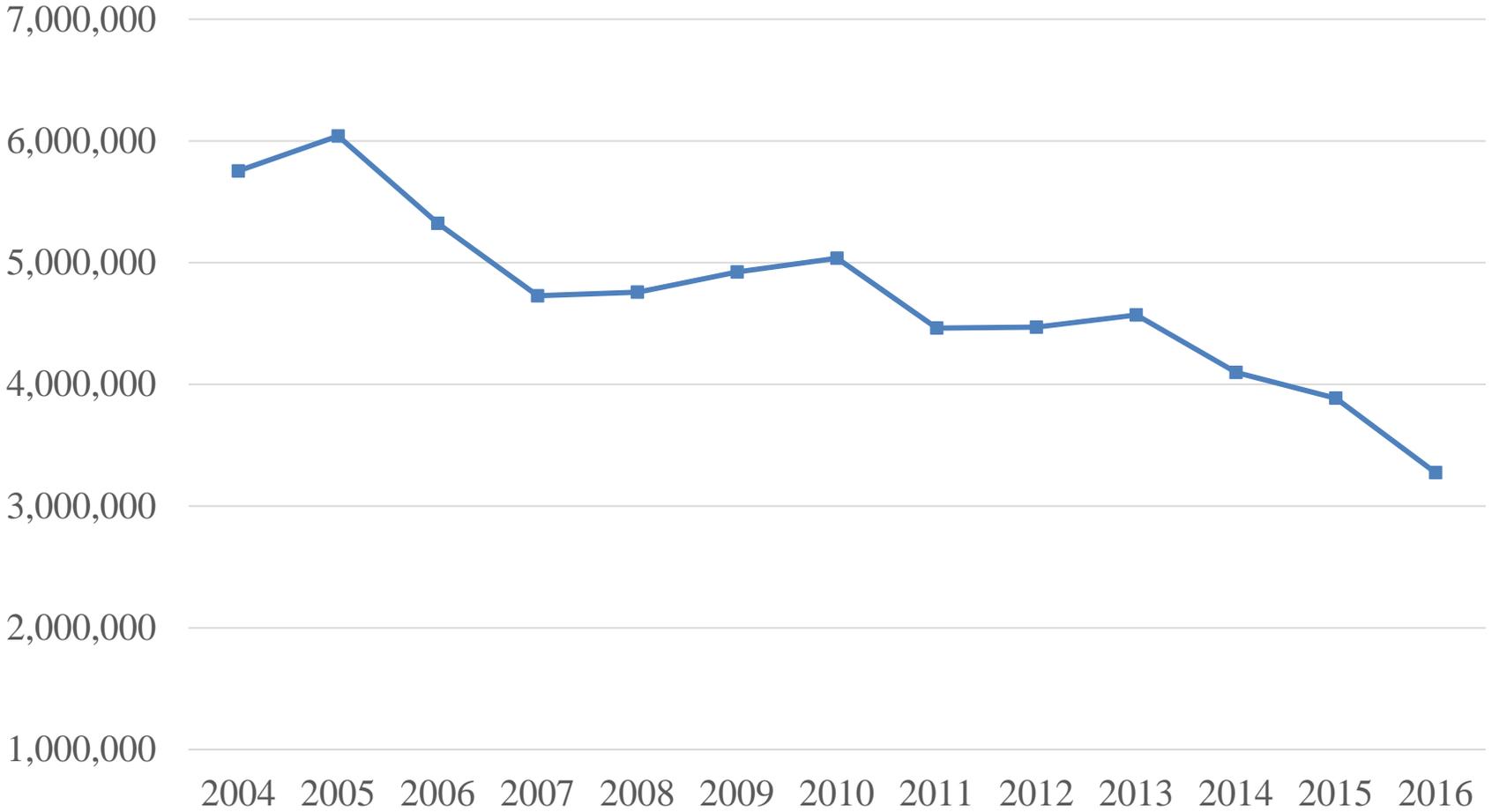
Initial investment

- First 12-18 months: focus on obtaining and processing data sets
- Large up-front investment is starting to pay dividends
- First outputs quite descriptive. More complex analyses take longer and starting to emerge
- We need the additional two years of funding so as to yield the full benefits

Overarching Strand: some highlights

- 3 DPs, 2 briefing notes
- Overview of FE in England using the ILR between 2004-14. Documents **significant decline in number of learners** in publicly funded education (BRF 001)
- Apprenticeship numbers for those starting in 2011/12. **At least one-third of apprenticeships did not complete** (BRF 004)

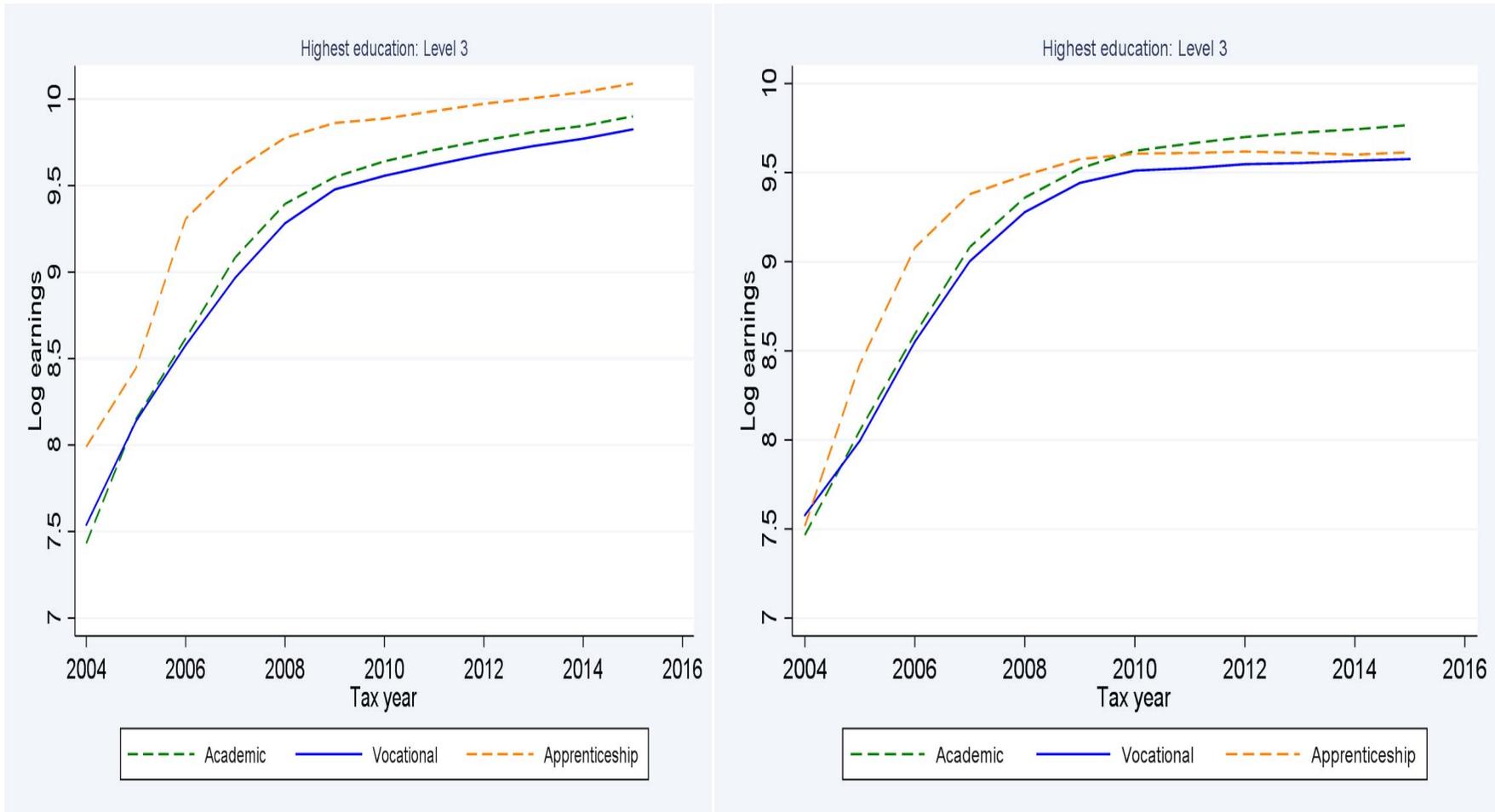
Total number of post-16 and adult learners receiving public funding in education institutions outside schools and universities



(1) Impact of VE on individuals, firms and growth: Selected highlights

- 2 DPs (+ 2 coming soon); 1 briefing note (+ 1 coming soon)
- High positive earnings differentials for those with vocational qualifications at **Levels 4 and 5** (DP 002, DP 007)
- High average earnings differentials for those starting an **apprenticeship** but huge variability. Big gender gap. (DP 002, DP 007, also Strand 3)
- (Almost) live register of publicly funded training in England. (BRF 003)

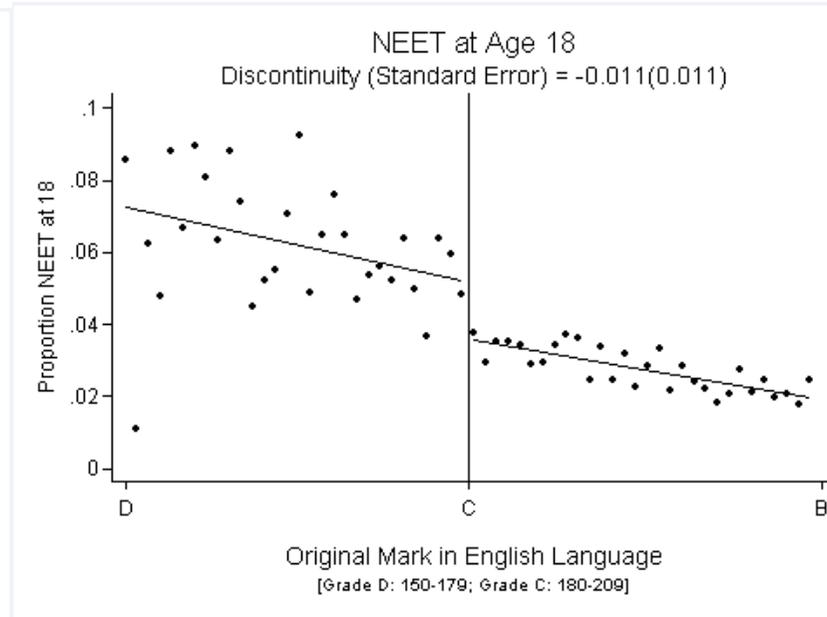
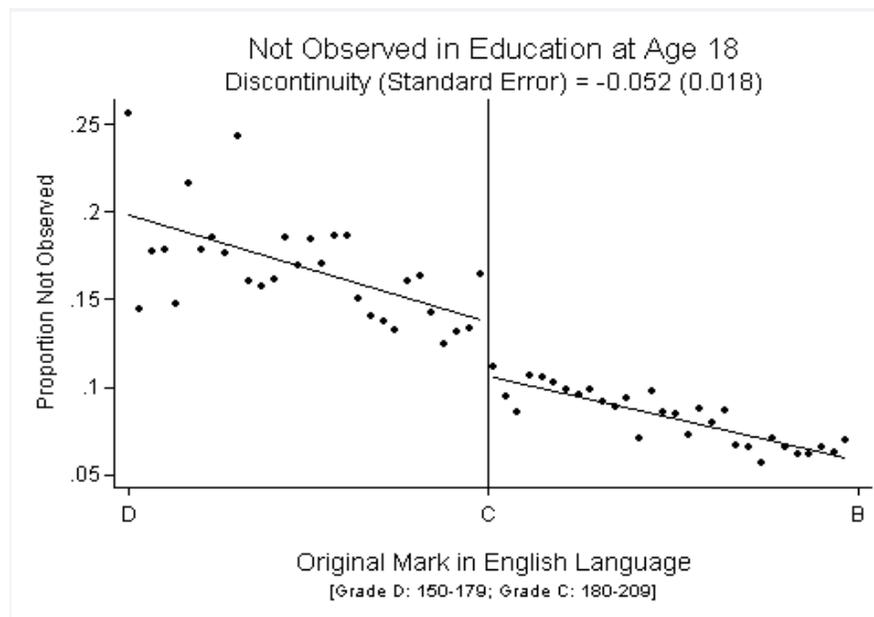
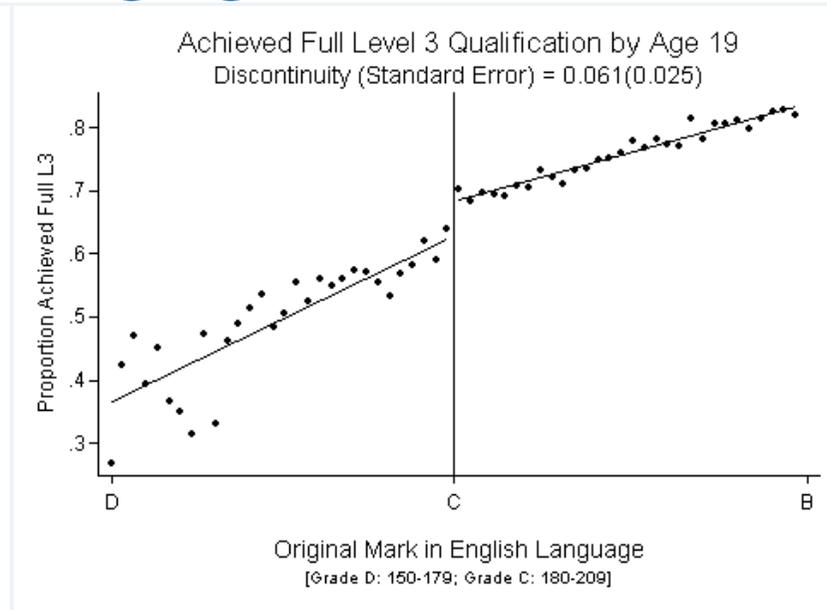
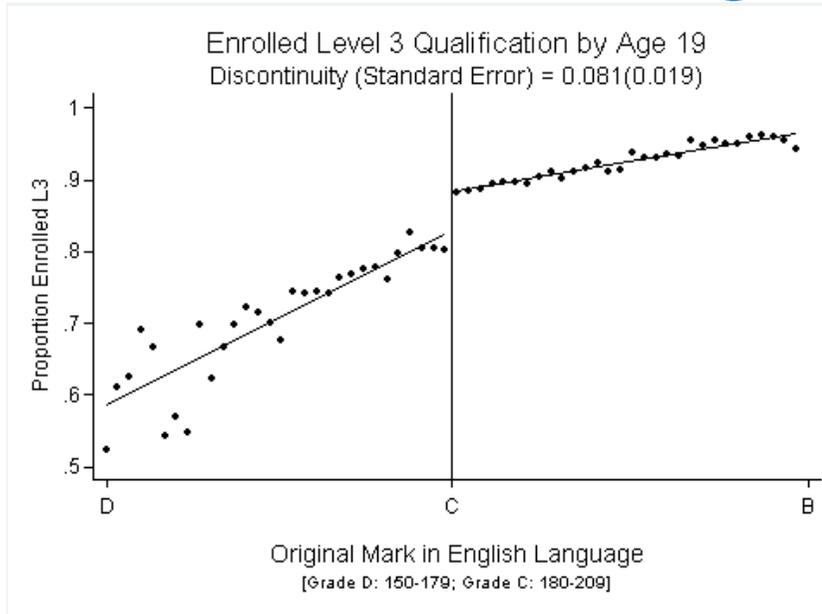
Log Earnings over time for the cohort undertaking GCSEs in 2002/03. Profiles for those educated up to Level 3



(2) Quality of Vocational Education Provision: Selected Highlights

- 1 DP and 1 briefing note expected soon.
- Failing to get a **C grade in GCSE English** (by just a few marks) has big negative consequences (starting L3 qualifications; dropping out of education, NEET). Forthcoming DP
- Preliminary analysis of **UTCs** suggest they have a negligible (or even negative) impact on GCSE outputs and post-16 learning outcomes. BUT: we now have data up to 2016 and are re-doing the entire analysis.

The effect of marginally passing Grade C in GCSE English language



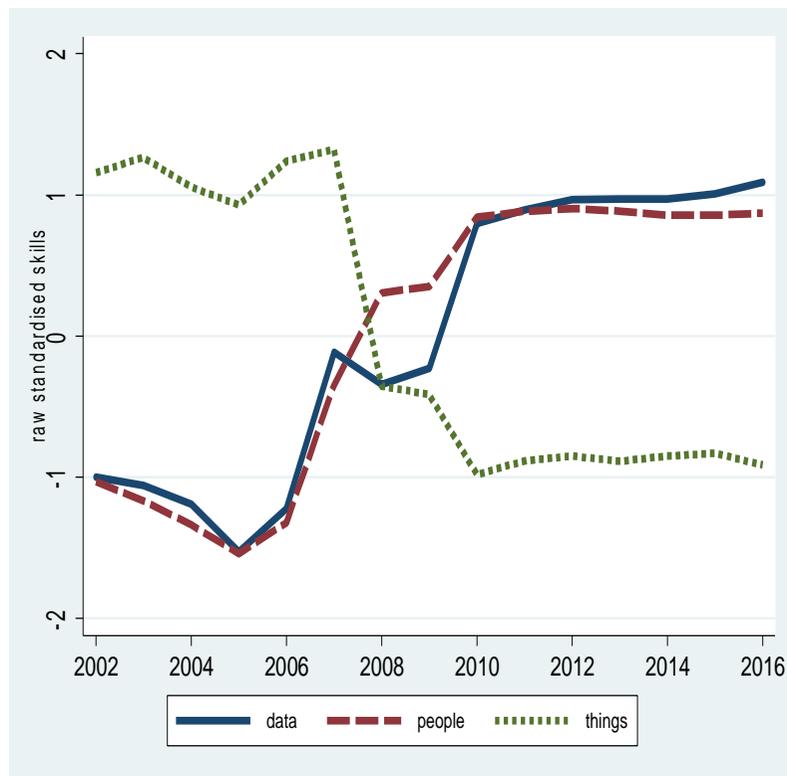
(3) Factors affecting individuals' participation in VE. Selected highlights

- 2 DPs (+ 3 coming soon). 1 journal publication. 2 briefing notes
- **Utilisation and payoff to VE Skills** and how this has changed from 2002-2016 (forthcoming DP)
- Choices individuals make in post-16 education.

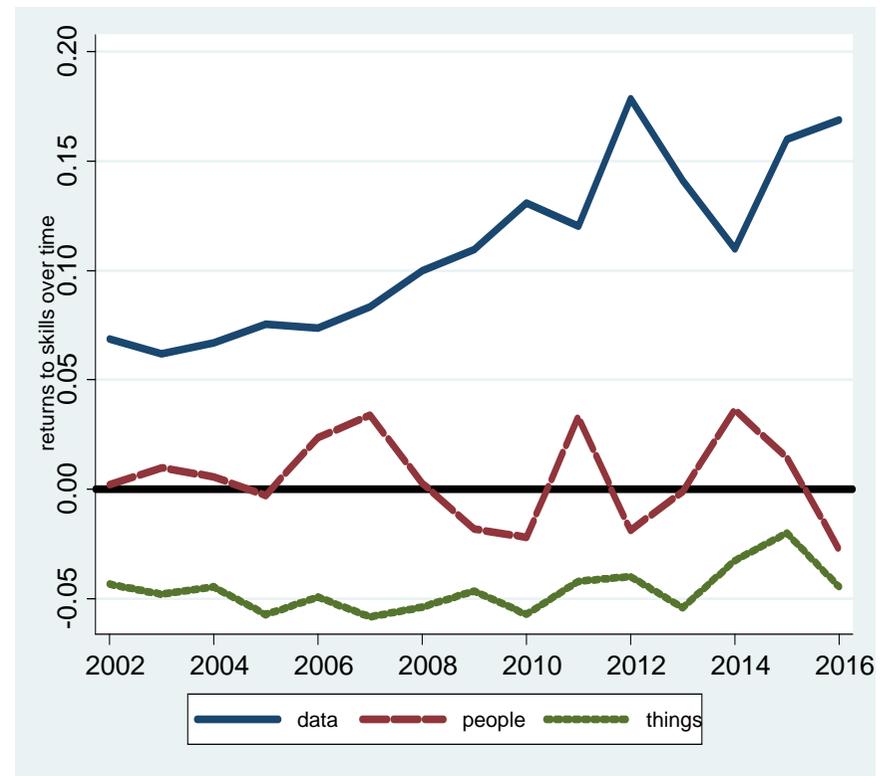
Extent of **progression problems** for those pursuing Level 2 (or below) and lack of technical progress beyond Level 3 (DP 001)

The changing pattern of skills demand in the UK

A) Utilisation of skills



B) Returns to skills



What to expect in the new few months (not exhaustive)

- **Strand 1:** more details on **payoffs to qualifications** and insight on using different methodologies and data sets. Evaluation of **employer returns to apprenticeships**. Impact of **migration on training**.
- **Strand 2:** Papers on the **value added** of VE providers; impact of **college principals** on individual outcomes; effect of **UTCs**
- **Strand 3:** Progress in understanding what influences **participation decisions** of young people including income support (the EMA) and peer groups.



Future scientific programme

Continue with the core structure. Outline provisional work programme from May 2018 but subject to usual process of SG approval

(Full proposals / scoping studies to be provided in advance of future meetings)

Main Changes

- VE and **social mobility** (Strand 1)
- An evaluation of the **apprenticeship levy** (Strand 2)
- Raising of the **education participation age**, educational activities and crime (Strand 1).
- Primary data collection from a survey of further education colleges and University Technical Colleges. Add to admin data sets and in particular consider effect of **management practices** (Strand 2)
- More focus on the **demand for skills** and gaps in regional labour markets (Strand 3).

Potential future projects: Strand 1

Strand	Project	Institutions/People
Impact of VE on Individuals, Firms and Growth	2.1.1. Further analysis of the labour market impacts of VE	Sheffield/London Economics McIntosh, McDool, Morris, Conlon, Patrignani, Hedges
	2.1.2. An analysis of long-term labour market and earnings effects of university compared to higher technical education	NIESR: Naddeo, Bursnall and Speckesser
	2.1.3. Vocational education and social mobility	NIESR/Sheffield. Dolton, McIntosh, Naddeo and Speckesser
	2.1.4. An Evaluation of the Apprenticeship Levy	NIESR/London Economics. Conlon, Harms, Herr and Speckesser
	2.1.5. An evaluation of “apprenticeship trailblazers’	NIESR: Naddeo, Bursnall and Speckesser

Potential future projects: Strand 2

Strand	Project	Institutions/People
Quality of VE Provision	2.2.1 How important are management practices in FE colleges?	LSE: McNally, Ruiz-Valenzuela, Ventura
	2.2.2 The quality of post-16 provision: access and implications	LSE: Cavaglia, McNally and Ruiz-Valenzuela

Potential future projects: Strand 3

Strand	Project	Institutions/People
Factors affecting individuals' participation in VE	2.3.1. The Effect of Raising the Education Participation Age on Youth Crime	LSE: Hupkau, Kirchmaier and Machin
	2.3.2. Literacy and Numeracy	LSE: Aucejo, Eyles, Hupkau, Machin, McNally, Ruiz-Valenzuela
	2.3.3. An Assessment of Advanced Learner Loans	London Economics: Conlon, Patrignani, Ladher
	2.3.4. Regional Labour Markets, Demand and Supply of Skills, Skills Gap and Job Mobility	Sheffield/London Economics Dickerson, McIntosh, McDool, Morris, Conlon, Patrignani, Battiston

Communication and Dissemination

- **Written outputs** (DPs + briefing notes), blogs (32), media
- **Presentations** at conferences/seminars, panel discussions, roundtables (69 presentations by CVER researchers)
- **Own seminar series** (16 to date) and **conference** (2 to date: 120 participants, 30 presentations);
High profile events. Co-organisation of seminar led by Nick Bowles (July 2015) and launch of OECD report (Jan 2016)
- **Written and verbal evidence** to Select Committees and government commissions (10 to date)
- **Direct engagement** with stakeholders (115 meetings)
- **Newsletters** (26 to date; 740 subscribers)

Impact

- Much evidence of engagement in the policy debate and increasing recognition of CVER as a source of high-quality evidence, comment and advice.
- We give examples of when research has reached senior government ministers, where our research has been cited, and contact with journalists.
- Download of discussion papers (20,000+) e.g. DP about educational trajectories of 16 year olds was downloaded over 6,600 times, used in an editorial for the Guardian, written up in the TES and cited in reports by the Resolution Foundation and the IFS.

1) Impact of VE on individuals, firms and growth: Potential new projects

Further analysis of the labour market impact of VE (Sheffield/London Economics: McIntosh, McDool, Morris, Conlon, Patrignani, Hedges)

- More disaggregated analysis
- Closer attention to age-earnings profile
- Analysis of combinations of qualifications

Data: LEO, LFS

1) Impact of VE on individuals, firms and growth: Potential new projects

An analysis of the long-term labour market and earnings effects of university compared to higher technical education

(NIESR: Naddeo, Bursnall, Speckesser)

- Focus on differences between trajectories of those following VE and HE at the highest level
- Careful identification of what university degrees are comparable to higher level technical qualifications in terms of subject knowledge and skills (e.g. in accounting, building & construction, business management, health & social care)

Data: ILR, HESA, LEO

(1) Impact of VE on individuals, firms and growth: Potential new projects

Vocational Education and Social mobility

(NIESR/Sheffield: Dolton, McIntosh, Naddeo, Speckesser)

- To what extent is participation in VE related to family background? Is this changing over time?
- To what extent does attainment (in VE) help?

Data: NPD-Census (ADRN). LEO. LSYPE.

(1) Impact of VE on individuals, firms and growth: Potential new projects

An evaluation of the apprenticeship levy

(London Economics/NIESR: Conlon, Harms, Herr, Speckesser)

- Eligibility is related to firm size. Use this (and timing of policy) for methodological approach
- Data sets: IDBR merged with list of employers on apprenticeship service, Annual Business Survey and ILR
- Employer Skills Survey
- Labour Force Survey

(Note: consortium-wide meeting with Skills Development Scotland and the Scottish Centre for Work-based learning in November to consider our work on apprenticeships generally and see if any collaborative work can be identified)

(2) Quality of VE Provision: Potential new projects

How important are management practices in FE colleges?

(LSE: McNally, Ruiz-Valenzuela, Ventura)

- Survey of management practices in FE colleges (and a simpler survey for UTCs)
- Follow on from work by John Van Reenen and co-authors at CEP
- Link data collected on management practices to admin data (ILR, NPD).
- Outcomes: completion rates; progression; pass-rates for GCSE re-sits

(2) Quality of VE Provision: Potential new projects

The Quality of Post-16 Provision: Access and Implications
(LSE: Cavaglia, McNally and Ruiz-Valenzuela)

- How does the quality of post-16 institution vary by socioeconomic background, prior attainment and geographically?
- Does variation in the quality of post-16 institution matter for education and labour market performance?
- How does the availability of 'quality institutions' in a local area matter for outcomes on average and for different groups?

Data: LEO

(3) Factors affecting individual's participation in VE: potential projects

The Effect of Raising the Education Participation Age on Youth Crime
(LSE: Hupkau, Kirchmaier and Machin)

Investigate the effect of the increase in the education participation age from 16 to 17 (from 2013) and 18 (from 2015) on youth crime

- Did the reform have an impact on the likelihood of staying on in education? Which types of student were most effected?:
- What type of education did those affected take up?
- Was there a reduction in crime in times when individuals were likely to be in education?
- If there is a relationship, what type of crime was most affected? Was there a change in the crime-age profile?

Data: NPD, ILR, crime data from Greater Manchester Police

(3) Factors affecting individual's participation in VE: potential projects

Literacy and Numeracy (LSE: Aucejo, Eyles, Hupkau, Machin, McNally, Ruiz-Valenzuela)

- How have early school-level interventions (e.g. the National Strategies; the Academies Programme) affected literacy and numeracy, future trajectories in FE and HE and labour market outcomes?
- Effects of C Grade in English and Maths for the whole 2014 cohort? Gender differences. What is the effect of re-sits?
- What are the different types of 'latent skills' that students obtain when in FE. How are they valued in the labour market?

Data: NPD, ILR, LEO

(3) Factors affecting individual's participation in VE: potential projects

An Assessment of Advanced Learner Loans

(London Economics: Conlon, Patrignani, Ladher)

Advanced learner loans introduced in 2013/14 for those aged 24 and above and for those aged 19+ from 2016/17. Qualifications at L3+

- Investigate the impact on participation and subsequent outcomes.
- Methodology will make use of the fact it affected different age groups at different times.
- Estimate the Resource Accounting and Budget (RAB) charge association with Advanced Learner Loans

Data: ILR, HMRC/DWP data on earnings and employment

(3) Factors affecting individual's participation in VE: potential projects

Regional Labour Markets, Demand and Supply of Skills, Skill Gaps and Job Mobility

(Sheffield: Dickerson, McDool, Morris; London Economics: Conlon, Patrignani, Battiston)

Part A (Sheffield)

- To what extent are local providers supplying the skills needed by employers in the area?
- To what extent are learners mobile, moving around the country for jobs?

Data: ILR, ASHE

Part B (London Economics)

- What effect do skill gaps have on business outcomes?
- Which vocational qualifications reduce or exasperate skills gaps?

Data: ESS, EPS

Communication, dissemination and CVER events

- **Newsletter** (now goes to over 750 people). 26,500 visitors to the website (up 9,500 since the last SG).
- **Long list of engagement activities.** Lots of conference/seminar presentations, stakeholder engagement, writing blogs
- **Annual conference:** 11-12 September with over 60 participants (two speakers from the USA and 10 from Europe). CVER's work was also showcased with presentations from the research team. 8 seminars set for 2017-18.
- **Current activity:** plan to improve presence on social media and more direct contact with policy advisors (e.g. No 10 Policy Unit)