

# Independent Review of Skills Delivery Landscape

A public consultation issued by the Scottish Government

Response from the Association of Chartered Certified Accountants  
Scotland (ACCA)

December 2022

ACCA (the Association of Chartered Certified Accountants) is the global professional body for professional accountants, with members based in 178 countries. In Scotland, ACCA has a thriving community of approximately 10,000 members and future members. With a substantial part of our global operations, employing around 700 people, based in Glasgow, we are also a large Scottish employer. Across the UK our community includes over 90,000 members and over 70,000 future members, working across a range of sectors including in practice as critical advisors to SMEs, in the public sector, financial services, manufacturing and all key sectors of the economy.

Since 1904, being a force for public good has been embedded in our purpose. We believe that an accountancy sector of the highest ethical standard is the cornerstone profession of society and is vital to help economies, organisations and individuals to grow and prosper.

Through our work we are committed to offer everyone everywhere the opportunity to experience a rewarding career in accountancy, finance and management. Our qualifications and learning opportunities develop strategic business leaders, forward-thinking professionals with the financial, business and digital expertise essential for the creation of sustainable organisations and flourishing societies. Through our cutting-edge research, we lead the profession by answering today's questions and preparing for the future. We're a not-for-profit organisation. Find out more at [accaglobal.com](https://accaglobal.com)

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## ACCA RESPONSE

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As a professional body for the accountancy profession, which seeks to make careers in the sector accessible to everyone, everywhere, ACCA has extensive interactions with Scotland's education and skills landscape.

As a body developing and awarding qualifications, we are regulated by the Scottish Qualifications Authority (SQA). We work with Skills Development Scotland (SDS) on a range of functions, including the development and delivery of Foundation, Modern and Graduate Apprenticeships in accountancy; as well as supporting the work of Developing the Young Workforce, to help maximise and promote the career opportunities in our sector. We work in partnership with education and learning providers across Scotland, who support the delivery of the varied qualification routes into the profession.

We also represent and support the interests of around 10,000 members and future members (those undertaking training for their qualification and ACCA membership) in Scotland, gathering their views as employees and employers, about the skills they need to succeed in their organisation.

Lastly, we are a large employer in Scotland, with around 700 staff based in and around Glasgow working across a range of corporate functions. Further, with a number of staff based in Scotland responsible for our work on education regulation and qualifications around the world, we have developed substantial global expertise on qualification innovation.

Our response to the consultation is based upon our substantial research base, including several research reports exploring the evolving skills needs in our sector. We have also undertaken a number of roundtable discussions with future members, members and employers working in finance and accountancy roles across the private and public sectors, colleagues from across ACCA, as well as other partners, such as learning providers.

### **Question 1: If there was one thing you would like to see change in how our skills landscape is structured and delivering, what would it be?**

Rather than highlight just one point, in our response to this question we wanted to highlight some key observations about Scotland's skills system, obtained through our wide-ranging discussions with colleagues, members, learners and partners.

- 1. We are in a period of rapid transition in workplace and employment practices, in which it can be challenging for both learners, employees and employers to adapt. We need our skills system to play a role in supporting change to ensure we retain competitive, inclusive workplaces.*

From ensuring the strong governance and sustainable financial development of organisations, through to taking a leading role in critical challenges facing businesses today, such as responding effectively to the imperatives of climate change or championing ESG and purposeful business, accountancy professionals use their skills, ethics and professional judgement, acting in the public interest, to help create value and opportunities for organisations in all sectors across the world, enriching society at large.

Like many professions, our sector is evolving to meet the challenges of modern working, from the impact of technology to climate change. We also work closely with our employers and learners around the globe to understand their skills needs and career goals.

Our recent research<sup>1</sup> exploring the role of accountants in sustainable organisations identified four broad areas of career in the finance and accountancy professions: transformation, reporting, assurance and analysis. The report also highlighted six key capability areas for finance professionals:

- Expertise (inc. technical knowledge)
- Insight (inc. critical thinking, governance, project management)
- Sustainability (creating long term value)
- Collaboration (communication, stakeholders, inclusion)
- Drive (leadership, determination, lifelong learning)
- Digital (proficiency in data management and emerging tech)

In 2021 we published research<sup>2</sup> exploring the aspirations and concerns of those aged 18-25, our newest generation of finance professionals.

This highlighted the attraction of the job security and long-term career prospects offered by an accountancy qualification but also the expectations and ambitions of our new members. Almost half (48%) of those in the UK expected to have multiple roles across different disciplines in the future, while 56% expected to change roles within two years.

The newest generation of professionals want to work in organisations that offer them the opportunity to continually acquire new skills (cited by 56% in the UK as their top attraction) but also stressed the importance of work/life balance. Importantly, less than half (47%) of our UK respondents currently in employment were satisfied with the opportunities offered by their employer.

However, this report also underlined the impact of global events and trends on the outlook of younger employees.

Data published by the World Economic Forum<sup>3</sup> shows that the global pandemic has significantly impacted younger people and has had a profound impact on job displacement. Similarly, employers told us that Covid has disrupted and limited young people's access to work and volunteering experience, whether activity undertaken through school, further/higher education or work outside school and study.

Our Gen Z research set out that for the generation who entered the labour market during Covid, wellbeing and mental health, job security and worry about the economy/recession are top concerns. Similarly, employers cited the importance of emotional resilience in younger employees.

In our discussions we were struck by the scale and pace of change in workplace practice and culture and the knock-on impact this has on the expectations of learners, employees and employers.

For example, while the rapid shift to online training and assessment has brought great opportunities, such as flexibility and is now the preferred option for many learners, we have heard worries from learning providers about the depth of understanding and one-to-one support that can be harder to replicate remotely. Similarly, most managers have highlighted to us that

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<sup>1</sup> <https://www.accaglobal.com/us/en/professional-insights/pro-accountants-the-future/pro-accountants-heart-sustainable-orgs.html>

<sup>2</sup> [Ground-breakers: Gen Z and the future of accountancy | ACCA Global](#)

<sup>3</sup> [The Future of Jobs Report 2020 | World Economic Forum \(weforum.org\)](#)

they feel trainees can be far better supported when spending time in the workplace environment where they can ask for help and learn from experienced colleagues. Trainees highlighted to us that fairness and trust were key elements of the working culture they wanted to see, while some employers also recognised that younger employees were well-placed to understand future clients.

However, changing expectations go beyond the evolution of hybrid working practices, with a broader sense that many employees, while still ambitious, may approach their career differently. For example, many trainees are approaching their progression more hesitantly; taking fewer exams, and increasingly place a higher value on work-life balance and purposeful work. More generally, post-Covid, most employers were acutely aware of the need for mental health support for employees.

In our Gen Z report, we recommended that employee engagement strategies and resources, particularly for younger employees, need to be a higher priority for employers, though we recognise that this can be challenging, even for larger employers.

The Scottish skills system has traditionally been focused on skills planning and the delivery of education/training routes. However, we believe that the pace of change in working habits and culture, concern about mental health post-Covid, combined with the recruitment shortages facing many sectors, including accountancy, taken together means a stronger focus is needed on supporting learners, employees and employers to adapt to the changing workplace; whether better supporting learners to make the transition from education to the workplace, to ensuring employers (especially smaller organisations) can access resources to navigate new ways of working. Many aspects of discussions we had with learners, employees and employers support the findings outlined in the Careers Review<sup>4</sup>.

- 2. While there is often good engagement between the skills system and employers on specific projects or aspects of skills work, it can be much harder for employers or their representatives (including professional bodies) to understand where and when to contribute to broader discussions about their workforce challenges and planning.*

In our discussions with employers, while some had developed good working relationships with local learning providers such as schools or colleges, few had much formal interaction with the broader skills system and were unsure how or where to share their insight and feedback about training and recruitment.

As a profession, the recently published sectoral skills assessment for professional services contains very little insight about accountancy, perhaps because of available data. Yet it is a cornerstone profession with roles across every sector in every part of the country, providing critical skills for business growth while experiencing significant recruitment challenges. Similarly, we feel there is more to be done to bring together the different parts of the delivery landscape which are a vital part of developing our profession – from schools to colleges to universities – to collaborate on the development and funding of our sector in Scotland. And, as employers, we could play a stronger role in sharing our research and insight about the sector. Overall, there could be a better sense of cohesion across the landscape as we seek to develop pathways and address skills shortages across our profession.

- 3. Scotland has made good progress developing flexible routes into a wide range of careers, enabling more people to access a broader range of roles. However, we have far more to do to illustrate, promote and enthuse learners about the future-proof*

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<sup>4</sup> [https://www.skillsdevelopmentscotland.co.uk/media/48884/career\\_review\\_main\\_report.pdf](https://www.skillsdevelopmentscotland.co.uk/media/48884/career_review_main_report.pdf)

*opportunities that exist in our labour market, especially where these exist across all sectors, for example data and business analysis roles.*

As set out above, we were founded to open up access to our profession and are proud that in Scotland there are now many pathways into accountancy. We note the recently published OECD report on apprenticeships in Scotland also praised the flexibility of our system.<sup>5</sup> Our employers were clear that they strongly value the variety of pathways into accountancy and the diversity of entrants this brings.

Nonetheless we recognise there is more to do to open up access, noting the evidence of the Social Mobility Commission<sup>6</sup> about the importance of capital, experience and networks in accessing the professions. We heard feedback that there is still more work to do to educate and inform learners, parents and employers about the opportunities of different pathways into our profession, in particular challenging assumptions of some employers about the requirement of degrees for some roles.

As highlighted, we know that careers in accountancy and finance can include a very wide range of roles across all parts of public, private and third sectors. Many of these roles, such as data and business analysts are in high demand. We know it can be challenging to explain and promote the range of roles to young people (and the people who influence their study and career choices). While there is a pivotal role for us as a professional body to play in promoting future careers, it is also important to consider how a more consistent, coordinated approach would help learners understand how their skills and passions match up to the opportunities across a range of jobs and sectors.

**Question 2: Thinking about the vision in the Terms of Reference for a system that is simple, people-focused and built on collaboration, how well are we doing against that vision just now? Can you provide specific examples of: a) success in the work of public agencies or the private/third sector; or b) elements that don't work, are confusing or need to be improved?**

ACCA works constructively with education providers and key partners such as the British Council across the globe.

In Scotland, ACCA has forged strong and productive relationships with different skills bodies. In particular, the principles-based approach of SQA was highlighted as a successful model of regulation, which enabled innovation. For example, it is our understanding that ACCA may have been one of the first adopters moving to online ('remote') invigilation for our exams as the pandemic struck.

We work regularly with SDS on a range of areas and particularly value the role it plays in encouraging learners, employees, employers and sectoral bodies to work collaboratively to promote careers and training in Scotland. Scottish Apprenticeship Week, and Scottish Careers Week, are good examples of this approach.

Many aspects of the skills system can be confusing to navigate, even for a professional body that has regular interaction with different bodies. We have found the development of sectoral leads and strong stakeholder management within SDS a useful solution to navigate this complexity; however, this could be more difficult for organisations or employers who have less well-established relationships with the organisation.

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<sup>5</sup> [Strengthening Apprenticeship in Scotland, United Kingdom | en | OECD](#)

<sup>6</sup> [The class pay gap and intergenerational worklessness.pdf \(publishing.service.gov.uk\)](#)

Moreover, as highlighted in our response to Q1, where responsibilities go beyond one organisation, for example, improving the pathways into our profession across multiple sectors and responding to insight from employers, particularly in relation to skills shortages, it becomes harder to understand the mechanism, or forum, for such discussion.

**Question 3: Thinking about the different national agencies and partners involved in skills delivery, are there areas where more clarity is required about roles and responsibilities or where you think the balance of responsibilities should be changed?**

Further to our comments above (and discussed in response to Q6 below), greater clarity about the role of different organisations in supporting and funding apprenticeships would be helpful. For example, while we recognise the different interactions with the education system, the different approaches to funding Foundation, Modern and Graduate Apprenticeships seems disjointed. Again, this makes it challenging to have a 'whole profession' discussion.

We would also reiterate the need for a clearer focus on supporting learners, employees and employers to succeed in the workplace.

**Question 4: Thinking about how our economy and society is changing and the Scottish Government's ambitions for a skilled workforce as set out in NSET, do you have any evidence on where the current skills and education landscape needs to adapt or change and how it could be improved? Please provide evidence to support your answer.**

We note the specific projects outlined in NSET in relation to the Skilled Workforce pillar and strongly support the need for a more agile, responsive system which equips our workforce with the resilience they need to navigate an evolving world of work.

Further to our responses above, while we recognise the need to target support where it is needed most, we believe that the system needs to address feedback from employers about the support needed for transition from education to workplace and the provision of tools and advice employers need to stay competitive.

**Question 5: Can you provide any evidence of skills structures in other places that are delivering outcomes in line with Scotland's ambitions which Scottish Government should look to in achieving its ambitions?**

Our discussions have focused on members and stakeholders in Scotland however given our role interacting with education providers, regulators and employers across the globe, we would be happy to support discussions with colleagues across the globe if this would be helpful.

## **Part 2 Apprenticeships**

**Question 6: Do you have any evidence relating to the outcomes of the current funding and delivery of apprenticeship programmes (Modern Apprenticeships, Foundation Apprenticeships and Graduate Apprenticeships) in terms of either outcomes for learners and/or the needs of employers?**

ACCA strongly supports Scotland's apprenticeship programme and has been pleased to work with SDS, and other partners, to develop and deliver Foundation, Modern and Graduate Apprenticeships in accountancy.

Our mission is to ensure careers in accountancy are accessible and inclusive, so we purposefully encourage multiple pathways into the profession whether entering a workplace traineeship straight from school or after studying accountancy at college or university; online

self-study for those who may wish to retrain; or via an apprenticeship. In recent roundtable discussions, our members – many of whom are employers responsible for developing their organisation’s talent pipeline – told us that they valued the breadth of options for recruitment, highlighting the diversity of experience and background this brought to workplaces.

Traditional traineeships remain the most common route to qualification however we are keen to raise awareness about the opportunities of apprenticeships.

According to available information<sup>7</sup>, there are currently around 40 Foundation Apprentices<sup>8</sup>, 143 Modern Apprentices<sup>9</sup> and 117 Graduate Apprentices<sup>10</sup> in accountancy.

Both the Foundation and Graduate Apprenticeships in accountancy are in their infancy, having only begun in the year or two prior to the pandemic. It is therefore too early to draw firm conclusions about these pathways because awareness and uptake is still limited. However, there are two observations we would make about apprenticeships in our sector.

Firstly, the development of the GA model, whereby the learner/employee can achieve a degree (alongside their professional qualification) as well as an element of the student experience; while the employer can support practical in-work training to a high technical level, appears to be a very successful development in Scotland’s skills landscape.

In recent months we have seen a significant increase in interest and uptake of GAs by employers. We expect this demand to increase. We have heard feedback from employers that this model offers a better combination of academic study and practical workplace experience, compared to the more traditional model of undergraduate degree-to-traineeship. For many employers, the shift towards vocational pathways may mean an increase in recruitment of school leavers and thus, a much younger profile of trainee.

However, in the longer term the increase in GAs raises questions about the balance in policy and funding for supporting skills and training of traditional undergraduate degrees and newer pathways. The OECD highlights this challenge in its recent review of apprenticeships in Scotland<sup>11</sup>:

*“The current funding system for modern apprenticeships in Scotland can give learning providers disproportionate influence over the mix and scale of places on offer, which could mean that the system partially reflects which apprenticeships are easy or cost-effective for the provider to offer, rather than what employers, trainees, or the overall economy needs.”*

Secondly, while both Foundation and Graduate Apprenticeships have been developed to widen career pathways, it is possible that greater focus may be needed on how the three different apprenticeships complement each other, align with other qualifications and support progression within roles. In other words, understanding the different career journeys associated with different apprenticeship models. Through our ongoing work to raise awareness about the different routes into the accountancy profession with both learners and employers, we feel that these distinctions are not always clear. For example, which cohort of learners would benefit most from undertaking a Foundation Apprenticeship at school, and what next steps in apprenticeships, training or study would the FA enable them to take? We outlined concerns about the need for a more cohesive approach in our response to Q1.

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<sup>7</sup> While statistics are published quarterly for modern apprenticeships, numbers for foundation and graduate apprenticeships are published less regularly so these figures may not be fully up to date.

<sup>8</sup> Figures in training in 2020 according to [foundation apprenticeship progress report June 2021](#)

<sup>9</sup> As at 30/9/22 according to [modern apprenticeships quarterly data](#)

<sup>10</sup> Figures provided to ACCA by Skills Development, as at May 2022

<sup>11</sup> [Strengthening Apprenticeship in Scotland, United Kingdom | en | OECD](#)

**Question 7: The Terms of Reference sets out an ambition for apprenticeship programmes to be an embedded part of the wider education system to ensure that there are a range of different pathways available to learners. Do you have any views or evidence on how changes to the operation of apprenticeship programmes could support this ambition?**

Please see response to question 6. In particular, we highlight the need to ensure that different routes at the same level, for example a FA and Higher, are adequately providing differentiated pathways for different learners. Similarly, the OECD highlighted the need to ensure learning pathways do not stop once the apprentice has completed their apprenticeship and that the role of the apprenticeship system in supporting upskilling and progression is considered.

**Question 8: Apprenticeships are often described as being ‘demand-led’. Do you have any evidence about how the process for developing and approving apprenticeship frameworks responds to skills priorities? Please include suggestions of how the development process could be enhanced.**

We believe that the current approach to the specific content of apprenticeships in our sector is successful from an employer engagement perspective. We also recognise that the development of the wider apprenticeship system, including the Graduate Apprenticeship, has – to a large extent – been employer-led. Nevertheless, it should be acknowledged that a relatively small group of (mainly) large employers contribute to engagement about apprenticeships and outwith specific professions, apprenticeships often still hold little appeal for a wide range of small employers.

#### **Part 4: Upskilling and reskilling**

**Question 12: Do you have any evidence to demonstrate how the existing delivery arrangements for upskilling and reskilling, including the specific funding programmes, are impacting on intended outcomes for learners and/or industry and sectors?**

We recognise the substantial challenge, set out in NSET, in relation to upskilling the existing workforce. Existing interventions such as the Flexible Workforce Development Fund have, to date, had limited success in encouraging businesses to invest in training and upskilling. It seems likely that opening up funding to include a broader range of training providers, to better respond to employer-need, would help. Moreover, challenges such as lack of alignment between approaches to the Apprenticeship Levy across the UK can mean such funding is not fully utilised.

There may be lessons to learn from the approach to continuous professional development, that exists across the professions. For example, our members are required to undertake a set number of CPD hours per annum and professional bodies are used to developing demand-led, accessible content for their members. We believe that enabling individuals to invest in their own development, perhaps through individual training entitlements or ‘skills wallets’ rather than focusing on employer-led training alone, will be necessary to achieve the culture of lifelong learning necessary to meet anticipated levels of retraining.

**Question 14: Thinking about the government’s ambition to optimise the existing system for upskilling and reskilling throughout life, do you have any evidence to support how changes to the delivery landscape could help to achieve this ambition?**



We have no specific suggestions however we would be keen to explore how more partners, such as professional bodies, could be brought into discussions about how a broader range of in-work training options could be supported.

## **Part 5: Sectoral and regional planning**

**Question 15: Thinking about the overall ambition to ensure that the skills and education system is aligned to local, regional and national skills priorities, what aspects of the current delivery landscape are working well to support this ambition?**

**Question 16: The Auditor General recommended that the Scottish Government take urgent action to deliver improved governance on skills alignment. Do you have any evidence to support whether the current arrangements are likely to deliver progress?**

**Question 17: The NSET sets out a vision for a system which is agile and responsive to future needs, where labour market insights can inform strategic provision planning. Do you have any evidence to indicate how changes to the delivery landscape could better deliver this vision?**

**Question 18: Skills Development Scotland currently leads and coordinates approaches for Skills Investment Plans for sectors and Regional Skills Investment Plans. Do you have any evidence to demonstrate the success of this approach or to support the impacts of SIPs on sector skills outcomes or RSIPs on regional outcomes?**

In response to questions about skills planning, we would highlight some of the observations set out in response to Q1; in particular the lack of cohesion across the landscape in developing the skills our profession needs.

In particular, it is often unclear how our research and insight can contribute to, or interact with these plans, especially where our profession has skills challenges across all parts of the economy in every area in Scotland.

While a sectoral skills assessment document was recently published for professional services, as far as we are aware, there does not appear to be a corresponding investment plan. Given its high profile and importance, there is more developed work on financial services sector but this is only one aspect of our profession. This can be frustrating given the skills shortages being experienced by our profession across Scotland.

**Question 19: One of the major challenges and opportunities facing the economy is the just transition to net zero. Thinking about the current delivery landscape, how well is it structured to deliver this ambition?**

ACCA is committed to supporting the UN SDGs and ahead of COP26 we published research outlining the role accountancy professionals play in developing sustainable organisations<sup>12</sup>, highlighting that the skills required to transition our economy to meet our climate ambitions go beyond those traditionally associated with renewable energy, for example.

One key to unlocking investment in net zero across the economy could be a more detailed roadmap of legislative and fiscal change. While we are continually developing our resources to support the development of the 'green skills' required in our sector, for example, emissions reporting, green budgeting and sustainable finance, clearer timescales about new requirements

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<sup>12</sup> [Professional accountants at the heart of sustainable organisations | ACCA Global](#)

in Scotland and the UK, will be an important catalyst to kick-starting training and development in these skills, thus opening up a range of career opportunities.

## **Part 6: Careers and young people**

**Question 20: Do you have any evidence to inform how the new Careers by Design Collaborative could be embedded within the wider education and skills system and delivery landscape to enable the recommendations of the Careers Review to be taken forward to ensure people can access the advice, information and guidance that they need?**

As highlighted in responses above, we believe there is more to do to ensure young people have a better understanding of the range of roles suited to their skills and passion. Linked to this, as highlighted in the Careers Review, is far greater interaction with employers and more work experience. For example, one employer told us that they had created part-time roles for final year university students living locally, both to help develop the employability of students while nurturing a talent pipeline for the employer. Another employer has developed a good relationship with a local college to offer work experience to students. There is more to do to replicate successful approaches, like these examples, more consistently across Scotland.

We are also keen to ensure that professional bodies (as opposed to individual employers) like ACCA, which are engaged in a wide range of careers activity including our [Career Navigator](#) tool, through to career fairs, can play our part in developing a new model of careers advice in Scotland and would be happy to discuss this further.

**Question 21: Alongside Careers information, advice and guidance, do you have any evidence to demonstrate what additional support young people, including those from marginalised groups, might need to develop their skills and experience to prepare them for the world of work? Please include details about who you think should be responsible for providing this support.**

We heard feedback from those who had recently left the education system, both school leavers and graduates, that they felt more could have been done during their education to prepare them for the workplace. For example, they cited that, in retrospect, many of the most useful experiences were extra-curricular rather than core parts of their study.

Our 2018 report *Purpose and the Profession*<sup>13</sup> explores inequality in employment with a specific focus on the role of the professions. In our report we highlight a number of strategies to improve social mobility, including more accessible qualification pathways, better data collection to encouraging alternative routes to build networks. As set out above, opening up opportunities to everyone, everywhere is ACCA's driving purpose. Our work would almost certainly have more impact if delivered in a more collaborative and consistent way with the existing skills bodies and education providers.

## **Part 7: Employer support and engagement**

**Question 22: Do you have any evidence about how the current arrangements for employer engagement in skills and education are supporting delivery of Scottish Government's ambitions and outcomes?**

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<sup>13</sup> <https://www.accaglobal.com/gb/en/technical-activities/technical-resources-search/2018/january/Purpose-and-the-profession.html>

In order to deliver the more agile, responsive system envisaged in NSET, it seems likely that mechanisms to deliver more regular qualitative feedback, from a much broader range of employers, will be required. As highlighted above, we believe employers are often keen to share their feedback about what is working well and where challenges lie but struggle to know where and how to direct such insight.

**Question 23: Thinking about the different aspects of the system in which employers have an interest, and the existing mechanisms for feeding into policy and delivery, do you have any evidence to support how changes in the delivery landscape could improve the partnership working between Scottish Government, its public bodies and employers?**

Our response discusses how well the Scottish education and skills system currently supports learners, employees and employers across the accountancy profession. It is informed by our substantial evidence base, including global research on the newest entrants to the labour market (those aged 18-25), actions our profession can take to address social mobility, as well as the changing role accountants and finance professionals play in organisations and the skills these roles require.

In addition, we undertook a range of roundtable discussions with colleagues, members, trainees, employers and other partners to gather feedback. From this work, we have set out that Scotland's skills system needs to:

- Play a greater role in supporting learners to transition to work; and employees and employers adapt to rapidly changing workplaces.
- Consider how employers can better share feedback about their experience in training and recruitment.
- Better facilitate career pathway discussions where multiple organisations, including funding bodies and education providers, play a role.
- Build on the strengths of our apprenticeship system by considering how apprenticeships interact with other pathways and qualifications to minimise duplication and clearly articulate to learners, parents and employers the distinct benefits of different pathways.
- Work with employers and partners, such as professional bodies, to better explain and promote future-proof roles (e.g. data analyst) to learners and those who influence their study and career choices.
- Ensure good practice between employers and education providers, particularly in relation to establishing work experience, occurs consistently across all parts of the country.