UK SKILLS PARTNERSHIP (UKSP)

Skills, Workforce Development & Vocational Education Action Plan

Contributing to the UK International Education Strategy 2026–2030 | Version 11 | August 2026

Where the Sub-Sector Is Now Internationally

Sector judgement. This is the largest and most fragmented part of the UK's international education offer, and the part where the commercial opportunity is least well understood. Its principal export is not student recruitment, but the architecture of a skills system, qualifications, occupational standards, assessment, trainer development and reform expertise bought by governments, regulators and employers who are actively procuring it. Demand is strong and the UK offer is proven. What the sub-sector cannot yet do at scale is convert that demand into contracts: it is fragmented, its international capacity was stripped out during the pandemic and has not been rebuilt, and it cannot yet evidence its own value. This plan is a deliberately limited set of ten sector-led actions to address those three constraints by 2030. Where delivery depends on government or delivery partners, those dependencies are recorded in Sections G and H.

A. Sub-Sector Distinctive International Offer

- Whole-system reform expertise. The sub-sector's international work is principally the export of qualifications, standards, curriculum, assessment and trainer development rather than recruitment to the UK. National Occupational Standards methodology, sector skills council architecture and employer-led apprenticeship models are established UK exports to reforming governments.
- Regulated qualifications with international currency. Awarding organisations are the largest single segment (11 of 35 respondents), delivering Ofqual-regulated vocational awards, graded examinations and licensing arrangements overseas. Professional and chartered bodies award long-term professional affiliation, with the Royal Charter route a distinctive UK asset. Chartered status is a point of difference competitor countries cannot replicate, it confers lifelong professional affiliation, generates recurring membership income beyond the life of a contract, and offers partner governments a route to professionalise an occupation rather than simply certify it.
- Further education colleges contribute through inbound recruitment, student and staff mobility, Turing-funded mobility, prospective Erasmus+ KA1 and KA2 partnership projects, international teacher training and participation in British Council skills partnerships programmes. Seventy colleges across the four nations hold student sponsor licences (Register of Licensed Sponsors, August 2026). The UK's association to the Erasmus+ programme in 2027 will bring opportunities for learners, young people, and staff working in education, youth and sport across all four nations of the UK. As the EU's flagship education exchange and partnerships programme, Erasmus+ provides funding for international mobilities for learners and staff and structured partnerships between organisations in the UK, Europe and beyond. Quality assurance and standards infrastructure. Independent regulation, external quality assurance and assessment integrity underpin the credibility of UK awards overseas and are themselves in demand as exportable capability.
- Modular and flexible provision. Micro-credentials, stackable qualifications, credit frameworks and recognition of prior learning are areas where UK practice is mature and where partner countries most often lack the infrastructure to make flexible provision trusted.
- Established footprint and four-nation breadth. Respondents report activity in Europe and Central Asia (28 of 35), MENA (20), East Asia and Pacific (17), South Asia (17), Latin America (13) and Sub-Saharan Africa (12), with published examples in Jordan, Hong Kong, Pakistan, Indonesia, the UAE, China and Canada.
- A domestic system that underwrites the offer. The UK's further education and skills system develops the skilled workforce employers need, supports local and regional growth and helps create the conditions that attract inward investment. That domestic credibility, employer-led standards, technical education reform and Local Skills Improvement Plans is what partner governments are buying, and it ties this plan to the Industrial Strategy and the Trade Strategy.

B. The Current Operating Environment

The sub-sector spans further education colleges, sector skills bodies, awarding organisations, chartered and professional bodies, independent training providers and education technology suppliers. It is the largest and most fragmented part of the UK's international education offer, and that fragmentation is itself the principal obstacle to a reliable baseline.

The 2026 UKSP Skills Sector Survey is the first attempt to quantify activity across the sub-sector. It drew 35 responses: 31 from England, 2 from Wales, 1 from Northern Ireland and 1 from Scotland. Forty per cent self-rate as established exporters, 40% developing and 20% early-stage; 31% report international income above £1m and 40% below £100k. Twenty (57%) grew turnover over three years and thirty (86%) expect growth, with one expecting decline. The constraint is not appetite but the ability to convert it into delivery: partner identification (66%), qualification recognition (49%) and access to decision-makers (43%).

The gaps are in measurement, not in activity. The base is indicative, not representative: it cannot support four-nation comparison or a sub-sector-wide export value, and it under-represents colleges, since colleges that recruit internationally or take part in mobility programmes do not necessarily respond to a UKSP survey. Only a small number operate a direct export model; college activity mixes inbound recruitment, outbound mobility and partnership projects. UKVI student sponsor records, DfE international student and Turing mobility data and Erasmus+ participation data can close part of that gap without new research funding, and triangulating against them is Action 6. Against a national education exports baseline of £36.7bn (published DfE education exports and transnational education activity statistics) and an IES ambition of £40bn by 2030, this sub-sector is positioned to contribute but cannot yet quantify its share and does not claim to. Quantifying it is Action 6. The plan is also written to support the Industrial Strategy and the Trade Strategy: skills exports are services exports; they open market access in economies the UK is prioritising for trade and investment; and the standards, qualifications and assessment architecture sold overseas is the same infrastructure that raises domestic productivity at home.

C. International Market Access Barriers

The barriers below are those the sub-sector can evidence and that materially affect growth and delivery.

Barrier	Market / Region Affected	Impact on International Growth	Evidence / Source	Practical Solution / Mitigation	Link to IES Ambition
Identification of reliable in-market partners	All active regions; most acute without established presence	Providers cannot convert demand into delivery without a credible local partner; search costs fall hardest on smaller organisations.	Survey 2026: 23 of 35 (66%)	Country system maps for agreed starting countries plus request-based signposting through British Council and Department for Business, Innovation, Science and Trade (BIST) posts (Action 1). Reduces search cost; does not transfer due diligence from the provider.	Ambition 3
Recognition and portability of UK qualifications	Indian states; Pakistan (HEC / IBCC); Saudi Arabia (TVTC)	Regulated UK qualifications including A Levels, BTEC and HND are not accepted for direct university entry, limiting learner progression and licensing of UK awards.	Survey 2026: 17 of 35 (49%); awarding organisation evidence via FAB	A recognition agenda led technically by UKSP and FAB, with DfE and FCDO supporting official engagement, and published market route-maps setting out agreed steps, owners and dates (Action 3).	Ambitions 2 and 3
Limited access to decision-makers and official channels	Gulf States; Asia Pacific; markets with centralised procurement	Opportunities are identified too late to bid competitively, or are captured by better-connected competitors.	Survey 2026: 15 of 35 (43%)	A UKSP–BIST opportunities pipeline and an ambassador cohort trained to represent the whole UK offer (Actions 4 and 5).	Ambition 3
Provider capacity and delivery bandwidth	All markets; most acute among colleges and smaller providers	Many colleges lost international teams during the pandemic and have not rebuilt them. Capacity is also the main constraint on the sub-sector's collective delivery.	Survey 2026: 14 of 35 (40%); college network consultation	SME Export Accelerator and peer learning (Action 8); college re-engagement at principal and governor level (Action 7); the action set sequenced against available capacity.	Ambitions 1, 2 and 3
Short mobility funding horizons and partial alignment with IES markets	Europe and Central Asia; Erasmus+ partner countries	Erasmus+ is the largest near-term opportunity for colleges, but partner countries do not map neatly onto IES priority markets and arrangements beyond 2028 are unsettled, so colleges plan on short horizons.	College network consultation; 5 of 35 currently drawing mobility funding	Sequence Erasmus+ re-engagement with the National Agency and build college capability that transfers to other routes, including British Council skills partnerships programmes, rather than resting on one funding stream (Action 7).	Ambitions 1 and 2

2. Future ambition

D. International Ambitions for the Sub-Sector

By 2030 the sub-sector intends to have moved from fragmented, opportunity-led activity to a coordinated skills export pipeline: more UK organisations working internationally, in more markets, with higher-value and more repeatable delivery models, and with the evidence to demonstrate it. The outcomes sought are that the UK is established as a preferred partner for workforce development and technical education reform rather than a supplier of individual programmes; that organisations without an overseas footprint have a realistic route into international work; and that the sub-sector can state, with defensible data, what it contributes to UK education exports. The contribution is weighted differently across the three ambitions, reflecting where each part of the sub-sector actually operates.

IES AMBITION	SUB-SECTOR AMBITIONS THAT CONTRIBUTE TO IES
Increase the UK's international standing through education and make the UK the global partner of choice at every stage of learning.	Colleges, independent training providers, professional bodies, chartered institutes and sector skills bodies provide distinctively British credentials conferring long-term professional affiliation. UKSP will reframe the offer from 'education export' to system-level partnership for economic transformation and equip members to represent the whole UK offer. For colleges, standing is built primarily through student and staff mobility, Erasmus+ KA1 and KA2 projects and participation in British Council skills partnerships programmes — activity that also builds the general international capacity the other ambitions depend on. Actions 5, 7, 10.

Continue to sustainably recruit high-quality international students from a diverse range of countries.	Colleges are rebuilding international pipelines from a low base, and college contribution is concentrated here alongside Ambition 1. Seventy colleges hold student sponsor licences (Section A); volumes are modest but the income is material at institutional level. The near-term priority is not rapid volume growth — many colleges are consolidating around markets they know — but an accurate baseline of inbound activity and rebuilt confidence at principal and governor level, particularly in England and Northern Ireland. Actions 6, 7.
Collectively grow education exports to £40 billion per year by 2030.	Short modular interventions, workforce development frameworks and qualifications licensing represent the highest-growth export opportunity, across Asia Pacific, the Gulf and Erasmus+ partner nations. Near-term export growth rests mainly with awarding organisations, professional and chartered bodies, sector skills bodies and independent training providers, since few colleges operate a direct export model. Growth is constrained less by demand than by partner access, recognition and reach into decision-makers. Actions 1, 2, 3, 4, 8, 9.

E. International Markets

The first deliverable of this section is a market prioritisation exercise, completed in Q4 2026. The five regions previously identified — Asia Pacific; Gulf States; Europe and Central Asia; India and Pakistan; Sub-Saharan Africa — are too broad to act on, and the exercise converts them into a shorter list of named starting countries before Actions 1 and 2 are taken forward. Criteria: evidenced activity in the 2026 survey; a stated national reform agenda the UK offer answers; an accessible route to decision-makers; and an identifiable funding source, whether sovereign budget, multilateral development bank (MDB) programme or Erasmus+. Decision-makers: the UKSP delivery group with the British Council and BIST, informed by the International Education Champion's priority countries and by post capacity. Output: a ranked shortlist of named starting countries with the rationale for each, published with the first country system maps.

Sequencing. Work will be sequenced by readiness rather than size of prize: the Gulf and Asia Pacific first, where demand is procurement-ready; Europe and Central Asia in parallel, because it carries the most current activity and the Erasmus+ window is time-bound; India and Pakistan once the recognition agenda at Action 3 has moved; and Sub-Saharan Africa as a system-partnership and development-bank funded track through Actions 2 and 4.

The evidence the exercise starts from is as follows. Europe and Central Asia is the largest area of current activity (28 of 35), driven by Erasmus+ re-engagement and Western Balkans accession alignment with European standards. The Gulf States offer the closest match between UK capability and stated national priorities, with Vision 2030 and comparable UAE and Qatar programmes driving demand for occupational standards and sector skills body architecture (20 of 35 active in MENA). Asia Pacific — Vietnam, Malaysia, Indonesia — shows appetite for professional pathways and short modular interventions (17 of 35).

India and Pakistan present institutional opportunity constrained by the recognition barrier at Section C; for most colleges these are partnership and delivery markets rather than near-term recruitment markets. Sub-Saharan Africa has the largest youth demographic and significant development-bank funded programming but the thinnest presence (12 of 35), and is a system-partnership priority. Some members decline opportunities on ethical and human rights grounds; the route for making the case for markets outside the standard focus list is recorded in Section H.

F. Sub-Sector Actions

#	IES Ambition	Proposed Action	Suggested Lead	Timeline QTR & Year	KPI / Measure	Key Dependencies
1	3	Establish UKSP international partner signposting in two parts: (a) published country system maps for agreed starting countries, showing which ministries hold TVET and labour, which regulators and qualification authorities operate, and which college, provider and employer bodies make up the system; and (b) a request-based route putting defined, project-specific enquiries to British Council and BIST posts, who may suggest potential contacts. The maps follow a common methodology and template agreed with BIST and the British Council before drafting begins and are published in a single location with access open to all UKSP members.	UKSP, with British Council and BIST	Scope, criteria, governance and starting countries agreed Q4 2026; methodology and template agreed Q1 2027; 5 system maps Q2 2027; request route live Q2 2027, reviewed Q2 2028	0 → 5 country system maps (2027), 10 (2028); ≥12 organisations using the request route by Q4 2027	Scope, criteria and governance agreed with the British Council and BIST first (Section G). Signposting is not endorsement or warranty; members retain their own due diligence. The maps are jointly owned and maintained by BIST and the British Council, with UKSP coordinating sector input and the annual refresh.
2	3	Add a skills and TVET lens to existing British Council and BIST/FCDO country and sector intelligence products covering demand, regulation, competitors and procurement, disseminated through established channels rather than as a parallel product set. Supplemented by public data and non-commercially-sensitive member market scans.	UKSP, with BIST and British Council	Lens agreed Q4 2026; 2 briefs Q1 2027; 5 by Q3 2027 subject to in-country capacity; annual refresh	0 → 5 briefs; ≥20 organisations accessing; ≥50% of 2028 respondents rating them useful	Coverage follows in-country capacity, not uniform coverage. Scoped to public data and existing products so it needs no dedicated research funding.

#	IES Ambition	Proposed Action	Suggested Lead	Timeline QTR & Year	KPI / Measure	Key Dependencies
3	2 and 3	Lead the technical side of a named recognition agenda: UKSP and FAB will maintain the recognition tracker, identify priority qualifications, provide the evidence base, coordinate provider input and publish market route-maps setting out agreed steps, owners and dates, with DfE and FCDO supporting official engagement where appropriate. The route-maps address non-acceptance of regulated UK qualifications for direct university entry in Indian states, Pakistan (HEC/IBCC) and Saudi Arabia (TVTC).	UKSP and FAB, with DfE, FCDO and ESAG	Tracker live and named leads agreed Q1 2027; first route-map Q4 2027; second Q4 2028	0 → 3 markets scoped; 1 route-map (2027), 2 (2028); recognition status tracked annually	Recognition sits in the gift of overseas authorities on multi-year timescales. The commitment is to leads, agenda and route-maps, not the recognition outcome.
4	3	Establish and run a UKSP opportunities pipeline: UKSP compiles and publishes a quarterly bulletin of MDB, sovereign and commercial opportunities from public and member sources, moving to a dashboard once volume justifies the build, with BIST sharing data within an agreed scope.	UKSP, with BIST	Scope agreed Q1 2027; first bulletin Q2 2027; dashboard Q2 2028	0 → ≥20 opportunities per quarter; ≥30 organisations subscribing by Q4 2027	The BIST data-sharing scope determines coverage rather than whether the bulletin is published. Bulletin-first avoids build cost before demand is proven.
5	1	Launch the UKSP International Education Ambassador Framework and training programme, equipping members to represent the whole UK skills offer rather than only their own organisation.	UKSP	Framework Q4 2026; first cohort trained Q2 2027	0 → 15 ambassadors from ≥10 organisations (Q2 2027); 30 by Q4 2027; present on ≥1 trade mission	Member willingness; trade mission scheduling sits with BIST. Sized to realistic voluntary uptake.
6	All	Run the annual UKSP sub-sector survey to a verified, published baseline and triangulate it with administrative data — UKVI student sponsor records, DfE international student and Turing mobility data and Erasmus+ participation data — so reporting does not rest on survey response alone. Publish a baseline of college inbound recruitment. Response rates will be raised by distributing through the four college bodies and through FAB, UKSF and professional body lists, shortening the instrument, and reporting response by nation and provider type so under-representation is visible.	UKSP, with AoC and the four-nation college networks	2026 baseline Q3 2026; data routes agreed Q1 2027 and used in the 2027 report; survey each July	35 (2026) → 100 (2027) → 150 (2028); ≥8 responses each from Scotland, Wales and Northern Ireland by 2028; inbound baseline published 2027	Access to UKVI and DfE datasets and agreed definitions; network cooperation. Survey response alone remains indicative, hence triangulation.
7	1 and 2	Re-engage the FE college network internationally: UKSP and the college networks will deliver a British Council–UKSP webinar across the four nations; support colleges into active Erasmus+ agreements covering mobility (KA1) and partnership projects (KA2); signpost colleges to open British Council skills partnerships programmes; and deliver principal- and governor-level engagement at colleges not currently active, focused on England and Northern Ireland. Until association arrangements are settled, colleges in England are supported through Turing (Section A); the four-nation position on Erasmus+ will be represented jointly by the four college bodies.	UKSP with AoC and the four-nation college networks, supported by the British Council (Erasmus+ National Agency)	Webinar Q4 2026; engagement designed Q4 2026, delivered across four nations Q4 2027; agreements Q4 2027	5 organisations drawing mobility funding → 15 colleges with ≥1 active agreement by Q4 2027 (revised from 25 after college network feedback); 40 principals engaged; ≥10 colleges commencing or resuming activity by Q4 2028	Scope and sequencing agreed with Erasmus+ National Agency colleagues, whose remit is distinct from the British Council's wider international role. Contingent on UK association arrangements; position beyond 2028 unresolved. Growth set against colleges' own risk appetite.
8	3	Deliver an SME Education Export Accelerator: two cohorts of twelve, covering market selection, partner due diligence, pricing, contracting and go/no-go discipline.	UKSP, with BIST	Cohort 1 Q1 2027; cohort 2 Q1 2028	0 → 24 SMEs complete; ≥8 entering or formalising activity in a new market within 12 months	Two cohorts are contingent on BIST co-funding confirmed by Q4 2026; otherwise a single cohort is delivered from member resource. Volunteer mentors from active exporters.
9	3	Establish a UKSP consortia-building mechanism with standard teaming and IP templates so smaller providers can access contracts beyond their individual turnover limits.	UKSP	Templates Q2 2027; ≥3 consortia Q2 2028	0 → 3 consortia formed; ≥£2m of bids submitted; SME share of bid value ≥25%	Legal and teaming templates; member willingness; the Action 4 pipeline.
10	1	Publish ten international case studies and a consolidated UKSP Global Skills Offer document for the International Education Champion, embassies and trade missions.	UKSP, with FAB and UKSF	5 case studies Q4 2026; 10 plus offer document Q2 2027	0 → 10 case studies published; used in ≥2 trade mission or embassy engagements by Q4 2027	33 of 35 respondents already willing to contribute. The ten consolidate FAB's and UKSF's five each — they are not additional.

G. Delivery Enablers

The plan is sector-led and UKSP will coordinate delivery through its members and partner networks. Some actions depend on coordination with government and delivery partners where they hold data, official relationships, programme infrastructure or in-country networks. Those dependencies are recorded here and in Section H, once, to keep delivery realistic and accountable.

Delivery Enabler	How It Supports Delivery	Who Can Access / Use It	What More Is Needed	Link to IES Ambition
Erasmus+ (KA1 mobility and KA2 partnership projects)	The largest near-term route for college internationalisation, covering student and staff mobility and multi-partner projects that build institutional capability.	FE colleges across the four nations, via the Erasmus+ National Agency	Scope and sequencing agreed with National Agency colleagues; clarity on arrangements beyond 2028 (Section C).	Ambitions 1 and 2
British Council programmes, projects and in-country networks	Facilitation, brokerage, market insight and network-building, plus participation routes for colleges into existing programmes that build general international capacity.	UKSP members and college networks, where programmes are open and aligned	Signposting to open calls; scope, criteria and governance for partner signposting and the skills and TVET lens agreed by Q4 2026, with Erasmus+ National Agency engagement handled separately. Engagement will be shaped by IES and British Council strategy, programme priorities and country objectives.	Ambitions 1 and 3
BIST posts, trade missions and the International Education Champion	Warm market access, visibility of opportunities and a route to decision-makers providers cannot build from cold.	UKSP members, prioritised through the ambassador cohort	Named starting countries and criteria agreed with the British Council and BIST by Q4 2026; post capacity confirmed; a named education trade contact in each priority post; and representation of the whole UK skills offer on trade missions and in country programmes.	Ambition 3
Administrative data: UKVI sponsor records, DfE student and Turing data, Erasmus+ participation data	Provides a verifiable baseline for college international activity that survey response alone cannot deliver.	UKSP, AoC and the four-nation college networks for reporting	Data-sharing routes for UKVI sponsor, DfE international student and Turing data agreed with DfE and FCDO by Q1 2027, with permissions and agreed definitions; a single owner for reconciliation against survey returns.	All three ambitions
Four-nation college networks (AoC, ColegauCymru, Colleges Scotland, FE Northern Ireland)	Reach into colleges, evidence on inbound recruitment and mobility, and the route through which principal- and governor-level engagement is delivered.	Colleges in each nation through their representative body	Clarity on each body's role in delivery, agreed action by action rather than assumed. Network capacity is addressed in Section H.	Ambitions 1 and 2
UKSP consortia templates, peer learning network and UK Qualifications Alliance (FAB/SIAS) collaboration	Lets smaller providers bid above their turnover limits; joint awarding organisation working reduces duplication and increases collective credibility.	SMEs, independent training providers, chartered and professional bodies, awarding organisations	Legal and teaming templates; volunteer mentors.	Ambition 3

H. Delivery Partners

Delivery Partner / Group	Role in Delivery	Actions They Support	Engagement Approach	Dependencies / Risks
British Council, including its distinct role as Erasmus+ National Agency	Facilitation, brokerage, market insight and network-building; National Agency functions for Erasmus+; a route for colleges into its own programmes. Joint ownership with BIST of the country system maps at Action 1.	1, 2, 7	Joint scoping of starting countries, criteria and governance before any approach to posts. Erasmus+ handled separately with National Agency colleagues.	Engagement will be shaped by country context, strategic alignment with IES and available capacity, Support will vary by country.
BIST — posts, trade missions and the International Education Champion	Government linkage, opportunity data, market access and co-funding of provider capability building. Joint ownership with the British Council of the country system maps at Action 1.	1, 2, 4, 5, 8	UKSP Secretariat linkage; data-sharing scope for Action 4 agreed before the pipeline launches; a named education trade contact in each priority post.	Post capacity varies by country. Co-funding for Action 8 is unconfirmed; confirmation is sought by Q4 2026 and the action otherwise reduces to a single cohort delivered from member resource.
Department for Education and FCDO	Government-to-government engagement on recognition, named official leads, and access to student and Turing mobility data.	3, 6	Named leads and an agreed agenda through ESAG by Q1 2027, with UKSP and FAB leading on the recognition tracker, technical evidence and provider input.	Recognition timescales are recorded at Action 3; data-sharing routes for Action 6 are recorded in Section G.

ESAG and its member sub-sectors	Cross-sub-sector coordination, agreement of responsibilities for co-owned actions, and reciprocal signposting where offers combine.	All	Responsibilities for co-owned actions agreed through ESAG before delivery begins; reciprocal signposting agreed where offers combine, such as technical to higher education progression and schools-to-technical pathways; and a route through which sub-sectors can make the case for markets outside the standard focus list.	Depends on ESAG's own agenda and cycle. Recorded as a coordination dependency, not a commitment on ESAG's part.
Association of Colleges, with ColegauCymru, Colleges Scotland and FE Northern Ireland	College voice and reach across the four nations; evidence on inbound recruitment and Erasmus+ participation; delivery of principal- and governor-level engagement.	6, 7	Standing role in the UKSP delivery group, with each body's contribution agreed action by action rather than assumed.	Network capacity is finite and international appetite varies by nation. The evidence base is heavily England-weighted (31 of 35 responses).
FAB, UKSF, AELP and member awarding, professional, chartered and sector skills bodies	The primary delivery capability for export activity, qualifications, standards, assessment, curriculum and trainer development and system reform — plus technical evidence and case studies.	1, 2, 3, 8, 9, 10	Through UKSP membership and the peer learning network, with consortia templates enabling multi-provider bids.	FAB's partner network and UKSF's market intelligence resource overlap with Actions 1 and 2 and must be merged rather than run in parallel. Delivery relies on volunteer effort against commercial pressure.
LSIP leads and mayoral combined authorities	The domestic end of the global-to-local link, applying international insight to local skills planning and curriculum.	Global-to-local dimension (in the full plan)	A route in needs to be established; UKSP does not hold direct relationships with all LSIP leads or mayoral combined authorities.	Recorded as a gap; until a named sponsor is secured this link is not relied on in reporting.

I. Progress Reporting to ESAG

Progress is gathered through the annual UKSP sub-sector survey, conducted each July and published each September with response counts stated, and triangulated from 2027 against UKVI student sponsor records, DfE international student and Turing mobility data and Erasmus+ participation data. Returns from AoC, ColegauCymru, Colleges Scotland and FE Northern Ireland provide the four-nation view survey response alone cannot. Results are reported to ESAG at each bi-annual reporting point, with a mid-point review in August 2027 and annual review to 2030. Partner contributions to reporting are recorded in Sections G and H.

UKSP and its members hold joint accountability for delivery, progress and reporting of the ten actions. Where actions are co-owned with government, responsibilities will be agreed through ESAG before delivery begins, so that roles are clear and separately reportable. Consistent with ESAG's framing, that covers the actions committed to, the quality of reporting and engagement in delivery — not sector-wide export targets or wider economic outcomes beyond the sub-sector's control. UKSP is a small coordinating body and delivery relies on member effort; where coordination capacity does not materialise, actions will be openly re-sequenced and reported as such, against a delivery responsibility matrix naming what is expected of each member body. This is a live document and will be adjusted as conditions change.

Immediate next steps. Agree the responsibility matrix and co-owned action roles through ESAG in autumn 2026; complete the market prioritisation exercise and confirm starting countries and criteria with the British Council and BIST in Q4 2026; and carry the remaining delivery detail into a separate implementation tracker.

KPI / Measure	Reporting Point / Date	What Success Looks Like	Target / Milestone	Evidence Source	Reporting Owner
Organisations actively engaged internationally	Annually each September; reported to ESAG bi-annually	A broader, more representative picture of who is working internationally, no longer resting on survey response alone	35 (2026) → 100 (2027) → 150 (2028)	UKSP annual survey, triangulated with UKVI sponsor and DfE data	UKSP
Four-nation representation in the evidence base	Annually each September	Reporting can support statements about all four nations rather than an England-weighted sample	≥8 responses each from Scotland, Wales and Northern Ireland by 2028	UKSP annual survey and four-nation network returns	UKSP with AoC, ColegauCymru, Colleges Scotland and FENI
Providers reporting international income above £1m	Annually each September	Higher-value, more repeatable delivery models rather than one-off contracts	31% of respondents (2026) → 40% by 2030	UKSP annual survey	UKSP
College international engagement — mobility, partnership projects and inbound recruitment	Annually each September	More colleges active across mobility, Erasmus+ partnership projects and inbound recruitment, measured from a verified baseline rather than an estimate	5 organisations drawing mobility funding → 15 colleges with ≥1 active Erasmus+ agreement by Dec 2027; inbound sponsor baseline published 2027	Erasmus+ participation data, UKVI sponsor records, DfE data and network returns	UKSP with AoC and the college networks
Delivery of the committed ten-action set	Bi-annual ESAG reporting points; mid-point review August 2027	Actions delivered, or openly re-sequenced with reasons, against a published responsibility matrix	Matrix agreed Q4 2026; ≥80% on track or re-sequenced with stated reasons each reporting point	UKSP delivery group records and ESAG reports	UKSP