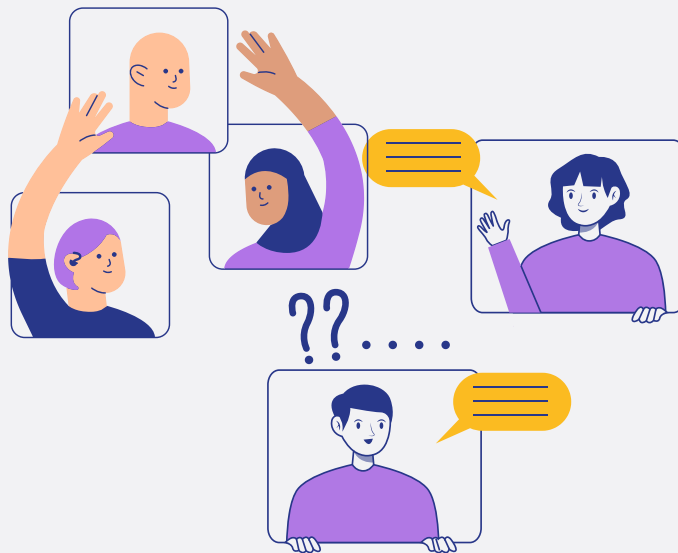


HOW SHOULD FUNDING BE PRIORITISED ACROSS PATHWAYS?



Findings from a Citizens' Jury on higher education funding in Scotland.

About the authors



Carnegie Education Fund is an independent charitable trust that aims to support participation in and improvement of Scotland's higher education system through grants and research. It was established in 1901 as the Carnegie Trust for the Universities of Scotland (SC015600).



Ipsos works closely with national governments, local public services and the not-for-profit sector on public service and policy issues. A detailed understanding of different sectors and policy challenges, combined with methods and communications expertise, helps ensure that its research makes a difference for decision makers and communities.

Key findings:

- **Jurors acknowledged the value of all higher education pathways but gradually began to question the balance of funding between them.** As they learned about current funding models, financial challenges, and graduate outcomes, jurors' initial views on the importance of vocational and work-based learning were strengthened. They felt that current funding arrangements appeared to place greater emphasis on traditional degree pathways, and that this imbalance should be considered in future decisions about investment.
- **Jurors felt strongly that additional investment in Scotland's colleges was needed to unlock outcomes in current circumstances** but struggled to identify where this funding should come from. They were wary of diverting resources away from traditional university pathways, recognising that any shift in funding would have consequences for learners. This left them grappling with how the current funding environment creates difficult trade-offs between what they felt needed to be prioritised now and their desire not to limit future opportunity.

"People learn in different ways. Not everyone can sit in a classroom, some people learn better when they are doing. So having that opportunity to learn and get qualifications [in different ways] is definitely a good way forward." (Citizens' jury participant)

Introduction

In late 2025, a group of 19 citizens from across Scotland took part in a citizens' jury on the future of higher education funding in Scotland. The jury was part of a project initiated by the Carnegie Education Fund (CEF) to better understand the public's views on the value and purpose of higher education and their priorities for its future funding. Significantly, it was the first recent attempt at detailed engagement with the public on this topic in Scotland.

A citizens' jury brings together a small group of individuals, acting as a representative 'mini-public', to hear evidence, deliberate, and reach a conclusion on a research question. They are designed to facilitate informed discussions on often controversial, value-laden issues that may have important social implications. As a complex topic with multiple converging challenges, a wide range of potential solutions, and different considerations and trade-offs, higher education funding was considered an ideal subject for a jury. The jury was designed and facilitated by Ipsos on behalf of CEF.

This is the third in a series of thematic papers setting out key findings from the citizens' jury. It describes participant's views on different **higher education pathways** and the balance of funding between them, how their perspectives evolved during the process, the key themes that arose and how this fed into and shaped their conclusions. For the purposes of the jury, higher education was defined as learning, outside schools, at SCQF level 7 and above which includes university degrees, college qualifications, and apprenticeships.

What did the citizens' jury do?

The citizens' jury aimed to explore the public's views on the future of higher education funding in Scotland. In doing so, it sought to answer an overarching question: 'How should higher education funding in Scotland be prioritised?' This was further broken down into three sub-questions:

- What is the purpose and value of higher education in Scotland?
- What should be the Scottish Government's priorities for resourcing higher education in Scotland?
- How should higher education in Scotland, particularly in universities, be funded?

The jury was recruited from across Scotland and was designed to be broadly reflective of the Scottish population. Participants met online across six, three-hour sessions held between late October and early December of 2025. Between sessions they joined an online community - a private website on which they could review materials, continue conversations, and share additional insights.

The first three sessions comprised the learning phase of the jury, where participants were introduced to the higher education landscape in Scotland and some of the challenges it faces. This was followed by two sessions dedicated to their discussion and deliberation, in which jurors were supported to move towards developing their conclusions. Their conclusions were further discussed, refined and confirmed in the sixth and final session. The jury's conclusions consisted of a set of principles for higher education funding which could be shared with any incoming Scottish Government to inform decisions about funding reform and priorities for public spending.

These principles are not intended as technical recommendations and should not be read as such. They are the value-based judgements of a group of informed citizens which can help policy and decision-makers better understand the public's values, priorities and perceptions.

Full details of why CEF convened the jury, and how it was designed and run are set out in a [methodology paper](#) that was published on 17th March 2026.

Why pathways?

An assumption underpinning the Citizens' Jury was that higher education is a public service. Jurors were therefore asked to consider how the service as a whole should be funded, rather than to look at aspects of the delivery infrastructure (e.g. different groups of institutions or providers). This approach reflects recent strategic reviews of education and skills in Scotland which have promoted a broader, whole-system view of delivery.

Although most higher education in Scotland is delivered in universities, colleges play a significant role, particularly in widening access and supporting regional economies through skills provision and workforce development. Work-based learning routes such as apprenticeships have also expanded, shifting from an alternative for 'non-academic' school leavers to a mainstream pathway for many learners.

When it comes to funding, all higher education pathways draw from the same government portfolio budget. This means that, particularly when funding is tight, decisions about investment are, by necessity, decisions about balance between different routes and options: increasing support in one part of the system has implications for others. The jury's discussions about pathways therefore took place with an awareness that funding is under pressure and that any future changes would likely involve trade-offs.

As set out in the first findings paper, jurors tended to define the value of higher education in terms of the opportunities it creates, and, in the current context, they saw secure employment as the principal route through which those opportunities could be realised. Because of this, as set out in the second findings paper, they viewed access and equity as central to a fair funding system. These perspectives shaped how they viewed the different pathways through which people progress into and through higher education, and how they considered funding should be prioritised across them.

What were the jury's early views?

In their first session, jurors learned about how higher education is delivered in Scotland through universities, colleges and apprenticeship providers. They were introduced to the Scottish Credit and Qualifications Framework (SCQF) and the different levels of qualifications available through academic and vocational learning at secondary schools, colleges, universities and through apprenticeships.

When asked for their initial views, jurors said they were surprised by the range of qualifications and pathways available. They welcomed the diversity of choice and felt that flexibility between routes was important, noting that some young people may be unsure about their future career path and others may want to change direction or retrain later in life. Pathways were also seen as offering opportunities for those who had not met their goals at school to continue their education and progress to university.

"I like the flexibility [the pathway] brings, especially for young people. It might not always be 100% clear what they want to do, what field they want to work in." (Participant)

During these early, unprompted discussions, it became clear that although the jurors valued all higher education pathways, they observed that university education is often held in higher regard by schools than college qualifications or apprenticeships. They felt that this may lead to a perception among students that attending university is the most valuable, and therefore the expected pathway, into higher education after high school.

"There's quite a push for kids to go to university, you know. I think it is seen as the goal and we need to move away from seeing university as a better place for people to go than perhaps going to college or into a trade." (Participant)

The jurors themselves felt strongly that vocational training and work-based learning — delivered through colleges, apprenticeships and some university programmes — are as important as academic study, and in some cases more valuable because they could provide learners with skills and expertise more directly linked to employment.

"From where I'm sitting, apprenticeships have to be the way forward. If most people have a graduate degree, you're useless [...] Because, [if you] go to interviews and [say], 'I've got five, six years' [experience] studying', they'll say, 'Well, we don't care. What work experience do you have? What work have you done in the industry?'" (Participant)

With their early focus on equity, access and opportunity, jurors highlighted the importance of higher education in colleges. They recognised their role in supporting learners with different learning styles or additional support needs and in offering opportunities to those who may face geographical, cost or travel barriers to accessing university, such as those living outside the central belt.

They also acknowledged college pathways' part in helping those who may not have obtained the qualifications required for direct entry to university, although they were surprised to learn that so many college students progress to university each year. They noted the strong links colleges have to their communities.

“Colleges are part of the community. I'm not saying universities aren't, but colleges are more part of the community [in rural areas]. And I think people with neurodivergent needs and accessibility needs and things like that are more likely to go to college than university because of the additional support they can get... But I just think it's a smaller stepping stone to reach for people with certain issues.” (Participant)

Jurors also linked college higher education pathways to Scotland's future workforce needs, noting their role in the reskilling and upskilling of Scotland's workforce in sectors with changing technical demands.

“[Some] employees actually need to regularly get upskilled, you know, because their skills or learning [are] out of date. And, you know, it actually makes me realise how important colleges are.” (Participant)

Apprenticeships, many of which are delivered through colleges, were similarly viewed as a valuable pathway for offering targeted, practical training and a direct route into employment.

“So many of your [high school graduates] are going through university and [not gaining any] work experience [...] So everybody's coming out with a degree, expecting to get a kind of middle management job, and we've probably got loads of those in Scotland. But maybe we'll need more folk who can make things.” (Participant)

Jurors were surprised to learn about the range of apprenticeship programmes now available. While they were generally familiar with modern apprenticeships in traditional trades, many did not realise that apprenticeships also exist in areas such as sport, accountancy and engineering, or that graduate apprenticeships allow learners to earn degree-level qualifications while in paid employment.

“When I was younger, there were always apprentice joiners and apprentice plumbers, not apprenticeships in sports or other [subjects] [...] It's opened my eyes a bit now that I've heard that information.” (Participant)

However, they were also surprised to learn that apprenticeships account for less than 10% of higher education participation in Scotland. Some felt this was possibly a reflection on how apprenticeships were perceived compared to other pathways, and lingering stigma around non-academic routes. Others queried whether it might relate to a lack of demand from employers.

“When I was growing up apprenticeships had a lot of stigma around them. It was the kind of thing where it was like [if] you're not academic enough to go to university you just go to an apprenticeship [...] I've always seen apprenticeships as a good thing and I'm shocked that only 10% of [people in higher education] are doing apprenticeships.” (Participant)

Jurors were most familiar with traditional university degree pathways. In these early discussions, they said they saw universities as places where students could develop critical thinking, gain independence and improve their employment prospects. Some jurors were already aware of the financial pressures facing universities as a result of media coverage and had heard about, or experienced, the rising costs for students, particularly those living away from home. They were generally concerned about these financial pressures and their implications.

They were surprised to learn about the significant rise in higher education participation, particularly in universities, in recent decades and were concerned about the recent decline in international student numbers in Scotland, and what this might mean for Scottish students.

“The decline in international students is a surprise. That would be a concern because international students pay their tuition...so effectively they are funding the university themselves. So less of them means less money for the universities to be able to run high quality courses.” (Participant)

Jurors also noted that several colleges had turned into universities and questioned why that might be the case, and whether this contributed to perceptions of universities as “better” or of a higher status than colleges. This early observation later developed into a wider discussion about funding priorities as they learned more about different pathways.

How did their views evolve as they learned more?

As jurors progressed through the learning and deliberative process, they continued to develop and refine their views in relation to the role of different higher education pathways in a fair and sustainable funding system.

Jurors learned about the ways that universities, colleges and apprenticeships are currently funded, and some of the key challenges facing the sector. This included concerns about the financial sustainability of institutions, high student living costs and debt, equity and graduate outcomes and shifting economic and labour market needs.

Hearing about the challenges, jurors felt this reaffirmed their initial views on the importance of vocational qualifications and apprenticeships. These pathways were perceived as effective routes to securing better employment outcomes for individuals, and as such to deliver on higher education’s purpose of creating opportunity and allowing people to progress into work. As a result, they began to speculate that more funding may be required for work-based and apprenticeship pathways.

“Universities are getting quite a lot of funding, quite a lot of spaces. Maybe opening up [more] choices to people where you can work and earn some money and still [...] be working towards a higher qualification is a good option for a lot of people. So I think maybe that balance [of funding] needs to be looked at.” (Participant)

Linked to this, jurors said they were concerned and even “shocked” to learn about the extent of the financial challenges currently facing colleges in Scotland. For example, they heard that current funding shortfalls could threaten long-term sustainability and lead to reduced numbers of student places, campus closures, and job losses. Jurors also learned that colleges receive around £2,500 less per student than universities in government funding and that, as with universities, this funding has decreased over recent years. Reflecting their views on the importance of colleges in delivering vocational learning and apprenticeship programmes, there was a view among jurors that these pathways should be held in higher regard and receive more funding than they currently do.

“Clearly there needs to be more [funding] to support to colleges, particularly when they play such an important role in communities and in higher education.” (Participant)

With this in mind, jurors expressed views that the current balance of funding appeared to favour universities and that this was unfair towards other pathways. Some jurors went even further to say that public funding of universities should be less of a priority, suggesting that Scotland has an “over saturation of university graduates” alongside skills shortages which could best be filled by vocational education. In this context, there were views that apprenticeships and the retraining and upskilling opportunities offered by colleges were currently better aligned with the demands of Scotland’s economy and more valuable than academic degrees that are “less directly careers based”.

“I don't think the balance is quite right because you clearly have too many graduates, who are not getting jobs, while at the same time there are not enough apprenticeships [in craft trades].” (Participant)

Participants’ interpretation of “careers-based” education tended to centre around jobs that they felt needed quite specific, practical, and “hands on” skills. This included healthcare, dentistry, engineering, accounting and tradespeople like electricians and builders. These were contrasted against other more “academic” types of learning, such as arts (e.g. drama, art, design) and humanities (e.g. classics) degrees. When faced with the challenge of how to prioritise funding, some jurors felt that the former were a more justifiable use of public funding as they could see a clearer route for learners to employment and to roles that society needs.

“I know someone who got a degree in colour and now works for a government department. You know, I'm not sure what you would do with a degree in colour, but if there was a funded place for someone to do engineering over colour, I would say fund the engineering because that's the skills we need.” (Participant)

Building on this, the presentations also raised questions for jurors about the differences in the status of universities and colleges and what this means for funding. This was one of the questions jurors directly asked of the experts in one of the sessions. They learned that, as part of the public sector, colleges do not have as much flexibility in how to raise their own income and are more reliant on government funding.

In contrast, universities can generate income through international and postgraduate student tuition fees, research and commercial activities such as consultancy. Reacting to this, the need for additional funding or support was thought to be particularly important for colleges, since they are more reliant on government investment than universities, which have their own income-generating potential.

“One thing that stood out for me [from the presentations] was universities have got the capacity to bring in income, whereas colleges do not [...] And if [colleges] don't have the capacity to earn, then they should be given, I don't want to say more money, but at least [the capacity] to start earning money, to help support themselves.” (Participant)

Some jurors went further to question whether all universities were investing public funds effectively. Reflecting on information they had heard in the presentations, they asked why the cost of teaching a university student was so much higher than the equivalent cost of teaching a college student. Linked to their views on the perceived status of universities, they also questioned whether universities were spending more than colleges on salaries and facilities and, if so, whether this was justified.

“It would be interesting to see what funding is used for within universities, because I imagine some of it is prestige. You know, working for a prestigious university, you probably get paid a higher salary than a college lecturer just because of the name and the university's heraldry. And then...a lot of these universities are ancient and you know, they expand them, they have to maintain old listed buildings. How much money goes to that?” (Participant)

Overall, the evidence the jurors heard reinforced their initial views that pathways which combined learning with practical skills development are critical in delivering higher education's purpose of realising opportunity. As they learned more about the financial pressures facing the sector, they became increasingly concerned about the relative position of colleges and apprenticeships within the current funding system.

This led many to question whether the existing balance of investment reflects the pathways that are most closely aligned with Scotland's skills needs, and whether a fairer distribution of funding would place greater emphasis on work-based and college-based provision. These reflections provided a clear starting point for the jury's discussions about how funding should be prioritised across the higher education system.

What were the jury's views on funding priorities?

To further explore jurors' views on how higher education funding could be prioritised, they were asked to consider the merits of three hypothetical scenarios: increasing college funding to put them on a more sustainable footing; raising the cost per student that universities receive; and enhancing the number of apprenticeship places delivered by both colleges and universities.

These scenarios followed an earlier discussion about how additional investment for higher education might be raised and were intended, not as realistic or costed proposals, but as a way of sparking debate and exploring how jurors would choose to prioritise the allocation of any new funding if it became available. Their purpose was to surface the principles jurors felt should guide funding decisions, rather than to test preferences for specific policy choices. As such, they were designed to prompt reflection on priorities and trade-offs.

Across these discussions, jurors viewed strengthened investment in college qualifications and apprenticeship programmes more favourably than additional funding for universities, reflecting their broader perspectives on the need for greater parity between pathways and their concerns about graduate outcomes.

They were particularly concerned about the need for increased government investment in higher education in colleges because of the vital role they felt colleges played in providing fair access, vocational learning and employment opportunity. Having heard that colleges receive less government funding per student than universities do, jurors felt that additional funding for colleges would help to redress that imbalance.

"I'd like to see more funding go towards colleges and apprenticeships because I did a college course and I learned a lot from that... and people can do jobs just as well after doing a college course as a uni course. But [colleges] are underfunded compared to universities...it should be equal" (Participant)

Jurors believed that improved funding could enable colleges to offer more places, improve facilities and protect campuses. Without additional investment, they worried about campus closures, reduced student places and knock-on effects on workplace skills shortages and on the number of students progressing to university through college routes. They also highlighted the wider community role of colleges, particularly for students from disadvantaged backgrounds or with additional support needs.

"Colleges are core parts of communities, especially in more [deprived] areas. They're a jumping off platform for high school students as well. I think it's very important to remember that colleges aren't just used [to access university], they're also used for HNCs, HNDs [and] they're also used for life skills, like numeracy, literacy, that sort of stuff as well. So reducing that funding takes away [the] resources to teach those areas." (Participant)

Jurors were also keen to see funding for additional apprenticeship places delivered by both colleges and universities. Increasing the number of funded places was seen as an effective way to address some of the challenges facing Scotland's economy. By offering a "clear pathway" into employment, more apprenticeships could help address issues like graduate underemployment and workforce skill shortages. They also allow students to earn while learning, helping to alleviate the debt burden for students from low-income households.

"Apprenticeships are usually [carried out] with workplaces that have gaps that they need filled and [they're] delivering it through universities and vocational skills colleges. So it's probably the best of both worlds. It fills the labour gap and uses facilities that are already in place for courses that deliver exactly what the [country] needs." (Participant)

The jury also suggested that more government funding for apprenticeship and work-based learning routes might present an opportunity to increase investment from employers and businesses. It was thought that this may not impose such a significant financial burden on businesses and could ultimately benefit them by producing a pool of graduates equipped with the relevant skills needed to meet the demands of Scotland's businesses and economy.

"Why couldn't businesses do more? Why couldn't they fully fund places if they want [jobs] to be filled and if they want specific [skills] So, yeah, why not? [...] The money's got to come from somewhere. And if it's better that it doesn't come from the taxpayer when it could come from businesses with something to gain." (Participant)

Jurors did acknowledge that not providing any additional funding for students attending university could exacerbate the financial challenges facing them and that, in the context of no new investment being available, prioritising funding towards colleges and apprenticeships to "rebalance" the existing funding, could mean that resources were diverted from universities. They were concerned about the implications of this particularly for the current free tuition policy and fair access and, as throughout the process, they struggled with how to reconcile the limited resources available with what they ideally felt should be available for higher education students in Scotland. Throughout these discussions, jurors were clear that rebalancing funding would need to be handled carefully to avoid undermining the sustainability of any pathway.

However, the views given by the jury also reflected what they had heard about the different status of colleges and universities and their perception that universities had greater capacity to generate income from non-government sources.

"I think from what we learned, [universities have] got quite a lot of means to get more funding, whether it's overseas students or grants and, and things like that, compared to colleges. So, in my head, colleges are more of a priority than universities. You know, maybe [universities] could figure [it] out themselves rather than needing more funding from the public purse?" (Participant)

As noted in the findings paper on equity and access, the jurors discussed how, without increased government investment, approaches that would reform university delivery models might bring costs more in line with the funding available. The jury's views on this will be discussed in the forthcoming findings paper on universities.

How did views on pathways inform the jury's principles?

In the final workshop, jurors reflected on their earlier discussions to develop a set of principles to inform debate and decision making about the future of higher education funding in Scotland, including priorities for public spending. The full set of principles are detailed in the main citizens' jury report, but those most relevant to their views on higher education pathways are highlighted below.

As set out in the first findings paper, the jury concluded that:

Public funding for higher education should be prioritised towards ensuring Scotland has the skills that it needs to support the economy and our public services, and to address skills gaps and shortages. In the short term, more funding is needed for vocational and technical courses, rather than academic degrees that are less directly careers-based, until shortages are addressed. Decisions about which academic degrees are deprioritised should be made carefully.

There was near unanimous support (17 supported, 2 opposed) for this principle which acknowledges the importance the jurors placed on vocational learning and training pathways which they saw as offering a more direct route into employment than traditional academic courses, employment being the chief way of ensuring higher education delivered on its purpose to deliver mobility and opportunity for all.

"From the discussions it's felt like a lot of courses aren't directly going to contribute [to the skills gap in Scotland]...People are just going to come out with a degree and aren't going to go into a job. So it'd be nice to see more focused learning and a more focused path[way] for people to go straight into a job." (Participant)

Linked to this the jury also concluded that:

More public investment is urgently needed in higher education in Scotland's colleges to help deliver technical skills and widen access.

Jurors were unanimous in their support for this principle (19 supported, none opposed) which directly addressed their views on the perceived importance of college education pathways in contributing to key higher education outcomes – employment, access and mobility – as well as the precarity of the current college finances.

"It's a pretty urgent [principle], I think, because colleges can't raise their own funds in the same way that universities can. And unless the government wants to turn around and change that, [colleges] do urgently need that public investment because they've got less options open to them." (Participant)

Given the financial challenges facing the system and the likelihood of decreasing public finances, jurors were encouraged when including principles calling for more investment, to also consider the source of that potential funding. Despite strong views that there was a need for more public investment in Scotland's colleges, in practice the jury found it challenging to identify potential sources for this funding. It was acknowledged that government and local authority budgets are already stretched, and colleges have little or no capacity to resolve these issues independently. There were concerns that reallocating funds from other struggling public services, such as the NHS or the police, could have knock-on negative consequences on these services.

"We're in a kind of catch 22 because [...] I don't want it coming from other public sector budgets that are already struggling, but that's how that statement reads." (Participant)

In the end, the jurors agreed an addition to the principle that:

This should come from reprioritisation of the Scottish Government budget and taxation.

This was not as widely supported as the first part of the principle (15 supported, 1 opposed, 3 were undecided) with some jurors expressing reservations about the cost implications of increased general taxation on households and noting that it would be difficult to guarantee that the income raised from taxation would be directed towards higher education. There was some support for specific taxes on wealthy individuals and businesses and on "anti-social activities" such as gambling. When it came to reallocated funds from within the Scottish Government budget, the jury were unable to suggest any specific areas but held on to the idea that there would be inefficiencies in current budgeting.

"Is money being wasted on management bureaucracy, things that could be done ten times more efficiently? You know, streamlining [expenditure] would be a good thing." (Participant)

Finally, reflecting on their discussion about how to introduce funding into the system, the jury concluded a separate principle that:

More should be done to incentivise employer and industry investment in higher education.

Although the jury didn't discuss in detail how this might be achieved, they agreed unanimously that if the system were to be rebalanced to deliver more pathways directly focused on employment outcomes, as they were recommending, then employers should be in a position to contribute to that cost. This would benefit the student and the employer and take the pressure off struggling institutions. While they were not specific about how employer investment should work in practice, jurors felt that incentivising, rather than enforcing, businesses to contribute would be the fairest approach as it would take into account businesses' different financial circumstances.

"It is only incentivising, not forcing, any employer to contribute...if its something that a business can do. Bigger businesses could see a massive benefit [from investing]. And at least for the smaller businesses, they don't feel like they have to [contribute]." (Participant)

Conclusion

This paper highlights jurors' views on funding for different higher education pathways which were shaped by their belief that the core purpose of higher education is to create opportunity and mobility, and that, in the current context, this would be best achieved through access to secure employment. From the initial workshops and continuing through their deliberations, jurors emphasised the need for vocational and technical training, and apprenticeships to receive greater recognition and funding. These pathways were perceived as an effective way to address current challenges such as graduate underemployment and skills shortages, by leading more directly into employment opportunities. Their strong focus on equity and access also meant they placed particular value on colleges and work-based routes, which they saw as widening participation and supporting learners with different needs and circumstances.

The discussions also revealed a tension in prioritising funding, as jurors recognised that directing more support to colleges and apprenticeships could, potentially mean, diverting funds from universities. Jurors were clear that their views were based on high-level evidence and short-term pressures, and they recognised that any rebalancing would need to be handled carefully to avoid undermining the sustainability of traditional university and degree pathways. Ultimately, the jury suggested that a nuanced approach is required that ensures equitable support for all educational pathways in the long term, while addressing the immediate workforce needs of the country's economy in the short term. These unresolved tensions, particularly around the future role and funding of universities, are explored further in the next findings paper.

This thematic paper **does not tell the whole story of the citizens' jury**. To understand the full breadth of the jury's deliberations, and the approach used, it should be read together with the **methodology paper**, published on 17 March 2026, the **findings paper on purpose and value**, published on 30 April 2026, the **findings paper on equity and access**, published on 6 May 2026 and the **final findings paper** which will be published in the coming weeks. A **full Ipsos report** on the jury will bring all the content together to provide a detailed account of the background to the citizens' jury, the approach used, all the jury's findings, and lessons for future deliberative engagement approaches.

Standards and accreditations

This research was carried out in line with Ipsos' standards and accreditations:



ISO 20252

This is the international specific standard for market, opinion and social research, including insights and data analytics. Ipsos UK was the first company in the world to gain this accreditation.



Market Research Society (MRS) Company Partnership

By being an MRS Company Partner, Ipsos UK endorse and support the core MRS brand values of professionalism, research excellence and business effectiveness, and commit to comply with the MRS Code of Conduct throughout the organisation & we were the first company to sign our organisation up to the requirements & self-regulation of the MRS Code; more than 350 companies have followed our lead.



ISO 9001

International general company standard with a focus on continual improvement through quality management systems. In 1994 we became one of the early adopters of the ISO 9001 business standard.



ISO 27001

International standard for information security designed to ensure the selection of adequate and proportionate security controls. Ipsos UK was the first research company in the UK to be awarded this in August 2008.



The UK General Data Protection Regulation (UK GDPR) and the UK Data Protection Act 2018 (DPA)

Ipsos UK is required to comply with the UK General Data Protection Regulation (GDPR) and the UK Data Protection Act (DPA). These cover the processing of personal data and the protection of privacy.



HMG Cyber Essentials

Cyber Essentials defines a set of controls which, when properly implemented, provide organisations with basic protection from the most prevalent forms of threat coming from the internet. This is a government-backed, key deliverable of the UK's National Cyber Security Programme. Ipsos UK was assessed and validated for certification in 2016.



Fair Data

Ipsos UK is signed up as a "Fair Data" company by agreeing to adhere to twelve core principles. The principles support and complement other standards such as ISOs, and the requirements of data protection legislation.