

CAVTL One Year On Review, November

A. Reflections

The Commission represented a once in a generation opportunity to raise the status of vocational teaching and learning, to promote its nature and heritage in its own terms, and to develop a robust vocational model. It did things differently. That meant open recruitment for commissioners; a non-Westminster based approach, focused on visiting and listening to learners, employers and practitioners; and working from practice to theory, mirroring how vocational teaching and learning practice often develops.

The leadership of the Commission with vice chairs Fiona McMillan OBE, formerly president of the Association of Colleges and principal of Bridgwater College, and Graham Schuhmacher MBE, head of Development Services at Rolls-Royce reflected a strong commitment to ensuring it was genuinely independent and driven by the sector in true partnership with employers what we came - Our work was also informed and underpinned by a review of the research literature and practiti

Professor Lorna Unwin.

Education and Training Foundation, owned by the education and training sector through the Association of Colleges (AoC), the Association of Employment and Learning Providers (AELP), and the Association of Adult Education and Training Organisations (AAETO), and funded by the Department for Business Innovation and Skills (BIS). In its first year of operation, the Foundation has held the centre of an emerging VET system, working with key partners including the UK Commission for Employment and Skills and Find a Future—the organisation that runs the UK Skills Show and skills competitions. A from the chair of CAVTL was requested by the Minister, as part of

offer signposts for the next phase of development, both for the Foundation, and for the VET system more widely.

Language

Even as the Commission met for the first time, it was clear that creating a common language a vocational vernacular would be a big prize. The public discourse around skills had been dominated for 20 years by discussion of funding, organisational structures and qualifications. Vocational teaching and learning were considered to be teaching and

learning, we needed to find a way to talk about it, in its own ambitious terms, rather than in relation to the old academic/vocational paradigm.

vocational education and

training (VET),

We saw an opportunity to strengthen the connections with the international professional VET community, as a way of raising the esteem of vocational teaching and learning at home. We also recognised the potential to learn from international colleagues, to share our own practice more widely, and to maximise the export potential of our VET system.

The CAVTL phrase that has resonated most reflects the fundamental purpose of excellent vocational teaching and learning it has a clear line of sight to work. Vocational learners must be able to see why they are learning what they are learning in connection to longer-term work goals. To understand that, while assignments will be assessed and exams passed, the ultimate goal is the ability to perform and succeed in the workplace. It also provided the title for the report. It has been very pleasing to see and hear these phrases used by so many people - from teachers to leaders, employers to politicians during the last year.

As well as enabling connections and continuity, language can also help to shift mind-sets and ultimately change behaviours. We very deliberately introduced the phrase a two-way street in recognition of the need to move on from past models of engagement between employers and providers. Historically the further education and training sector has tried to engage employers on its terms, or employers have tried to engage the sector on their terms, both looking at the problem from different ends of a one-way street. But the old supply and demand paradigm is not fit for the 21st century. We need a genuinely collaborative approach which is based on a shared understanding of the problems to be solved, the potential solutions and the business benefits of working together, for both employers and colleges or training provi-2(io(n)- s)7(u)-3(cc)4(e)3(e)3(d)]TJ

practice and arrangements, in ways that enabled their energy, confidence and ambition to flourish.

Over 60 colleges and providers are already engaged as formal active partners in the grammes focused on implementing CAVTL (see section 2). There are also groups of institutions around the country that have taken the initiative to review their own arrangements for vocational provision, using the CAVTL characteristics of excellent vocational teaching and learning as a tool or framework. This has been particularly pleasing because it demonstrates how the characteristics have resonated with the ambitions and current good practice of the sector. We will continue to learn from this important legacy of the Commission.

Another of the CAVTL recommendations was to encourage the government's collaborative approach to accountability to support the creation of the VET system. Key references to the CAVTL report in policy documents⁶ over the last year have continued to provide supp

B: Education and Training Foundation progress

The Education and Training Foundation was given responsibility for taking forward the recommendations from CAVTL as it was established in August 2013. Vocational education and training was added as a strategic priority to those previously identified: professional standards and workforce development; leadership, management and governance; and research and innovation.

Good progress has been made in the first 12 months

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strategy and specifically those aimed at raising the quality of maths teaching in further education and training. This includes creation of a maths teacher recruitment incentive scheme, which is contributing to the achievement of the CAVTL recommendation to develop a cadre of specialist maths and English tutors with the specialist pedagogies required to support young people and adults and to support vocational teachers and trainers within a locality. CAVTL commissioner, Dereth Wood, chaired the review of professional standards advisory group, helping to secure a commitment to the following as part of the new standards for professional teachers and trainers: update your teaching and training expertise and vocational skills through

Looking ahead

Plans are in place to address other elements of the CAVTL recommendations over the next 12 months, including:

A programme to support leadership of VET

facing outwards from their own organisations to develop productive strategic partnerships to ensure vocational programmes meet employe and in the future. This will include the development of industrial placement opportunities for the most senior leaders.

Building on the Teach Too national framework to extend Teach Too practice within the VET system

a vocational teaching and learning professional development enhancement programme, based on evidence of effective practice; a set of measures to enable a systematic measurement of impact, on the development of the VET system overall;

an annual review of progress and forward plan for consideration at the national VET conference to maintain momentum and support the ambition to create a VET system with employers at the heart.

be co-designed and co-delivered by employers and providers (the 'two-way street') to capitalise on the industry expertise of employers, as well as the curriculum, pedagogical and assessment expertise and experience of advanced teachers and trainers;

include both a national core and locally tailored element to secure their export potential as part of a robust national system of qualifications and quality

- 2. Higher level vocational qualifications should be co-designed and delivered by employers and colleges or training providers based on the principle of the two-way street either in partnership with a university, or with their own awarding powers, and with professional bodies to build links to their professional registration requirements.
- 3. A strong focus for colleges, training providers and employers should be on designing, developing and showcasing innovative vocational curriculum programmes and pedagogies, including making effective use of industry-standard technologies to support excellent higher level vocational teaching and learning. We need educ

Centre¹⁵

Understandably, the Education and Training Foundation placed its engagement in the development of such a centre on a longer term, strategic track during its first year of operation. The time is now right to further develop the vision and proposition for the VET Centre, given:

the focus on creating a network of colleges and providers to develop higher level skills which would benefit from a dynamic hub of support; the community of practice around vocational teaching, learning and leadership that informed, and has built on the CAVTL findings, including through engagement with the investment that BIS has announced in an academic-led VET Research

Working from practice to theory, the VET Centre would

A strong vocational teaching and learning system supports pre-vocational provision. The Commission acknowledged the connection between pre-vocational and vocational programmes but believed that the former demands a particular set of considerations about design and content which are different from those related to vocational provision.

There continues to be understandable concern about youth unemployment. Alongside the move to raise the participation age, it has provided a focus for a great deal of work to consider the role that vocational education should be playing in a landscape where young people are going to be required to participate to age 18, including the development of traineeships.

I recommend that further consideration be given to the characteristics and features of pre-vocational programmes. Some of these might be study programmes for young people, including traineeships, and some elements of the Work Programme for adults. Connecting these programmes to the ways in which work is changing is critical, but it is not the case that the CAVTL characteristics apply equally to pre-vocational programmes. For example, the teaching expertise that teachers and trainers need to work effectively with students on pre-vocational programmes may be different from the

provision.

Strengthening vocational teaching and learning will s12 Tf1 0 0 1 74.664 -6@05900ing

In particular, I would encourage the Foundation, with the UK Commission for

Annexes

Annex 1: English qualifications frameworks¹⁶

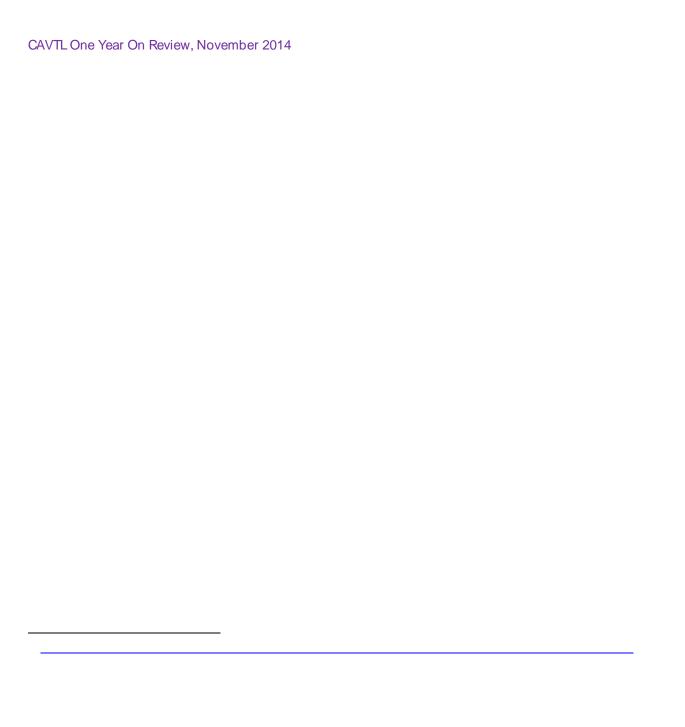
Level Qualifications and Credit Framework /

Annex 2: CAVTL Ten Recommendations

Leaders and managers should have a lead role in supporting the development of vocational teachers and trainers with a particular emphasis on ensuring that occupational expertise is the leading characteristic for recruitment, continuing professional development and reward.

For teacher educators in HE, a role to review their programmes against the characteristics and distinctive features of adult vocational teaching and learning.

4. Reinstate employers' presence and influence across VET providers starting with curricula panels



professional updating.

and learning.

With specific reference to Teach Too, establish a feasibility study and pilots to

explore the potential to encourage occupational experts from industry to become involved in vocational teaching

		research projects in 2014 are focused on response to the findings of the CAVTL report. ²¹	
ta co e b ta	Consider the development of core and cailored approach to enable vocational qualifications to meet the shared aims of employers and learners. There should be a nationally specified core and a cailored element to meet local demand. CAVTL asked that the Adult Vocational Qualifications Review for England take this forward.	The apprenticeship reform proposals are leading to new expressions of the standards for each occupation / apprenticeship. This has implications for the detailed curriculum planning needed to underpin the standards, as well as the development of progression pathways to higher level vocational programmes. This is one of the key themes being addressed apprenticeship staff support programme.	Phase 2 of the apprenticeship Staff Support Programme will focus on building curriculum development and teaching and learning capacity within the sector, as well as helping the sector to understand and accommodate the emerging work and findings of the Trailblazers.
	Revise and strengthen the education and training arrangements for VET teachers	A programme to develop a Teach Too national framework is in place, led by the Institute of Education with AELP. 16	

A CPD programme to embed and extend skills competitions practice is underway, delivered by the Association of Colleges through the WorldSkills Portfolio Group of partners²³. This programme is extending the effective teaching and learning

4. influence across VET providers starting with curricula panels.

employers and colleges/training providers

presence and influence in the VET curriculum.

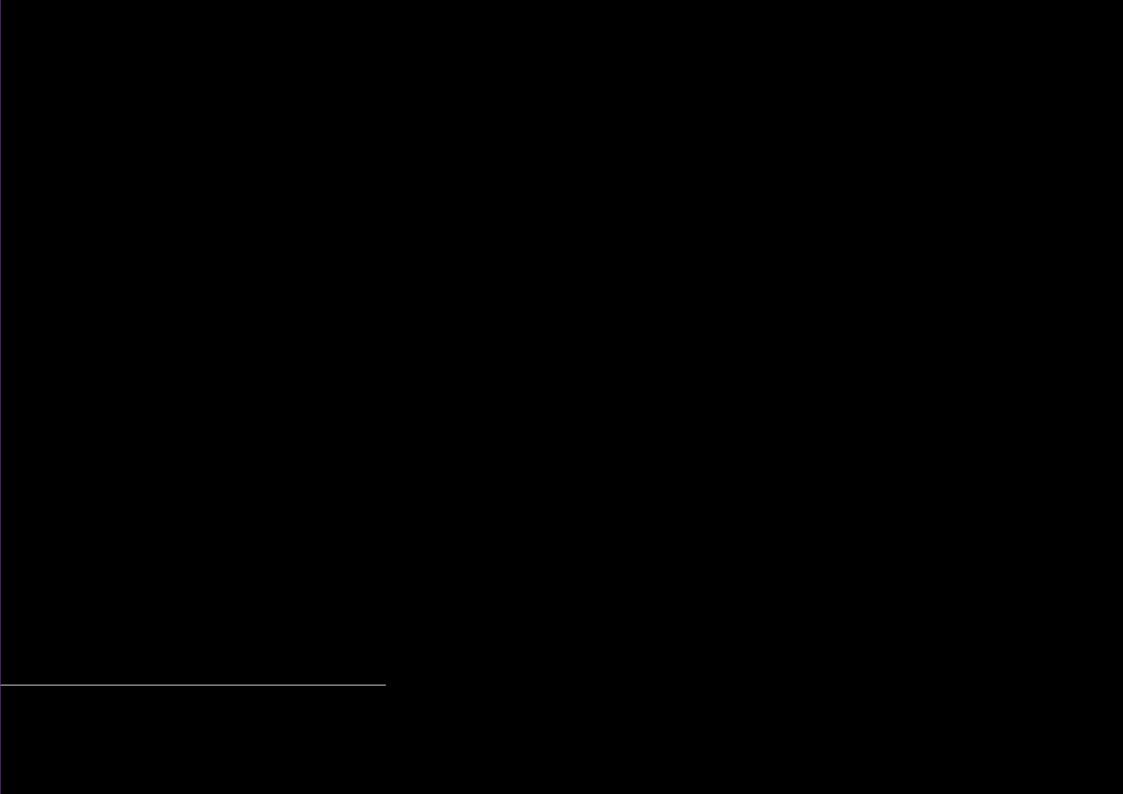
programme is also taking this recommendation as a focus.

6. Employers and providers to review the key characteristics and distinctive features of vocational teaching and learning against their own practice and include systematic plans for further improvement within their self

7. Support the CPD of vocational teachers and trainers to build their pedagogical knowledge of the optimal use of learning technologies.

Explore the feasibility of national investment in, and co-ordination of digital simulation resources and software to maximise the potential for UK-wide VET gain, but also as a potential export.

A major programme of work has been established to build the capacity of the education and training workforce to harness the potential of learning technologies and digital pedagogies. This programme is supporting governors, leaders, managers, teachers, trainers, assessors and technical teams to invest in, plan for and utilise learning



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effective incentives to drive demand and the engagement of employers:

Consider how government can use the levers it has available to drive employer demand and engagement, including investigating how public funding for VET can be made dependent on (a) employers acting as sponsors for vocational programmes; and (b) colleges and providers demonstrating a clear line of sight to work on their vocational programmes;

Support VET partners to develop stronger arrangements for evaluating the impact of vocational teaching and learning for employers, individuals and community partners;

Review the role of intermediaries and where they add value or create barriers;

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