

CAVTL

A. Reflections

Language

training

vocational education and

clear line of sight to work.

two-way street

ambition to flourish. enabled their energy, confidence and

collaborative approach government's

B: Education and Training Foundation progress

recruitment incentive scheme
tutors
standards

maths teacher
cadre of specialist maths and English
professional

Looking ahead

A programme to support leadership of VET

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

co-designed and co-delivered
street'

the 'two-way

national core and locally tailored element

qualifications should be co-designed and delivered

designing, developing and showcasing innovative vocational curriculum
programmes and pedagogies

creating a network of colleges and providers to develop higher level skills which would benefit from a dynamic hub of support

pre-vocational
demands a particular set of considerations
about design and content

further consideration be given to the characteristics and features
of pre-vocational programmes

Annex 1: English qualifications frameworks¹⁶

Level	Qualifications and Credit Framework /
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Annex 2: CAVTL Ten Recommendations

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

	<p>research projects in 2014 are focused on response to the findings of the CAVTL report.²¹</p>	
<p>2. Consider the development of core and tailored approach to enable vocational qualifications to meet the shared aims of employers and learners. There should be a nationally specified core and a tailored element to meet local demand.</p> <p>CAVTL asked that the Adult Vocational Qualifications Review for England take this forward.</p>	<p>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.</p>	<p>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.</p>
<p>3. Revise and strengthen the education and training arrangements for VET teachers</p> <p>professional updating.</p> <p>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 and learning.</p> <hr/> <hr/>	<p>A programme to develop a Teach Too national framework is in place, led by the Institute of Education with AELP. 16</p>	

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.

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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

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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