The value of qualifications in developing C21st skills

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Our Aim

An interactive workshop focusing on:

• Overview of our key skills indicators in Wales
• The role of qualifications and the contribution they make to develop a skilled workforce
• The impact qualifications make on individual careers, life choices and social mobility
• Adding value: qualifications in practice
• A brief overview of ‘T’ levels
Introducing FAB

FAB | Federation of Awarding Bodies

www.awarding.org.uk

Introducing FAB
Role of **FAB**

- **Trade Association** representing over 150 Awarding & Assessment organisations
- Representing & lobbying for members’ vital interests with Govt. departments, regulators, and other relevant stakeholders
- Providing consistently reliable, and regular information
- Giving help, guidance and support for all members
- Producing first class annual conferences & seminars
- Organising focused training and development programmes for all member organisations
- Being a focal point for consultation responses on behalf of members
- Obtaining legal advice/guidance on key issues affecting member organisations
Current key policy areas

- **Apprenticeships**:
  - End-point assessment and EQA Activity
  - NEW ESFA Conditions for EPAOs
  - Continued move from frameworks to standards
  - Commitment to 3m apprenticeships

- **Post-16 Skills Plan**:
  - Divergence across the 4 nations: England, Wales, Scotland & Northern Ireland

- **Post-16 Skills Reform**:
  - Sainsbury Review
  - 2 pathways, 15 routes and T-levels
  - Review of level 4 and 5
  - Single AO/consortia licenses and copyright issues

- **Performance Tables**

- **Federation of Awarding Bodies (FAB)**
An overview of our key skills indicators in Wales
A unique opportunity

“As a small nation with a modern and highly interconnected economy we have it within our power to be a more nimble and prosperous player on the global stage ...”

CBI Wales
Key Statistics

• 1.4 million people employed (up 76K Sept 16-17)
• 72.7% of age 16-64 are employed
• GVA per head = £18K. Lowest across UK nations and regions
Our Skills Shortage Vacancies

- 6% of establishments in Wales report skills shortage vacancies (SSV)
- 24% of vacancies classified as SSV.
- 73% SME vacancies and 43% skilled trades SSV
- Retention a problem for skilled trade occupations
Our Skills Gaps

- 14% of establishments report staff with skills gaps
- 54,000 staff in Wales perceived to lack proficiency
- 78% of skills gaps due to staff new in role and/or training only partially complete
- 64% of establishments with skills gaps reported an impact on business performance – 17% major
- Most common personal skills lacking is time management and prioritisation
- Most common technical and practical skill is specialist or knowledge based skills for a particular job role
Training and Qualifications

- In Wales 63% of employers surveyed had provided training during previous 12 months (UK = 66%)
- Each person trained received 7.2 days (UK 6.8 days)
- Most common training was job-specific training
- £2,740 spend per employee
- 54% of training led to a nationally recognised qualification. Higher than any UK country (UK = 47%)
- This is true at all levels!
Strategic Direction

Welsh Government pledge to equip everyone with the right skills for a changing world.

- Now facing a fourth industrial revolution
- Work with Regional Skills Partnerships: anticipate need
- Deliver 100,000 apprenticeships
- Review skills and work-based learning programmes.
In summary

In Wales we are doing well in some areas, room for improvement in others:

• 24% of vacancies classified as SSV.

• 64% of establishments with skills gaps reported an impact on business performance – 17% major

• 63% of establishments trained staff

• 54% of training leads to a recognised qualification

So … what is the role, impact and value of qualifications?
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The role, impact and value of qualifications
Key drivers for C21st skills

- Employer involvement & commitment
- Advice, information, guidance & support for learners
- Skills funding flexibility
What makes a good vocational qualification?

- Industry relevance
- Close alignment with sector employer need
- Stretching learning outcomes & assessment plans
- Accessible for wide range of learners
- Portable, carrying recognition of learner performance
‘DNA’ of Vocational Qualifications

- Developed by ‘recognised’ AOs under the General Conditions of Recognition set out by the UK regulators

- AOs work with key stakeholders, including: Employers, Training Providers and government agencies to meet market needs

- Content & assessment methodology allows providers to train to clearly defined standards to achieve the qualification

- Separation of the Provider and the AO functions is the key difference to a training course
Positive impacts of qualifications

- **Individuals - Economic & Employability impacts**
- **Employer - access to skilled & flexible workforce**
- **Social mobility**
- **Equality & Diversity**
Positive effects

• Personal

• Macro & Micro Economic

• Social Mobility, Equality & Diversity

• Increasing employability potential

• Addressing future skill needs

• Demographic changes during increasing change
‘Snapshot’ of impacts

Increasing UK vocational skills would benefit the economy by £163bn over the next decade.

10% increase in no. of secondary school students enrolled in vocational education would lead to a 1.5% reduction in youth unemployment.

Apprenticeships have an economic return of £16 - £21 for every £1 of government funding.

Level 3 VQs/Apprenticeships: Increase wages by up to 20% & employability by 14%.
“Qualifications do not always define a true education. Qualifications are like obtaining a valuable candle while a true education is the essence of light that the candle will reflect. The ultimate purpose of qualifications is to find a great job, and the ultimate purpose of education is to create a great life.”

- Dr. Debasish Mridha

“We need quantitative assessments of the success of education. We need certification and qualifications both for teachers and for pupils. It is not a choice between quantity and quality, between access and excellence. Both of these will happen together if people really do believe in the importance of education to change lives.”

- Gordon Brown
Adding value: qualifications In practice
The NVQ in Hospitality and Catering

Employer ‘complaints’:
• Need to retrain
• Lack of consistency
• Some recruits can’t do ‘the basics’

Training Provider/College response?
• We know!
• NVQ is the only game in town
The NVQ in Hospitality and Catering

Action:

• Research with employers
• Collaboration with awarding organisations
• One lead developer

A true collaboration: industry, education, awarding organisations and government.
A new qualification

- Developed new vocationally related qualification
- Pass, merit, distinction
- National curriculum

Piloted in five colleges. Extremely well received. Ready to go UK wide.

The Challenge?
Funding
Results

- Implemented across network
- Training Providers/Colleges engaged employers in assessment
- Learners were ‘stretched’
- Effective, successful result
- Studies with employers – far fewer retraining
- Reports of savings of £’000 per recruit
- Won National Partnership Award
What could possibly go wrong?

- Assessment variations
- Cost of ingredients
- Other such structural challenges

But perhaps most importantly:
… the capability of the learners.

What was the challenge?
The challenge

Learners:

• Basic numeracy and literacy – e.g. couldn’t weigh
• Some learners had never laid a table
• Lack of awareness of food
• Anger management issues

Learners were dropping off. Loss to the learner, the taxpayer, the industry.

What to do next?
A unique opportunity

“As a small nation with a modern and highly interconnected economy we have it within our power to be a more nimble and prosperous player on the global stage …”

CBI Wales
Wales has an advantage

- Smaller business model; adaptable and flexible
- Clear and more consistent policy
- Authorities listen.

Solution – develop a new qualification at E3
- Give learners an extra year in education
- Cover the ‘basics’ inform, engage, encourage.
So now we have ...

... a full set of qualifications. Problem solved?

- Funding challenges changed college outlook
- Low numbers = fewer groups; E3 can’t always run
- Curriculum more crowded

And capability of learners has become even more of a challenge
‘A few years ago. I’d say about 10-20% of our first year (level 1) learners brought a wide range of personal challenges. It seems so much higher now...I’d say nearer 60%.’

‘Literacy and numeracy levels are so poor. I have to change the way I speak. If I say things like ‘complex equipment’, or ‘exceeding expectations’..... they can’t understand me. I have to use different language.’
Learner challenges increasing year on year:

‘So many learners have so much baggage.... it seems worse now than ever. There’s often a lack of influence from home; But it’s more than that. We’re seeing more mental health related issues. We see drug abuse, anger management issues (not ideal in a kitchen with knives....under pressure....) plus a range of labelled learning needs such as dyslexia, Asperger’s, dyspraxia, autism ....’

‘We’re turning into a provider of life skills and nurturing of young people.’
Important to remember …

- Wales’ advantage – size, business model
- Focus on collaboration – how we started
- Qualifications Wales – one Awarding Organisation
- Partnership and collaboration is key
- As is understanding the real issues at play.

If we truly understand the issue we can develop a qualification solution to resolve it. But it can be a moving feast and it often won’t happen overnight!
A brief overview of ‘T’ levels
Wales and England

Wales’ retaining focus for vocational qualifications.
Occupational standards underpinning:

• NVQs
• Foundation Apprenticeships
• Advanced Apprenticeships
• Higher Apprenticeships

Framework completion 80+%. Target 100,000 apprenticeships
Future developments

England taking a different approach. Occupational standards no longer the focus. Now Apprenticeship Standards not frameworks. Four levels:

- Intermediate Apprenticeship
- Advanced Apprenticeship
- Higher Apprenticeship
- Degree Apprenticeship
‘T’ Level Qualifications

“The most ambitious post-16 education reforms since the introduction of A-levels 70 years ago.”

- Aim to raise quality and perception of technical and professional education
- Sit alongside ‘A’ levels - offer a technical alternative
- Two pathways:
  - college (two years)
  - work based (apprenticeship) – 20% ‘off the job’
  - note: transition year for those not ready
- There will be bridging arrangements
‘T’ Level Qualifications

15 routes:

- agriculture
- environmental and animal care
- business and administrative
- catering and hospitality
- childcare and education
- construction
- creative and design
- digital
- engineering and manufacturing

- health and science
- legal, finance and accounting
- protective services
- sales, marketing, procurement
- social care
- transport and logistics
‘T’ Level Qualifications

Occupations within each route. For example:

**Construction**
- Bricklayer/mason
- Electrician
- Building/Civil Engineering technician
- Construction Supervisor
- Carpenter/Joiner

**Catering and Hospitality**
- Chef
- Event Manager
- Catering Manager
- Butcher
- Baker
‘T’ Level Qualifications

• All 15 routes to include technical qualification, English, maths, digital skills
• One Awarding Organisation (or consortium)
• All routes will have a ‘meaningful’ work placement - 50 days
Thank you for participating!