

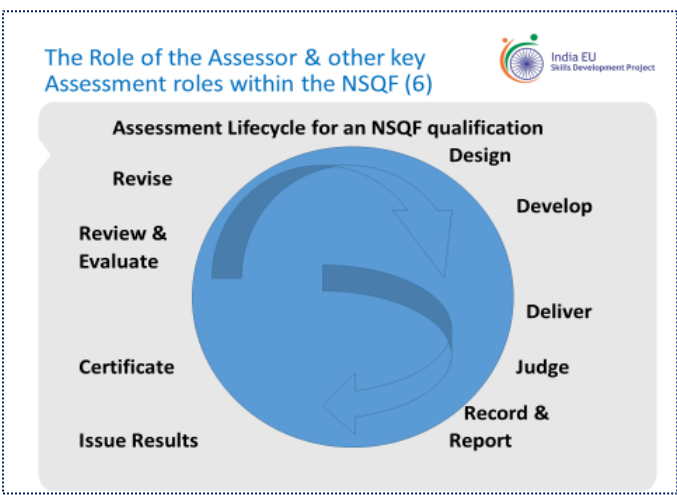


India- EU Skills Development Project Newsletter

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Training for Assessment Professionals

Three training sessions were held in the NSDA offices: three-day sessions for Lead Assessors & Assessment Coordinators and two two-day sessions for Assessors. The trainer, Isabel Sutcliffe, is now re-charging her batteries in readiness for the remaining training sessions in November. What became evident from these sessions, however, is just how perilous the state of assessment is in this sector. There is a huge amount of work to be done before awarded NSQF qualifications can be genuinely regarded as competence-based.



An important focus of the project over the last year has been on assessment practice within NSQF skills-based qualifications. The work began with a review of assessment strategies as presented within QPs, followed by training needs analysis of the various personnel involved in assessment. In the absence of national guidelines on assessment, these were drawn up based on international evidence on widely adopted and respected practise. The logical next step was to develop role descriptors for those involved in assessment design, development and delivery (see the Assessment Lifecycle) and training programmes to suit. In line with NSQF expectations, the training programmes are based on learning outcomes- or standards.

Assessment Lifecycle for an NSQF qualification

To date, three training sessions for Assessment Professionals have been held: one for Lead Assessors & Assessment Coordinators and two for Assessors. For both target groups, workbooks were used as the basis of the training and for the gathering of evidence in readiness for the availability of national qualifications for assessment professionals.

The training was intensive and highly interactive but generated unanimously positive feedback, viz.

“It was a really good experience, please do let us know in which way we can help NSDA to get better standards in place”,
“It’s good to have the information about the importance of the Assessors as well as Assessment which play a pivotal role for the system/the whole idea of skilling India”.

The feedback was unanimously positive with delegates wanting more. Further training is to take place in November: for Assessment Designers & Developers and for Heads of Assessment. It became evident from the first round of training, the extent of the challenge in raising the standard of assessment in the skills sector. There is much to be done before awarded NSQF qualifications can be genuinely regarded as giving credible proof of gained competence.



Assessment Expert Isabel Sutcliffe conducting workshop amongst engrossed delegates



This project is funded by the European Union



This project is implemented by Mott MacDonald

LMA Survey in Logistics Sector

The project experts implemented a labour market study in the logistics sector in the state of Tamil Nadu from March'16 to June'16. The following objectives had been set for the study:

- To test a methodology to collect primary data on human resources management practices, training needs and skills requirements for technical workers/employees,
- To better understand the skills demand and human resource management practices in the sector, and
- To collect information for the development of curricula for the job roles of Transport Coordinator and Warehouse Supervisor.



Interviews conducted with company Operations Head

management practices and skill needs in the logistics industry, as well as on the collection of information for the development of curricula for transport coordinator and warehouse supervisor. The study reports on specific aspects of the labour market, and the outcomes can be used to target (quantitative and qualitative) labour market constraints and the development of new skill developing programmes or the update of existing ones.

A similar study had been done in the capital goods sector in Maharashtra last year and the lessons learnt from the implementation of that study have been incorporated in this labour market study for logistics sector. One of the key lessons learnt from the previous study was that the first contact with the enterprises must be made by a trusted source. In the implementation of this study, the project partnered with CII Institute of Logistics (CII-IL) along with Logistics Sector Skill Council (LSSC). CII-IL contacted and fixed appointments with the enterprises which helped in getting a better cooperation from enterprises and completing the target of 200 companies.

The collection of data has now been finalised. The analysis and reporting of the collected data is in process and will be presented by the end of October. The findings and conclusions will be more of a qualitative nature, useful for initiatives to improve or strengthen training of employees or future employees, rather than forecasting numbers. The methodology will also be evaluated in a separate 'lessons learnt' report to highlight the positive and the practical learnings and also the challenges faced, as these can be taken forward in any similar future exercise.

The study was conducted in five districts of Tamil Nadu- Chennai, Madurai, Tuticorin, Coimbatore and Salem. A total of 207 companies have been included in the study across different sub-sectors in the logistics industry. The project hired and trained four external interviewers based out of Chennai to visit companies and conduct personal interviews with HR Managers and Operations Head of the companies. Interviews were conducted based on a structured questionnaire designed by the project experts. A separate questionnaire was designed by the sector expert for two selected job-roles of warehouse supervisor and transport coordinator to collect information for the development of curricula. The focus of the study was on assessing the occupational structure, human resources

management practices and skill needs in the logistics industry, as well as on the collection of information for the development of curricula for transport coordinator and warehouse supervisor. The study reports on specific aspects of the labour market, and the outcomes can be used to target (quantitative and qualitative) labour market constraints and the development of new skill developing programmes or the update of existing ones.



LMA Expert Akanksha Saluja interacting with HR Manager of a company



Training of Trainers follow up and post training activities

An important part of every attempt to increase quality of TVET is to improve the quality of the delivered training. Keeping this in mind, the India-EU Skill Development Project organised capacity building workshops with an objective to deliver training of trainers' workshop (ToT) in two selected sectors namely Capital Goods and Logistics. A Training Needs Analysis (TNA) was conducted in training institutes affiliated and selected by the Capital Goods and Logistics Skills Council. Additionally to identify the learning need of trainers the government Industrial Training Institute (ITIs) and Advance Training Institute (ATIs) were visited as part of the TNA.

The study revealed that there was an absence of master trainers who were solely responsible for training of trainers. There are senior trainers or senior faculty partially responsible for ToT but mostly through on the job training or mentoring, since the faculty also teach courses. To create a cadre of master trainers, the trainers in ATIs and senior trainers in ITIs were nominated for the master trainer session enabling them to co-facilitate the training sessions along with International experts. In all 12 co-facilitators from each sector were chosen and trained on the ToT program. Apart from the co-facilitators 73 trainers in Capital Goods and 56 trainers in Logistics Sector have so far been trained.

The five-day ToT program was developed with the learning objective of '*implementing Competence Based Training (CBT) in accordance with the QPs for TVET trainers*', and planned in two stages.

- Stage 1 - 5 days training in Delhi in accordance with the TNA covering: a) relevant domain specific content, b) how to support and coach learners, c) how to deliver CBT using different teaching methods, and d) how to maintain and enhance professional practice and technical competence.
- Stage 2 - After training the trainer will try new teaching methods, organise and implement collegial supervision in his/her own ITI and plan implementation of the new curricula.

Post - Training Activities: An online 'level three' training evaluation survey was done in June 2016 to understand the impact of the training and further learning support that the participants feel they require. Preliminary data suggests that 90% of the respondents found the workshop useful and 68% have been using all the concepts and techniques taught in the workshop. The top three challenges faced while implementing learnings from the workshop:

- The need to have more knowledge on and opportunities to practice the skills and concepts learnt,
- They also feel that they require more support and interest from their organization/managers,
- And mentioned that they do not have enough resources or time with students to implement the learnings.

According to the respondents the key changes in their training technique as a result of the workshop are: 1) *More focus on learner centric approaches through: Designing assignments that make learners more responsible for their own learning, Using group activities and presentation by student to ensure greater participation, Displaying open and friendly body language with students and interact freely to be more approachable to students,* 2) *Effective and outcome based session planning,* 3) *Increase in knowledge and use of innovative and participatory teaching techniques,* 4) *Greater involvement of students in their own learning process.*

To further aid the learning process and dissemination of knowledge, the materials from the workshop have been compiled into a ToT course pack which will include: 1) *A Trainers guide* containing detailed description of materials required, minutely explaining step-by-step approach for each topic, key discussion points, questions to be asked, who should train, who should attend as well as how should the training room be set up, 2) *Handout workbook* compiling all handouts used in workshop, 3) *PPTs and videos* used in the workshop, and 4) *Reference materials* for trainers.

This course pack will soon be available on the project website for trainers and key stakeholders to access and use.



Study visit to the UK

A group of fourteen Indian delegates representing training providers, assessment bodies, Sector Skills Councils, NSDC and the Quality Council of India participated in a five-day study visit to the UK in May.



Participants at office of the Regulatory body Scottish Qualification Authority

The primary objectives of the Visit were for delegates to:

- gain an overview of how assessment in regulated vocational qualifications is designed, developed, delivered and evaluated in England and Scotland, including the role of trainers as assessors,
- understand importance of the role of the regulators in England and Scotland in maintaining public confidence in qualifications, and
- have the opportunity to interact with those fulfilling similar professional roles in assessment and training.

During the visit, delegates met with representatives from:

The British Council, University College London, Institute of Education's Centre for Post-14 Education & Work, Post-holders of the stakeholder representative bodies, FAB, FISSS and AOC.

- Awarding Organisations: City and Guilds, Scottish Qualification Authority, NCFE,
- Training Providers: College of North West London, Glasgow Clyde College and Gateshead College,
- Regulatory Bodies: Scottish Qualification Authority (SQA), Scottish Credit Qualification Framework (SCQF) and Ofqual.

Many miles were covered during the visit using a variety of modes of travel: coach, train, taxi, underground and foot! May is a perfect month to visit the UK, since spring is in full bloom, and it was deliberately planned to show visitors the UK beyond London! We zig-zagged across the country from London to Coventry to Glasgow – to Newcastle to London again.

The collated evaluations from delegates confirm the following findings from visits, discussions and presentations experienced during the week:

- Meaningful employer and key stakeholder engagement is key when developing qualifications and carrying out assessments to ensure their currency and validity.
- A strong relationship between training providers and employers must exist to ensure the credibility of the training and qualifications provided.
- Employers will invest time, money and infrastructure when training is seen to be meeting their needs.
- Trainers delivering skills programmes and assessors must: a) be of the highest quality b) be able to plan and deliver the programmes and assessment strategies with confidence and consistency c) have access to quality continuing professional development d) have the opportunity to gain professional status and follow a recognised career pathway.
- Systems and processes must be kept under constant review to ensure they are current and continue to meet the needs of employers, trainees and regulators.
- A value is placed on high quality, credible and valid qualifications.
- Qualification and assessment designers need: a) Sector knowledge and experience b) training and continued mentoring in qualification design and assessment methodology c) national processes and procedures on developing valid, reliable, robust qualifications and assessments d) access to quality continuing professional development.

These findings, together with a series of recommendations have been shared with the NSDA and MSDE as the key beneficiaries of the work of the India-EU Skills project. It is hoped that those who participated in the visit will now have an opportunity to contribute to national capacity-building activity with respect to training & assessment activity as well as putting their experiences & learning to practice in their own workplaces.



Delegates at the office of Training provider Glasgow Clyde College

