



# **UK Study Visit - Final report**

**Monday 23<sup>rd</sup> May to Friday 27<sup>th</sup> May 2016**

## Executive summary

Fourteen Indian delegates<sup>1</sup> representing training providers, assessment bodies, Sector Skills Councils, NSDC and the Quality Council of India attended a five-day study visit<sup>2</sup> in the UK to:

- 1 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
- 2 understand how key stakeholders are involved in vocational qualification development and delivery in England and Scotland i.e. an SSC, a selection of awarding body personnel, training provider personnel, front-line assessors
- 3 understand the importance of the role of the regulators in England and Scotland in maintaining public confidence in qualifications
- 4 understand the role of the Inspectorate (Ofsted) in maintaining public confidence in the quality of education and training and internal assessment
- 5 have the opportunity to interact with those fulfilling similar professional roles in assessment and training in England and Scotland
- 6 have the opportunity to interact with organisations fulfilling a similar role in the UK
- 7 consider means by which further networking, professional development opportunities might be established between organisations and/or individuals taking part in the Study Visit
- 8 have opportunities to discuss findings during the visit and to refine and complete their organisational - level reports and personal development plans for action on their return to India.

During the visit, delegates met with representatives from:

- The British Council
- City and Guilds, Scottish Qualification Authority. NCFE – awarding organisations
- College of North West London, Glasgow Clyde College and Gateshead College – training providers
- Scottish Qualification Authority (SQA), Scottish Credit Qualification Framework (SCQF) and Ofqual - regulatory bodies
- University College London, Institute of Education’s Centre for Post-14 Education & Work
- Post-holders of the stakeholder representative bodies, FAB, FISSS and AOC

Additional information about the visit programme, each organisation and the specific objectives for each of the visits is provided in the Annexes. This report contains a summary of delegates’ feedback from each visit, a set of recommendations and thoughts about a vision for Skill India. The report also provides details of the primary points of contact within each of the organisations visited.

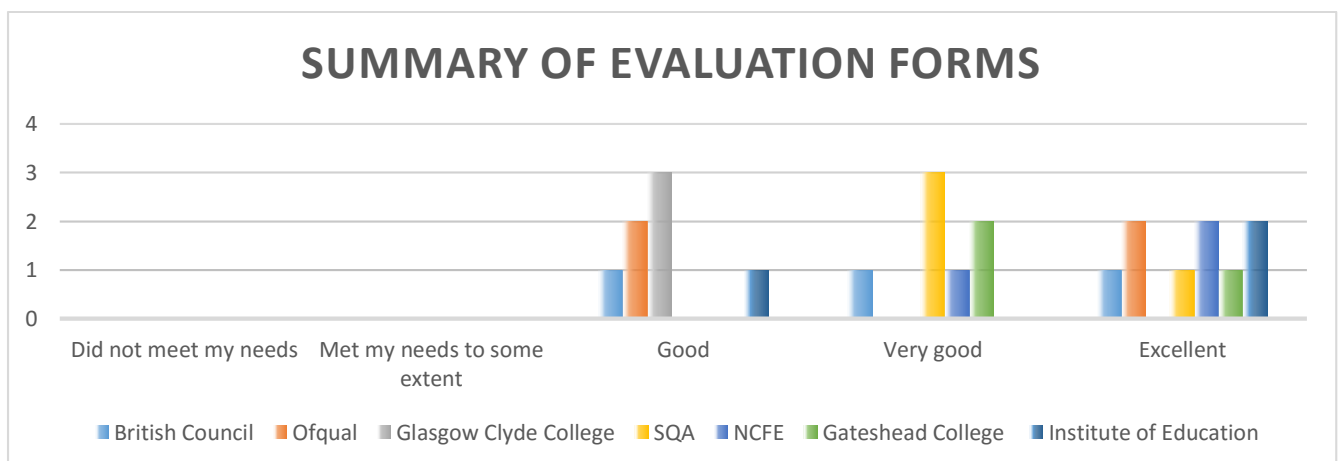
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<sup>1</sup> Annex B

<sup>2</sup> Annex A

## Key findings from the visit

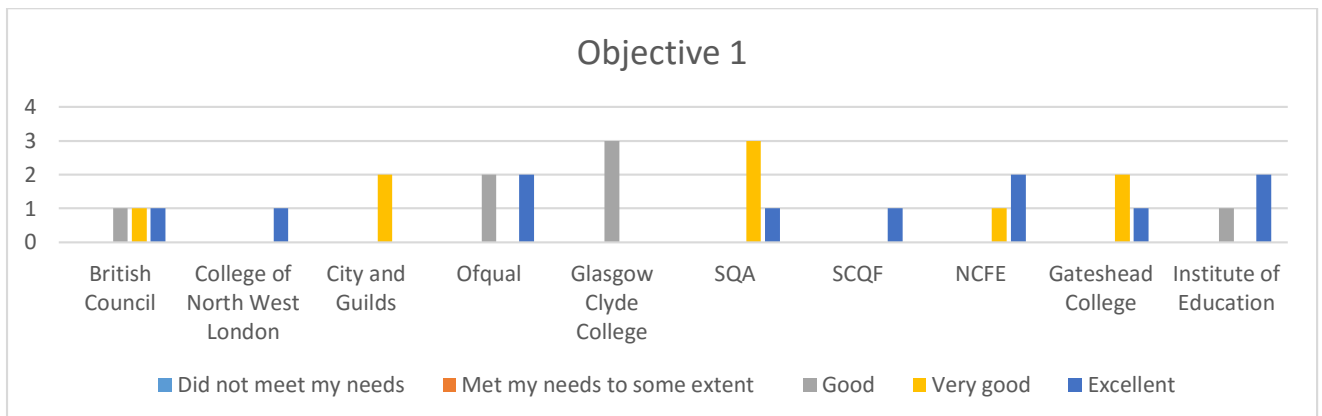
1. Meaningful employer and other key stakeholder engagement is key when developing qualifications and carrying out assessments to ensure their currency and validity.
2. A strong relationship between training providers and employers must exist to ensure the credibility of the training and qualifications provided.
3. 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
4. Trainers delivering skills programmes must:
  - a. be of the highest quality
  - b. be able to plan and deliver the required 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
5. Systems and processes must be kept under constant review to ensure that they are current and continue to meet the needs of employers, trainees and regulators.
6. Employers will invest time, money and infrastructure when training is seen to be meeting their needs.
7. A value is placed on high quality, credible and valid qualifications.



Notes:

1. This chart provides a summary of the returned delegate evaluations.
2. Seven evaluations were received within a week of delegates' return to India and have been used as the basis of this report.
3. Insufficient data was available for SCQF, so this is not included in the summary however it is included in the subsequent graphs for each objective.
4. Three delegates completed and returned the summative overview evaluation of the study tour. Comments from these returns are included - where relevant - in the summaries for each objective.

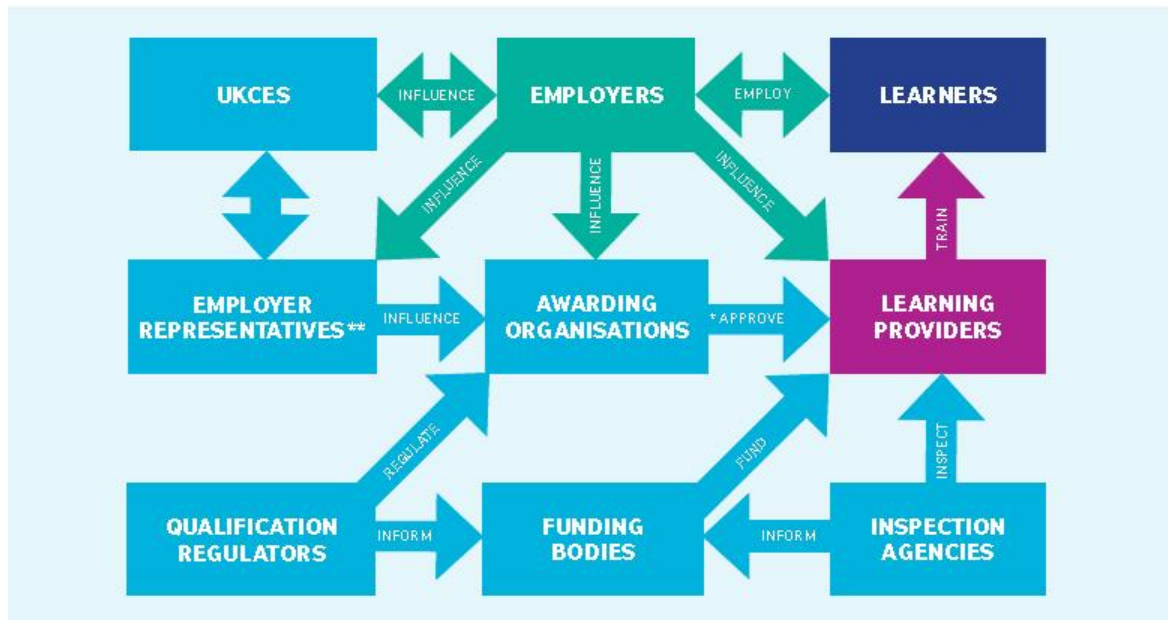
**Objective 1:** Gain an overview of how assessment in regulated vocational qualifications is designed, developed, delivered and evaluated in England and Scotland, including the role of trainers as assessors <sup>3</sup>



- 1.1 Delegates visited three different awarding organisations; the Scottish Qualification Authority (SQA), City and Guilds and NCFE. Each awarding organisation provided an overview of how qualifications and associated assessment strategies are designed.
- 1.2 The diagram below – provided courtesy of British Council - illustrates the relationship between and the names of the different organisations/groups involved in the UK Skills development ecosystem. <sup>4</sup>

<sup>3</sup> Annex E - Notes relating to the evaluation statistics

<sup>4</sup> Federation of Industry Skills and Standards 2016



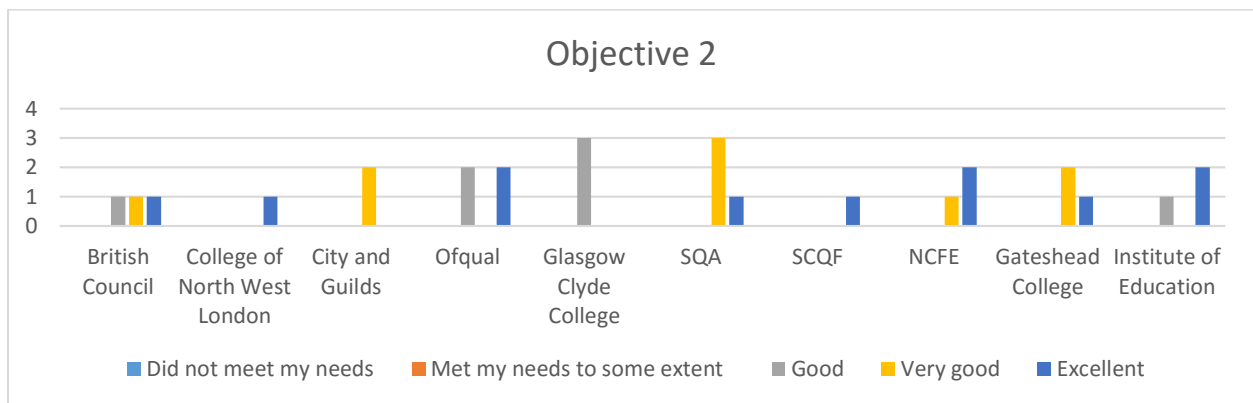
*'The session with British Council gave a comprehensive overview of the skills mechanism in UK'.*

- 1.3 The challenges of vocational education & skills development in the UK were powerfully illustrated by the presentation from the UCL Institute of Education's Centre for Education & Work<sup>5</sup>

|                    |                          |
|--------------------|--------------------------|
| What to call it?   | Who should fund it?      |
| Who to govern it?  | Who to regulate it?      |
| How to design it?  | Who to design it?        |
| How to assess it?  | Who to assess it?        |
| How to deliver it? | Who should deliver it?   |
| What is it?        | What's it for?           |
| Who should do it?  | Where should they do it? |

<sup>5</sup> UCL 2016

**Objective 2:** Understand how key stakeholders are involved in vocational qualification development and delivery in England and Scotland i.e. an SSC, a selection of awarding body personnel, training provider personnel, front-line assessors



*The session (at Gateshead College) helped us with the following:*

1. *The role of industry in providing quality training*
2. *How industry can take a lead and ensure training programs are updated as technology changes and remains relevant*
3. *How quality training programs are designed*
4. *How to create a win-win model*
5. *Good assessment practices followed*

2.1 Information about the involvement of key stakeholders was given by all hosts but, in particular, by:

- the Federation of Industry Skills and Sector Standards (FISSS)
- the Federation of Awarding Bodies (FAB)
- SQA (Scottish Qualifications Authority)
- Ofqual (Office of Qualifications & Examination Regulations, England)

2.2 Different examples of how organisations work with key stakeholders to develop and deliver qualifications include:

Gateshead College – The college has a dedicated on-site Skills Academy for Advanced Technology & Innovation at the Nissan car manufacturer plant in Sunderland. All staff working at the plant receive training from the trainers employed by Gateshead College. They have identified appropriate qualifications that meet the needs of the employers and then deliver and assess the training to the employees. The College also serves the needs of the supplier chain, thereby meeting the current and future skills needs of a wide industrial base in the NE of England.

Glasgow Clyde College – This training provider works with large employers and small to medium enterprises. Large scale employers include British Aerospace and Scottish Water. Employers are represented on relevant college boards and committees.

NCFE – One of the requirements of an awarding organisation when gaining accreditation for a qualification is to have support from relevant employers. NCFE have a formal partnership with Reed a large recruitment agency in the UK. This agency has representatives at training centres to support learners gain employment.

2.3 The benefits of effective stakeholder involvement in skills development is shown below: <sup>6</sup>

| Employers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Providers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>TVET more closely aligned with current and future employment needs</p> <p>Access to co-designed and bespoke education and training focused on skills not just qualifications</p> <p>More highly skilled employees with a clearer understanding of the culture and demands of the workplace</p> <p>The opportunity for employers to engage with a variety of potential employees over a period of time to support effective recruitment and selection</p> <p>Broadening and enriching the professional identity, confidence and capacity of staff through their active involvement in education and training</p> <p>Increased understanding of the opportunities offered by local education and training providers</p> <p>Improved access to research and ideas for innovation</p> <p>Better use of local professional, technical and vocational resources and facilities</p> <p>Higher profile within the community</p> | <p>Clearer picture of the current and future education and training needs of employers in the locality</p> <p>Improved understanding of how employer organisations work and the demands of current work practices</p> <p>Opening up of opportunities for business development including apprenticeships</p> <p>New ways of structuring education and training to reflect workplace practices</p> <p>Opportunities for curriculum specialists and leaders to update their professional knowledge and skills</p> <p>Improved learner retention and progression into employment</p> <p>More effective use of the resources and facilities of both partners</p> <p>Improved reputation as a trusted partner supporting the local community</p> | <p>A more direct 'line of sight to work' enhancing motivation and engagement</p> <p>A learning experience that builds the skills either to gain initial employment or to progress within their current work role</p> <p>Greater employer involvement in learning programmes to ensure their relevance to real working practice</p> <p>Access to work-based activities where theory is contextualised</p> <p>Opportunities to work with the latest technology and innovative practice</p> <p>Relevant, attractive and up-to-date careers education, information, advice and guidance</p> <p>Greater awareness of the range of employment opportunities available in particular sectors with clear progression routes and skills escalators</p> <p>Consistent messages from both employers and providers about the requirements for success</p> |

*'The employer and VET provider coordination with Nissan is a best example of inclusion in the education system, as they are a company that withstood the recession by training..... it is a great take away where we can think about collaborating with different agencies for VET in our country'.*

<sup>6</sup> UCL 2016

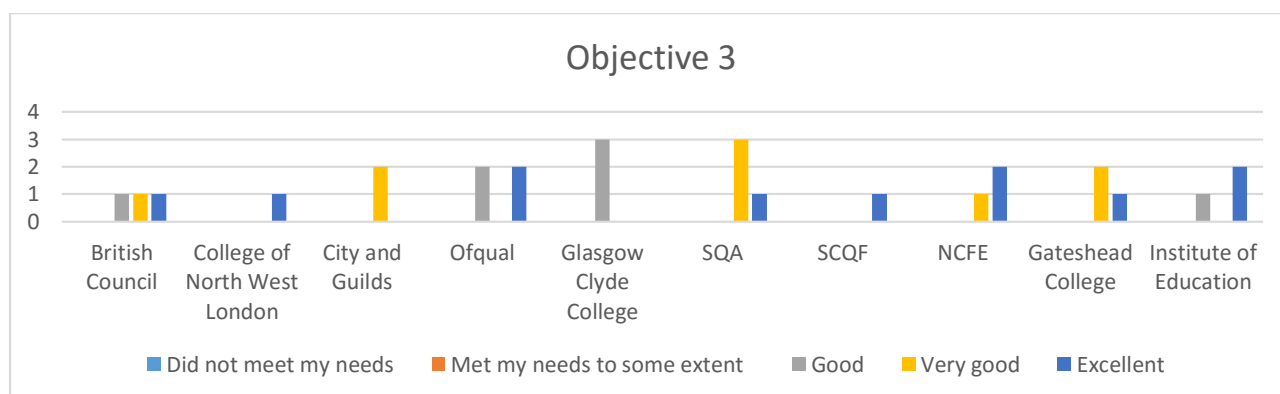
2.4 Delegates were interested to know if employers in the UK really drive the development of skills and how employer engagement is developed. Who are the employer representatives? How do organisations engage with smaller employers and sectors? All the organisations visited were able to give honest and open responses to these challenging issues.

*‘Undoubtedly the best team (at NCFE) and the best session we had during the trip. Key learning:*

1. *How you can scale up while keeping the focus on core values of the organization*
2. *The importance of customer satisfaction*
3. *Differentiate yourself on quality than on pricing alone*
4. *How competitive the UK certification market is*
5. *Insights into how the organization has grown’*

NCFE acknowledged, however, as did the other awarding bodies visited, the difficulty in securing sustained & effective employer engagement throughout the qualification lifecycle process. (A requirement of regulators)

**Objective 3:** Understand the importance of the role of the regulators in England and Scotland in maintaining public confidence in qualifications



3.1 Delegates visited two regulators: Ofqual who is responsible for qualifications in England and SQA who has responsibility in Scotland.

3.2 Both regulators explained how they approach regulation based on a risk assessment of the organisations they regulate. Regulated awarding bodies submit annual declarations of compliance (Ofqual) and a completed self-assessment report (SQA), hence delegates appreciated the importance of continuous review and improvement expected of awarding bodies. It was noted, too, that the regulators do not stipulate *how* awarding bodies’ evidence that their qualifications & assessments meet employer needs but do require them *to evidence* that they do.

3.3 The delegates were interested to learn of the regulators’ position with regard to international qualification frameworks and the notion of equivalence. While Ofqual

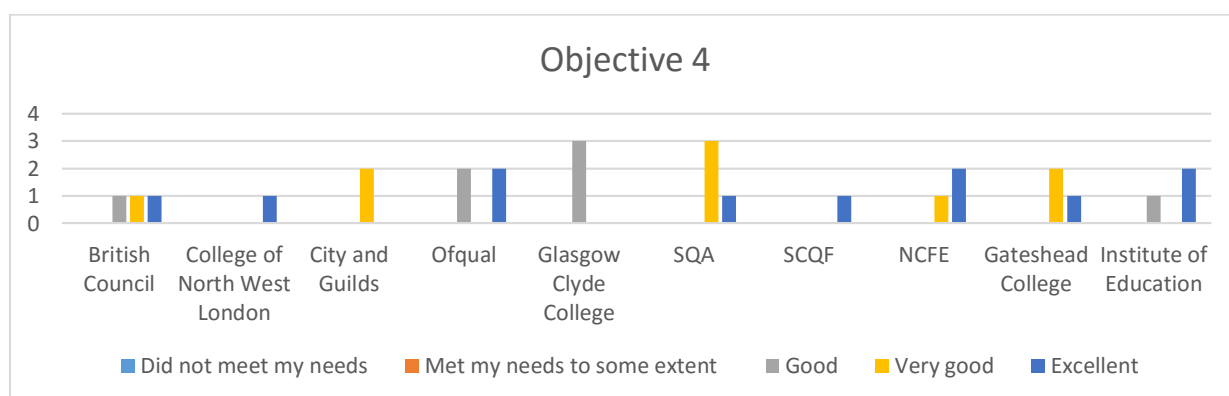


acknowledged that, to date, little work had been done by them on the various issues and implications of moving towards international recognition/equivalence they were keen to begin work on this.

*'In England, the credit based system is not the solution for all types of learners. So, it is not a mandate anymore; Validity & reliability of qualification is regulated across UK by various regulators'*

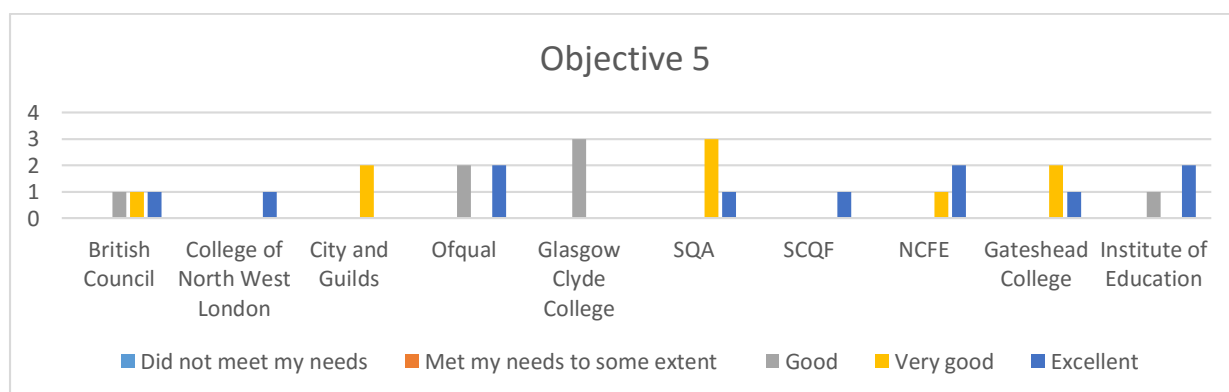
*'Regulation of qualifications is based on the broad principles of Accreditation'*

**Objective 4:** Understand the role of the Inspectorate (Ofsted) in maintaining public confidence in the quality of education and training and internal assessment



- 4.1 Delegates were interested to know how inspection agencies differ from other government agencies and organisations.
- 4.2 The quality of the delivery provided by training providers in the UK is judged by external government-inspection agencies. There is, however, no centrally-driven curriculum. Training Providers develop their own in line with the requirements of the qualification and in meeting the needs of employers.

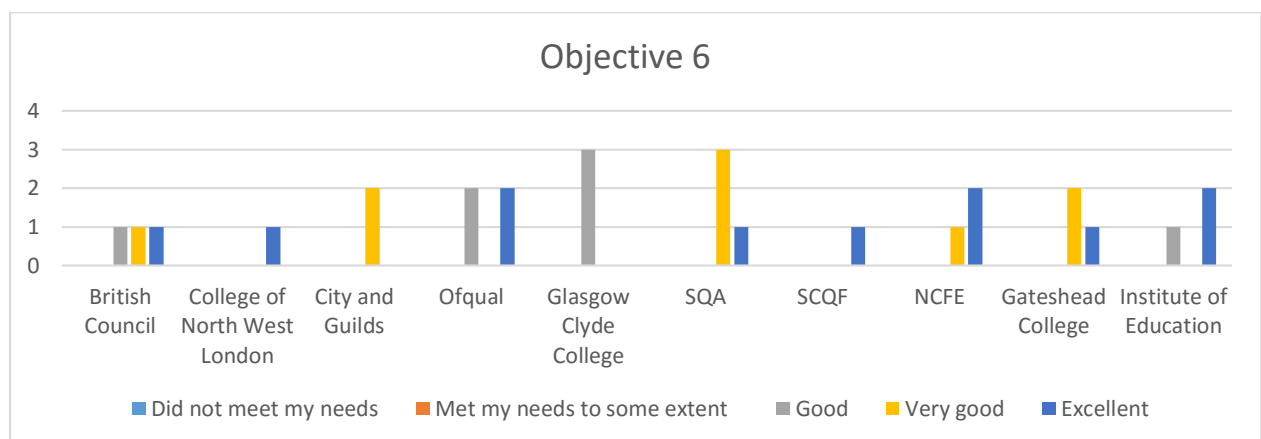
**Objective 5:** Interact with those fulfilling similar professional roles in assessment and training in England and Scotland



*'I found the NCFE and SQA sessions most useful in terms of understanding the role of awarding bodies and how they are similar / different from the work that SSCs and Assessments bodies are doing in India'.*

5.1 The challenges of providing practical placements during training was found to be in common to both the UK and India.

**Objective 6:** Have the opportunity to interact with organisations fulfilling a similar role in the UK



*'Gateshead College provided a practical study of industry linkages, its role of creating requisite skills and to create a credible and industry useful and effective model'.*

*'Gateshead College – Offers finishing school training to unemployed; fulfils skilling/ upskilling requirements of NISSAN auto manufacturing giant; training is imparted on a shop-floor in real-time learning environment (along with OJT/internship) with commendable industry support'*

*'Would love to meet a few more awarding bodies over the next few months and work with them to explore synergies'.*

*'The session (at City and Guilds) gave us insights into the processes that City and Guild uses to create reliable and valid assessment. We shall look at our own systems and see if we can implement some of the good practices'.*

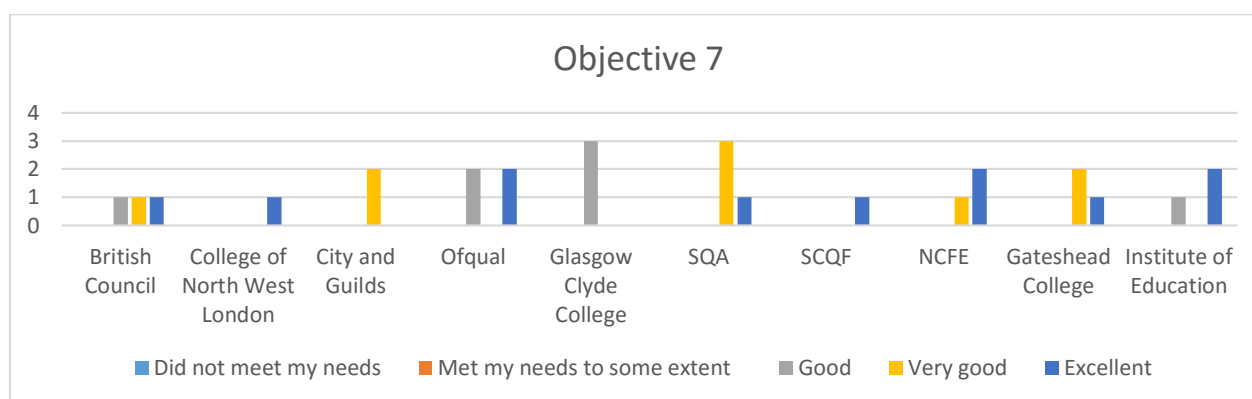
*'Another key learning (from NCFE) was about the assessment design and development process. Types of assessment and how these are mapped to the standards and implemented'*

*'It was an extremely comprehensive session covering aspects of training and assessment with respect to qualifications offered by the college (Glasgow Clyde). Learnt about LMIS at national/regional level and how it's used to select courses. Got the opportunity to see how vocational training facility is designed so as to benefit both the student and the industry. Learnt about apprenticeship programmes and their delivery. Evaluation methodology such as portfolio evaluation as part of internal verification.'*

6.1 During the last day, delegates held a joint session with FAB representatives from different awarding organisations including:

|                                               |                                                             |
|-----------------------------------------------|-------------------------------------------------------------|
| National Open College Network                 | NEBOSH (National Exam Board in Occupational Health& Safety) |
| The Prince’s Trust                            | International Association of Book-Keepers                   |
| British Safety Council                        | Institute of Learning Education Trust                       |
| VTCT (Vocational Training Charitable Trust)   | Skills for Justice Awards                                   |
| Awards for Training and Higher Education      | RSL (Rock School Ltd)                                       |
| Future (Awards and Qualifications) Ltd        | Stephen Austin and Sons Ltd                                 |
| Semta – Sector Skills Council for Engineering | The Chartered Institute for IT                              |

**Objective 7:** Consider means by which further networking, professional development opportunities might be established between organisations and/or individuals taking part in the Study Visit



*‘The study has given me an opportunity to build linkages for capacity building specifically for Master Trainers, Assessors, technology and also mutual recognition arrangements for international recognition of training and competence of students’.*

- 7.1 There was particular interest shown in the work of the Federation of Awarding Bodies (FAB) and the relevance of establishing something similar in India.

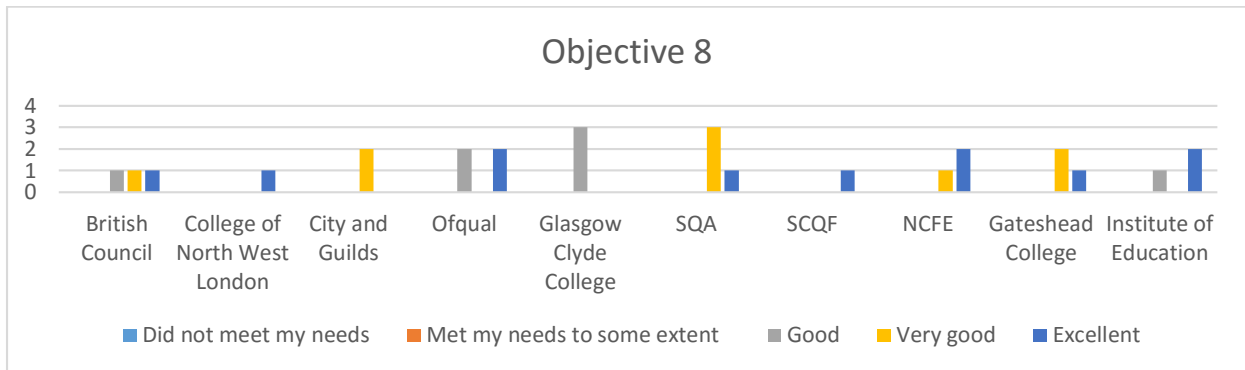
Key objectives of the Federation of Awarding Bodies (FAB)

- Represent the awarding body sector with key stakeholders
- Work with key stakeholders to strengthen the reputation of vocational awarding and the wider vocational skills sector
- Increase the use of vocational qualifications, challenge misconceptions and promote the value of vocational skills
- Use members' views to respond to consultations
- Support and encourage innovation and the adoption of best practice
- Support and encourage expansion into new markets and export mainly via the UKTI trade challenge partnership
- Highlight good practice through FAB channels including training, webinars, awards and the conference
- Increase the overall skills and knowledge of staff within the awarding body sector
- Operate within an agreed budget and be financially viable.
- FAB is not sector-based and this is seen as a strength to the organisation. It is a charitable organisation and is financed through member fees.

- 7.2 Services offered by the Federation of Awarding Bodies

- Weekly newsletter that provides relevant updates
- Webinars
- Responses to national consultations
- Events
- Specialist Group meetings
- Training
- Annual Conference
- Website
- Consultant & Supplier list
- General advice & guidance
- Advocacy

**Objective 8:** Provide opportunities to discuss findings during the visit and to refine and complete their organisational - level reports and personal development plans for action on their return to India.



*'The activity conducted during the session where the Assessing Bodies, Training Providers and SSCs were divided in groups and had to discuss and come out with a design of shield depicting the core values of the sector helped to think in a collaborative direction amongst various organizations. This approach of having a common platform to share and present ideas through a representative body can be taken forward'.*

## Summary

### Delegate recommendations

The recommendations below are derived from on-going evaluations and the final session where delegates were invited to give their 'wish list' for the Minister of Skills Development & Entrepreneurship.

#### **Assessment Bodies**

Establish a working group or a representative body for Assessing bodies (a la FAB) to be recognized by all parties involved such as the NSDA, NSDC, SSCs etc.

Reflect on practice observed and information gained during the visit and use this to analyse own practice, with international qualifications as reference points.

#### **Training Providers**

Share some of the key learnings from visits to colleges where, to ensure perfect vocational training, irrespective of their designations and work profile, everybody from employer to training provider, the assessment agency, accreditation agency come together and build a strong support network to impart perfect training to the student.

Put the learner at the centre of the approach to training

Mobilise resources through various means like advertising and showcasing, by involving other stakeholders and showing them the practicality and relevance of the training they offer

Develop and use a student portfolio from Day one of the course to the end – seen as an example of best practice. It will aid overall understanding of individual student progress and help in timely course correction.

#### **Policy Makers**

Get the balance right between quality and quantity.

Use the opportunity provided by the skill development sector being at an evolving stage to promote innovation in the sector. Create an innovation hub and allow for groups of organisations – such as those on this visit – to work together on different models to meet employer demand, taking & adapting some of the practice observed in the UK.

Recognise that all parts of the current system need to improve: standards, training & assessment and that the system must be fit for purpose in meeting employer demand/need.



Appreciate and adjust funding to meet the true cost of high quality training & assessment. Recognise and support the role played by Training Providers and Assessment Bodies

Consider opportunities for linkages between stakeholder representative bodies in the UK and India for large-scale interventions, e.g. Training of trainers

Support a more in-depth look at the approaches to assessment & quality assurance as practiced in the UK

Develop a platform or networking opportunities to share ideas and best practice

Consider how to build a skills market seen as a high value, professional business. Begin by working to raise the profile of trainers and assessment personnel.

Consider the learning of the UK Skill Industry with regard to Apprenticeships. In England, the government is moving from the current centrally-designed Apprenticeship model to one of individual/groups of employers working as Trailblazers in designing Apprenticeships to meet their specific needs.

Review the UK's regulatory model for qualifications. Qualifications are regulated for their validity and reliability with Awarding Bodies mandated to self-assess. Regulation is non-prescriptive.

If an Awarding body does not record certification for over 2 years for a qualification, the qualification is withdrawn. This approach may be considered as per requirement of the Indian skill system.

Require formative assessments or portfolio evaluation to be incorporated in the existing system in India

Publicise and promote the NSQF by requiring all government employees to be NSQF-qualified as well as those employed by suppliers of government contracts

## ‘What is your vision for Skills India?’

In response to the final question on the summative evaluation form, what is your vision for Skill India? these are verbatim comments.

*‘To meet the skill needs with a focus on learners’*

*‘To have a credible, consistent and internationally recognised training and competence verification mechanism for youth for their national recognition and international mobility’.*

*‘Greater industry commitment for involvement, participation for training and assessing’*

*‘More participation of SSCs, Trainers & Training providers in getting greater support from the industry for building infrastructure could be built up as CSR’*

*‘India is already the HR capital of the world. Given that the rich world is not getting any younger, India has a unique chance to provide human capital to the world. In order to do so, we need to skill our population and focus both on scale and quality. There is a lot to learn from the world and EU on how we can improve our quality thresholds in training and assessments’.*

*‘Transparency of the work done by TPs that should build a clear rigorous internal check system & self-evaluation’*

*‘Support of the government’*





# Annex

## Annex A Study tour schedule

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|                         |           |                                                                                                              |
|-------------------------|-----------|--------------------------------------------------------------------------------------------------------------|
| <b>Sunday 22 May</b>    |           | Arrive in London                                                                                             |
| <b>Monday 23 May</b>    | Morning   | The British Council                                                                                          |
|                         | Afternoon | City and Guilds Awarding Organisation OR<br>North West London Further Education College                      |
| <b>Tuesday 24 May</b>   | Morning   | Travel by train to Coventry<br><br>Ofqual (Regulatory Body)                                                  |
|                         | Afternoon | Travel by coach from Coventry to Glasgow                                                                     |
| <b>Wednesday 25 May</b> | Morning   | Glasgow Clyde College                                                                                        |
|                         | Afternoon | Scottish Qualification Authority (SQA) and<br><br>Scottish Credit and Qualification Framework (SCQF)         |
|                         | Evening   | Travel by coach to Newcastle                                                                                 |
| <b>Thursday 26 May</b>  | Morning   | NCFE Awarding Organisation                                                                                   |
|                         | Afternoon | Gateshead College                                                                                            |
|                         | Evening   | Travel by train from Newcastle to London                                                                     |
| <b>Friday 27 May</b>    | Morning   | Centre for Education and Work at the Institute of Education with representatives from awarding organisations |
|                         | Afternoon | Closing session at Institute of Education                                                                    |

## Annex B Delegates from India

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|                         |                                                       |                                                |
|-------------------------|-------------------------------------------------------|------------------------------------------------|
| Ms Shashi Kiran         | Senior Consultant                                     | National Skills Development Corporation (NSDC) |
| Mr. Vipin Sahni         | Chief Executive Officer                               | Quality Council of India                       |
| Mr. Tarun Girdhar       | Associate Vice President, Business Development        | Aspiring Minds                                 |
| Mr. Rajat Khawas        | Head of Government. Business                          | Manipal City & Guilds                          |
| Mr. Ketan Kapoor        | Co-Founder and Chief Executive Officer                | Mettl                                          |
| Mr. Satnam Singh        | Chief Executive Officer                               | Multi Skills Assessor Guild                    |
| Ms Nayantara Chatterjee | Head, Knowledge Management                            | STAMP                                          |
| Mr. Santosh V Katkar    | Subject Matter Expert, Capital Goods, CNC and Welding | Aspire Knowledge & Skills                      |
| Mr. K. Sarath Bhushan   | Senior Manager, Learning & Development                | Shri Technologies                              |
| Ms Nidhi Dixit          | Senior Executive, Content Management and Operations   | Highline Educare                               |
| Ms Jancy Matthews       | Head of Standards                                     | Constructions Sector Skill Council             |
| Ms Atasi Misra          | Head of Assessment                                    | Beauty & Wellness Sector Skill Council         |
| Ms Sarojini Kaul        | Project Manager                                       | Delegation of European Union to India          |
| Mr Pankaj Johri         | Project Manager                                       | India EU Skills Development Project            |

## Annex C Purpose of the visit to different organisations

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### Awarding organisations

The purpose of the visit is to:

- 1 Be introduced to the stages of the qualification lifecycle as practised by UK A/Bodies, with particular reference to how they secure the support of employers throughout the process
- 2 Take note of how they set standards and assessment criteria for newly-developed qualifications
- 3 Get an overview of the process and procedures underpinning the stages in assessment formulation:  
design, development of tools and rubrics, review and evaluation of assessment outcomes
- 4 Gain insight into question bank design and development: use of sampling frameworks, item evaluation, item refreshment (including pre-testing of items, as appropriate)
- 5 Be introduced to the processes by which Assessment Personnel (of all kinds) are recruited, inducted, trained, monitored & evaluated.
- 6 See examples of how they ensure assessment decisions are reliable and comparable by use of standardisation activities – both pre- and post-assessment
- 7 Gain an overview of how they analyse assessment data either to confirm the validity of live results and/or as part of wider research to improve the validity and reliability of its assessments
- 8 Interact with one or more senior Assessment Personnel and their link personnel and gain awareness of the importance of a supportive network in building assessment professionalism
- 9 Gain awareness of their organisational structure which fulfil the requirements of regulation
- 10 Review the requirements of Ofqual from their perspective
- 11 Be introduced to their approach to self-assessment and continuous improvement, including their programme of continuing professional development.

### Training providers

Where possible, the purpose of this visit will be to:

- 1 Observe learner-centred, competence-based training
- 2 Review Candidate Portfolios/Log books as records of on-going competence-based assessment
- 3 Gain awareness of how the training provider's provision meets local/regional and national employer needs and see examples of both nationally-available and customised provision
- 4 Be introduced to different means by which employers are actively involved in the design, delivery & outcomes of TVET provision
- 5 Gain insight of systems & processes supporting learner advice, guidance & support
- 6 Participate in a round table discussion with one or more trainers and those responsible for trainer continuing professional development in order to understand:

- a. the role of the trainer/lecturer in ensuring qualification coverage & achievement of learning outcomes
- b. the use of formative assessment to improve both learning outcomes & the quality of training
- c. how individuals within the centre contribute to meeting the organisation's external quality measures (OfSTED)
- d. how the college provide on-going continuing professional development for their trainers.

## Regulatory body (Ofqual)

The purpose of this visit is to:

- 1 Gain an overview of the role of the regulator and how it fulfils its work – with particular reference to Technical/Occupational qualifications
- 2 Gain a deeper understanding of the Recognition Criteria (Quality Standards) which impact on an awarding organisation's systems and processes underpinning the Qualification Lifecycle
- 3 Gain insight of how the regulator approaches risk assessment with respect to the awarding organisation it regulates
- 4 Be introduced to the Regulator's Research programme and its focus on the centrality of assessment
- 5 Learn how the Regulator promotes the benefits of Regulated Qualifications and seeks to build confidence in qualifications within the national frameworks
- 6 Understand the contribution made by the UK regulators to the development of transnational frameworks, e.g. European Qualification Framework and beyond

## SQA (as the regulator)

The purpose of this visit is to:

- 1 Gain an overview of the role of SQA as a regulator and SCQF and how they fulfil their work – with particular reference to vocational qualifications
- 2 Gain a deeper understanding of the Recognition Criteria (Quality Standards)
- 3 Gain insight of how the SQA and SCQF approach risk assessment
- 4 Be introduced to SQA's research programme and its focus on the centrality of assessment
- 5 Learn how they promote the benefits of regulated qualifications and seek to build confidence in qualifications within the national frameworks
- 6 Understand the contribution made by SQA and SCQF to the development of transnational frameworks, e.g. EQF and beyond
- 7 Be introduced to the fully-established Scottish Credit and Qualification Framework (the SCQF) and gain an understanding of how best to introduce – and gain the confidence of - learners and users to the use of credit in a new environment

## SQA (as the awarding organisation)

The purpose of the visit is to:

- 1 Be introduced to the stages of the qualification lifecycle, with particular reference to how they secure the support of employers throughout the process
- 2 Take note of how they set standards and assessment criteria for newly-developed qualifications
- 3 Get an overview of the process and procedures underpinning the stages in assessment formulation:  
design, development of tools and rubrics, review and evaluation of assessment outcomes
- 4 Gain insight into question bank design and development: use of sampling frameworks, item evaluation, item refreshment (including pre-testing of items, as appropriate)
- 5 Be introduced to the processes by which Assessment Personnel (of all kinds) are recruited, inducted, trained, monitored & evaluated.
- 6 See examples of how they ensure assessment decisions are reliable and comparable by use of standardisation activities – both pre- and post-assessment
- 7 Gain an overview of how they analyse assessment data either to confirm the validity of live results and/or as part of wider research to improve the validity and reliability of its assessments
- 8 Interact with one or more senior Assessment Personnel and their link personnel and gain awareness of the importance of a supportive network in building assessment professionalism
- 9 Gain awareness of their organisational structure which fulfil the requirements of regulation
- 10 Be introduced to their approach to self-assessment and continuous improvement, including their programme of continuing professional development.

## Scottish Credit and Qualification Framework

The purpose of this visit is to:

- 1 Gain an overview of the role of role of SCQF and how they fulfil their work – with particular reference to vocational qualifications
- 2 Be introduced to the fully-established Scottish Credit and Qualification Framework (the SCQF) and gain an understanding of how best to introduce – and gain the confidence of - learners and users to the use of credit in a new environment
- 3 Gain a deeper understanding of the Recognition Criteria (Quality Standards)
- 4 Gain insight of how the SQA and SCQF approach risk assessment
- 5 Learn how SCQF promote the benefits of the framework and seek to build confidence in qualifications within national frameworks
- 6 Understand the contribution made by SCQF to the development of transnational frameworks, e.g. EQF and beyond

## Annex D Organisations visited

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### The British Council

The British Council was founded to develop educational links between the UK and the wider world. They currently work in more than 100 countries, connecting millions of people with the United Kingdom through programmes and services in the English language, the arts, education and society. Their work in English aims to bring high-quality language materials to every learner and teacher who wants them. In developing and post-conflict countries. They offer more than three million UK examinations worldwide.

### The Federation of Awarding Bodies (FAB)

The Federation liaise with key stakeholders, including government departments, regulators and funding agencies to represent the interests of over 110 awarding bodies in their membership. They provide information, advice and guidance to their members to support them in providing high quality and valued vocational qualifications. They are a respected voice in the vocational qualifications and education arena. They update, inform and advise awarding bodies on issues of interest around vocational qualifications. They promote the interests of members to government departments, their agencies and other stakeholders.

### The Federation of Industry Skills and Standards (FISSS)

The Federation for Industry Sector Skills and Standards represents, promotes and supports the 21 Sector Skills Councils (SSCs) across the UK. SSCs are the employer-led skills organisations covering in total approximately 90% of the UK workforce. They work with over 550,000 employers to define skills needs and skills standards in their industry. The Federation is the collective voice of SSCs and has the unique role of positioning them effectively in the skills systems across the UK nations. The network of SSCs provides the employer leadership to address skills needs within and across sectors. Through their sectoral reach, SSCs are ideally placed to articulate the voice of employers on skills, to develop innovative skills solutions and to galvanise employer ambition and investment in skills and job creation. Key functions include:

**Certification of Apprenticeships** – Working with over 7,500 training providers and 500,000 Apprentices in England, Scotland and Wales to provide them with their final Apprenticeship Certificate. In the last rolling 12 months they certificated 319,852 Apprentices and have reduced charges by 25%;

**Quality Assurance** of the Apprenticeship process with and on behalf of the Skills Funding Agency, the National Apprenticeship Service and Employers. In the last year they brought more consistency and reduced the cost of the system;

**Professional Standards** development through sharing best practice and developing a code of practice;

**Driving growth through skills** by ensuring through the Sector Skills Councils that skills development supports productivity and profitability growth and ensures the views of employers are articulated and heard by those making skills policy; and

**Sector Skills Councils** – There are 16 Sector Skills Councils and 5 Sector Skills Bodies who work with over 550,000 employers to define skills needs and skills standards in their industry.

## Association of employment and learning providers (AELP)

*(While invited to the initial orientation and welcome session at the British Council, no representative from AELP was present)*

The Association of Employment and Learning Providers (AELP) is the leading trade association for vocational learning and employment providers in Britain. The majority of its 770+ members are independent private, not-for-profit and voluntary sector training and employment services organisations. Membership is open to any provider committed to quality provision and it includes 40 FE colleges involved in work based learning. AELP Members train 75% of England's 850,000 apprentices currently on programme.

Over 70% of the Work Programme prime contractors are AELP members with many other members delivering the programme as sub-contractors. Members currently engage with almost 300,000 employers across the country and last year they helped 117,240 learners complete an apprenticeship. AELP has a wide variety of publications which members can access via the website. An example is the first annual review 'A report of ALP's early years' which records how AELP came into existence.

## Association of Colleges (AoC)

*(The International Director of the AOC attended the final session hosted by the UCL Institute of Education)*

The Association of Colleges (AoC) is a not-for-profit membership organisation set up in 1996 by colleges to act as their collective voice. They exist to represent and promote the interests of colleges and provide members with professional support services. The membership is made up of 317 further education, sixth form, tertiary and specialist colleges across the UK – 95% of the sector.

They provide members with professional support services, including expert advice lines for:

- Employment
- Communications
- Health and safety
- Governance
- Teaching and learning

They represent colleges nationally and influence Government and its agencies on policies affecting the sector and their students and staff at national and regional levels. The Association of Colleges is the first port of call when seeking information about English colleges. They also work with colleges in Wales, Scotland and Northern Ireland through our membership of the UK Council of Colleges. Across the globe, they have partnerships with colleges in many countries including China and India. They have nine regional offices and hundreds of active networks, through which member colleges shape our policy and direction.





## City and Guilds Awarding Organisation

They are a global leader in skills development, providing services to training providers, employers, and trainees across a variety of sectors to meet the needs of today's workplace. Their qualifications and apprenticeships are valued by employers across the world, helping individuals develop their talents and abilities for career progression.

They offer a wide range of vocational and technical qualifications as well as the most comprehensive range of apprenticeships, from Beauty Therapy to Business, Construction to Conservation and Digital Technology to Tourism. Use the filters below to view our UK qualifications, international qualifications and apprenticeships. Our technical qualifications are also available as part of our Techbac offer. TechBac is a new gold standard curriculum designed to give 14 to 19 year olds the technical and professional skills needed to progress onto an apprenticeship, into university or into the modern jobs market. We work in more than 80 different countries world-wide.

## College of North West London

The College of North West London is a Further Education college with two campuses located in the London Borough of Brent, at Willesden and Wembley Park. They specialise in vocational courses focused on the delivering the technical skills and qualifications necessary to help students get a job, enter a trade or progress to university. Together with their predecessor institutions they have over 100 years of dedicated experience in education and training across a range of subjects and sector areas. They offer courses at a variety of levels to ensure all students have the opportunity to access learning. Their course levels are designed to help students develop a range of skills and offer progression routes either into employment or towards university level study.

For students returning to study after an extended break or with no qualifications, transferable skills already achieved in the workplace or through life experience are taken into consideration. For students with academic qualifications now seeking to pursue a university level education they offer higher level courses in a range of subject areas.

Every year they support over 10,000 students. Each year around 1500 students aged between 14-18 years old choose to continue their education through vocational learning and apprenticeships. Other students are adults aged 19+, studying both full and part-time courses. Many of the adult learners are employed and are studying at the College to enhance their skills and career opportunities through advanced vocational qualifications.

They work with over 500 employers, a range of universities, and other partners across industry to ensure the courses they offer meet the needs of the jobs market now and for the future.

## Ofqual

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England. They maintain standards and confidence in qualifications in England:

- GCSEs
- A levels
- AS levels
- vocational qualifications

They are independent of government and report directly to Parliament. Ofqual was set up in April 2010 under the Apprenticeship, Skills, Children and Learning Act 2009 and is also covered by the Education Act 2011. They are a non-ministerial government department with jurisdiction in England. They have 191 permanent employees as of March 2014 and are based in Canley, Coventry. They are responsible that:

- regulated qualifications reliably indicate the knowledge, skills and understanding students have demonstrated
- people have confidence in the qualifications we regulate
- students and teachers have information on the full range of qualifications that we regulate

## Glasgow Clyde College

Glasgow Clyde College is a multi-campus college with three sites in Anniesland, Cardonald and Langside. One of Scotland's largest further education institutions, the College was formed in August 2013 following the merger of Anniesland, Cardonald and Langside Colleges. Home to over 7,000 full-time students and 20,000 part-time students, their aim is to help learners achieve more. They have years of industry experience and exceptional teaching standards, delivered in modern facilities. Glasgow Clyde College is assigned to the [Glasgow Colleges' Regional Board](#).

## SQA

SQA helps people to realise their potential and to achieve their ambitions by providing a wide range of high quality, internationally recognised qualifications and associated services. They work with schools, colleges, universities and training organisations to develop and deliver our qualifications and assessments. Around 15,000 teaching professionals and industry specialists support SQA operations annually, helping to ensure that SQA qualifications accurately reflect learners' knowledge and skills and provide routes to jobs or further study.

SQA also awards a range of other qualifications, including customised awards to meet the needs of individual companies and organisations. In addition, SQA provides advice, support and services, such as expertise in assessment, that enable organisations to succeed in meeting a wide range of educational and workforce development challenges.

Based in Scotland, we work across the UK and internationally. Our people take great pride in offering exceptional customer service — which is acknowledged by government organisations, universities, businesses and individuals throughout the world.

## SCQF

The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national qualifications framework. The SCQF supports lifelong learning and can help:

- people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential
- employers, learners and the general public to understand the full range of Scottish qualifications, how qualifications relate to each other and to other forms of learning, and how different types of qualification can contribute to improving the skills of the workforce.



The SCQF is in the custody of, and managed by the Scottish Credit and Qualifications Framework Partnership (SCQF Partnership). Since its creation in November 2006 the SCQF Partnership, which is a company limited by guarantee and a Scottish registered charity, has aimed to:

- ensure that, where appropriate, all assessed learning and qualifications in Scotland are included within the Framework and extend the recognition of informal and non-formal learning;
- fully develop and promote the Framework as a Lifelong Learning tool;
- develop relationships with other frameworks internationally.

The SCQF Partnership's strategic aims are to:

- maintain the quality and integrity of the Framework;
- promote and develop the Framework as a tool to support lifelong learning; and
- develop and maintain relationships with frameworks in the UK, Europe and internationally.

## NCFE

NCFE's earliest incarnation held lofty ambitions. Its first report declared its intention to "become a centre from whence the elements of knowledge and civilisation shall go on with an unceasing progress, conferring intellectual, scientific and moral blessings throughout the length and breadth of the Northern Counties." From 1920, the Northern Counties Technical Examinations Council (NCTEC or 'Northern Counties' as it became affectionately known) supplanted NUMI and, supported by nine Northern Local Education Authorities, provided examinations for technical colleges, schools and other centres for over sixty years until 1981.

In 1981, the Northern Advisory Council for Further Education (NACFE), which was established in 1947 to coordinate further education provision throughout the nine LEAs, merged with the NCTEC to become the Northern Council for Further Education. When the further education sector was incorporated (made independent of the government) in the early 1990s the company felt the old name was incompatible with our new national focus and has since then been identified simply as NCFE with the letters no longer being an acronym. NCFE today is a national awarding organisation, offering over 500 qualifications at different levels and in a wide range of subject areas. NCFE recognise the skills, knowledge and understanding achieved by a learner at a particular level and in a particular subject.

## Gateshead College

Gateshead College is the top performing college in the region, number three in England and one of only two colleges in the country to secure Ofsted's 'outstanding' grading in the last academic year. At Gateshead College they give their students the employment edge. That means work-ready students with the unique combination of high quality education and real world skills. They develop courses hand in hand with local companies, so students will have the experience and work ethic to do their employer proud. Supporting business and the local economy is at the heart of everything they do. They are committed to recognising and celebrating individuality. They appreciate that we are all individuals, we have our own way of doing things, our own stamp and approach. Our individuality is not only what makes us all unique, it is also our strength. The college are focused on creating the right environment, culture, processes and policies that fit our whole college community.



## University of London Institute of Education, Centre for Post 14 Education & Work

The Centre seeks to research current and future-oriented perspectives on post-14 education and its role within society. It explores broad issues, such as globalisation, changing employment patterns, the ageing society, the effects of new technology, migration, dimensions of inequality, London as a global city, citizenship, and examine the role of lifelong and life-wide learning in helping people and organisations face these challenges and opportunities.

## Annex E      Notes relating to statistics

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- 1) The College of North West London was visited by the training providers and SSC representative for construction only.
- 2) The responses for each objective were accumulated. For example, three delegates awarded 5, therefore the total was entered as 15.
- 3) Two delegates completed the 'overview' evaluation form instead of the individual evaluation forms for each day.

## Annex F Hosts for the India-EU Skills delegation visit

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- 1 British Council ([www.britishcouncil.org](http://www.britishcouncil.org))
  - a. Tracy Ferrier, Head, Skills Team: [tracy.ferrier@britishcouncil.org](mailto:tracy.ferrier@britishcouncil.org); +44 (0) 207 389 4736
  - b. Rossi Vogler [Rossi.vogler@britishcouncil.org](mailto:Rossi.vogler@britishcouncil.org);
- 2 Federation of Awarding Bodies ([www.awarding.co.uk](http://www.awarding.co.uk))
  - a. Stephen Wright, Chief Executive: [swright@awarding.co.uk](mailto:swright@awarding.co.uk); +44 (0) 207 7242 2463
- 3 Federation for Industry Sector Skills & Standards ([www.fiss.org.uk](http://www.fiss.org.uk))
  - a. Helen Joannou, Director of International Business: [helen.joannou@ukskills.org](mailto:helen.joannou@ukskills.org); +44 (0)300 303 4444
- 4 City & Guilds ([www.cityandguilds.com](http://www.cityandguilds.com))
  - a. Patrick Craven, Head of Learning, Assessment & Design Practice :  
[Patrick.craven@cityandguilds.com](mailto:Patrick.craven@cityandguilds.com); +44 (0) 7718 092113
- 5 College of NW London ([www.cnwl.ac.uk](http://www.cnwl.ac.uk))
  - a. Neil Dellar, Director of Curriculum: [neil.dellar@cnwl.ac.uk](mailto:neil.dellar@cnwl.ac.uk); +44(0) 208 5000 extension 5350
- 6 Ofqual ([www.ofqual.gov.uk](http://www.ofqual.gov.uk))
  - a. Amanda Speilman, Chair: [Amanda.speilman@ofqual.gov.uk](mailto:Amanda.speilman@ofqual.gov.uk)
  - b. Jeremy Benson, Executive Director Vocational Qualifications:  
[Jeremy.benson@ofqual.gov.uk](mailto:Jeremy.benson@ofqual.gov.uk); +44 (0) 24 7671 6767
  - c. Bryan Horne, Assistant Director Vocational Qualifications: [Bryan.horne@ofqual.gov.uk](mailto:Bryan.horne@ofqual.gov.uk)
- 7 Glasgow Clyde College ([www.glasgowclyde.ac.uk](http://www.glasgowclyde.ac.uk))
  - a. John Canning, International Director: [jcanning@glasgowclyde.ac.uk](mailto:jcanning@glasgowclyde.ac.uk); +44 (0) 141 272 3374
  - b. Duncan McDougall, Director of Commercial & international Business
- 8 SQA ([www.sqa.org.uk](http://www.sqa.org.uk))
  - a. Hilary Rutherford, International Project Manager: [hilary.rutherford@sqa.org.uk](mailto:hilary.rutherford@sqa.org.uk); +44(0) 141 500 5988
  - b. Margaret Curran, International Regional Manager: [Margaret.curran@sqa.org.uk](mailto:Margaret.curran@sqa.org.uk); +44(0) 141 500 5127
- 9 NCFE ([www.ncfe.org.uk](http://www.ncfe.org.uk))
  - a. David Grailey, Chief Executive: [DavidGrailey@ncfe.org.uk](mailto:DavidGrailey@ncfe.org.uk); +44(0) 191 239 8004
  - b. Tim Dawkins, Director of International Development: [TimDawkins@ncfe.org.uk](mailto:TimDawkins@ncfe.org.uk); +44(0) 7946 070 960
- 10 Gateshead College Skills Academy for Advanced Manufacturing & Innovation ([www.gateshead.ac.uk](http://www.gateshead.ac.uk))
  - a. Mick Brophy, Director of Strategic Partnerships: [mick.brophy@gateshead.ac.uk](mailto:mick.brophy@gateshead.ac.uk); +44(0) 7860 802 644
- 11 University of London, Institution of Education's Post-14 Centre for Education & Work ([www.ucl.ac.uk](http://www.ucl.ac.uk))
  - a. David Smith, Co-Director: [d.c.smith@ucl.ac.uk](mailto:d.c.smith@ucl.ac.uk); +44(0) 207 8668 1458