**One year on – Towards a Vocational Qualification Strategy**
**Cassy Taylor – Associate Director, Vocational Qualifications**

# Vocational Qualification Strategy

- **Sector Reviews:** continue with a programme of sector reviews as the backbone of the strategy over the next 4-5 years.

- **Monitoring and Compliance:** implement a programme of qualification monitoring on selected qualification types.  Two initial projects:
  - Essential Skills
  - First Aid, Food Safety, Health and Safety

- **Development and commissioning:** implement the main commitments of the Health and Social Care review.

- **Designated qualifications:** review of policy and process.

- Grant funding support for **Welsh medium assessment**.

- **Research:** developing a research and analysis strategy and supporting sector reviews.

# Sector Reviews - Aims

- Develop an understanding of the qualification landscape in the sector

- Identify the views of stakeholders on the effectiveness of existing qualifications and the system in meeting the needs of learners, employers and higher education institutions

- Consider the extent to which a sample of qualifications are technically effective and fit for purpose

- Identify any lessons to be learned from qualifications in other comparable nations

- Identify whether Qualifications Wales should take, or recommend others to take, any actions to improve the effectiveness of the qualifications and/or the system.

- Analyse and impact assess options for action and publish a report on findings and proposals.

# Likely sequence of sector reviews

- 2016/17      **Construction and the Built Environment**
- 2016/17      **ICT**

- 2017/18      **Engineering, advanced manufacturing and energy**

- 2018/19      **Financial services, customer services and retail**

- 2019/20      **Travel and tourism, hospitality and catering**

# Focus

*Qualifications used in publicly funded programmes of learning, especially:*

- Qualifications taken by learners aged 14-16.
- Qualifications taken by learners aged 16-18 in full time programmes of learning.
- Qualifications used in apprenticeship frameworks.

*As well as*

- Other qualifications that the sector tells us its **important** to look at.
- Any **gaps** that the sector tells us about.
- Any other regulated qualifications about which the sector raises **concerns**.
- Aspects of the **qualification system** about which the sector raises concerns – or which we identify through other sources.

# Core lines of enquiry – the extent to which:

- the range and nature of qualifications available in the sector are sufficient;

- the assessment arrangements for qualifications are effective, reliable and valid;

- the provision of Welsh medium assessment is sufficient;

- the requirements of employers, higher education and the professions are being met;

- the knowledge, skills and understanding requirements reflect current knowledge and best practice;

- the qualifications are comparable with qualifications elsewhere;

- the qualifications in the sector are provided efficiently and represent value for money.

# Methodology

- Appointment of a sector advisor on secondment
- Interviews with stakeholders – including a target of 100 employers and all main learning providers
- Engagement with awarding bodies – we'd welcome suggestions as to how best to do so.
- Stakeholder panels – North and South
- Learner engagement project
- Data analysis
- Online consultation
- Technical review of materials – awarding body materials and learner portfolios
- International comparison study

# Examples of findings of Health and Social Care Review

- Complexity of the system

- Unclear progression routes for learners

- Gaps between levels

- Learning and assessment issues impacting on qualifications

- Inconsistent assessment and quality assurance processes

- Some ineffective and inefficient assessment models

- Some qualifications out of date

- Insufficient assessment in the medium of Welsh

# Timescale for Construction and Built Environment

- *Sept 2016*             - Review start-up
- *Oct 2016 to April 2017* - Stakeholder engagement
- *Dec 2016 to Mar 2017* - International comparison study
- *Jan 2017 to Feb 2017* - Learner engagement
- *Jan 2017 to Mar 2017* - Technical review
- *May 2017 to Jul 2017* - Options analysis and impact assessment
- *Sept 2017*             - Report

*ICT runs parallel though starting slightly later.*

# Any questions?