

Ingredients for success – research findings

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Research aims

1. Explore excellent practice in teaching, learning and assessment (TLA) at RQF levels 3-5/SCQF levels 6-8

2. Build an evidence base from across the sector

3. Uncover the ingredients to help institutions embed 'excellence':

- Right conditions
- Barriers
- Mechanisms outwith WorldSkills UK's programmes

4. Shape the next phase of the Centre of Excellence programme

Research approach

2 x surveys:

- Institutional leaders
- Centres of Excellence educators

Leaders' roundtable

Four nations &
cross-sectoral
representation

Desk-based research:

- National policy context
- Case studies of initiatives linked to priority areas (e.g. STEM)
- International case studies

WorldSkills UK training manager
interviews

Key findings 1-3

Staff play a key role in developing excellence

- 1. The importance of transferable employability (soft) skills**
Developing technical skills alone is not sufficient to represent excellence in TLA.
- 2. Purposeful CPD is an essential component in developing excellence**
Creating time and space for staff to participate in workforce development and implement practice into teaching methods; quality improvement, staff recruitment and retention.
- 3. A whole organisation approach to embedding excellence is vital**
Sharing good practice across the skills system; collaboration; extend Centre of Excellence benefits; benchmarking.

Key findings 4-5

The pursuit and achievement of excellence requires a number of actors working towards a common goal.

4. Employer engagement is regarded as critical to embedding excellence

Priority for FE/skills leaders; more collective, strategic thinking and best practice-sharing around employer engagement (LSIPs); role of Centre of Excellence.

5. Qualifications are still geared towards competence not excellence

International standards to help the qualifications/awards sector identify ways to support excellence.

Key findings 6-7

'Excellence' is about more than excellence within the confines of the technical skill itself

6. There is no common understanding of excellence in TVET

Assessment outcomes; retention; learner progression/employability; learning attitudes – generate a common understanding of excellence amongst institutions, policy-makers and employers to keep raising standards.

7. International benchmarking plays a key role in promoting excellence

Embed across the sector opportunities for systematic learning from international examples.

Recommendations

WorldSkills UK (6)

- Promote excellence in TLA more widely
- Enhance the role of WorldSkills UK training managers
- Continue productive dialogue with AOs on embedding world-class standards

Providers (3)

- Develop strategic, institutional objectives based on a shared understanding of excellence
- Review how space & time can be created to champion excellent TLA
- Make better use of available & sustainable partnership opportunities

Future research (3)

- Build consensus around a shared understanding of excellence in TVET
- Improve mechanisms for policy learning & sharing about TLA across the UK
- Relationship between skills sector workforce, employer expectations, recruitment & retention

Thank you

Any questions?