Self-assessment in work-based learning in Wales UK

March 2019
How is work based learning in Wales UK structured?

**Welsh Government**

- 19 lead work based learning training providers
  - Self-assessment process
  - National data comparators
  - Programme specification, including quality requirements

**Employers**

**Her Majesty’s Inspectorate Estyn**

- Equality and diversity
- Welsh language
- Learner support
- Health and safety
- Wellbeing of Future Generations
- The PREVENT Duty
How is our training consortium structured?

**Lead provider**
- Principal
- Management team

**10 training providers**
- Self-assessment report
- Joint meetings
- Shared working practices
- Shared data and reporting
- Annual conference
- Shared resources
What are the strands of work based learning that we deliver?

<table>
<thead>
<tr>
<th><strong>Apprenticeships</strong></th>
<th><strong>Traineeships</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer demand</td>
<td>Referral system</td>
</tr>
<tr>
<td>16+</td>
<td>16 - 18</td>
</tr>
<tr>
<td>Learners employed status</td>
<td>Non employed status</td>
</tr>
<tr>
<td>Level 2 to 5</td>
<td>Individual learning plan</td>
</tr>
<tr>
<td>Individual learning plan</td>
<td>Non accredited or Level 1</td>
</tr>
<tr>
<td>Occupational focus</td>
<td>Individual learning plan</td>
</tr>
<tr>
<td>Work based learning, centre based training, on and off the job training</td>
<td>Not in full time education</td>
</tr>
<tr>
<td>Essential skills, technical certificate, vocational award</td>
<td>Work placements, community project, voluntary work, centre based training</td>
</tr>
<tr>
<td>Work placements, community project, voluntary work, centre based training</td>
<td>31 day progress review</td>
</tr>
<tr>
<td>61 day progress review</td>
<td>Employability skills</td>
</tr>
<tr>
<td>31 day progress review</td>
<td>Occupationally focused training</td>
</tr>
</tbody>
</table>
The focus is on the progress learners make from their individual starting points and the standards they achieve.

How well do learners develop their vocational skills in the workplace and apply a wide range of practical skills and theory knowledge appropriate to their qualification?

How well do we track the progress of each learner and report on these clearly to meet the needs of employers?
How do we bring together views of employers?

- Progress reviews with employee
- Management visits to employer
- Employer visits to the training provider
- Employer surveys
- Telephone evaluations
- Self-assessment reports
- Observations of practice at employers
What do we ask employers...?

**Employer Voice**

Does the training add value to the organisation?

Is their employee’s existing skills and knowledge appropriately recognised?

Are workplace assessments of an appropriate standard?

Does the training have a good mix of theory and practice?

Does the training reflect current industry practice?

Does the assessor have good up to date knowledge of the qualification and how to relate this to vocational activity?
How do we monitor our improvements?

Plan  

Do  

Check  

Act  

Plan  

Do  

Check  

Act
Self-assessment report structure

- Evidence base
  - Provider level report
    - Consortium level report
      - Executive Board
        - Welsh Government
          - Action plan
            - Action plan
Self assessment report process

Evidence base: national dataset, surveys, observations, evaluations, visits, written and oral feedback, progress reviews

Underpinned by Estyn framework

Evaluative language

Moderation

Good practice sharing and improvement planning
What sort of improvements do we make?

Changing or widening the range of qualifications we offer
Developing new qualifications
Developing new facilities and purchasing new equipment
Improving the delivery of the qualification to best fit the needs of employers
Providing staff training and development, including industrial placement, to keep subject knowledge up to date
Developing processes
Any questions...?

Diolch yn fawr
Thank you very much