

# **Children and Young People Committee**

CYP(4)-02-12

## **Implementation of the Learning and Skills (Wales) Measure 2009**

As part of the evidence gathering for this inquiry, the Sector Skill Councils in Wales were contacted for their views and the responses received are below:

## **Children and Young People Committee**

### **Inquiry into the implementation of the Learning and Skills Measure 2009**

#### Introduction

The Care Council for Wales (Care Council) undertakes the role of the Sector Skills Council (SSC) for the Children Young People and Adult Social Care and Early Years and Child Care in Wales. Skills for Care and Development (SfC&D) is an alliance of six organizations whose footprint covers early years, children and young people's services, and those working in social work and social care for children and adults in the UK.

The Care Council is the social care workforce regulator in Wales and is responsible for the registration of elements of the social care workforce, including the regulation of social work training.

The other major responsibility of the Care Council is the development of the social care and early years and childcare workforce in Wales.

#### Background

The resident population of Wales is projected to increase by 11% from 2006 to 2031, typically 13,200 people per year. The number of persons aged 15-24 is estimated to decrease by 4% by 2031 whereas an increase of 79% is forecast for the 75 and over age group. Those aged 85 and over are projected to increase by 47.4% from 60,000 in 2004 to 88,000 in 2018.

Numbers of staff working in social care is currently around 70,000<sup>1</sup> and a further 18,000<sup>2</sup> in early years and child care. The National Strategic Skills Audit for Wales 2011<sup>3</sup> noted in June 2011 that health and social care was the fastest growing sector in Wales and the sector likely to have the highest replacement demands of any sector in Wales between now and 2017, projected to be in the region of 75,000.

Specifically on social care in general the Commission noted:

*'There are powerful forces driving demand in this area, including an*

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<sup>1</sup> Sector Skills Agreement Feb 2011 (Skills for Care and Development)

<sup>2</sup> Mapping the Early Years and Childcare workforce 2010(Care Council for Wales )

<sup>3</sup> Skills for Jobs: The National Strategic Skills Audit for Wales 2011 - Volume 1: Key Findings (UKCES)

*ageing population, growing consumer expectations of care services and an increased incidence of long-term health conditions. This a large occupational area with significant projected expansion and replacement demands. The lead-time for addressing this need is potentially short but criticality is high in terms of contribution to employment and supporting societal well-being*<sup>4</sup>.

The same report also looks at the Early Years and Childcare the sector, and notes that this is also amongst the fastest growing workforce in Wales, and this reinforces the SSC's own findings regarding its own part of that sector.

Our sector then is one where there is clearly a well recorded and defined need for workers for the future across all skills and qualification levels (required qualifications range from level QCF diploma to degree level).

### **1. The effect that the implementation of the *Learning and Skills (Wales) Measure 2009* has had on young people aged 14-19 years**

There were around 26,850 learners undertaking courses specific to our sector over the course for the academic year 2009-10. Of these learners 450 were undertaking the required or recommended management courses in colleges and 1,110 in work based learning across both health and social care and childcare.

The Care Council for Wales does not have access to the numbers of schools delivering the GCSE, AS/A level qualifications in Social Care and Health, but there are likely to be substantial numbers. These qualifications however are knowledge based and not accepted as a qualification to work within the care sector.

The Measure has at its heart an aspiration to broaden choice for young people in Wales extending career choice and pathways.

There are age restrictions in place for those working in social care, for the safety of both young people and service users, however as we have seen from the information above, the sector is growing and will continue to do so. Both social care and Early Years and Childcare are sectors with strong employment possibilities.

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<sup>4</sup> Ibid pp27

Within our sector however there is some concern that learning at 14 -16 regarding our sector when delivered may be delivered by individuals with little knowledge of the sector. The Council's Further Education College and Learning Supply Strategic group has suggested some standards about who should be allowed to deliver qualifications, the qualifications themselves and the knowledge and experience of teaching staff in our areas and sectors. Their sign up to codes of practice or the values base of social care/ Early Years and Childcare would be crucial to ensure understanding of the sector and the possibilities it offers.

There is here an opportunity to provide the sector with learners who have a clear idea what is expected of them, and direct those who have the talent to work with vulnerable people into the work at an earlier stage in their career development.

**2. Whether the implementation of the *Learning and Skills (Wales) Measure 2009* has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16**

We do not consider, given the nature of our sector that Skills for Care and Development is best placed at present to comment on this. This is because the fact that undertaking training in our sector requires the learner to be over 16 regardless of how the training is undertaken. We are however aware that the Social Care sector is often a port of call for those who have left compulsory education with few qualifications, and this often leads to a career and qualifications in care developed over several years. This however is not usually a planned process. To make it more so would be valuable for both CYP and for service users of the future.

### 3. Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the *Learning and Skills (Wales) Measure 2009*

The information available for our sector is as below; we will be able to compare this information with 2011 figures when available to discover whether there is more uptake of these qualifications for our sectors

	Health and Social Care		Children's Learning and Development	Care, and
Learners in Schools 2010	GCSE 2110	A level 320	GCSE 2330	A Level 450
Numbers of learners in our sector in Further Education 2010 <sup>5</sup>	8140		5755	
Apprenticeships in learning 2010 (Work Based Learning)	3450 4290 technical certificates <sup>6</sup> 7355 NVQs		2560 2560 technical certificates 3600 NVQs	
Number of courses on offer 2010	42		66	

### 4. What practical problems have been addressed in order to implement the *Learning and Skills (Wales) Measure 2009*

There are still practical problems to address in terms of making Social Care (and to a lesser extent Child care in Early Years) a course of study or learning which is addressed at an early stage in learners progression. There need for creative solutions to providing practical experience that is suitable at age 14 perhaps, and provide challenging and inspiring pathways to learning which can show the sector to be one which can provide both learning and career opportunities.

To this end the sector and the Council generally speaking needs to create better links with 14-19 learning networks and with schools and teaching staff themselves. The Council, through its Regional Partnerships has recruited a core of **Care Ambassadors** who are actively targeting schools in the regions and also through the 14 -19 networks some of those young people who are NEET . They provide first hand information on working in the sector, why they have chosen to do so, and provide an honest picture of what is needed to create a career in social care.

Another practical issue which the Council is aware of is that of Welsh language provision. Both parts of our footprint are notable for the fact that there will be those receiving services who need to access those services through the medium of Welsh. This concept of 'language need' is one which is gaining currency within social care

<sup>5</sup> Last figures available from DfES LLWR Academic year 2009-10 as of October 2011

<sup>6</sup> Some technical certificates were used as part of 14-19 work based learning programmes

as our ageing population leads to instances where the second language is lost or is the case of young children receiving child care, has not yet been acquired.

We would wish that young people who have gained a Welsh medium education should always be able to continue into further education in Welsh in order that those skills they have gained can be successfully transferred to the workplace.

## Response from ConstructionSkills Wales to the Children and Young People Committee: Consultation on the Implementation of the Learning and Skills (Wales) Measure 2009

### **Introduction**

ConstructionSkills welcomes the invitation to provide evidence to the Children and Young People Committee on the implementation of the Learning and Skills (Wales Measure 2009). ConstructionSkills is pleased to see that there is a continued focus on the skills agenda in Wales. This is a vital area of the economy and knowledge base of Wales which needs to be addressed and ConstructionSkills feels that it is well placed, as are all the Sector Skills Councils, to contribute effectively and decisively to the policy and scrutiny process.

### **About ConstructionSkills Wales**

ConstructionSkills Wales is the Welsh arm of the Sector Skills Council and Industry Training Board for the construction industry. We are working to ensure that construction employers have the right skills, in right place, at the right time by investing funds and providing a wide range of industry-led skills and training solutions.

As a Sector Skills Council, we have developed excellent links with employers and training providers from across Wales and we have put our employers at the heart of the work we do. Our regional structures are coordinated and led by employers and businesses in the sector and are overseen by the Wales Employer Executive Committee. This means that ConstructionSkills Wales is best placed to deliver the right skills for economic recovery in the construction sector.

ConstructionSkills has created three regional construction fora for Wales. These are based in North Wales, South East and South West Wales and bring together employers from the built environment sector, colleagues from ConstructionSkills Wales and Assembly Members from the corresponding areas. These are key for employers to be able to voice their opinions on the sector in their area.

ConstructionSkills is also involved in the Welsh Built Environment Forum, an employer-led partnership designed to enable different parts of the built environment sector to work together more effectively and influence decisions and policies which affect the future of the industry. The Forum represents those who plan, design, build, refurbish and maintain the built environment, along with those who support them with training, funding and development opportunities.

As a representative of various construction industry bodies and groups, ConstructionSkills feel that the following issues should be addressed by the Committee

### **Employer engagement and meeting skills needs**

- ConstructionSkills feel that there must be more collaboration with business leaders and industry experts in the implementation of the Learning and Skills Measure. Collaboration between education providers and the business sector is vital in creating effective and workable solutions to the skills deficit in Wales. A strong dialogue with employers in order to ensure that students have skills that employers really need on a local, regional and national level is critical.
- A report released in October, which was commissioned by ConstructionSkills and funded by Welsh Government's Sector Priorities Fund Pilot (SPFP), *Skills Provision for the Construction Sector in Wales – Research to inform Transformational Change*, highlighted the industry's view that there needs to be a more tailored and demand-led approach to training provision. This indicates the need for greater engagement with employers in sectors such as the construction when implementing the Learning and Skills Measure.
- ConstructionSkills, as the 'voice of the construction industry, is ideally placed to collaborate on a local and national level to address the skills gap.
- Through the Construction Skills Network (CSN), we are able to collect and produce comprehensive information on the future training and skills requirements of the industry, across the UK and Wales, and provide a consensus view of the current and future skills training needs.
- ConstructionSkills' regional construction fora provide a vital link with businesses in the industry in order to help inform how local curricula can meet skills needs in the industry. ConstructionSkills would urge local authorities and the Welsh Government to engage further with Sector Skills Councils, including ConstructionSkills.
- In keeping with this need for cooperation across sectors, there needs to be a folding in of the provision of apprenticeships and Work Based Learning environments, as business and industry bodies see these as vital in delivering the skills agenda.

### **Local curricula**

- Sector Skills Councils such as ConstructionSkills would welcome a more collaborative and constructive role in the creation of local curricula, as a Skills Council would bring vital expertise to the discussions surrounding vocational education within particular learning domains.



- Although there is a clear role which Local Education Authorities can and should play in the creation of the new local curricula, ConstructionSkills feels that if there is to be engagement between education providers and the local community to establish local curricula, there is a need for a stronger involvement of local businesses and bodies such as the Welsh Built Environment Forum (the professional organisation representing the construction industry), regional construction fora, and various Sector Skills Councils, alongside the local education authorities.
- ConstructionSkills also feels that there is a need for a national body of some description to be involved, to ensure that the provision of 'local curricula' is fair across Wales. To ensure that there is equality of standards across the whole of Wales, Sector Skills Councils and national bodies such as the Welsh Built Environment Forum could play an important role in advising and consulting on national approaches. This would allow the Local Education Authorities to work with a national body or bodies, which would ensure that every 14 – 19 learner was offered the same or similar opportunities.

### **Qualifications review**

- ConstructionSkills urges the Committee to consider the implications of the recently announced Welsh Government review of qualifications in Wales. There is a need for clarity on the scope of this review, including whether it will look at vocational qualifications, and the effect that any changes to the qualifications system will have on measures introduced under the Learning and Skills (Wales Measure 2009).

### **Funding**

- Funding needs to be more accurately identified, maximised and then ring-fenced. It should be emphasised that ConstructionSkills and SSCs in general are tasked with endorsing sector-specific qualifications, and it is these courses and awards which should be eligible for Welsh Government funding, not only LEA provided courses.

### **The role of Sector Skills Councils**

- Sector Skills Councils are best-placed, best-sourced and best-suited to contribute, monitor and manage the process of delivering on the Welsh skills agenda, through the re-organisations and increased provision of work based learning, apprenticeships and sector specific qualifications.

- ConstructionSkills would propose that Sector Skills Councils be given a statutory role equal to that of local education authorities, in contributing to the development of the local curricula.

# Evidence from Semta

Semta is the Sector Skills Council for Science, Engineering and Manufacturing Technologies, and works with employers to improve business performance through skills investment. Semta brings together employers, training providers and stakeholders to identify and understand skills needs and develop action plans to tackle gaps and shortages. Semta's aim is to improve the productivity and competitiveness of its sectors by ensuring companies have the right people with the right skills at the right time.

## Response

1. The effect that the implementation of the Learning and Skills (Wales) Measure 2009 has had on young people aged 14-19 years (Engineering and Manufacture)

The Welsh Baccalaureate Principal Learning Option Pilot offered through the Flintshire network has proved to be a great success. The initial cohort of 15 learners completed in August 2011 with 100% successful outcomes. This allowed numerous progression routes to be accessed per learner. The alternatives accessed included direct entry into A Level provision used for future University access (3 learners), Edexcel Diploma in Engineering used for future University access (5 learners), Apprenticeship Access with immediate employment or via the Pathway to Apprenticeship Programme (6 learners), and finally level 2 or level 3 access following a different vocational route (1 learner)

Due to the applied learning methodology where the provision for delivery is of a shared type between 4 high schools and an FEI hub the network partners inclusive of Semta have seen a distinct improvement in both academic and vocational skills gained by the particular learner making them ready for the World of Work supporting needs identified by Industry,

Semta have ear marked the system as a possible Junior Apprenticeship Programme for future recognition for 14 to 16 years olds due to the WBQ element at Intermediate Level being more focussed and related to Engineering issues.

Learners can gain a 5 GCSE equivalent outcome following the Principal Learning qualification delivered as part of the overall programme by attending the FEI for one day per week timetabled as part of an options menu in school.

Semta are now aware of 5 additional regions who have begun the framework in 2011– Sir Gar, Wrexham, Gwent, Cardiff and Vale and Neath.

2. Whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16.

It is always Semtas' intention to support all learners wishing to follow a vocational pathway via Engineering or Manufacture. GCSEs are still recognised as the pre-requisites for initial entry into the sector but the WBQPL also provides an alternative and recognised entry into a Level 2 Apprenticeship pathway as a minimum. Semta work with FEIs and other Training providers, to influence the content of programmes of study, which will allow progression from Level 1 to Level 2 Engineering Schemes for learners not having the academic and vocational ability when leaving school or as an adult wishing to re-train.

3. Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009.

As referred to in Question 1 and 2 the WBQPL allows distinct applied learning for the Engineering Sector as it supports the preparation of the learner for Industry. However because the content also includes core GCSEs and the overarching WBQ it allows learners to change their thinking to follow a different mode of provision and employment route

As stated it allows:-

Progression to Level 2 Programmes of a Competence Nature in Engineering - Employed or Unemployed

Progression to Level 3 Programmes of a Competence Nature in Engineering - Employed or Unemployed

Progression into General Education A Level Provision to follow a career in Engineering Related Subject Areas

Progression into General Education A Level Provision to follow a career in Non Engineering Related Subject Areas

Progression into General Education to follow a career in non Engineering Related Subject

- 4 What practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009

Having nurtured additional interest in Engineering and Manufacturing Industries with school based learners via the WBQPL framework it was imperative that a progression route was available for learners to step to even though the number of available apprenticeships were in decline due to the economic climate.

Semta working with Welsh government introduced the Pathway to Apprenticeship Scheme in Engineering run in parallel with distinct Apprenticeship Programmes. The Engineering PtA Programme is deemed to be the most successful by stakeholders including WG and Industry due to the high level of positive progression into employment as well as the skills developed by the learner making them suitable for industry. This provision is being expanded to include other specific vocational pathways from 2012 e.g. Aerospace Sector in Wales.

Semta have managed to influence the content of the PtA programme to support regional workforce and economic needs while still maintaining a National Standard of Content overall. Industry is very complementary of the overall outcomes and is actively involved in improving content.

- 5 Is the Learning and Skills (Wales) Measure helping to improve parity of esteem between academic and vocational courses?

Yes but there is still a need to continue with the policies to improve further and more importantly advertise and market the changes to all stakeholders inclusive of WG, Schools, Learners, FEIs, PTPs, Careers Wales and Industry.

6. One of the key aims of the 14-19 Learning Pathways policy is to ensure that: 95% of young people by the age of 25 will be ready for high skilled employment or higher education by 2015. Is the implementation of the Measure to date having an impact on improving the level of vocational skills of young people?

Semta have recognised this Key Aim and feel a Key Action needed is to provide a Progression Elevator for all, linked to Apprenticeship standards asked for by Industry and hopefully leading to employment opportunities. Learners can now progress from Level 1 to Level 4 Apprenticeship Frameworks and with the introduction of the Higher Apprenticeship Programmes from 2012 can now continue to Level 5 and Level 6 Industry Recognised Frameworks of Study.

This progression elevator in effect allows access for any learner with any level of academic/vocational ability wishing to follow an Engineering Career but also allowing only necessary levels of training to be attended /completed to support the need for Highly Skilled individuals fit for purpose within the specific sector of engineering.

## Evidence from Summit Skills

Summit Skills:

The effect that the implementation of the Learning and Skills (Wales) Measure 2009 has had on young people aged 14-19 years;

I can only report on the Construction and Built Environment Principal line of learning of which SummitSkills are part of the SSC consortium. We felt that in Wales there was a missed opportunity as the literacy and numeracy key elements to support the programme were written by employers to make sure the candidates they would eventually recruit as apprentices post-16 had the mathematical and literacy skills to benefit their businesses but Welsh Government chose not to adopt these as fundamental elements.

On a positive front it definitely initiated conversations around vocational education in the school curriculum and conversations with parents which would never have happened without this Measure. May I add that we really did try hard with Welsh- medium schools to take this curriculum offer on board, but the numbers were sadly very low. The reason for this needs to be investigated by Welsh Government.

Whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16;

I genuinely have no evidence to prove this either way. However the EMA, tax credits and the desire to attend university have been factors that vocational education has had to compete against. Our aspiration for the Measure was that future generations would have had a "real" introduction to the BSE sector and breadth of the services sector in terms of progression, footprint and opportunities. They could then have all the information to make informed career decisions for themselves. Alas, as a sector we still suffer from an oversupply of under-skilled individuals being put into the job market from the stand alone technical certificate sales.

Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009;

What practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009;

I have no evidence to prove this either way, the uptake of the Construction and BE Principal line of learning would give you an idea of the level of impact the Measure has had for our sector.

Practically, we need to improve the level of understanding of those that take part in the delivery and who should be involved in the delivery of the programmes to the 14 to 19 cohort. The majority of applications lacked suitable employer engagement and links to FEI to facilitate progression. On a

positive note one school that was emerging from special measures used the programme to invigorate the new curriculum it was able to offer.

Is the Learning and Skills (Wales) Measure helping to improve parity of esteem between academic and vocational courses?

I have no evidence to prove this but we are trying to improve this level of understanding with the Pathways to Apprenticeship programme which has been very successful for our sector. There is still a lot of work to do with the schools but this needs concerted efforts from several agencies. An SSC cannot do this in isolation. Normally schools were using the PLQ for less academic students rather than offering it to the whole age group and therefore this is unlikely to change perceptions.

One of the key aims of the 14-19 Learning Pathways policy is to ensure that: 95% of young people by the age of 25 will be ready for high skilled employment or higher education by 2015. Is the implementation of the Measure to date having an impact on improving the level of vocational skills of young people?

I have no direct evidence to respond to this but if we are not increasing the number of participating schools in our Principal Lines of Learning then there will be a knock on effect further up the line, we have made an impact post 16 with the PtA but if you want to increase the number of individuals ready for high skills employment then the younger you start the greater rate of return you will have. With the level of coverage we currently have this 95% target will not be met.

## **Children and Young People Committee**

### **Inquiry into the implementation of the Learning and Skills Measure 2009**

#### **Background:**

SkillsActive, the Sector Skills Council (SSC) for Active Leisure Learning and Well-being is an employer-led organisation and a member of the Alliance of Sector Skills Councils. SkillsActive is recognised and licensed by Government and is charged with leading the skills and productivity drive within the Sport, Fitness, Playwork, The Outdoors and Caravan industries – known as the Active Leisure Learning and Well-being Sector.

SkillsActive has developed a longstanding positive working relationship with Play Wales. Play Wales is the national organisation for children's play working strategically with ministers, government officials, national organisations, local authorities, educational institutions, voluntary and community sectors to influence and inform decisions that will have an impact on children and young people's play.

Historically, SkillsActive has worked closely with Play Wales on a range of strategic initiatives. As an example, Play Wales hosted the National Training Centre for Playwork Education and Training which provided a coherent route for playwork education development and training including strategic coordination, viability and sustainability, networking, information dissemination, communication and quality assurance. Play Wales has also worked with SkillsActive when developing the new Play and Playwork Education and Skills Strategy 2011-2016. This is underpinned by a Welsh Implementation Plan which compliments the Welsh Government's Skills That Work for Wales strategy, the Children and Families Measure 2010 and the new Child Poverty Strategy 2011 all of which link to the drive for Wales to be a place which values children and young people and the need for a professionally qualified playwork workforce.



SkillsActive also has a close working relationship with the Care Council for Wales. Care Council for Wales is the social care workforce regulator in Wales and responsible for promoting and securing high standards across the social services and social care workforce. The Council also delivers the Sector Skills Council remit in Wales for those working in early years and childcare and in social work and social care with children and adults.

SkillsActive, Play Wales and the Care Council for Wales have recently developed and agreed a memorandum of understanding that will foster positive and co-operative working arrangements between the three organisations to the benefit of the Playwork workforce and ultimately children and young people in Wales.

Both SkillsActive and Play Wales welcome the opportunity to respond to the committee's request for evidence to their inquiry into the implementation of the Learning and Skills Measure (Wales) 2009. Access to wide ranging learning provision for all 14-19 learners is important and enabling learners to fulfill their potential and become fully engaged in their local communities. We believe that a curriculum which meets the needs of all 14-19 year old learners is crucial for a healthy, productive society in Wales.

### **I. The effect that the implementation of the *Learning and Skills (Wales) Measure 2009* has had on young people aged 14-19 years**

The Measure is leading to a broader choice of academic and vocational provision, particularly at 14-19. However, there is an important opportunity to be grasped. Focusing upon career pathways, it could be argued that Playwork does not feature strongly in comparison with other sector career pathways. Therefore, playwork needs to be promoted more widely as a viable career option, particularly at 14-19. There is a real opportunity to develop playwork as an option for young people rather than the current situation where most playworkers 'stumble' into the job. Early years qualifications have been available in schools for decades as have programmes such as the Duke of Edinburgh Award scheme which often draw young people into the youth work sector. Playwork could have similar opportunities within schools and colleges to establish itself as a real career opportunity, as well as being beneficial to a wider range of careers involving children and young people. In addition, there is a view that undertaking playwork programmes is of enormous benefit to

young people who in the future will become parents and members of communities. To ensure that the Measure is successful, it is important to ensure that there is a wider range of choice and provision for young people.

**2. Whether the implementation of the *Learning and Skills (Wales) Measure 2009* has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16**

Both SkillsActive and Play Wales believe that there are probably other stakeholders who are better placed to comment on this. However, there are a range of factors that often affect the numbers of young people choosing to stay on in education. As an example, within the current economic climate many young people may choose to stay on in education and training after the end of compulsory education at age 16. In Wales youth unemployment is high and it is likely that this is a contributing factor.

**3. Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the *Learning and Skills (Wales) Measure 2009***

It would seem that the Measure has led to a wider choice of academic and vocational courses. There also seems to be an improvement in collaborative working and growing levels of trust and understanding.

With the introduction of the new Playwork Principles into Practice qualifications (P<sup>3</sup>) there has been significant take up across Wales. This is attributed to:

- overcoming learning barriers such as rurality, travel, previous negative experiences in formal education, and seasonal employment
- delivery locally through employers outside of the formal college context as well as within the FE sector
- being coherent with policy and legislative context of the Welsh Government; its radical approach to children's play including recognition of the importance playing

- outside, addressing the poverty agenda, providing adventure, risk and opportunity
- providing opportunities for gaining additional skills and qualifications needed to sustain employment, improve productivity and potentially increase earnings through career progression
  - supporting delivery of skills provision that is more responsive and aligned to the needs of employers
  - providing discrete bite sized learning

There is a view that the lessons learnt are transferable to the 14–19 agenda and that there is a learner demand for a wider profile of courses.

#### **4. What practical problems have been addressed in order to implement the *Learning and Skills (Wales) Measure 2009***

Collaboration is key. However, there are often challenges particularly around the availability of resources. To successfully introduce new learning and skills options for young people requires a solid infrastructure for qualification and training development and delivery; strategic coordination and sustainability; focussed networking, information dissemination, communication and quality assurance. Providing a foundation for inspiring teachers, employers, training providers and young people to take up new opportunities such as playwork both as a qualification and career option is a process which has started but there is still a way to travel. Support for joint working requires strong leadership and resources. Lessons learnt over the last few years show that where there is energy and commitment to deliver learning and skills (particularly through the medium of Welsh) great strides can be made.

## **Response received from LSIS**

(UK Qualifications and Skills)

*Young People, parents, communities and employers should be entitled to have access to appropriately qualified and supported (C&PD) practitioners irrespective of setting in which the service is delivered.*

*A key component of the LLUK/LSIS Qualification Strategy was the reform of the Teacher Qualification Framework in Wales (TQFW). Having consulted widely the vision is for a modular, credit based approach to Teacher/Tutor/Trainer education which would provide core and option units to support generalist/specialist career development, for initial teacher training and ongoing professional development. The recommendations cover Teachers in Further Education, Work-based Learning and Adult Community Learning. Because of the regulatory basis of this qualification framework our recommendations need support from DfES and were submitted in March 2008. The TQFW is an essential step in the development of fit-for-purpose qualifications, and is much needed to ensure that young people have access to 'high quality education and training related to employment'*

## **Response from Skills for Justice**

*Is there progress on establishing a Common Core for the CYP sector workforce. A lot of hard work went into the process but with no outcome. It would make sense to have a common core in place which would aid the development of a set of values and principles, consider approaches to induction etc*

*What is WG planning in terms of registration and regulation coherence in order to try and address:*

- some of the piecemeal or divergent developments in the children's sector around registration and regulation?*
- Different approaches to key definitions, e.g what it means to be in good standing*
- Communities of practice in which only some practitioners were registered and regulated, e.g. teaching*
- Piecemeal approach to the registration of emerging professionals*
- Communities of practice - e.g. early years – where practitioners were likely to be registered in at least two different places*

## ***Response from E-Skills UK***

e-skills UK has not been invited by many 14-19 networks to engage with their pathways programmes, so it is difficult to comment with huge confidence on the impact of the measure. But I have responded as best I can. Please see below:-

**Whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16;**

We do not hold any data on this I am afraid.

**Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009;**

There may be wider choice but without legislation or incentives for schools and colleges to actively prepare for delivery of vocational courses, cpd of teachers, curriculum planning, marketing and promotion, then pupils and parents will probably continue to opt for the 'traditional' choices that are the main means of schools attaining their targets.

**What practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009?**

Please see above.