



Workforce
development and
funding
opportunities

Tuesday 30 Sept and Wednesday 1 Oct

Welcome and introductions

- About today
- Contributors and content
- Objectives
- Next steps

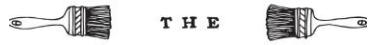


THE CASE FOR VOCATIONAL QUALIFICATIONS AND THE ROLE OF THE NATIONAL HOSPICE CONSORTIUM

Agenda

- Why a consortium
- Current membership and activity
- Vocational qualifications

WHY A CONSORTIUM?



**RICHARD
REVIEW**



APPRENTICESHIPS



Co-financed by



The Cavendish Review

An Independent Review into Healthcare Assistants and Support Workers in the NHS and social care settings

HM Government The Future of Apprenticeships in England

*Future ambitions for
hospice care: our mission
and our opportunity*

The final report of the Commission
into the Future of Hospice Care



Health Education England

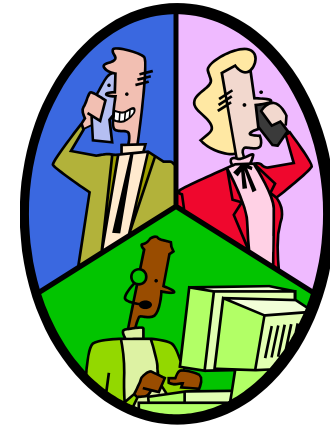
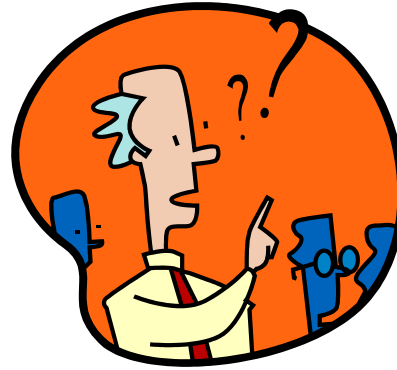


CAVTL

Commission on Adult Vocational Teaching and Learning

The original proposal

- To diversify and increase income streams
- To share expertise (and reduce development costs):
 - for access to Government funded programmes
 - for development of vocational qualification delivery and assessment
 - to share training and qualification delivery products and approaches
- To provide a hospice qualification centre for individual hospices
- To facilitate more collaborative bids based on identified needs (research)
- To influence and direct policy
- To make us more responsive; reduce lead in times
- Collectively increase delivery capacity (SfA prime contractor in the future)



INITIAL CONSULTATION PROCESS

Attendance at consultation events

Consultation events	
26 March, London	Total no. of delegates 97
31 March, Bristol	Total number of organisations 71
3 April, Manchester	Breakdown of organisations
	Adult: 63
	Childrens: 5
	TFSL 1
	Marie curie 1
	Sue Ryder 1
7 April, Solihull	Breakdown of roles
	Senior, in CEO, directors and Heads of dept 36
	Management 27
	Education others + CNS 30
	Other 4
8 April, teleconference	Breakdown of department
	Education 67
	Non education 30
Plus on line survey	

Headline findings

Funding:

- 18% access SfA funding
- 21% access WDF
- 68% access none of above

Priorities:

- Dev of new quals 82%
- Income/bids 74%
- Research/influence 66%
- Deliver of QCF quals 61%

Consortia:

- 76% aware of existing consortia
- 50% members of existing consortia
- 79% partnership working

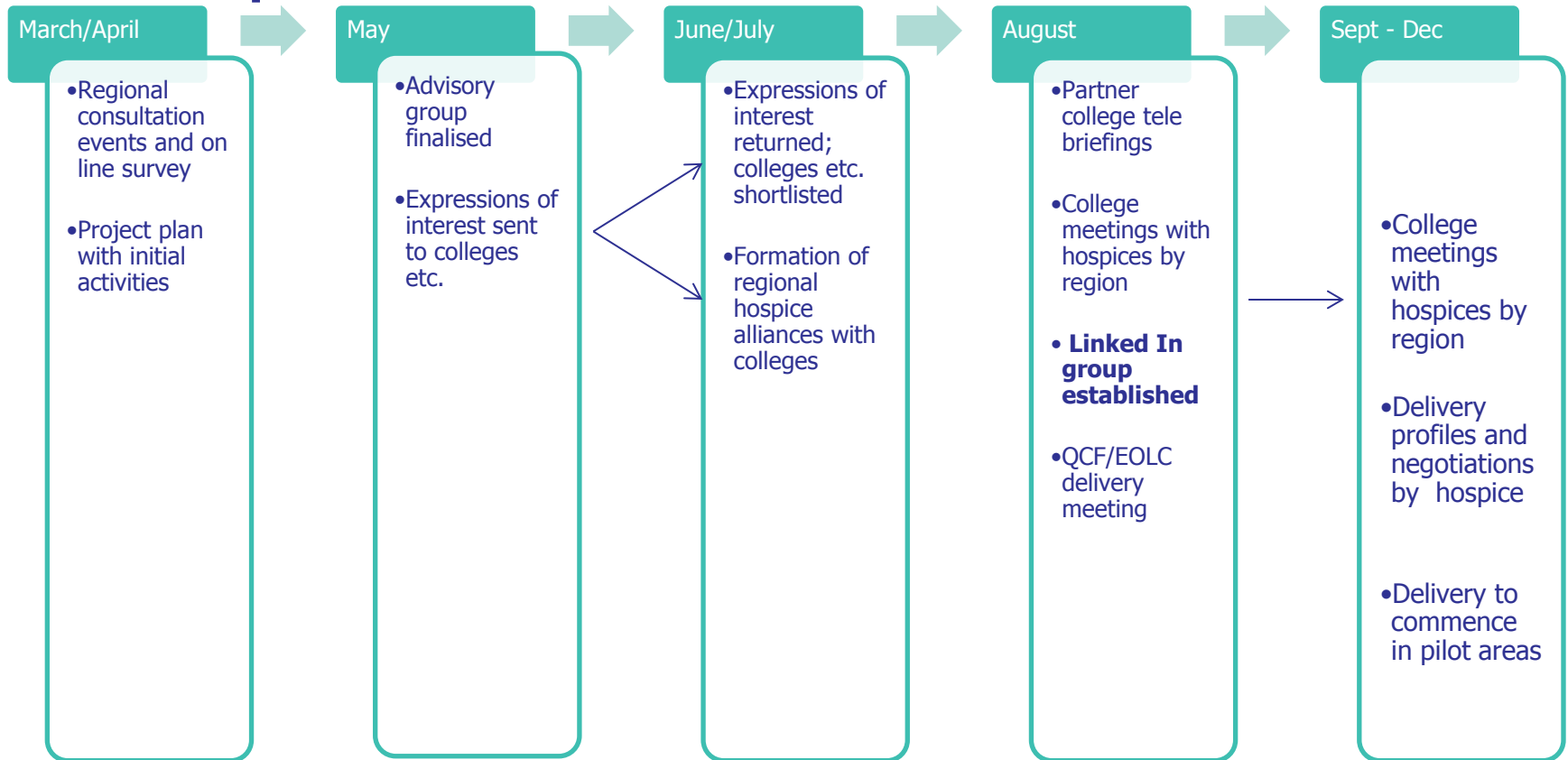
Requested:

1. Communication/influence CEOs and SMT of opportunities
2. Education/information forum for news, updates, collaboration
3. QCF advice and development for staff
4. Facilitation of funding partnerships for QCF delivery



CURRENT MEMBERSHIP AND ACTIVITY

Hospice consortium timeline



Nov/Dec: Evaluation
of progress

Regions and partners

Region	College/ provider
London	Croydon College
South West 1	Venus Training
South West 2	Bournemouth and Poole College
South West 3	Bridgwater College
South Central 1	Aylesbury College
South Central 2	Eastleigh College
South East	Chichester College
East 1	North Hertfordshire College
East 2	West Suffolk College
West Mids 1&2	South Staffordshire and Solihull College plus....
East Midlands	Chesterfield and NWH/SLS respectively
North East	Tyne Met College in 3 way partnership
Yorks, Humber, Lancs	Preston, Calderdale and Hull Colleges respectively

Two strands of provision

Internal workforce development

- To train and qualify hospice workforce
- Cost neutral

e.g. Apprenticeships or ESF funded unitised delivery

Education and training for external staff

- Business development
- To generate income and improve quality of care provision

e.g. QCF qualifications in end of life care, dementia etc.
ESF funded unit delivery, pre employment training etc.



WDIF BID

WDIF project: outputs (1)

- Four engagement events (North and South) for hospice education leads and SMT. These events will provide participants with the resource and key messages to inform and engage their hospice boards and CEOs
- 2. Assessor training and qualification for hospice education staff: Delivered over two consecutive days plus one to one support per trainee assessor of 0.75 days following the face to face training

WDIF project: outputs (2)

- Resources and materials from training days (including new assignment briefs for the assessor award)
- 40 hospice education staff with the "Level 3 Award in understanding the principles and practices of assessment"
- 80 hospice education leads/ SMT with the capacity to promote the QCF, NMDS-SC and related opportunities

WDIF project: outputs (3)

- Increased capacity in the hospice sector to deliver QCF qualifications in end of life care and relevant subject areas
- Robust assessment frameworks which support effective education partnership models between hospices and other care providers, and local colleges
- Income generation and access to new funding opportunities, including WDF
- Increased skills in caring for people at end of life, improved care for people at the end of life



Assessor Qualifications

Level 3 Award in Understanding the Principles and Practices of Assessment

Unit 1:
Understanding the
Principles and
Practices of
Assessment

Level 3 Award in Assessing Competence in the Work Environment

Unit 1:
Understanding the
Principles and
Practices of
Assessment

Unit 2: Assess
Occupational
Competence in the Work
Environment

Level 3 Award in Assessing Vocationally Related Achievement

Unit 1:
Understanding the
Principles and
Practices of
Assessment

Unit 3: Assess
Vocational Skills,
Knowledge and
Understanding

Level 3 Certificate in Assessing Vocational Achievement

Unit 1:
Understanding the
Principles and
Practices of
Assessment

Unit 2: Assess
Occupational
Competence in the Work
Environment

Unit 3: Assess
Vocational Skills,
Knowledge and
Understanding



WHY GET INVOLVED WITH QCF QUALIFICATIONS?

How the QCF can add value to hospice education programmes and study days...

Learning – not evidence-collection

“We need to turn the current way of doing things on its head and return qualifications to being the kite-mark of a learning programme, rather than the definition of a curriculum. This means putting the focus back on curriculum and programme design, and the development and updating of occupational and pedagogical expertise ...

Together with a funding regime based on qualifications, this [emphasis on qualifications as the curriculum] has exacerbated a focus on ‘assessment as learning’ and qualifications.”

‘It’s about work ...’ CAVTL (2013)

Learning – not evidence-collection

Too much provision is ... driven by the need to tick off a very long list of competencies, required to complete the requisite qualifications. This has meant that, today, too many apprenticeships involve ... a heavy focus on on-going assessment – indeed many apprenticeships are delivered on the ground almost exclusively by individuals called assessors, rather than trainers, teachers or educators.

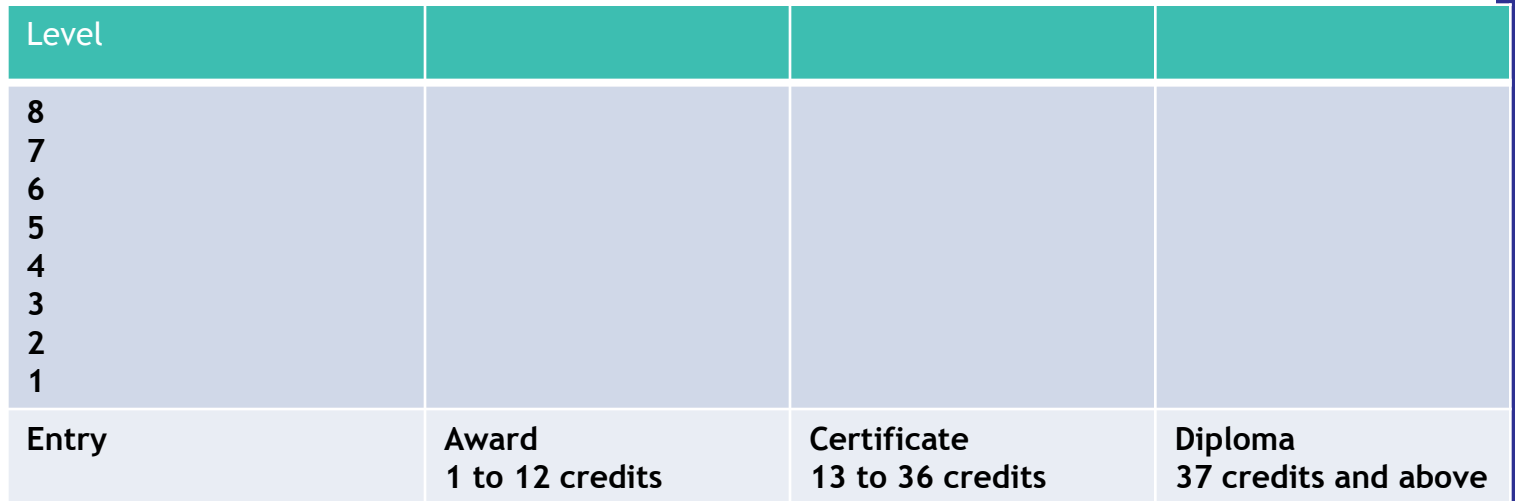
Much of the time which apprentices spend 'training', is in fact spent with their assessor providing evidence of their ability to meet competency requirements.

I believe apprenticeships should be about **new learning**, and those involved in delivering apprenticeships should **focus on teaching and coaching** – this should be their **primary task**, the thing they are paid to do.

Page 89, The Richard Review of Apprenticeships (2012)

Qualification structures

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Level			
8			
7			
6			
5			
4			
3			
2			
1			
Entry	Award 1 to 12 credits	Certificate 13 to 36 credits	Diploma 37 credits and above

Size

Domains of learning

1. Cognitive

Verbal and intellectual skills
(knowing)

2. Affective

Feelings and values
(attitude)

3. Psychomotor

Skills and physical
coordination
(doing)

QCF level descriptors

Level 3 learners need to ...	Level 5 learners need to ...
Identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well-defined, have a measure of complexity	Identify and use relevant understanding, methods and skills to address broadly-defined, complex problems
Take responsibility for initiating and completing tasks and procedures	Take responsibility for planning and developing courses of action
Exercise autonomy and judgement within limited parameters	Exercise autonomy and judgement within broad parameters
Have awareness of different perspectives or approaches within the area of study or work.	Understand different perspectives, approaches or schools of thought and the reasoning behind them

The learning journey

Assessment

Summative assessment

Formative assessment

Initial assessment

Learning

Progress reviews

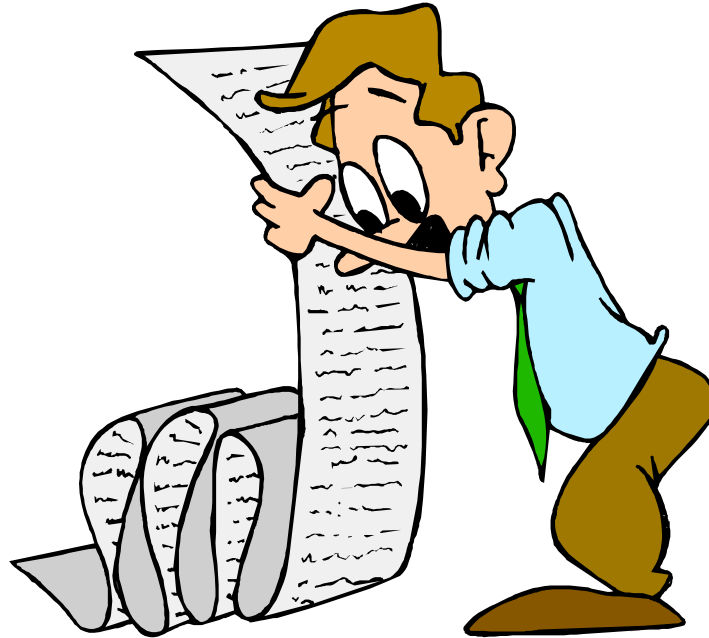
Planned teaching and learning

Individual Learning Plan (ILP)

Learner progress and achievement

Standard to which you assess

What else is happening?



Influencing
funding
changes

Care
Certificate
Pilots

New
vocational
qualifications

Trailblazer 3:
Apprenticeship
development

Skills for
Health
Bridging
Programme

Higher
apprenticeships

Discussions and questions



Thank you