The UK Experience
Commission on Adult Vocational Teaching and Learning (CAVTL)

Carolyn Johnstone
The Government can provide money and insist on proper accountability to the taxpayer for how it is spent. It will continue to do so. But we will always be mindful of a dictum of John Ruskin’s, one of the fathers of British adult education that “a thing is worth what it can do for you, not what you choose to pay for it”. …

Our end is through promotion of the common good to serve our national interest. This means a newly confident sector – released from years of confinement – free to excel. We place our trust in the power of learning to bring about economic and social renewal for individuals and families.

And we place our trust in those who provide further education and skills – whether they are lecturers, managers, governors, administrators or support staff – to the welfare of the communities of which they are such an integral part. And in their commitment to the task of bringing fresh hope to the people they serve, playing a full part individually and collectively in renewing Britain.

John Hayes – Minister of State for Further Education, Skills and Lifelong Learning
Ambitions...

• A Commission for the future – developing a new generation of ‘home grown’ talent and highly skilled technicians to drive our future prosperity;

• An opportunity to turn the spotlight on an under-recognised part of the education landscape, but one that will be critical to all our futures;

• A once in a generation opportunity to raise the status of vocational teaching and learning, and to develop a robust vocational model.
Approaches

The Commission aimed to:

- be genuinely independent and **sector-driven**;
- adopt an **organic approach**, evolving in response to discussions with commissioners and other stakeholders;
- do things **differently, innovatively and inclusively**, using technology and reaching far and wide across the sector;
- establish a **non-Westminster based** approach, focused on **visiting** and **listening** to learners, employers and practitioners, and **observing** and **learning** from effective practice in colleges and training providers;
- work from **practice to theory**...
Commissioners’ visit to BAE Systems

Commissioners’ visit to Prince’s Trust

Commissioners’ visit to Bridgwater

Commissioners’ visit to Larkhill

Commissioners’ visit to Rolls-Royce

Commissioners’ visit to St Monica Trust
Conclusions and recommendations

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Distinctive features of vocational pedagogy

- Knowledge
- Skills/attributes
- Real work context
- Communities of practice
- Practical problem solving/reflection
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## 4 characteristics

1. A **clear line of sight to work** on all vocational programmes;

2. ‘**dual professional’ teachers and trainers** who combine occupational and pedagogical expertise;

3. Access to **industry-standard facilities and equipment**, reflecting the ways in which technology is transforming work;

4. Clear **escalators to higher level vocational learning**, developing and combining **deep knowledge and skills**.

## 4 enabling factors

1. A **two-way street** – genuine collaboration between colleges and training providers, and employers;

2. Vocational qualifications that include both a **national core and a locally tailored element**;

3. Leadership, management and **governance** which combines a focus on the quality of vocational teaching and learning, with an approach to leading through collaboration in order to build the **two-way street**;

4. A **collaborative approach to accountability** in order to empower VET professionals to maximise impact for employers and learners.
Recommendations

1. Adopt the **two-way street**.
2. Develop a **core and tailored approach** to vocational qualifications.
3. Revise and enhance the **education and training arrangements for vocational teachers and trainers** including introducing **Teach Too**, a scheme to encourage experienced professionals to pass on their expertise.
4. Reinstate **employers’ presence and influence** across providers of VET.
5. Establish a **National VET Centre** to take responsibility for research and development of VET.
6. Test the **principles, key characteristics and distinctive features** of adult vocational teaching and learning proposed in this report.
7. Develop the **role of technology in VET**.
8. Create a **cadre of specialist English and maths tutors** in every college to support learners and vocational teachers and trainers in a given locality.
9. Support the development of **VET leaders and managers** to enable them to both lead the process of improvement of vocational teaching and learning, and build the **two-way street**.
10. Encourage the **collaborative role of government** and explore the use of **effective incentives** to drive the demand from, and the engagement of, employers.
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YouTube: Ofsted/CAVTL
http://www.youtube.com/watch?v=BCPisnFp2XE
The UK Experience: CAVTL

Carolyn Johnstone
c.johnstone@federation.edu.au