



Cardiff and Vale College
Coleg Caerdydd a'r Fro

Skills Strategy 2021-2022 Rebecca Preece

Inspirational, Inclusive, Influential
Ysbrydoledig, Cynhwysol, Dylanwadol.

CAVC Skills Strategy

Introduction

The purpose of this strategy is to provide a clear and comprehensive framework to shape Cardiff and Vale College's vision to develop Skills over the period 2021 – 2022. Cardiff and Vale College is committed to the development of the skills of all learners across the college. Although the College offers a wide range of vocational skills courses, in this context the term 'skills' refers to literacy, numeracy, digital literacy, and essential employability skills. These skills range across all levels in further education, work based learning and adult community learning.

This strategy will ensure that the College addresses national priorities in relation to the development of skills, and capitalises on current and emerging technologies to support learning.

Specifically, the strategy will ensure that:

CAVC learners have opportunities to develop skills for learning, skills for growth, skills for local community needs, skills employers value and skills for employment, in accordance with the 'Welsh Government's Policy Statement on 'Skills' and 'Skills Implementation Plan'.

Learners will be equipped with the full range of essential skills they require to progress into employment or further programmes of learning. In an apprenticeship framework or other programmes of study where Essential Skills qualifications are mandatory, recognised proxy qualifications will exempt learners from completing formal Essential Skills qualifications as defined by the Welsh Government.

Learners progress from needing detailed support and guidance to the independent application of skills within their main programme of study. (Estyn 2017)

Learners will develop the use of digital tools, technologies and techniques to enable them to become digitally competent within the digital capabilities framework.

Staff teaching Skills have a clear framework to follow, supported by a dedicated CPD programme (See Staff Qualifications and CPD sections).

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Overview of the Skills Strategy

The strategy has two defined pathways:

1. Essential Skills Qualifications

This pathway allows learners to develop their skills in order to achieve an Essential Skills Qualification, ranging from E1 to L3. Learners will follow this pathway if they are on a full-time vocational programme of study.

The current Essential Skills have been endorsed by Qualifications Wales until August 2022, however, an extension to the current suite of qualifications is expected as a formal review has yet to take place. Learners will develop their skills with the guidance of a qualified skills practitioner, who will then invigilate a controlled task and either confirmatory test or structured discussion.

More Able and Talented Learners (M.A.T) Strategy

MAT learners will be challenged to develop their skills, with the option to achieve qualifications at L3, in either digital literacy, essential employability, numeracy or literacy. The qualification selected will depend on previous qualifications and which qualification is most relevant to their vocational programme.

Successful implementation of this strategy will be supported by both formal and informal opportunities for staff development which will include:

- Comprehensive and timely induction in learning, teaching and assessment for all new staff
- Teaching qualifications – PGCE and Essential Skills Practitioners L3 qualifications
- Guidance from a dedicated 'Skills Leader'
- Staff development workshops, webinars and blended learning activities
- Opportunities for professional reflection, peer learning and sharing effective practice
- Attendance at network events

2. GCSE Resits

This pathway will be offered to learners who have a grade D at GCSE in Maths and/or English. Learners will attend one GCSE resit class per academic year. Learners who attend a GCSE resit are not required to also complete an Essential Skill. In exceptional circumstances, learners with a grade E will be offered a GCSE resit. This will be agreed on a case-by-case basis. In addition, learners with a grade E can be offered a GCSE resit once they have completed Essential Skills in Communication and Application of Number at level 2 and pass a diagnostic assessment during the first term.

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Delivery Model, including specific Skills support

Establishing the Scale of Learner Needs

The scale of need for learners at Cardiff and Vale College will be established using the Wales Essential Skills Toolkit (WEST). Results of the Initial Assessment will be collated by the Learning and Skills Supervisor and shared with course tutors and Heads of Department. The following staff will have specific responsibilities:

Course Tutors/Co-ordinators will:

- Undertake screening of learners to ensure learners access a course most appropriate for their skills level
- Ensure all learners complete a full diagnostic assessment by the end of the induction period. (Usually within 4 weeks of enrolment)
- Use the assessment results from WEST to feedback to learners and agree individual learning targets for literacy, numeracy and digital literacy. Targets will include both short and long-term goals. These will be included on the eLP on the relevant online platform, and therefore accessible to all staff involved in the delivery of the learner's programme.
- Review learners' targets regularly and appropriately
- Continue to use the results from WEST to plan for differentiated learning
- Utilise WEST and other appropriate resources to build learners' skills and progress them through each level

Lecturers/Assessors

Qualified and experienced staff* will develop the skills learners need to achieve the targets agreed in their individual learning plan. They will be responsible for:

- Developing schemes of work and lesson plans that provide opportunities for learners to develop their practical skills in the context of their vocational programme of study
- Using WEST to inform teaching and learning
- Providing opportunities for learners to access current and specific learning resources, following a blended learning delivery model

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- Structuring activities so that learners develop more independence and take responsibility for their own learning
- Setting specific and challenging skills targets for learners. Review targets regularly with learners
- Embedding skills in the main learning programme, with a specific focus on digital literacy
- Referring learners who need additional support to the learning and skills coaches

Learning and Skills Coaches/Skills Centres

They will be responsible for:

- Using WEST to assess learners and develop learners' skills; progressing them through the levels
- Providing additional support to referred learners through either 1 to1 support, in-class support or in one of the Skills Centres
- Structuring activities to promote learner autonomy and collaborative learning
- Setting specific and challenging skills targets for learners
- Providing training to course tutors on the effective use of WEST
- Providing up to date and engaging resources to learners, when developing their skills
- Recording support and progress of learners in their eILP and the relevant platform

Skills Leaders

- Supporting lecturers/assessors in the delivery of skills
- Contributing to the development of current resources for the delivery of skills
- Providing training for lecturers/assessors in the delivery of skills, including standardisation events
- Quality assuring controlled tasks and confirmatory tests for essential skills qualifications

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- Quality assuring the completion of learner portfolios
- Tracking learner progress
- Providing data to the Head of Learner Success
- Liaising with the EQAs from the relevant Awarding Organisation

Managers

This refers to all managers with a responsibility for curriculum delivery.

- Identifying the scale of need and allocating appropriate resources to support those learners with the greatest needs
- Ensuring all lecturers/assessors and learning and skills coaches are appropriately qualified
- Ensuring all lecturers/assessors and learning and skills coaches participate regularly in CPD and standardization events
- Keeping abreast of new developments, including WG, Qualification Wales and Estyn priorities
- Planning a suitably robust and challenging curriculum for the delivery of skills
- Identifying areas of good practice to implement at CAVC for the delivery of skills
- Quality assuring teaching and learning of skills via lesson observations and learning walks
- Responding to learner feedback and implementing change and improvements; where required
- Monitoring the impact of skills on learner success and progression
- Representing the College in the network meetings and events

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Staff Qualifications

In line with CAVC's priority to improve quality and achieve outstanding learning, the following table outlines the minimum qualifications necessary for **skills specialist teachers**.

Essential for new staff:

Literacy	Numeracy	Digital Literacy	ESOL	Employability
PGCE or Cert Ed	PGCE or Cert Ed	PGCE or Cert Ed	PGCE or Cert Ed	PGCE or Cert Ed
PGCE or Cert Ed, PLUS ONE OF THE FOLLOWING SPECIALITIES				
A level English grade C or above	A level Maths grade C or above	L3 qualifications with a strong digital content	CELTA (Certificate in Teaching English to Speakers of Other Languages)	3 years' experience in a L3 job-role
Essential Skill at level 3	Essential Skill at level 3	Essential Skill at level 3	Essential Skills Practitioners L3: ESOL	Essential Skill at level 3

Desirable for new staff in addition to the above:

Literacy	Numeracy	Digital Literacy	Employability
Degree in English	Degree in Mathematics	Degree in an ICT related subject	

Existing staff:

For those existing staff that do not hold the recommended qualifications indicated in the table above, there will be an opportunity to participate in CPD to gain the qualification by August 2022.

In line with CAVC's priority to improve quality and achieve outstanding learning, the following table outlines the minimum qualifications necessary for teachers and assessors who are developing the skills of learners, **as part of their main vocational programme**.

Essential for new staff:

Literacy	Numeracy	Digital Literacy	Employability
PGCE, Cert Ed/ Assessor qualification. (D32, D33, A1 or TAQA L3) *	PGCE, Cert Ed/ Assessor qualification. (D32, D33, A1 or TAQA L3) *	PGCE, Cert Ed/ Assessor qualification. (D32, D33, A1 or TAQA L3) *	PGCE, Cert Ed/ Assessor qualification. (D32, D33, A1 or TAQA L3) *
PGCE, Cert Ed/Assessor qualification– ESSENTIAL, PLUS ONE OF THE FOLLOWING			
GCSE English Grade C or above.	GCSE Maths Grade C or above.		3 years' experience in a L3 job-role
Essential Skill at the level above the level being taught.	Essential Skill at the level above the level being taught.	Essential Skill at the level above the level being taught.	Essential Skill at the level above the level being taught.

*Teachers should hold a PGCE or Cert ED, Assessors should hold an assessor qualification.

Existing staff:

For those existing staff that do not hold the recommended qualifications indicated in the table above, there will be an opportunity to participate in CPD to gain the qualification by August 2022.

CPD

- All staff should participate regularly in CPD relating to the skill/s they are teaching
- Staff should take responsibility for attending both internal and external training events to ensure they maintain up to date skills
- Staff should ensure they record their attendance at CPD events with the Staff Development administrator, in order for their CPD record to be kept accurate and current
- Skills specialist staff should attend a minimum of 2 standardisation events, each academic year

Location and Access to the Strategy

This is available from the website/ staff intranet/ Moodle and may be out of date if printed.

Date approved: June 2020

Approved by: QSB

Review date: 1st August 2022

Responsible Manager: Head of Learner Success

Executive Lead: Deputy Principal

Accessible to Students: Yes

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