

partnership in action

INDIA AND THE UK: PARTNERS OF CHOICE IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

THE UK INDIA SKILLS FORUM INITIATIVE CURRENTLY HAS A NETWORK OF OVER 120 UK SKILLS ORGANISATIONS, ALL WITH AN INTEREST IN DOING BUSINESS WITH INDIA.

INTRODUCTION

The last eighteen months have seen significant collaboration between India and the UK. India's target to train 500 million people by 2022 is a central tenet of inclusive growth and the UK wishes to be at the vanguard of those seeking to secure this goal.

The UK has world class vocational skills provision, with excellent colleges, awarding bodies, professional bodies and private sector skills providers. The UK has pioneered innovative delivery models such as Training of Trainers and the Prime Contractor model which can be adapted to train the huge numbers required by Indian industry and Government. The UK Sector Skills Model shows that marriage of training and industry needs are at the heart of mobilizing an optimally trained workforce. Finally, the shared language, history and culture between the two countries have helped to ensure the success of UK-India partnerships in skills development.

The UK India Skills Forum initiative currently has a network of over 120 UK skills organisations, all with an interest in doing business with India. Working closely with our counterparts at FICCI, the Forum has generated a number of bilateral contracts, with more in the pipeline. 2010 has seen the Forum undertake projects on a consortia basis.

We want to do more, and I hope this booklet helps us reach ever more potential Indian partners.



Kevin McCole
Chief Operating Officer, UK India Business Council

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THE VOCATIONAL SKILLS SECTOR IN THE UK

THE UK HAS AN OUTSTANDING REPUTATION FOR EXCELLENCE IN EDUCATION AND SKILLS, FROM THE DEVELOPMENT AND EXPORT OF EDUCATIONAL EQUIPMENT, RESOURCES, TECHNOLOGY AND SOFTWARE TO SUSTAINABLE EDUCATION, CORPORATE TRAINING, CONTINUING PROFESSIONAL DEVELOPMENT AND FURTHER AND HIGHER EDUCATION.

The UK is a global leader in developing partnerships between education and business to match the skills that industry needs with the education and training the country provides.

Education and training is not only a very important sector in its own right, but is also a key component in every other industry and profession (for example, industries such as energy, healthcare, telecommunications, banking and engineering all require specialised education and training). The UK is a global leader in developing partnerships between education and business to match the skills that industry needs with the education and training the country provides.

As knowledge-based industries become ever more important in the global economy, so too does the education and skills sector that these industries rely on to provide the highly educated workforce they need. This fact has not been lost on the UK's world-class vocational education, training and learning providers; they are already geared up to supply the growing needs of the international arena.

The TVET sector is defined by a number of sub-sectors which make up a comprehensive whole that collaboratively can provide complete skills development solutions for international partners. These sub-sectors consist of:

- **UK National Agencies and Sector Skills Council**
 - Policy and Systems Advice and Guidance
 - Industry and Commerce Occupational Standards Setting
- **UK Awarding Bodies**
 - Centre Accreditation
 - Modular Certificates
 - Internationally Recognised Qualifications
- **Professional Institutes, Professional Bodies**
 - Professional Membership
 - Professional Recognition
- **Learning & Skills Providers (Public/Private)**
 - Further & Higher Education Colleges
 - Skills Training Centres
 - English Language Training
 - Continuing Professional Development
- **Equipment Manufacturers & Suppliers**
 - Design and Layout of Training Facilities
 - Full Turnkey Solutions
- **Materials Suppliers**
 - Distance, e-Learning and Online Learning



The advantage of the UK India Skills Forum is that it has the capability to bring together the whole of the UK TVET sector together to work collaboratively and in partnership with Indian partners. It serves as a single access point to UK TVET organisations with a track record of successfully delivering quality assured large scale multi-faceted projects and programmes aimed at addressing the implementation of government national skills development strategies and driving economic growth.

CURRICULUM SHARING AND COMPETENCY BASED ASSESSMENT AND CERTIFICATION

UK colleges and private sector providers deliver a wide range of vocational and trade skills qualifications in addition to further and higher education qualifications.

These are programmes of study that have been developed to meet UK wide employer have embedded academic progression and/ or lead to direct employment. The programmes are accredited by general awarding body organisations that cover sector disciplines or sector specific awarding bodies that focus, for example, on engineering, hospitality or food hygiene disciplines.

Colleges and private providers work collaboratively with awarding and accrediting organisations across the UK to ensure their relevance to current industry needs. Through this process the vast majority of external assessors working in this area are employees of UK providers who have extensive experience of competency-based assessment and are highly regarded practitioners. Many UK providers have been granted accreditation by a number of awarding bodies for courses in English Language, Training of Trainers and English Language Teacher Training.

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TRAINING AND ACCREDITATION OF TRAINERS AND THE ENGLISH LANGUAGE



Training of trainers is one of the main strands of support which colleges and private sector organisations in the UK can offer in an international context. These organisations understand the need for sustainability in countries such as India where the size of the population makes it imperative that this is the model adopted to ensure that the vocational learning and skills training is cascaded out to as many learners as possible. For example, there are a number of courses in areas such as English language training where the trainers are trained and certified to offer training to students of the English language. Each organisation also has the ability to offer training of trainers in a wide range of vocational areas along with a generic training course or Professional Development Award (PDA) in training of trainers.

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QUALIFIED STAFF

ALL UK PROVIDERS ARE ABLE TO OFFER VOCATIONAL EDUCATION AND SKILLS TRAINING QUALIFICATIONS SUCH AS VOCATIONAL QUALIFICATIONS (VQS) AND IN MOST CASES HIGHER EDUCATION QUALIFICATIONS AND IN A FEW CASES DEGREES.

Staff employed in these organisations are required to have formal qualifications in the particular discipline they wish to teach along with relevant industry experience. It is also mandatory that all UK provider teaching staff undertake a formal teaching qualification in order to be able to offer the pedagogical rigour which is expected of the sector. In addition, staff are also obliged to undertake regular placements in industry in conjunction with their teaching to ensure that their skills and experience are kept up-to-date with current industry demands.

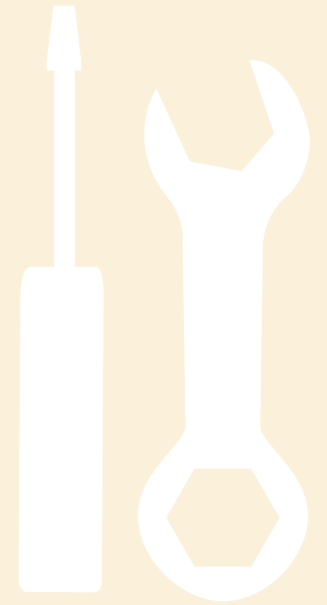
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Staff are used by industry bodies such as Sector Skills Councils (SSCs) to create and develop new occupational standards and also work with awarding and accreditation bodies along with industry representatives to help create new qualifications based on agreed occupational standards.

Many senior college staff are qualified to offer "Training of Trainers" courses to new college staff, to industry and to external organisations either as a generic qualification or as a bespoke programme for specific sectors e.g. automotive or hospitality and tourism.



All staff have to adhere to rigorous quality assurance frameworks which are put in place by the recognised UK awarding and accreditation bodies. Adhering to these quality assurance frameworks is a condition of centre and programme accreditation. In addition, UK providers also need to set up, monitor and maintain an internal quality assurance system which ensures that there is a consistency of delivery of education and skills training across the sector.



UK SKILLS PROVIDERS: SHARING CURRICULUM AND CERTIFICATION

FLEXIBLE APPROACH

The UK is renowned worldwide for its flexible approach to vocational education and skills training delivery.

The style of delivery and assessment varies depending on the needs of the end user which is predominantly business, industry and commerce. UK delivery of education and skills training is very learner centred and can be modified and adapted to suit both individual and company circumstances in an international context.

There are a number of different models of transnational vocational education and skills training delivery, for example:

- offered completely based in the host country with accreditation and assessment by approved international centres
- partially in the host country e.g. 1 year in India and then 2 years in the UK to gain a final qualification
- accreditation of prior learning as a tool to identify, accredit and recognise current skills
- online and blended learning where the student either studies fully online with a tutor or is offered a blended approach where the training is a mix of online and classroom based learning or on-the-job training using company based or external assessors with external verification in place

The UK system offers a very flexible mix and match approach to vocational education and skills training. The additional skills required for employment are an integral part of all programmes and are tailored to the workforce.



ON-LINE AND BLENDED LEARNING

A wide range of resources are shared within the UK education and training sector. These can be tutor resources, sources of guidance, tools, case studies and examples of good and next practice. These resources are shared using subject networks and event activities, and through on-line and web services.

UK national based support organisations also develop and publish resources for the UK provider sector to use. Resource development is carried out in collaboration with UK providers and other external partners to produce resources which support practitioners in delivering the values, principles and aims of qualification, curricular and policy developments. They also develop resources in a range of formats to support a range of delivery and teaching methods. These can be used by practitioners to create their own teaching and learning resources to support open, blended, on-line or classroom delivery to students.

Resources published by a support organisation are quality assured, with peer review, and editing stages built into their development. The resources published are made available to practitioners via a repository and web services. Providers can also use on-line services to share their own resources across the sector.



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LEADERSHIP AND MANAGEMENT DEVELOPMENT

In times of change and uncertainty, quick and decisive leadership from top level management often makes the difference between success and failure. Just as important as top level skills are the frontline and middle management skills that turn strategic decisions into an operational reality.

Within the United Kingdom we have extensive experience of delivering high-class solutions to leadership and management challenges to all levels of management across all types of organisations working in different contexts: public sector, corporates and social enterprises.

Typically our leadership and management specialists will tailor their approach to ensure every solution meets the specific needs of the client and region they are working in. This collaborative approach ensures that designed solutions yield the maximum return on an organisations investment in manager development.

Our development solutions range from short focused interventions aimed at developing specific management skills through to longer programmes with certificated outcomes. Leadership and management development from the UK is supported by our world class and internationally renowned accreditation bodies. Our qualifications are developed within a nationally recognised and approved framework that identifies the key competencies managers at all levels need to have. Organisations offering these accredited programmes are subject to rigorous quality control so that the certificated outcomes are a sign of world class standing. Participants in these programmes achieve a qualification that is recognised worldwide.

The UK delivers internationally recognised, high quality leadership and management development programmes worldwide.

Within the UK we believe that leadership and management development needs to be firmly grounded within a sound framework of knowledge and understanding. Equally important, we believe that, for practicing managers, the outcome of any programme has to be a significant improvement in not just their knowledge and understanding but also in the skills that they have and use. On return to work we expect participants in our programmes to be able to be immediately more effective in their roles. Many of our development programmes will be based on action learning so that participants are often working on real issues from their places of work.

The UK delivers internationally recognised, high quality leadership and management development programmes worldwide. Our solutions can provide measurable improvements in management performance which have an immediate and positive impact on the organisations performance.

JOINT BIDDING FOR SKILLS PROJECTS FUNDED BY BILATERAL AND MULTILATERAL AGENCIES

THE UK HAS A LONG HISTORY OF DEVELOPING JOINT BIDS FOR DELIVERING SKILL DEVELOPMENT PROJECTS MANDATED AND FUNDED BY BILATERAL OR MULTILATERAL AGENCIES. JOINT BIDS HAVE BEEN DEVELOPED ACROSS LOCAL AND REGIONAL AREAS AND ALSO SECTOR-SPECIFIC NATIONAL PROGRAMMES. THE UK ALSO HAS EXPERIENCE OF DEVELOPING JOINT BIDS WHICH COVER MANY OF THE EU MEMBER COUNTRIES TO DELIVER MULTI-COUNTRY AND MULTI-DONOR PROJECTS.

UK STRENGTHS:

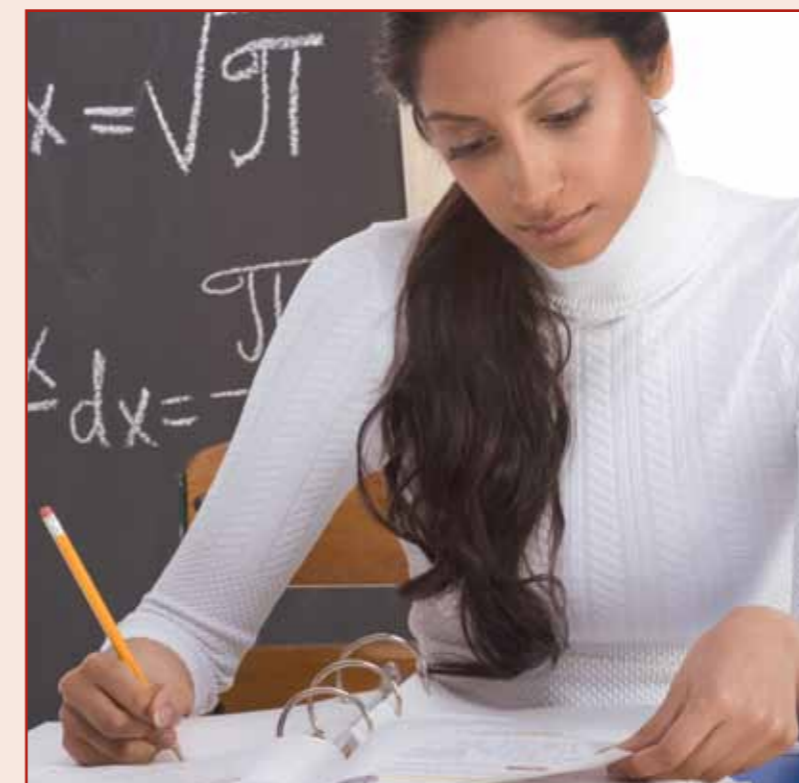
- joint bidding experience and track record
- mechanism to manage and control multi-donor funds
- audit expertise using multi-funds
- different partnership models for managing cross regional projects with many delivery and strategic partners
- trust and confidence of international donor agencies for managing large scale fund management and delivery

FEEDBACK ON FINANCING OF SKILL DEVELOPMENT IN THE UK

The UK has created a competitive market that uses the participation of public, private and voluntary sectors. This approach has transformed the role of the public sector as a facilitator of services than the sole delivery provider.

HOW ARE PROGRAMMES FUNDED?

The UK skills programmes are funded via direct government grants, part payments i.e. Government subsidies, European Social Funding from European Union, private sector contributions. The funds are directed mainly through the Skills Funding Agency (SFA) which annually distributes £4 billion. Increasing the Department for Work and Pensions (DWP) is taking a facilitator role in joining up skills development with welfare to work provision.



UK Strengths: trust and confidence of international donor agencies for managing large scale fund management and delivery.

INTERNATIONALLY TRANSFERABLE SOLUTIONS ON PROGRAMME DELIVERY

1. THE PRIME CONTRACTOR MODEL

The Prime Contractor model provides a unique solution to develop delivery solutions addressing the Indian large scale skill training challenge. The Prime Contractor model utilises the expertise and geographical coverage of a number of partner organisations to deliver a programme of activities. It also ensures that the responsibility for the governance, quality, contract performance, and hence financial risk, for this partnership remains with one organisation.

THERE ARE THREE KEY FEATURES OF THIS MODEL:

- 1. SCALABILITY** – the model can be applied on a region wide basis, incorporating many hundreds of training providers, or on a local community level basis.
- 2. FLEXIBILITY** – the model can be adapted to meet local economic and labour market conditions. For example, greater emphasis can be placed on market making, where insufficient providers exist in the market place. It can also be adapted to rapidly respond to and implement changes in Government policy.
- 3. VALUE FOR MONEY** – because the emphasis of Prime Contracting is to build the capacity and capability of existing training providers, it does not require substantial capital/revenue investment. The Prime Contractor Model also introduces a rigorous focus on results, by only contracting with suppliers that hit their jobs / qualifications targets. This provides value for money to the customer as their investment is met with effective contractual performance, boosting the economy through the higher skilled workforce.

2. OUTCOME BASED PAYMENT MODELS

Another attractive model for Governments is the outcome based payment model as the risks of delivery are shared between the funder and delivery partner. An example of this is the Flexible New Deal (FND), which was introduced by the previous Labour government.

WHAT IS THE FLEXIBLE NEW DEAL?

The Flexible New Deal is a fresh approach in which jobseekers receive tailored help and support in moving back to work. The programme is part of the UK Government's ambition to achieve an 80% employment rate in the UK. It is a mandatory programme for all customers who have been unemployed for 12 months. The core purpose is to deliver sustainable job outcomes for these customers.

Also, unlike its New Deal predecessors, the Department for Work and Pensions (DWP) have set Flexible New Deal providers challenging performance targets. Each provider's performance offer will differ however DWP expect Flexible New Deal providers to move:

- 50% of programme starts into short jobs (under 26 weeks)
- 50% of programme starts into sustained jobs (26 weeks plus)

THE FUNDING AND PAYMENT MODEL OF THE FLEXIBLE NEW DEAL

- output related funding model
- management fee plus sustained job at 13 and 26 weeks
- 40%/40%/20% then 20%/50%/30% instalment payment depending on the economic conditions



The Flexible New Deal is a fresh approach in which jobseekers receive tailored help and support in moving back to work.

3. WORK PROGRAMME

The Work Programme will provide greater freedom for suppliers to give people the support they need rather than prescribing one-size-fits-all programmes from the centre. It will focus on helping people into sustained jobs and pay delivery partners first and foremost by the results they achieve, not the processes they go through. This means:

- payment only on outcomes
- Government out source responsibility to providers
- trust and build the market through new business models between private and NGO organisations

The Work Programme will focus on helping people into sustained jobs and pay delivery partners first and foremost by the results they achieve, not the processes they go through.

DELEGATE LIST

NAME	ORGANISATION	EMAIL
Roy Newey	A4E	rnewey@a4e.co.uk
Alan McArthur	TVET UK	alan.mcarthur@tvetuk.org
Carol Booth	SCI	carol.booth@scotlandscolleges.ac.uk
Sanjeev Ohri	Dudley College	sanjeev.ohri@dudleycol.ac.uk
Kharaji Bharadwaj	Edexcel	kharaji.bharadwaj@edexcel.com
Yuvraj Singh	Edexcel	yuvraj.singh@edexcel.com
Vikas Mirmira	Edexcel	vikas.mirmira@edexcel.com
Jim McAllister	Reid Kerr College	jmcallister@reidkerr.ac.uk
Hazel Mulberry	Reid Kerr College	hmulberry@reidkerr.ac.uk
Rob Davies	Walsall College	daviesr@walsallcollege.ac.uk
Deidre McKendry	Borders College	dmcke@borderscollege.ac.uk
Fiona Jurk	Dundee College	f.jurk@dundeecollege.ac.uk
Angela Wright Arunachalam	Cambridge esol	wrighta@cambridgeesol.org
Kenny Muir	Stow College	kmuir@stow.ac.uk
Robert Fletcher	International House Newcastle	robertclivefletcher@gmail.com

For more information on the work of the UK India Skills Forum,
please contact Jesh Rajasingham at the UK India Business Council
jesh.rajasingham@ukibc.com

