How to Initially Assess Skills for Progression: Making Learning Individualised

Commissioned by

The Education & Training Foundation
Objectives

• Explain current national policy for full time further education

• Discuss the background of the ETF project

• Analyse the importance of skills for progression in an FE context
The Project

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Project Brief
Support further education providers to deliver 16-19 study programmes by:

- Research further education teacher development needs
- Design training to support FE teachers
- Deliver training nationally
16-19 Study Programmes

- Maths & English
- Academic Study
- Non-Qualification Activities
- Work Experience
What we found …

43% of FE providers believe at present their study programme **DOES NOT** integrate the specific needs of each individual learner.

The criteria for this includes development of employability and study skills, which are bespoke to each learner individually, and dependent on their desired destination once completing the course.

*National Survey of 112 Further Education Providers conducted between Sept – Dec 2015*
What we have found …

Ofsted grade outcome for 16-19 Study Programme provision between 1 September 2015-31 December 2015:

- 23% Good
- 54% Requires Improvement
- 23% Inadequate
What we have found …

Common study programme issues relating to individualisation:

• Consideration of wider skills
• Integration into lesson planning
• Personalisation limited to ‘level/grade’ allocation
• Tracking progress of only grades, not skills
• Initial assessment being used effectively
What would also be beneficial …

Initial assessment that:

• Assesses skills for progression
• Creates a skills profile at group and learner level
• Tracks & evidences skills progression
• Creates an opportunity for individualised learning
What we designed …

• An initial assessment tool which could be used to establish a learners starting point and inform development needs

• The tool initial assessed:
  1. Communication
  2. Problem Solving
  3. Teamwork
  4. Self Management
  5. Commercial Awareness
Why Initially Assess Progression Skills?

- Know each learner’s starting point
- Set individualised developmental targets
- To review progress against the targets
- To enable learners to have the skills to be successful
Who we trained...

Graph 2: Percentage of Training Delivered by Region