National Skills Competition
CPD Programme
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Introduction

This booklet contains details of the resources available for a CPD programme for vocational teachers, trainers and leaders to embed and extend effective skills competitions practice in vocational education and training.

Skills Competitions

Every year hundreds of young people and adults, accompanied by their teachers and trainers, compete to be the best in their vocational skill area. This cycle of demanding industry standard skills competitions is comprised of regional and national heats managed by WorldSkills UK, with the national finals held at The Skills Show.

Skills competitions to support quality improvement

There is an emerging suite of evidence which connects the use of skills competitions in vocational teaching to improved outcomes for teaching and learning. The Commission on Adult Vocational Teaching and Learning summary report It’s about work… Excellent adult vocational teaching, published 25 March 2013, says: “The Commission … recognises the potential of skills competitions, not only to raise the ambition and skill level of learners and offer opportunities for professional updating for vocational teachers and trainers, but also to contribute to the process of raising standards and improving the quality and efficiency of work overall.”

Embedding skills competitions – a professional development programme for vocational teachers and trainers

Following a tendering process, the Education and Training Foundation has commissioned and funded The Association of Colleges (AoC) to develop and deliver this programme of vocational master classes working closely with WorldSkills regional groups and strategic partners including The Skills Funding Agency, Find a Future and the Association of Employment and Learning Providers. The sector-wide project embeds the existing body of evidence into a professional development programme for vocational teachers and trainers. We want to inspire more vocational teachers and trainers in colleges, training providers and employers to use skills competitions methodology so that they might further develop arrangements for building both the occupational and pedagogical expertise necessary for them to become ‘dual professionals’.

CPD Menu

A key issue for vocational practitioners and organisations in the education and skills sector who want to engage in skills competition to boost performance is access to the relevant regional knowledge, guidance and expertise to help them on their journey to excellence in vocational education and training. This menu provides a choice of options and resources and supports the planning and delivery of the national and regional skills competition CPD programme. It will enable more vocational leaders, teachers and trainers and expert practitioners involved in regional development to gain easier access to the latest research, materials and models of good practice derived from the WorldSkills Legacy projects and other sources.
Regions may be delivering any number of the following expert-led programmes based on identified local needs. Details of each programme are given in subsequent chapters and an appendix.

### REGIONAL PROPOSAL AND PROGRAMME DEVELOPMENT

<table>
<thead>
<tr>
<th>Target</th>
<th>Support and Content</th>
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</thead>
<tbody>
<tr>
<td>Regional Directors, Regional Champions and Regional Co-ordinators</td>
<td>On receipt and approval of the regional proposals by the Management Group, the CPD Programme Manager will make contact with the AoC Regional Director, Champion and Co-ordinator and establish clear lines of communication</td>
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<tr>
<td></td>
<td>A meeting will be arranged between the Programme Manager (or representatives) and senior regional personnel to</td>
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<tr>
<td></td>
<td>Discuss the regional proposal in detail</td>
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<td></td>
<td>Complete an analysis of current regional activity</td>
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<tr>
<td></td>
<td>Provide advice regarding co-ordination of the programme</td>
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<tr>
<td></td>
<td>Assist senior regional personnel with the allocation of resources</td>
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<tr>
<td></td>
<td>Provide advice on the levels of commitment and resources required to fulfil all aspects of the proposal</td>
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<tr>
<td></td>
<td>Assist senior personnel to assess and select a programme design matched to regional impact needs</td>
</tr>
<tr>
<td></td>
<td>Assess and agree the required level of core support</td>
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<td></td>
<td>Agree a regional action plan</td>
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</tbody>
</table>
# PROGRAMME 1: Vocational masterclass organisational programme

<table>
<thead>
<tr>
<th>Target</th>
<th>Support and Content</th>
</tr>
</thead>
</table>
| A selection of vocational areas within a single organisation | **Support**  
  - One full day support from a Vocational Masterclass specialist to work with subject area leads and Teachers/Trainers to prepare a mini-competition for learners across a selection of vocational areas  
  - Full support from a Vocational Masterclass specialist on event day  
  - Support from a WorldSkills Performance Coach on event day to work with Teachers/Trainers introducing techniques to improve learner focus, motivation and performance  

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
</table>
  - Research based practice to improve teaching and learning  
  - International research and guidance on developing collaborative partnerships  
  - Using competition as a teaching and learning strategy  
  - Using competition to improve learner focus, motivation and performance  
  - Specialist approaches for learners with learning difficulties and/or disabilities  
  - BME engagement  
  - Use of mini-competition resources  
  - Development of competition briefs  
  - Preparing learners for competition  
  - Development of coaching techniques and introduction to coaching resources  
  - Employer engagement  
  - Performance Excellence Qualifications  
  - Accredited CPD for Teachers/Trainers  

This programme is ideal for organisations/subject areas that have limited experience of competition
## PROGRAMME 2: Vocational masterclass multi-organisational approach programme

<table>
<thead>
<tr>
<th>Target</th>
<th>Support and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-organisational approach using a selection of vocational areas</td>
<td><strong>Support</strong></td>
</tr>
<tr>
<td></td>
<td>▪ One full day support from a Vocational Masterclass specialist to work with subject area leads and advise on creating a multi-organisational approach to competition</td>
</tr>
<tr>
<td></td>
<td>▪ One full day support from a Vocational Masterclass specialist to work with Teachers/Trainers to prepare a mini-competition for learners across a selection of vocational areas</td>
</tr>
<tr>
<td></td>
<td>▪ Full support from a Vocational Masterclass specialist on event day</td>
</tr>
<tr>
<td></td>
<td>▪ Support from a WorldSkills Performance Coach on event day to work with Teachers/Trainers introducing techniques to improve learner focus, motivation and performance</td>
</tr>
<tr>
<td></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>▪ Research based practice to improve teaching and learning</td>
</tr>
<tr>
<td></td>
<td>▪ International research and guidance on developing collaborative partnerships</td>
</tr>
<tr>
<td></td>
<td>▪ Using competition as a teaching and learning strategy</td>
</tr>
<tr>
<td></td>
<td>▪ Using competition to improve learner focus, motivation and performance</td>
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<tr>
<td></td>
<td>▪ Specialist strategies for learners with learning difficulties and/or disabilities</td>
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<tr>
<td></td>
<td>▪ BAME engagement</td>
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<tr>
<td></td>
<td>▪ Use of mini-competition resources</td>
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<tr>
<td></td>
<td>▪ Developing a multi-organisational approach to competition</td>
</tr>
<tr>
<td></td>
<td>▪ Development of competition briefs</td>
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<tr>
<td></td>
<td>▪ Preparing learners for competition</td>
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<tr>
<td></td>
<td>▪ Development of coaching techniques and introduction to coaching resources</td>
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<td></td>
<td>▪ Employer engagement</td>
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<tr>
<td></td>
<td>▪ Challenging learners to achieve the Performance Excellence Qualification</td>
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<tr>
<td></td>
<td>▪ Accredited CPD for Teachers/Trainers</td>
</tr>
</tbody>
</table>

This programme is also ideal for organisations/subject areas that have limited experience of competition with the additional aspect of promoting inter-organisation professional development for Teachers/Trainers.

## PROGRAMME 3: Improving Performance in Skills Competitions

<table>
<thead>
<tr>
<th>Target</th>
<th>Support and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers, Subject Area Leads and Teachers/Trainers with competition experience, and those who aspire to competition success</td>
<td><strong>Support</strong></td>
</tr>
<tr>
<td></td>
<td>▪ One full day with support from a Vocational Masterclass specialist and a WorldSkills Performance Coach to help teachers identify the contributing factors that will enhance performance in competitors and learners.</td>
</tr>
<tr>
<td></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td>▪ A focus on teaching and learning approaches that will help a competitor move towards excellence. The Performances Coaches will help Teachers/Trainers to develop an awareness of the contributing factors that develop the necessary resilience in competitors which can help motivate them towards success.</td>
</tr>
<tr>
<td></td>
<td>▪ Improving performance to WorldSkills standards.</td>
</tr>
<tr>
<td></td>
<td>▪ Challenging learners to achieve the Performance Excellence Qualification</td>
</tr>
</tbody>
</table>

This programme is particularly suited to Managers, Subject Area Leads and Teachers/Trainers with competition experiences, and those who aspire to competition success, who wish to ensure that participating learners can achieve their maximum performance and potential.
**PROGRAMME 4: Train the experts**

<table>
<thead>
<tr>
<th>Target</th>
<th>Support and Content</th>
</tr>
</thead>
</table>
| Managers, Subject Area Leads, Teachers/Trainers and those with a particular interest in improving standards in teaching and learning | **Support**<br>
One full day with support from two Vocational Masterclass specialists and a WorldSkills Performance Coach. |
| | **Content**<br>
Introduction to the Vocational Masterclass and Coaching resources<br>
Research that informs the practice<br>
Performance Excellence Qualifications<br>
Accredited CPD for teachers/trainers<br>
Using International links |

This is designed to ensure the expertise derived from other parts of the programme is cascaded and sustained through expert practitioners who support, mentor and coach colleagues in their organisation. It focuses on organisational strategies, mapping to the Ofsted Common Inspection Framework, raising the standards and models of good practice to enable participants to develop their own Masterclass. In addition to the sharing of good practice this programme is of particular value to those who are responsible for the continual improvement in the standards of teaching and learning.

**PROGRAMME 5: Using competition to stimulate employer engagement**

<table>
<thead>
<tr>
<th>Target</th>
<th>Support and Content</th>
</tr>
</thead>
</table>
| Senior Managers and Leaders, Subject Leads and Teachers/Trainers | **Support**<br>
One half day workshop, supported by a Vocational Masterclass specialist, which examines how the use of competition can be used to stimulate and enhance employer engagement |
| | **Content**<br>
The workshop draws on the experiences of the original Vocational Masterclass programme and provides practical guidance on<br>
How competition can be used to strengthen relationships with existing employers<br>
How competition is used to reach out to new employers<br>
How competition is used to demonstrate the vocational standards of the provider<br>
Benefits of Performance Excellence to employers and employment |
## PROGRAMME 6: Creating Effective Regional Delivery – Planning and Practice

<table>
<thead>
<tr>
<th>Target</th>
<th>Support and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals, Senior Managers and Leaders, Regional Competition Champions and Sub-regional Competition Leads</td>
<td>This is designed to run over both Phase 1 (May 2014 – July 2014) and Phase 2 (September 2014 – December 2014) of the programme. Building on research, trials and the lessons learnt from the original Vocational Masterclass Programme, it is a key element in creating a sustainable regional strategy for integrating competition into everyday teaching and learning to improve standards, increase competitive involvement and drive success. Other elements of the programme can be run in conjunction to ensure that each region has the opportunity to establish a viable strategy whilst fully testing the practical applications to teaching and learning.</td>
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</tbody>
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**Phase 1**

Four full days support from a Vocational Masterclass specialist to include
- One day strategy workshop for Principals and Senior Leaders
- Creation of a Regional strategy
- Access to mentoring and support from expert leaders networks
- Inclusion strategy
- One day workshop for Regional Champions and Sub-regional Leads – logistic planning
- Support with the development and implementation of competitions in the Region
- Development of a Regional news bulletin
- Employer engagement

**Phase 2**

Four full days support from a Vocational Masterclass specialist to include
- Support with the organisation of Sub-regional competitions
- Coordination of evaluation and measurement of impact
- Support with the organisation of Regional final competition

In addition there will be ongoing telephone and online support from the Programme Manager and the appointed Vocational Masterclass specialist when required.
PROGRAMME 1

Vocational masterclass organisational programme

A one-day event that focuses on boosting learners’ focus, motivation and performance by providing learners, teachers and trainers with an opportunity to take part in a mini vocational skills competition.

The programme is particularly suitable for organisations/subject areas that have limited experience of skills competition.

Aims

To support vocational teachers and trainers who wish to boost their learners’ focus, motivation and performance by:

- Giving advance guidance and support on the design of a vocational skills competition that develops skills
- Providing an introduction to the roles of teacher/trainer and coach by a WorldSkills Performance Coach
- Providing an introductory session for teachers, trainers and learners to familiarise them with WorldSkills competitions
- Running a vocational skills competition.

Objectives

By taking part in, and experiencing, the content of Programme 1 Teachers/Trainers will be able to

- Use competition as a teaching and learning strategy based on research that informs the practice
- Use competition to improve learner focus, motivation and performance
- Recognise the special considerations for learners with learning difficulties and/or disabilities (where applicable)
- Access and use competition resources
- Develop competition briefs for competitions
- Understand how to preparing learners for competition
- Develop coaching techniques and use the coaching resources
- Identify how competition can improve employer engagement
- Describe the benefits to learners of achieving Performance Excellence
- Identify accredited CPD opportunities for Teachers/Trainers

Content

As an organisation you will decide which vocational areas you wish to focus on. A Vocational Masterclass specialist will work with the teachers/trainers in advance of the event day to agree the focus of the competitions and create competition briefs and assessment criteria. The competition will draw on WorldSkills standards but will be tailored to suit learners’ levels of competence.

A Vocational Masterclass specialist and a WorldSkills Performance Coach will lead the event day and support teachers/trainers throughout.

Your vocational tutors will work with groups of their learners and receive support to use the best training and coaching techniques to explore the optimal performance possible from their learners.

What do you have to provide?

- A manager to liaise with the Vocational Masterclass specialist and to coordinate the day
- A large room for an introduction and plenary session
- Suitable vocational workshop rooms for each of the selected skill areas
- Access to equipment and technical support where applicable
- Participation of staff and learners
- Support from the senior management team
- A senior member of staff to present the awards to winning competitors.
PROGRAMME 2

Vocational masterclass multi-organisational approach programme

A one-day event that focuses on boosting learners’ focus, motivation and performance by giving them and their tutors an opportunity to take part in a vocational skills competition.

The programme is particularly suitable for a group of organisations that wish to explore the multi-organisational approach to competition.

Aims
To support vocational tutors who wish to boost their learners’ focus, motivation and performance by:

● Acting as the enabler for regional competition champions and subject area leads to be able to create a multi-organisational approach to competition
● Recognising the complexities of creating suitable competition briefs for a multi-organisational approach
● Giving advance guidance and support to tutors to help them design a vocational skills competition that develops their own tutoring skills and the skills of their learners
● Providing an introduction to combining the roles of teacher/trainer and coach by a WorldSkills Performance Coach
● Providing an introductory session for tutors and their learners to familiarise them with WorldSkills competitions
● Running a vocational skills competition across multiple organisations.

Objectives
By taking part in, and experiencing, the content of Programme 2 Regional Competition Champions and Subject Area Leads will be able to:

● Make recommendations as to the suitability of competition briefs for multi-organisational competitions
By taking part in, and experiencing, the content of Programme 2 Teachers/Trainers will be able to:

● Use competition as a teaching and learning strategy based on research that informs the practice
● Use competition to improve learner focus, motivation and performance
● Recognise the special considerations for learners with learning difficulties and/or disabilities (where applicable)
● Be able to access and use competition resources
● Develop competition briefs for competitions
● Understand how to preparing learners for competition
● Develop coaching techniques and use to coaching resources
● Identify how competition can improve employer engagement
● Describe the benefits to learners of achieving Performance Excellence
● Identify accredited CPD opportunities for Teachers/Trainers

Content
As a group of organisations your Regional Competition Champion, in conjunction with Subject Area Leads, will decide which vocational areas you wish to focus on. A Vocational Masterclass specialist will work with the regional competition champion and subject area leads to create sustainable networks and provide advice on logistical planning for a multi-organisational approach. The specialist will also work with teachers/trainers in advance of the competition day to agree the focus of the competitions and create competition briefs and assessment criteria. The competition will draw on WorldSkills.
standards but will be tailored to your students’ levels of competence.

A Vocational Masterclass specialist and a WorldSkills Performance Coach will lead the event day and support teachers/trainers throughout.

Vocational tutors will work with groups of learners and receive support to use the best training and coaching techniques and bring out the optimal performance possible from the learners.

**What do you have to provide?**

- Facilities for the Vocational Masterclass specialist to meet with regional competition champions, subject area leads and teachers/trainers to coordinate the programme
- A large room for an introduction and plenary sessions on event day
- Suitable vocational workshop rooms for each of the selected skill areas
- Access to equipment and technical support where applicable
- Participation of staff and learners
- Support from the senior management team
- A senior member of staff to give out the awards to winning competitors.
PROGRAMME 3

Improving performance in skills competitions

A one-day event with support from a Vocational Masterclass specialist and a WorldSkills Performance Coach to help teachers/trainers identify the contributing factors that will enhance learner performance in competitions. The day focuses on the best practices of teaching and learning that will help a competitor move towards excellence. The Performances Coaches help teachers to develop an awareness of the contributing factors, in addition to subject expertise, that develop the necessary resilience in competitors that drives them towards success.

**Aims**

To support vocational teachers/trainers who wish to prepare learners for success in competition by:

- Developing an awareness of WorldSkills standards
- Increasing the knowledge of competition criteria and assessment
- Obtaining the skills to develop a resilient learner

**Objectives**

By taking part in, and experiencing, the content of Programme 3 Teachers/Trainers will be able to:

- Create challenging competition briefs
- Create and use rigorous assessment criteria
- Use teaching strategies to create resilience in learners
- Support learners in competitions
- Understand how to preparing learners for competition
- Develop coaching techniques and use to coaching resources
- Challenge learners to achieve the Performance Excellence Qualification

**Content**

The focus of this programme is to provide teachers/trainers who have some experience of competition, and those who aspire to enter learners in competition, with the opportunity to fully examine the necessary ingredients to inspire excellence and success.

The one-day programme provides advice on how to create suitably challenging competition briefs and complete rigorous assessment combined with practical tasks to reinforce the importance of attention to detail.

Integral to the programme is the input of WorldSkills Performance Coaches who help teachers/trainers to understand the importance of coaching and the development of resilience in learners if they are to succeed in competition.

**What do you have to provide?**

- A manager to liaise with the Vocational Masterclass specialist and to coordinate the day
- Suitable facilities and accommodation
- Participation of staff
Train the Experts draws on the experience of the original Vocational Masterclass Programme which delivered over one hundred successful events. The programme is designed to ensure the expertise derived is cascaded and sustained through expert practitioners who support, mentor and coach colleagues in their organisation. It focuses on organisational strategies, mapping to the Ofsted Common Inspection Framework, raising the standards and models of good practice to enable participant to develop their own Masterclass. This programme will be of particular use to Managers, Regional Champions, Sub-regional Leads, Subject Area Leads, Teachers/Trainers and those with a particular interest in improving standards in teaching and learning.

**Aims**

To provide clear guidance on how competition can be effectively embedded into teaching and learning and used to improve the standards of teaching and learning by:

- Providing insights into WorldSkills competitions
- Sharing lessons learned about the effective organisation of a Vocational Masterclass and sharing resources available
- Sharing the research that informs practice
- Developing the ability to support colleagues in producing effective competition briefs
- Sharing the experience of competition and associated coaching techniques as means of boosting motivation and performance of learners and improving the quality of teaching, including assessment
Reflecting how a Vocational Masterclass can contribute to development planning for improvement and organisational change

Using International links

Objectives

By taking part in, and experiencing, the content of Programme 4 participants will be able to:

- Expertly share the good practice associated with competition across an organisation
- Embed competition as a teaching and learning strategy based on research that informs the practice
- Describe how competition is used to improve learner focus, motivation and performance
- Recognise the special considerations for learners with learning difficulties and/or disabilities (where applicable)
- Be able to access and distribute competition resources
- Provide advice on the development competition briefs for competitions
- Promote coaching techniques and use to coaching resources

- Identify how competition can improve employer engagement
- Clearly link the use of competition as a teaching strategy to the Ofsted Common Inspection Framework
- Provide advice regarding Performance Excellence qualifications for learners and accredited CPD for teacher

Content

Two Vocational Masterclass specialists and a WorldSkills Performance Coach will use their experience of the Vocational Masterclass Programme to share good practice and develop the skills required to improve teaching and learning by embedding competition as a teaching strategy.

The focus is clearly on empowering and equipping the participants with the necessary skills and resources to embed competition into their own organisations.

What do you have to provide?

- A manager to liaise with the Vocational Masterclass specialist and to coordinate the day
- Suitable facilities and accommodation
- Participation of staff
PROGRAMME 5:
Using competition to stimulate employer engagement

A one half day workshop, supported by a Vocational Masterclass specialist, which examines how the use of competition can be used to stimulate and enhance employer engagement. This programme is of particular use to Senior Managers and Leaders, Subject Leads and Teachers.

Aims
- To support organisations to increase employer engagement by:
- Recognising the opportunities created by competition

Objectives
By taking part in, and experiencing, the content of Programme 5 participants will be able to:
- Engage more fully with existing employers
- Exploit opportunities to engage new employers
- Reinvigorate relationships with lapsed employers
- Use an effective model for employer communication
- Recognise the potential of competition to demonstrate the standards of organisational vocational teaching and learning
- Recognise the benefits of Performance Excellence to employers and employment

Content
Effective employer engagement is a key element to the success of any area of vocational education and training. By using experiences from the Vocational Masterclass Programme and case studies organisations will be introduced a number of tested methodologies that have enhanced employer engagement across the sector.

What do you have to provide?
- A manager to liaise with the Vocational Masterclass specialist and to coordinate the day
- Suitable facilities and accommodation
- Participation of staff
PROGRAMME 6

Creating effective regional delivery – planning and practice

This comprehensive and substantial series of workshops and seminars is designed to run over both Phase 1 (May 2014 – July 2014) and Phase 2 (September 2014 – December 2014) of the programme.

Building on research, trials and the lessons learnt from the original Vocational Masterclass Programme is a key element in creating a rigorous, sustainable and effective regional strategy for integrating competition into everyday teaching and learning to improve standards, increase competitive involvement and drive success. Other elements of the support programme can be run in conjunction to ensure that the region has the opportunity to establish a viable strategy whilst fully testing the practical applications to teaching and learning.

The programme can be delivered as a whole package or as individual elements to match the needs of regional/local development. The full programme includes a minimum of eight days support from a Vocational Masterclass specialist with ongoing support by telephone and email.

Aims

- To support regions in the creation and implementation of a rigorous, sustainable and effective competition strategy by:
  - Providing the platform and drivers for all stakeholder to work together to implement a regional strategy for competition
  - Identifying and agreeing key roles
  - Establishment of a coordination team
  - Implementing regional programmes and competitions
  - Facilitating links to national activity

Objectives

By taking part in, and experiencing, the content of Programme 6 stakeholders will be able to

- Develop regional strategies based on stakeholders expectations and needs analysis
- Establish effective coordination teams/networks of Competition Champions and Sub-regional Leads
- Create effective communication channels through, for example, the establishment of regional bulletins
- Plan, prepare and host competitions
- Develop competition champions
- Fully support the roll out of the CPD Programme across the region
- Embed coordination of competition activity across the region
- Use competition to increase and enhance employer engagement

CONTENT OF SUPPORTED DAYS

Phase 1

Day 1

A workshop specifically designed for Principals, Senior Leaders, Regional Competition Champions Skills Funding Agency, LEP Employment and Skills Leads to provide an opportunity to closely examine existing regional provision and formulate executive decisions to:

- Create an inclusive, workable and sustainable regional strategy which satisfies the requirements of all stakeholder as far as is reasonably practicable
- Establish key roles and responsibilities
- Develop coordination and lead team with calendar of agreed activity.

The workshop will be led by the National Programme Manager, supported by a Vocational Masterclass specialist and includes a presentation from a Senior Leader at an outstanding organisation which uses competition to continually improve standards.
Day 2
Following the successful implementation of strategy this one day workshop for Regional Champions and Sub-regional Leads examines the practicalities of establishing a framework to support regional and sub-regional competitive learning events. Information, advice and guidance are provided to create an outline programme for the region with key dates and targets.

Day 3
This one day workshop for Regional Champion, Sub-regional Leads and Key Stakeholders is designed to ensure that employer engagement is exploited to its full potential as a key element of the programme.

By using the content of Programme 5: Using Competition to Stimulate Employer Engagement participants are provided with practical demonstrations and evidence based case studies on how to use competition to increase and enhance employer engagement to improve teaching and learning at an early stage in the planning process.

In addition this day includes advice on the development of a regional bulletin and developing the messages to promote activity.

Day 4
Drawing mainly on the content of Programme 3: Improving Performance in Skills Competitions, this workshop acts at the positive enabler for teachers/trainers to gain the skills and confidence to produce competition briefs and prepare learners for competition.

Phase 2
During this phase a Vocational Masterclass specialist will work closely with the regional team, led by the Competition Champion, for a minimum of four days.

The specialist will provide information, advice and guidance in supporting the regional team to create and facilitate a series of competitions. To ensure a coordinated approach it is strongly recommended that regions chose to employ a suitable number of events such as Programme 2: Vocational Masterclass Multi-organisational Approach Programme for the teams to arrange and to fully test the implementation of the strategy.
APPENDIX:
Stocktake of existing materials for use within the Skills Competition CPD Programme

The following section includes a sample of resources that are currently available. It is not complete and will be updated on a regular basis to include further content as the source of materials are shared for general use through the transfer of resources to Find a Future and project outputs via the Education Training Foundation:

Sections
RESEARCH: links to evidence, reports, data and analysis of national and international research to inform policy and strategic development

PRACTICE BASED RESOURCES: toolkits, guidance materials and case studies, videos, coaching models, publications, qualifications and information

LEADERSHIP AND MANAGEMENT: examples of regional and provider strategic plans, Ofsted reports, international sharing of good practice, peer and provider mentoring and coaching

Expert Practitioner networks: access to regional experts, contacts, WorldSkills coaches and leaders to provide inspiration, guidance and support.
<table>
<thead>
<tr>
<th>Author/Organisation</th>
<th>Research description</th>
<th>Link to resource</th>
<th>Reason for inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKOPE</td>
<td>Developing and Understanding Vocational Excellence (DuVE) a suite of six research projects focusing on groups of individuals involved in developing vocational excellence through skills competitions. The DUVE suite of projects, one of the five legacy projects funded by the National Apprenticeship Service, shows significant investment and intention to use evidence-based research to further develop and ground high quality WorldSkills practice.</td>
<td>vocational excellence.education.ox.ac.uk</td>
<td>By understanding the process of learning and training, and the environments in which this happens, we can begin to understand the good practice occurring, and the potential it has to feed back into the VET system more generally. It is the intention that the findings from these projects will have real, practical recommendations for WorldSkills UK practice and to potentially inform the VET system more broadly.</td>
</tr>
<tr>
<td>Commission on Adult Vocational Teaching and Learning</td>
<td>It's About Work … Excellent adult vocational teaching and learning The Commission's summary report makes a set of ten recommendations in order to enable excellent adult vocational teaching and learning to flourish.</td>
<td><a href="http://www.excellencegateway.org.uk/cavtl">www.excellencegateway.org.uk/cavtl</a></td>
<td>A central strand of the government's reform plan for FE and skills – New Challenges, New Chances – was the establishment of an independent Commission on Adult Vocational Teaching and Learning to identify and promote outstanding practice. The CAVTL recommendations have informed the development of the CPD programme to expand the reach and exploit the potential of skills competitions, extending the role of the expert practitioner.</td>
</tr>
</tbody>
</table>
| City & Guilds Centre for Skills Development (CSD) | How to teach vocational education: A theory of vocational pedagogy | [PDF](www.skillsdevelopment.org/PDF/How-to-teach-vocational-education.pdf) | The report recommends:  
- A framework for vocational teaching and learning  
- Advice on effective teaching and learning methods  
- A clear picture of what excellent vocational educational and training looks like. |
| WorldSkills Foundation | A range of international projects that explore new ways of working, solving problems and promoting vocational education and training opportunities. The projects promote skills across the world, and raise global awareness of the contribution that a skilled workforce makes to successful societies and economies. | www.worldskillsfoundation.org |  |
Author/Organisation | The National Apprenticeship Service (NAS) commissioned HOST Research to conduct the following research
---|---
Research description | **Analysing the competition results from WorldSkills UK 2011-12**
This short project analysed the characteristics of competitors and compared them with the wider group of learners in the same subject areas. The project concluded in April 2013
**Review of research and evaluation into the impact of competitions on development of excellence in vocational learning and Apprenticeships**
A review of current and recent research to establish how competitions can be used to inform and support vocational education and training developments, and apprenticeships specifically. Central to this was the need to establish the impact on the four main groups involved – individuals, employers, training organisations and the state – and how any key features of successful impact might be integrated into mainstream apprenticeships and mainstream education in the UK.
---|---
Link to resource | [www.hostpolicyresearch.com](http://www.hostpolicyresearch.com)
Project summaries available. (Further investigation needed to determine the availability of the reports for general access).
---|---
Reason for inclusion | The research reports inform and support the development of skills competition theory and practice

**PRACTICE BASED RESOURCES**

<table>
<thead>
<tr>
<th>Title</th>
<th>Vocational Masterclass Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>Guidance and support materials for developing and organising a vocational masterclass programme</td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://worldskillsuk.org/organising-a-masterclass">worldskillsuk.org/organising-a-masterclass</a> <a href="http://worldskillsuk.org/winningways">worldskillsuk.org/winningways</a></td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>This resource aims to widen access to the teaching techniques used in vocational masterclasses and to encourage teachers, trainers and leaders to explore new approaches. It provides guidance and practical examples on how to include skills competitions in the curriculum and organisational strategies for improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Vocational Masterclass Programme. You Tube Channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>A set of videos to support the delivery of a vocational masterclass</td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://www.youtube.com/user/WorldSkillsVMP">www.youtube.com/user/WorldSkillsVMP</a></td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>A practical accessible set of videos to support effective teaching and learning including interviews with experts and WorldSkills training managers and learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>LinkedIn WorldSkills Vocational Masterclass group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>A forum for sharing information and links</td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://www.linkedin.com/groups/Worldskills-Vocational-Masterclass-Programme-6532024">www.linkedin.com/groups/Worldskills-Vocational-Masterclass-Programme-6532024</a></td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>Active group of vocational teachers, trainers and leaders sharing good practice</td>
</tr>
<tr>
<td>Title</td>
<td>The WorldSkills UK Pre-competition Activity Toolkit</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Resource description</td>
<td>Lots of ideas and resources that can be used to set up and run successful competition activity.</td>
</tr>
<tr>
<td>Link to resource</td>
<td>worldskillsuk.apprenticeships.org.uk/competitor-toolkit</td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>By nurturing individual talent, it will be help to increase the overall levels of attainment within organisations and raise the quality of teaching within colleges or training providers that could also be good news when it comes to OFSTED inspections or for Investors in People.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Inspiring Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>A guide to embedding skills competition activity into apprenticeships and vocational learning</td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://www.excellencegateway.org.uk/node/25377">www.excellencegateway.org.uk/node/25377</a></td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>Guidance for leaders on strategically embedding skills competitions as a whole-organisational approach to improving teaching and learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Coaching manual</th>
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</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>To help you plan and prepare for competition activity a coaching manual has been developed.</td>
</tr>
<tr>
<td>Link to resource</td>
<td>worldskillsuk.org/sites/default/files/files/wsuk_coaching_manual_28pp_a5_aw.pdf</td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>This is a comprehensive, easy to use resource with key information and tools to help individuals set up and run competition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction for schools, colleges and training provider and employer brochures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>Outline information on how to get involved</td>
</tr>
<tr>
<td>Link to resource</td>
<td>I AM … rewarding real talent I AM … building tomorrow’s workforce</td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>Information and guidance</td>
</tr>
</tbody>
</table>

### QUALIFICATIONS AND STANDARDS DEVELOPMENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Mainstreaming Performance Excellence Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>During the 2009 and 2011 WorldSkills competition cycles, Team UK was used as the basis for designing a suite of qualifications in performance excellence. This was done in concert with North Warwickshire &amp; Hinckley College (NWHC), which took the opportunity to pilot the qualifications in a further education setting. The current project has been designed to provide a transitional period before mainstreaming the qualifications across the education and skills sector.</td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://www.aoc.co.uk/about-colleges/world-skills-uk-the-skills-show/worldskills-legacy-projects">www.aoc.co.uk/about-colleges/world-skills-uk-the-skills-show/worldskills-legacy-projects</a></td>
</tr>
<tr>
<td>Reason for inclusion</td>
<td>These qualifications are intended to recognise Performance Excellence in any vocational skill. The concept of Performance Excellence has been developed through the work of the WorldSkills Foundation and in particular through its international research project on Modelling Vocational Excellence (MoVE). The concept of Performance Excellence seeks to identify a set of skills, attributes and behaviours that, when brought together, enable individuals to demonstrate excellence in their performance of a vocational skill.</td>
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</table>
### International Standards Transfer and Development

<table>
<thead>
<tr>
<th>Title</th>
<th>Resource description</th>
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<tbody>
<tr>
<td></td>
<td>Every two years, through the WorldSkills International Competition, the UK has a unique opportunity to test its capacity to train and develop young people to world-beating standard. Since 2003 the UK has become particularly adept at generating this standard through a meticulously designed and executed technical training and development programme through which potential competitors build the skills that are most valued across the globe. In 2011 the UK achieved fifth position in the medals which marked great progress.</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://www.aoc.co.uk/about-colleges/world-skills-uk-the-skills-show/worldskills-legacy-projects">www.aoc.co.uk/about-colleges/world-skills-uk-the-skills-show/worldskills-legacy-projects</a></td>
</tr>
</tbody>
</table>

#### Reason for inclusion
This project is designed to introduce to the UK the international standards that Team UK understands, works with and helps to generate and update on a biennial basis. Using the exceptional resource of UK training managers/WorldSkills experts, former competitors, engaged employers, WorldSkills International (WSI) and high achieving member countries, and the WorldSkills cycle the project will:

- Derive international standards
- Consult with UK employers and international partners
- Focus on ten skill areas to integrate high level standards/’end tests’
- Assess the impact of changes on the deliverers of UK VET

### PRACTICE BASED RESOURCES

<table>
<thead>
<tr>
<th>Title</th>
<th>Resource description</th>
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<tbody>
<tr>
<td></td>
<td>A video produced by Kendal College (Nov 2013) is a useful piece of promotional material</td>
</tr>
<tr>
<td></td>
<td>This is Kendal College’s winning film for the WorldSkills UK finals. Challenged with producing a four-minute film to promote vocational training and further education to 14-16 year olds, the team had only three days at the Skills Show to shoot, edit and deliver their work. Filming on location in the Birmingham NEC, surrounded by thousands of people and 700 competitors in 70 disciplines, the students needed to stay focused and work effectively as a team. They were judged on their technical skills, maturity, attitude, creativity and teamwork. On the way to winning first place and a gold medal, their film was shown to all competitors at the awards ceremony.</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://www.youtube.com/watch?v=kAUSWrFDuBA&amp;feature=youtu.be">www.youtube.com/watch?v=kAUSWrFDuBA&amp;feature=youtu.be</a></td>
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</table>

#### Reason for inclusion
Inspires engagement with skills competitions

<table>
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<tr>
<th>Title</th>
<th>Resource description</th>
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<tbody>
<tr>
<td></td>
<td>The Association of National Specialist Colleges (Natspec), Derwen College and North Warwickshire and Hinckley College have set up a series of national competitions that give young people at entry level and level 1 the chance to enjoy competitions. The competitions are also open to young people who do not attend colleges. Last year Natspec supported six specialist colleges to run competitions for Natspec students with learning or physical disabilities. The competitions built links with local businesses like the Co-op, which offered guidance, sponsorship and competition judges.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Link to resource</td>
<td><a href="http://www.inclusiveskills.co.uk">www.inclusiveskills.co.uk</a></td>
</tr>
</tbody>
</table>

#### Benefits
To widen access and understanding of the benefits of skills competitions for entry level learners, their teachers, trainers and providers.
### Title: BAME engagement in WorldSkills

<table>
<thead>
<tr>
<th>Resource description</th>
<th>Link to resource</th>
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<tbody>
<tr>
<td>In 2013, the Skills Funding Agency supported the Association of Colleges (AoC) and the Network for Black Professionals to identify barriers and perceptions that limit the engagement of Black, Asian and Minority Ethnic (BAME) vocational learners in WorldSkills UK competitions.</td>
<td><a href="http://www.aoc.co.uk/about-colleges/world-skills-uk-the-skills-show/worldskills-legacy-projects">www.aoc.co.uk/about-colleges/world-skills-uk-the-skills-show/worldskills-legacy-projects</a></td>
</tr>
<tr>
<td>It is recommended that colleges and training organisations work with their regional WorldSkills UK champion and group to address the issue of BAME engagement.</td>
<td></td>
</tr>
</tbody>
</table>

**Benefits**

The important issue of BAME engagement, identified prior to WorldSkills London 2011, is now a key issue for the AoC WorldSkills Portfolio Group. The presentation will be used as a key element in the development of a CPD programme supported by the Education and Training Foundation, designed to embed competition activity in the mainstream of FE quality improvement practice.

### POLICY

<table>
<thead>
<tr>
<th>Title</th>
<th>Government policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource description</td>
<td>Policy documents on the VET system</td>
</tr>
</tbody>
</table>
| Links to documents | **Getting the Job Done: The government’s reform plan for vocational qualifications**  
The plan sets out new initiatives to take forward the reforms in new areas, including recommendations from the review of adult vocational qualifications ([www.ukces.org.uk/ourwork/review-adult-vocational-qualifications-england](http://www.ukces.org.uk/ourwork/review-adult-vocational-qualifications-england)) led by Nigel Whitehead of BAE Systems (Nov 2013). It also presents some ideas for future reforms, particularly to the way the development of skills and competences relating to employability are funded.  
**OECD Reviews of Vocational Education and Training**  
A Skills Beyond School review of England ([www.oecd.org/edu/skills-beyond-school/skillsbeyondschool.htm](http://www.oecd.org/edu/skills-beyond-school/skillsbeyondschool.htm))  
**New Apprenticeship Standards – Trailblazer guidance**  
Trailblazers are leading the way in developing new world class apprenticeships. The first employer-led eight were announced in scheme's implementation plan. The trailblazers developed 11 new apprenticeship standards that have been published on the apprenticeships website. New ways of assessing learners are being considered by these trailblazers – introducing skills competitions as part of that process could be exciting.  
**New Challenges, New Chances: Next Steps in Implementing The Further Education Reform Programme**  
**The Richard Review of Apprenticeships and subsequent documents.** |

**Reason for inclusion**

Sets the context for the role of skills competitions in vocational education and training.