National Commission on Adult Vocational Teaching and Learning – Call for Evidence

Submission on behalf of the Hull College Group

Introduction

The Hull College Group is very pleased to have the opportunity to contribute to the national 'Call for Evidence' on the characteristics and features of excellent adult vocational teaching and learning.

Colleagues from all levels across the organisation have contributed to this paper including senior managers, Heads of School and importantly practitioners engaged in the delivery of adult vocational programmes.

The report focuses on practical examples of innovative and exemplary approaches which can be shared with Commissionaires and showcased across the Learning and Skills Sector.

Our approach to the 'Call for Evidence' is to provide working examples of outstanding teaching and learning across a range of programmes.

Our Teaching and Learning strategy is a dynamic and evolving one and we will continue to submit evidence during the lifetime of the Commission to support the overall aim of raising the quality and impact of adult vocational teaching and learning.

We are currently undertaking a series of 'Learning Walks' with an eye for appreciative enquiry and to identify what is working well in the classroom and vocational workshops. This on-going initiative will inform our strategy and most certainly highlight further good practice which can be shared with the Commission.

Hull College Group

Background and Context

Vision Statement: First choice for learning, ensuring excellence and innovation in everything we do

Mission Statement: Innovative and enterprising people enabling excellent learning for employability and social fulfilment

Strategic Objectives

1. To provide an excellent personalised learning experience
2. To provide an innovative range of products and services meeting the needs of students and employers locally, nationally and internationally
3. To deliver technical, professional and academic progression pathways from entry to postgraduate level
4. To promote and embed shared values creating high performance and a culture of responsibility and trust
5. To ensure financial viability, sustainability and provide outstanding value for money
6. To maximise enterprising partnerships to achieve growth and employability.

Hull College Group

Hull College Group, which incorporates Hull College, Harrogate College, Goole College and Rhino Training Company, is recognised as one of the highest performing colleges in the UK, receiving an award of 'Grade 1 – Outstanding' in every area following its most recent Ofsted Inspection.

Key Information

- There are more than 27,000 students enrolled across the group, studying both on-campus and in work placements

- The Group offers a wide variety of further and higher education courses, including: A Levels; BTECs; NVQs; Foundation Degrees, BA (Hons) and Masters Degrees; Apprenticeships and Higher Apprenticeships

- 86 per cent of those students achieving qualifications with the Group progress into employment or further qualification (Source: Student Destinations Survey 2012)

- Hull College Group has an exemplary record for employer engagement, providing business support and training services to 1,400 local, regional and national employers, whether they are undergoing a period of business growth, or experiencing challenges within the workplace

- Hull College recently supported around 200 workers from Brough's BAE Systems when they were at risk of redundancy. This was part of a 20-year partnership with BAE Systems, which has seen the college support the business' own training and Apprenticeship programmes

- The College is also partnering TNT, the industry giant and European market leader in international courier services, to deliver the Higher Apprenticeship in Logistics to 60 graduates over four years

- The Humber region is anticipating enormous future investment in renewables. Hull College has established the Energy and Climate Centre, offering qualifications which will enable students and businesses to benefit from green investment opportunities. The Centre can equip students for more than 100 different careers within the renewables sector

- Total gross turnover across the Group last year was c£70million

- The total equivalent number of full-time employees across the Group is 1,133(1,600 employees)

- Adult students make up 76 per cent of our part-time students and 38 per cent of full-time students, while people from black and minority ethnic backgrounds make up 6.4 per cent of our student population

- The Group has received a series of awards and national recognition, including: Matrix Accreditation; British Council Accreditation; Beacon Status; Training Quality Standard (TQS) award; European Foundation for Quality Management (EFQM) recognition.

Submission of evidence provided is categorised as follows:

1. Organisational Case Study

Steps to Excellence - A Case Study in Improving Vocational Teaching and Learning at Hull College

2. Technology, Digital Media and E-Learning

Evidence provided from a range of vocational areas including use of digital media, film and new technologies in the classroom.

3. Teacher Training and Continued Professional Development

A summary of programmes and development provided via the College's Teacher Training Team to support the delivery of outstanding teaching and learning

4. Embedding English and maths in vocational teaching and learning

A range of delivery models and approaches are used to embed English and maths across vocational programmes. A supportive infrastructure and network of Functional Co-ordinators and Functional Skills Advisers is highlighted as key to delivering effective embedding of English and maths

5. Dynamic Interface between the Hull College Group and Employers

Evidence provided from a range of vocational areas to highlight engagement with employers that supports outstanding teaching and learning.

6. Enterprising and Entrepreneurial FE

Examples of innovative ways students are engaged in commercial and enterprise based activities to enhance teaching and learning.

1. Organisational Case Study

Steps to Excellence - A Case Study in Improving Vocational Teaching and Learning at Hull College

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Steps to Excellence - A Case Study in Improving Vocational Teaching and Learning at Hull College

Introduction

In September 2003, a new post of Teaching & Learning Improvement Manager was created in *Quality Improvement* to foster the conditions needed to improve teaching and learning. The Teacher Education team was transferred to *Quality Improvement* at the same time. Broadly speaking, at that time, the work of the college generally and teaching in particular was considered good but classroom practice and outcomes for students were variable and inconsistent across the vocational areas. The remit of the post was broad and initially 5 key priorities were established:

- To raise standards by supporting new teachers who frequently came directly from the work place into the classroom
- To raise standards by supporting colleagues with teaching observations deemed unsatisfactory
- To promote greater consistency of practice in the judgement of student work and assessment for learning practice
- To develop the role of the Teacher Education team in raising standards
- To develop valued processes and structures to deliver the above

In the subsequent nine years, much work has been done to develop and to consolidate good practice in vocational Teaching and Learning. A robust framework has emerged which fosters the sharing of best practice in dual professionalism. The philosophy which underpins the working practices is one of support, coaching and the kind of reflective practice which ensures continued development of teaching skills and techniques. This model has proved to be highly effective in developing confidence and nurturing a culture of creativity and moderate risk taking. A robust moderated observation process remains one of the key measures to make informed judgements about the standard of our work. This is underpinned however by a respectful, supportive experimental model of continuous professional development. Moderation by external colleagues from local authority and from partner colleges as well as regular training ensures high standards.

The initial 5 priorities have grown to include support for ILT and for developing Restorative Practice in managing student behaviour positively and other colleagues have been drawn into delivering the continuous professional development framework in order to promote a coaching ethos and promote reflective practice among vocational staff and students alike.

Support for new teachers

In a large General Further Education College, the vast majority of new staff arrive with no prior experience of teaching. A probationary process has been established

for all new teachers at Hull College Group both full and part time. This involves an initial Survival Skills session for those who have little or no classroom experience. This short session provides an opportunity to meet the Teaching and e- Learning Improvement manager and to gain some introductory skills for classroom or work-based practice. A ten month probationary period involves 2 observations. The first of these is conducted by the Teaching &e-Learning Improvement Manager to provide clear guidance and targets support for improvement. The second observation, conducted by the Quality Improvement and Student Support Manager (QuISSM), means that there is subject specialist direction offered. This observation feeds into the OTL (observation of Teaching and Learning) profile for the school. Re-observations support those who are struggling to improve their skills.

The College has an excellent track record for supporting the acquisition of professional qualifications and all unqualified teachers progress initially to PTTLS and ultimately to Cert ED /PGCE. The members of this team are all considered excellent teachers and were appointed specifically for their record in outstanding teaching and course leadership. They have subsequently developed their own academic qualifications to support their role. The profile of teacher trainers at Hull College is at variance with the sector as a whole, drawing as it does from vocational as well as academic backgrounds .

Impact evaluation tells us that our probationary teachers have valued the Survival Skills, the support from their managers and coaches, observations and in particular, their teacher training as developing their skills as supporting their progress as teachers. Probationary teachers go on in their second year of teaching to outperform the College average in good and outstanding teaching at 90 %

Support for teachers with *satisfactory (Requires Improvement)* and *unsatisfactory* teaching grades

If staff are given an inadequate grade during OTL, the teacher is referred to the T&-eLearning manager. Support and coaching is given until the teacher is ready to be re-observed. This support may continue after the re-observation if needed but the teacher is not "signed off" until they have achieved at least a satisfactory observation. This supportive process has proved its worth. In a recent external review in March 2012, twelve of the observations conducted were of staff previously found unsatisfactory who had received coaching. Of these twelve, an independent inspector found 10 of them "Good", one of them to be "Outstanding" and one to be "Satisfactory".

Staff who have been given a satisfactory grading are supported by their QuISSM in the school. We are currently reviewing the process for support for staff that have had a repeat satisfactory grade and look to extending the coaching approach to include a joint planning approach.

Promoting consistency to achieve better Teaching and Learning

The College group is working to a Strategy for Teaching and Learning and Quality Improvement which is reviewed annually. At the heart of the strategy is the promotion of creative, innovative strategies based around the LSIS Ten Pedagogies. The Strategy is the responsibility of the Teaching and Learning Committee which reports into Governors. The Committee is highly active in its procedure and importantly the membership cuts a slice through the organisation, allowing active contributions from coaches, teaching staff, QuISSMs as well as Senior Leadership. This ensures a very strong ownership by the Committee of the targets of the strategy but also builds in an active solutions and ideas for dissemination. It creates, steers and validates the approaches to improvement in Teaching &Learning.

When the role of T&LM was established there was an opportunity to gain a more consistent overview of strengths and areas for development across the College in Teaching, Learning and Assessment practice as we worked on an Internal Observation Process which mirrored an Ofsted visit. These ensured that the schools were reviewed every 18 months. However not all staff were observed as part of this process and subsequently the College has moved to a model of a yearly observation for all staff and these take place across the year. There is now a "risk based" structure called the Health Check SPA which means that schools which require improvement are subject to a full school SPA (School Performance Assessment) including a full review of teaching learning assessment and success rates. High performing schools are reviewed using a desk top review of success rates. There is confidential access to a data base of observation grades and this facilitates the management of standards.

The quality of assessment for learning practice is reviewed as part of a formal school SPA. Work Scrutiny will form part of our Learning Walks for the first time this academic year.

Structures have developed over time to support consistency with the establishment of the role of Quality Managers (QuISSMs) in each school who meet fortnightly to share problems and to work together towards common goals of improving student success, student support and Teaching and Learning.

The Ten Points series has been developed to support teachers in understanding the minimum standards required for their performance. These cover a range of all teaching, learning and assessment activities but for vocational learning there has been a focus on Modelling as a key pedagogy for improving the acquisition of vocational skills.

Learning Walks have been added recently to the mechanisms we have in place for ensuring continuous improvement in teaching and learning. This development has allowed managers to try to catch staff doing something right. The walks have been

thematic and set in particular weeks so that we can identify hotspots as well as areas where there is best practice and use this to help each other.

The Role of the Teacher Education and other CPD training structures in supporting excellence in vocational learning

The Teacher Education team has grown to accommodate the growing need for new staff at the College but also within the region. Mixed classes of external and internal trainees ensure that there is ample opportunity to share the best practice. The staff have been selected for their recognised skills in vocational teaching themselves and they model best active learning in the classroom based teaching. The staff teaching on these programmes are also trained active members of the College's OTL team and there is a healthy moderation taking place between colleagues in the dual roles. The back ground of the staff ensures that they can draw clear links between the theoretical learning and vocational teaching practice. This team is also used to deliver some of our internal staff development programmes such as Improving Question & Answer and Behaviour Management support and Restorative Practice. These sessions have been very well received by the staff undertaking them.

 All staff have access to 7 days' staff development per year. Vocational staff are expected to undertake Industrial Updating.

Coaching and a Community of Outstanding Practice

Coaching has become a foundation stone of teaching and learning improvement in the last 5 years. A decision was taken to train a network of Teaching and Learning coaches led by T&LM and a team of Advanced Coaches. The College has adopted the LSIS Coaching model and there are monthly meetings to share and transfer good practice and new ideas. Regular meetings are key to maintaining momentum in this respect and the coaches have described this opportunity for mixing with colleagues from across vocational areas as one of the main drivers for change.

The coaches have undertaken a number of Action Research Projects as part of their training, some of which has proved highly effective and very original. A good example of this is the Film project. Joinery staff began by filming practical task for use by students on the Virtual Learning Environment. This developed further when the films were used in classroom sessions to embed and illustrate theoretical learning and support the delivery of Functional Skills and Customer Service. Students then began to download these onto their own SMART phones to review learning prior to starting a practical task. The staff began to use QR codes on equipment for fast access onto the VLE. Students began to use film themselves to review their own practical skills and this lead to a development of the students' reflective skills. This particular project has been awarded an LSIS Good Practice award. The practice has now spread to Electrical Engineering and to Motor Vehicle

The model of cross curricular work has been extended to bringing together a group of Band B lecturers to promote Digital Literacy. Opportunities have been created for the sharing and support between coaches and Band B staff and this has created a further synergy. The College has an E-learning team who provide training and support for staff. Recent work has been done to facilitate the this work and the fruit has been Small Change- Big difference- a training model offered across the academic year. The e-learning team now input regularly into the monthly meetings of coaches and Band Bs and this has ensured greater visibility for this training and better support for all involved in delivering Staff CPD. There has been a 14% point increase in staff satisfaction with the delivery of the e-learning training.

The College has been keen to bid for projects from LSIS and from JISC to support opportunities to experiment in Teaching and Learning. The result of fostering a little risk-taking, creativity and encouraging staff to reflect on their skills and be frank about their needs has led to a major improvement in the Teaching and Learning profile which last year finished on 87%.

Last year the College was successful in achieving a Beacon Award for Teaching and Learning of which we are extremely proud.

Val Maybury

Teaching and e-learning Manager

2. Technology, Digital Media and E-Learning

Evidence provided from a range of vocational areas including use of digital media, film and new technologies in the classroom

2. Technology, Digital Media and E-Learning

School	Evidence and Details	Staff Lead
Cross - College	**'Digitus Bitesize' – Technology and E-Learning in Teaching** A Digital Literacy Magazine for Teachers Outlines a range of innovative approaches aimed at using new digital technologies in the classroom and success in engaging students on vocational programmes. *Copy attached at Appendix 1*	Russ Anderson
Manufacturing, Logistics and Renewable Energies	**Electrical Installation and Testing videos** A series of videos that encourage students to work at their own pace after initial tutor guidance, enabling them to revisit areas of weakness as much as they need, until they have mastered a given subject. The use of a digital tablet makes the playing of these video versatile, and personal, creating excellent differentiation to achieve the maximum potential from a student in such a demanding area of learning. Excellent student feedback has promoted the creation of addition videos to add to the series. The first stage of this project has already received recognition from LSIS for good practice. Link to the 2nd series of videos http://kaltura.hull-college.ac.uk/video/electric.html	Steve Cook Ray Sheardown
Art and Design	**Project - Plasticinema** Initiated as a response to the World Skills 'Have a Go' programme, students on Access programme (BTEC Level 2 Diploma in Art & Design) ran an animation workshop in a large, city centre shopping centre where members of the general public could participate in the making and filming of a 'Mass Animation' event using Plasticine and Stop Motion animation. The project was designed to take 19+ students through the whole process of designing and delivering a Community Arts Project from the initial concept development through to researching and writing a funding proposal, identifying and organising local sponsorship opportunities and delivering the event including publicity. The project offered practical, hands on experience of working in a professional context over and above the level at which they were studying. Working in a 'live' context exposed students to the practical problems of organising and managing such an event that could not necessarily be covered in any meaningful way through 'classroom delivery'. The students engaged in designing and fitting out the space to make it suitable for the activity including adherence to Health and Safety. With support from their tutors, the project attracted a wide range of attention: Look North attended, filming the event and interviewed both staff and students for a piece for Television. BBC Radio Humberside attended an did a live broadcast interviewing staff, students and the general public and also uploaded a slideshow of images on the homepage of their website:	Chris Wiles and Andy Fairbank

Business, Foundation Learning and Creative Arts - Harrogate	**Multi Media – The Flipped Classroom or Flipped Coaching** Tutors make, develop, record and edit multi-media products (traditionally videos) of themselves or learners performing a skill / task / activity with all relevant teaching / coaching points. This multi media product is then uploaded to a College Moodle. Learners can then be signposted to particular videos prior to the lesson to consider all the key points of the task / skill / activity. This allows learners more time to practice the skill within the session. This concept is especially important to LLDD who require much more repetition to acquire skills and it can also be repeated within their own time to refresh and review their learning experience.	Kevin Shattock
Motor Vehicle and Engineering	**Motor Vehicle Skills on Film** Innovative practice in the use of ILT in Motor vehicle with NVQ students and a cross curricular approach to provide opportunities. MV students created the video for themselves and future students. Voiceover was provided by a Performing Arts student. She could then use this in her portfolio for part of her evidence. This piece of work was inspired by colleagues in Joinery and Engineering in the use of film to inspire students' acquisition of psychomotor skills. The resource embeds Health and Safety and good Customer Service. Students have this as a resource for their VLE. They have had the opportunity to build reflective skills http://www.youtube.com/watch?v=SqFxAnCwEaE	John Pritchard
Construction	**QR Codes and Film** Films were initially created to illustrate tasks such as roofing and joinery tasks. To enable theory classes to be made more interesting and so that key learning points could be illustrated. Films were then made of students involved in Construction Workshop activities and students took on board the task of filming themselves both in the workshop and out on site. The latest development involves QR Codes. QR Codes are printed and attached near appropriate machinery or areas and learners scan and download videos direct to their mobile devices. This has allowed students to view and learn on the go whilst embedding basic digital literacy skills. It also provides students with a sense of ownership as they use their devices. *Copy of report attached at Appendix 2*	Mike Abel Rick Gilroy

Academic Centre	**Community of International Science Teachers** Using SOLO for differentiation and assessment for learning (http://pamhook.com/solo-taxonomy/). We came across this technique via twitter (we connect with a large community of international science teachers, share ideas and resources and participate in weekly online discussion forums such as #ukedchat. Students of all levels and abilities are enthusiastic about SOLO, it enables them to assess their understanding and see what they need to do to progress to the next level.	Jan Reid Liz Kebbell
Performing Arts, Music and Media	**Theatre Assessment – Sharing Day** Half termly live Theatre Assessment Sharing day- across Performing Arts cohorts –all levels. Evidence link to Moodle (filmed) and 'You tube' Allows sharing of good practice , knowledge of other areas, inspiration for progression Celebration of student learning Proven to be appreciated by students and contributes to better retention.	All course Leaders and Theatre Management
Academic Centre	**Mac Mini, iPad and Course Handbooks** Level 3 computing students have used of Mac Minis to produce e-books which can be viewed on an iPad. One of the most successful projects was to create a course handbook which can be read on an iPad	Ian Bough
School of English and Maths	**Innovative models of GCSE delivery in English and Maths for adults** Blended learning delivery of Maths GCSE using mix of face-to-face tutorial and on-line delivery using VLE	Ted Key

3. Teacher Training and Continued Professional Development

A summary of programmes and development provided via the College's Teacher Training Team to support the delivery of outstanding teaching and learning

3. Teacher Training and Continued Professional Development

Teacher Education at Hull College is delivered by staff who are experienced teaching practitioners from a range of vocational backgrounds. The staff profile which includes subjects such as engineering, travel and tourism, motor vehicle and hairdressing provides a platform of vocational expertise which differs from the traditional profile of teacher educators.

Trainees respect the vocational credibility which fosters mutual respect and empathy. Students benefit from a stable and cohesive teaching team, all of whom have a proven record of high quality teaching from both internal and external observation processes.

All full and part-time teaching and learning staff at the college undertake a programme of teacher training. This has proven to be a highly effective strategy and staff have commented on the difference that such training has made to their confidence and practice.

The evidence for this was recently recorded in the Annual Report on Teaching and Learning Improvement 2011-12 which stated that the grade profile for new teachers after their probationary year was 90% good or outstanding against the college profile of 86%.

A particular strength of teacher education is that the team works hard to relate theory to practice, enabling the trainee teachers to reflect on their experience and enrich their development. This skill is then carried beyond the life of the training and becomes practice, creating a culture of lifelong learning, reflection and professionalism.

Another aspect of the team's caseload is the contribution to the staff development programme. A series of tailored sessions has been created in response to issues which have been identified through college quality processes and have been well received by staff and management.

The college values the contribution made by the Teacher Training team in supporting a professional and innovative staff who seek to make the college values a reality.

CPD – Technology for Learning

School	Evidence and Details	Staff Lead
Cross - College	**'Small Change Big Difference' Training Programme** For the last 2 years, Hull College has offered the 'Small Change Big Difference" training programme to their teaching and learning staff. This programme is designed to update staff in the use of new technologies in the classroom and to help them find quick, easy ways to successfully incorporate these in their teaching. The programme runs throughout the year on both the Hull and Harrogate sites, with some content being streamed between sites to maximise access to college 'experts. The programme also runs	Emily Armstrong/ Val Maybury

| | intensively over 2 days during college staff development days when it is well attended and feedback is very positive | |

Small Change – Big Difference: Technology for Learning
Menu of Training 2012-2013

Powerpoint Learn to add more visual, aural and interactive elements to your Powerpoint presentation	Monday 10th September 12.15 Tuesday 8th January 13.15 Wednesday 10th April 16.15
Interactive Whiteboards See how tools in our interactive whiteboard software can make lessons more dynamic and interactive	Tuesday 18th September 13.15 Wednesday 16th January 16.15 Thursday 18th April 12.15
Apps and Tablets The classroom is going mobile - find out about devices and software for teaching and learning on the move	Wednesday 26th September 16.15 Thursday 24th January 12.15 Monday 22nd April 13.15
Moodle How to make your Moodle page more useful, attractive and interactive.	Thursday 4th October 12.15 Monday 28th January 13.15 Tuesday 30th April 16.15
Assistive Technology Exploring resources for students with particular needs e.g. dyslexia.	Monday 8th October 13.15 Tuesday 5th February 16.15 Wednesday 8th May 12.15
Social networking. Using Facebook, Twitter, etc. effectively	Tuesday 16th October 16.15 Wednesday 20th February 12.15 Thursday 16th May 13.15
Video Find out how you and your students can easily make your own videos, without the Hollywood budget!	Wednesday 24th October 12.15 Thursday 28th February 13.15 Monday 10th May 16.15
Collaborating with IT Using Prezi and Google docs for group work	Thursday 8th November 13.15 Monday 4th March 16.15 Tuesday 4th June 12.15
Screencasting How to deliver a session, or topic, virtually using video and audio	Monday 12th November 16.15 Tuesday 12th March 12.15 Wednesday 12th June 13.15
Mobiles & QR codes QR codes provide access to information via a mobile phone. This session explores potential uses in an educational context.	Tuesday 20th November 12.15 Wednesday 20th March 13.15 Thursday 20th June 16.15
ePortolios & online CVs Using Mahara to upload digital evidence	Wednesday 28th November 13.15 Thursday 28th February 16.15 Monday 24th June 12.15
Assignments & Feedback How students can submit assignments online using Turnitin, and providing feedback online	Thursday 6th December 16.15 Monday 18th March 12.15 Tuesday 11th June 13.15
Voting & Texting Using student-owned devices as a tool in the classroom (please bring your phones with you!)	Monday 10th December 12.15 Tuesday 5th March 13.15 Wednesday 19th June 16.15
Blogs & Wikis Using the OU tools on Moodle	Tuesday 18th December 13.15 Wednesday 13th March 16.15 Thursday 27th June 12.15

4. Embedding English and maths in vocational teaching and learning

A range of delivery models and approaches are used to embed English and maths across vocational programmes.

4. Embedding English and maths in vocational teaching and learning

The embedding of English and maths into vocational areas is considered to be of paramount importance in our efforts to raise Hull College students' skills in these important subjects by both stretching and challenging each student's level of skill during their time at the college.

For this reason embedding is tackled in a number of ways.

Coordination of Functional Skills

Three Functional Skills Cross College Coordinators (FSXCCs) coordinate the delivery of the three functional skills across the college. Each Coordinator works within their own area of expertise of maths, English or ICT. The Coordinators' role is to train and advise all members of staff involved in the delivery of these skills and to coordinate and monitor successful delivery in each vocational area.

The Coordinators are able to identify areas of good practice and, through their Functional Skills Advisers (FSA) network, roll this out across the college. The Co-ordinators, along with other managers in each school, conduct Learning Walks, where good practice can be identified in addition to the standard annual observation process.

The role of FSXCCs has now been extended to include Maths and English GCSE. Several schools now service-in GCSE staff to deliver in their own areas.

A key role of the Co-ordinators is to monitor and report on the management of data and processes including enrolment, examination entries and attendance, and moderation. They meet with Heads of School to agree and monitor delivery plans, including, where possible, matrix timetabling within schools.

The Co-ordinators produce a monthly newsletter highlighting news and good practice. The Head of School for English and Maths is currently producing a "SPAG Special" newsletter to support cross-college development of Spelling, Punctuation and Grammar. This will include articles on readability, teaching key words and marking guides for correcting student assignments.

Functional Skills Advisors Network/QUISSMS

All schools have identified at least one Functional Skill Advisor the role of whom is to work closely with the Functional Skills Cross College Coordinators. The FSAs attend monthly meetings with the FSXCC at which the development of teaching and learning are discussed.

The FSAs are responsible, with the support of their schools' Quality Improvement and Student Services Managers (QUISSMS), for implementing the actions agreed at the FSA meetings and for cascading information across their respective schools.
The FSXCC meet with the QUISSMS each term and this provides the opportunity for the Coordinators and QUISSMS to discuss issues surrounding the delivery of the functional skills and allows the QUISSMS to better support their FSAs.

Functional Skill Steering Group

The Functional Skill Steering Group provides a pivotal role in the bringing together of a representative sample of people from a range of departments from across the college.

The Steering Group are able to agree and implement policies that drive improvement and success in the delivery of maths and English and the vocational representatives are able to advise on and implement the embedding of these skills.

Staff Development Programme

The Staff Development (SD) Programme is delivered by the three FSXCC and is available to any member of Hull College staff as it enables staff to support their learners in the development of both maths and English. It is expected that vocational tutors delivering a functional skill will have fully completed the SD programme.

The SD programme focuses on the successful delivery of maths and English by considering various ways in which topics can be taught in order to make them accessible to students. This includes making the subjects vocationally relevant, and the tutors sit the Functional Skills exams themselves.

Resource Development

A variety of vocationally based resources have been purchased and made available, via Moodle, in each functional skill area. We are currently piloting two blended learning models of delivery using both face-to-face and online materials.

Cross College Staff Development sessions include the access and use of these resources.

Employer Support

In order to further enhance the embedding of maths and English, the school of Hair, Beauty and Catering have engaged with local employers and have produced a video that explains the use of these skills within local hairdressing businesses. The video is available to students across the College to enable them to recognise the need to develop these skills in order to successfully secure employment in their chosen field of work.

Vocational Curriculum – Reinforcement of Maths and English

The FSAs have ensured that each vocational Scheme of Work (SoW) identifies opportunities in which maths and English skills can be developed whilst teaching and learning takes place within a vocational curriculum. This means that the development of these skills takes place when the skill is naturally occurring and is seen to be of relevance to the student.

Discrete functional skill classes, in additional to the vocational classes, are timetabled and teach the additional skills needed to fulfil the individual functional skill curriculum.

The approaches outlined have led to Outstanding Functional Skills success rates over a number of years for the Hull College Group and a Beacon Award in recognition for excellent and effective delivery of Functional and Key Skills.

Helen Kitson – Head of School – School of English and Maths
Gillian Sylvester – Functional Skills Co-ordinator

5. Dynamic Interface between the Hull College Group and Employers

Evidence provided from a range of vocational areas to highlight engagement with employers that supports outstanding teaching and learning.

5. Dynamic Interface between the Hull College Group and Employers

School	Evidence and Details	Staff Lead
Art and Design	**Employer Engagement -** Long term relationship over very many years with key employer Trident UK. Collaboration on delivery and formative assessment of project set as part of competition brief for Schools Starpack promoted by the Institute of Materials, Minerals and Mining. The Schools Starpack Packaging Design Awards are designed to encourage students to take up a career in the exciting world of consumer packaging design. The school awards, now in their thirteenth year, form part of the Packaging Society's Annual Awards programme which also includes the Starpack Industry Awards and the Student Starpack. Packaging Design Awards for Colleges and Universities. The project delivered over a period of time enables input from industry practitioners and feedback on the student work in relation to industry standard requirements. It also builds student confidence and transferable skills, improving communication presentation skills as well as design skills and technical knowledge. In addition the employer has the opportunity to work with potential employees and has recently recruited apprentices as a direct result of the project. www.iom3.org/content/schools-starpack-awards-design-briefs Benefits: • Industry led…on two levels (local and national) • Relevant and current • Motivating for students • Wider skills building • Celebratory – many students have won Gold, Silver, Bronze awards and Highly Commended • Staff development – ensures staff up to date…industry/technology • Significant proportion of employees at Trident attended Hull College	Kerry Watson
Performing Arts, Music and Media	**Industry Led Client Projects** Hull Sting Rays – Ice Hockey Team Media Level 3- real live project with evidence in public domain- client feedback considered in student grading. Filming the matches and supplying edited versions for the Hull Sting rays web site. Use of all industry technologies. Very valuable industry based experience – Real Work Challenge good also useful for marketing purposes and to encourage progression form lower levels.	Alexios Gatzoyas
Sports, Travel and Tourism and Public Services	**Bridging the GAP Project** The School of Sports, Public Services, Travel and Tourism became involved in the Bridging the Gap project in summer 2010. This scheme aimed to give adult students the opportunity of paid employment at the London 2012 Olympics. The role funded students, both 16 – 18 years old but predominately 19 +, to complete three additional courses, as well as their main programmes. These comprised of: Understanding Stewarding in	Lauren Whittaker Julia Davidson

	the Public Service Sector, Door Supervision and X ray Training. All students also gained work experience at KC stadium, when they were given the opportunity to steward a sports match. As Bridging the Gap developed in 2011 – 2012 Hull College offered the scheme to adults studying main programmes across the Hull College Group. Over 300 Hull College students undertook the additional qualifications, were interviewed for employment and also gained enhanced specialised training. Many adult students gained employment at the Olympics and thoroughly enjoyed their involvement in once in a life time event. Several students have used this enhanced employability to work within the security sector.	
Hair, Beauty and Catering	**Employer Question Time Events** **Using the theme of TV's Question Time** employers from the Hotel and Catering industry are now linking directly with our students. Students put questions to local employer representatives and meet with employers in a formal setting to query what an employer will look for in a new employee. Prior to the event employers visit our kitchens, training restaurant and meet with students in the College and see what our students are learning. This enhances the student experience and they are learning directly from Employers as well as lecturing staff.	Sylvia O'Brien

6. Enterprising and Entrepreneurial FE

Examples of innovative ways students are engaged in commercial and enterprise based activities to enhance teaching and learning

6. Enterprising and Entrepreneurial FE

School	Evidence and Details	Staff Lead
Art and Design	**Professional practice – Self Employment** The BTEC Level 4 Foundation Diploma in Art & Design for 19+ students has a specific focus of delivering a high quality of Art & Design education through a targeted approach to Professional Practice. Students on the course are supported in devising and carrying out projects that focus on the range of skills necessary to work as a self-employed practicing artist, many of the students on the course have made significant amounts of money during their studies from either selling work, working on commissions or funded projects and winning prizes. Other Students have worked as Artist in Residence positions in Hospices and Local Communities and one student is currently undertaking a 1 month research trip in Poland exploring Eastern European Agriculture practices in preparation for an exhibition.	Chris Wiles & Andy Fairbank
Performing Arts, Music and Media	**Record Label** Hull College Group - Purple Worm record label - vehicle for music students to produce assessment work which can then be distributed and work as enterprise incentive. Provides real experience linked to a production company and within a commercial environment. This this enterprise students produce, record and distribute their own music.	Mick Newton
Academic Centre	**Inspired to innovate and Enterprise Challenge** The Academic Centre and Rollits LLP (Legal Profession) jointly hosted an event during Hull Business Week in June which was attended by over 100 local and regional employers. The theme was "Inspired to Innovate … How to make your business better". The event examined how some of the region's most forward-thinking companies used innovation to put them ahead of the competition. Keynote speakers included Martin Davey, Executive Chairman of Cranswick plc and Lord Haskins, Chair of the Local Enterprise Partnership. Central to the event was a presentation by the college's Level 3 Business students who engaged the audience with an enterprising challenge. This group of students had also been very successful in winning the Badger Sett Enterprise Challenge earlier in the year.	Caron Wright

Appendix 1: Digitus Bitesize

Electronic copy attached

Appendix 2: Hull College Film Project

An example of outstanding teaching and learning

Hull College Film Project

Extracted from the Jisc Excellence Gateway

"Sharing good Practice" by Louise Jacobson

Mike Abel (construction tutor) began training as a Subject Learning Coach and developed an interest in film, because the construction did not have any relevant up to date resources so we began to develop our own initially at staff development sessions where he was given a tip that he has passed to many others that "putting a video recorder/camera onto a tripod improves professionalism". One of the motivations to increase the use of technology in the classroom was to make sure that students didn't feel that "construction theory is dull and boring" as Ofsted has stated on many occasions.

The first stage involved us creating video resources, to understand both the technology and process; there was no initial outlay as the required kit was already available. Then we had the Eureka moment "why don't we get the learner to make the videos themselves" using our tool, in our workshops in our college.

 moving on to learner creating resources before progressing to the stage where clips were converted to MP4 and uploaded onto the college's virtual learning environment (VLE) Moodle so that they could be viewed whenever required, including via mobile devices.

Mike and Rick Gilroy (construction team) emphasised how they continuously questioned "how can we make it better?" to thinking "can we get it onto a tablet, and how can that improve learners' experience?" A couple of different gadgets were bought initially (including protective cases for tablets because of the environment they were to be used in) rather than buying wholesale, to establish the best solution, before committing budgets. They used the technology to bring in evidence from the workplace. Students, who have never been on a building site, are then able to quickly relate what they are learning to different situations – bringing in theory and linking practical workshops with real examples. They have also taken full advantage of many free and low cost apps available on Apple and Android platforms to enhance learning, including making health and safety fun by showing, in a safe way, how dangerous a circular saw can be even after the off button has been pressed with the 'finger cut' app on the iPad.

In practical terms, while the departments encouraged students to get involved with the filming by making it fun and using technology they are familiar with, they understood and accommodated individuals who didn't want to take part and be 'on film'. Crucially the department worked with the IT team to ensure a process was

developed to enable iPads and Apple software to be used in college, rather than everything having to be done at home – as it was initially and is in many colleges where only PCs are supported.

Following the initial success, and inspired by the construction department, similar projects have started across different curriculum areas (including electrical engineering and hair & beauty), following a similar path of introducing video resources and video capture by both staff and students.

Through developing resources and supporting students in the use of the technology lecturers are continually developing new skills. Teachers have worked successfully with the Library Manager, E-learning team and Teacher Education Team.

A new Teaching and Learning Strategy has been developed with an increased focus on digital literacy; replicated in the Higher Education strategy for Learning and Teaching.

An added benefit of the project has been the opportunity to film female students making good progress in traditionally male vocational areas. The films provide positive role models in Joinery and Electrical Engineering and are now being used to promote our courses to young women at open events.

The films have encouraged a more sustainable approach to resources in joinery in particular. Because students feel more confident in their practical tasks they are making fewer errors and less wood has been wasted.

Learners are allowed to use their own phone / mobile device to capture photos and use calculators etc. due to the improved understanding of the power of technology to enhance learning.

Additional advantages to utilising this type of technology are that it provides opportunities for:

•   Stretching and challenging.

•   Getting learners up and running quicker.

•   Differentiation.

•   Bringing fun into learning.

•   Bringing the outside world / real life work environments in.

The 'Student of the year' was one of the individuals who became very involved in developing resources, showing great enthusiasm & improving work. The student of the year learner was an excluded pupil from local authority with behavioural problems.

Some tutors have witnessed more difficult tasks being completed more easily by students, resulting from individuals watching the relevant video clips on their own phone, often in their own time and/or in situ when and where needed, especially when working in isolation booths in the engineering workshop or in dangerous environments.

The impact of this project has been evidenced in student evaluation forms with 100% enjoying the activities and 100% recording that the activity suited the way they liked to learn. Teachers have also reflected on the positive way the project has impacted on their personal skills, confidence and motivation.

Also while it is difficult to prove a direct correlation there is additional evidence of good practice among the participants in the project. Of those teachers who have been observed, none has been awarded less than a 'Good' assessment with most being awarded and 'Outstanding' observation assessment. 66.6% have been awarded Grade 1; 33.3% have been awarded Grade 2. This means that 100% have achieved good or better against a College average of 87%.

Staff comments about the project, including being involved in sharing best practice training sessions, includes:

•	"Getting staff out of their silos, working with each other, across departments."

•	"Good session this will give me another teaching tool."

•	"Opens up an extra way of teaching and embedding"

•	"May be relevant for future changes to the qualification."

•	"I am using this technology within my own teacher training to record certain lessons to help me reflect on the session and see the learner view point."

Student thoughts relating to the increase in the use of mobile technology includes:

•	"I see myself as a whole – an out of body experience watching myself back"

•	"I learnt how to do the job an easy way and found it easier to do the job watching someone else do the task"

•	"I have gained by looking back at what I did and I could see where I went wrong so that I could change it next time I completed the task."

•	"I found that when I came to do the tasks I watched the video and understood it better watching someone else do the task, because for me I found it easier to watch rather than listen to them"

•	"I would like to watch more videos of different tasks.

•   "If the tutor is busy with others and I need to start a task I would use this to help me until the tutor is available."

Mike & Rick showcased the project / videos at the Teaching and learning Olympics 2012 Leeds metropolitan University on the 13th June 2012

Run many sessions throughout the Hull College across all departments