

# **OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME**

Case study by: **The College of Haringey, Enfield and North East London, Part of Capital City College Group**

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Date: **January 2019**

Managed by:



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## TABLES AND GRAPHS6

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## MAPS

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Section heading



# PROJECT OVERVIEW

This project has two strands: firstly, to re-engage Master Technicians (Digital technical route) with curriculum teams to plan for the 2018/19 academic year. To further embed industry skills and knowledge development into assignments, schemes of work and resources. Secondly, to apply the Model for Collaboration to the key technical routes of Construction and Engineering, by engaging employers (Master Technicians) to deliver specialist training to teachers and learners. The Master Technicians (MTs) will be supported with pedagogic training via face-to-face and online support. This training is designed to support session planning and delivery to learners.

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Developing meaningful links between employers and the curriculum will support T Level preparation. This project has supported practitioners vocational CPD, produced industry relevant resources and introduced employers to future employees (current and previous learners).

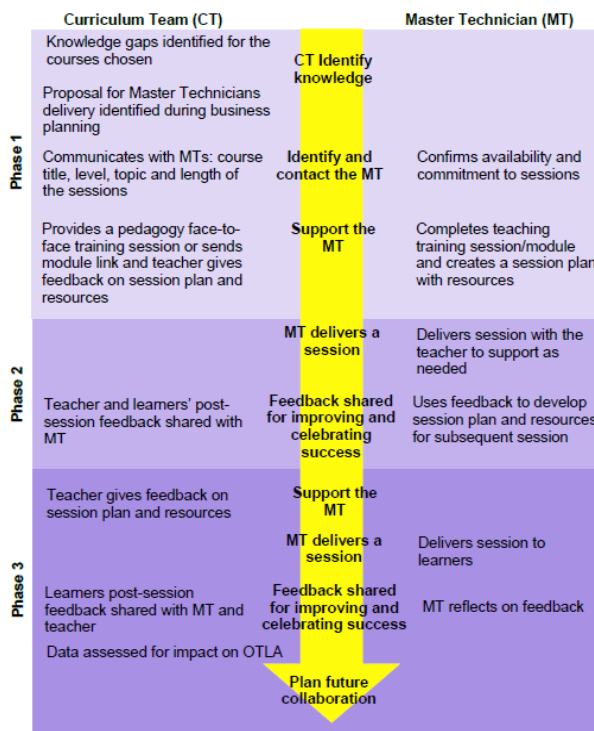
**WENDY COLEY**  
TEACHING SKILLS ADVISOR  
CONEL



## Project Aims

- Test the transferability of the Model for Collaboration to the areas of Construction and Engineering.
- Facilitate industry relevant curriculum resources designed by Master Technicians with teachers.
- Provide pedagogic training within the partnerships to support industry experts and promote joint working between academic staff and industry experts.
- Develop long term partnerships between employers and providers to support curriculum T Level preparation.

## The Model for Collaboration between the Curriculum Team (heads/managers/teachers) and the Master Technicians



MTs invited to participate in curriculum reviews to identify where industry practices could be enhanced / MTs could co-write assignments and collaborate on live projects/briefs.

**Table1. Total direct and indirect project participants**

|                             | DIRECT | INDIRECT |
|-----------------------------|--------|----------|
| <b>Project participants</b> |        |          |
| Managers and senior leaders | 14     | 19       |
| Practitioners               | 14     | 4        |
| Learners                    | 277    |          |
| Providers                   | 5      | 1        |
| Employers                   | 9      | 1        |

## Methods

Practitioners were asked what industry skills/knowledge they would like to update. Employers were approached with the topics suggested by the practitioners and MTs were identified by the employers for delivering the training.

Questionnaires were designed to give quantitative and qualitative data using SurveyMonkey, we limited the surveys to a maximum of 12 questions (for practical reasons) making each question conditional to minimise questions being 'skipped' contributing to rich sources of data.

However, we reduced the number of project surveys in this extension project following previous participants' comments.

## Impact and outcomes

### Employers

Master Technicians (MTs) enjoyed delivering their sessions and indicated learners were interactive, attentive and asked lots of questions.

Sessions covered presenting to clients, how to collaborate, ask questions, research more thoroughly, job opportunities, specific skills workshops and using social media as a business.

MTs indicated working with students creates opportunities to recruit creative designers/ producers from the younger generation, to share new ideas and good practice.

An employer supported more than one provider.

Construction employers are exploring opportunities to sponsor CONEL workshop spaces and/or equipment/materials.



Making progress with students and staff on the development of projects in terms of industry best practice.

Interactive sessions with the future work force are vital for the individuals and for the economy.

To help young people speak about themselves and be confident.

**EMPLOYER PARTICIPANT  
RESPONSES FOLLOWING  
THEIR MASTER TECHNICIAN  
SESSIONS**

## Providers

City and Islington College (CANDI) have developed a new, sustainable partnership with JetMedia who have delivered workshops to media learners and developed industry relevant resources.

SoundSkool have continued to collaborate with Charanga/ VIP Studio Sessions to deliver practical skills building workshops to learners and teachers.

Expectation within The College of Haringey, Enfield and North East London (CONEL) QIP that STEM curriculum areas consider opportunities for Master Technician delivery in their programmes.

## Practitioners

Feedback indicates both digital media and construction practitioners gained new knowledge about industry practices.

Over 50% of practitioner participants indicate they will update current resources and are more informed regarding the wide range of job roles available.

Sustainable partnerships with MTs are supporting industry relevant projects, resources and enrichment activities for learners.

## Learners

CONEL learners benefitted from a BBC sound engineer testing the set-up for a new digital radio studio.

Workshops were given by a BBC radio producer and presenter to support the planning, creation and delivery of the learners' first live radio broadcast of CONEL.fm. Learners will continue to produce podcasts on a regular basis.

Current and previous learners were invited to interviews for roles within construction and digital media.

Most learners found the MT sessions relevant, relatable and informative.



It was definitely a more student-centred exercise, however, I was inspired by the students' enthusiasm.

Student enrichment has been obvious in today's sessions. This type of 'real world' discussions and links to industry will inspire the students.

**PRACTITIONER**  
**WEST LONDON COLLEGE**



They have given me lots of ideas to embed and enhance my lesson planning.

**PRACTITIONER**  
**CONEL**



Learning about different paths for the future.

What didn't I enjoy? The session was educational while having fun.

The different skill that is required for industry.

What I could be doing in the future.

**LEARNERS' FEEDBACK ON**  
**WHAT THEY ENJOYED ABOUT**  
**THE MT SESSIONS**

## Master Technician Training Day for construction industry experts



Preparing for the live digital radio broadcast



“

How to set out a class in the best way.

What to expect and how to deliver to the students.

Information on layout and a plan of action.

Use structure to share knowledge.

I will share this knowledge with others.

### EMPLOYER FEEDBACK ON LEARNING AT THE MASTER TECHNICIAN TRAINING DAY

“

“Real life experience of the industry. Both the good and bad”.

“Learning about the different practices in the construction industry”.

“An insight into day to day goings on”.

“How I can make changes to make my work better”.

“When the technician talked about doing your work with enthusiasm”.

“Everything really, he showed real life content and good tips”.

“Learning about the how jobs like those can change your life around.”

### LEARNERS' FEEDBACK ON WHAT THEY ENJOYED ABOUT THE MT SESSIONS



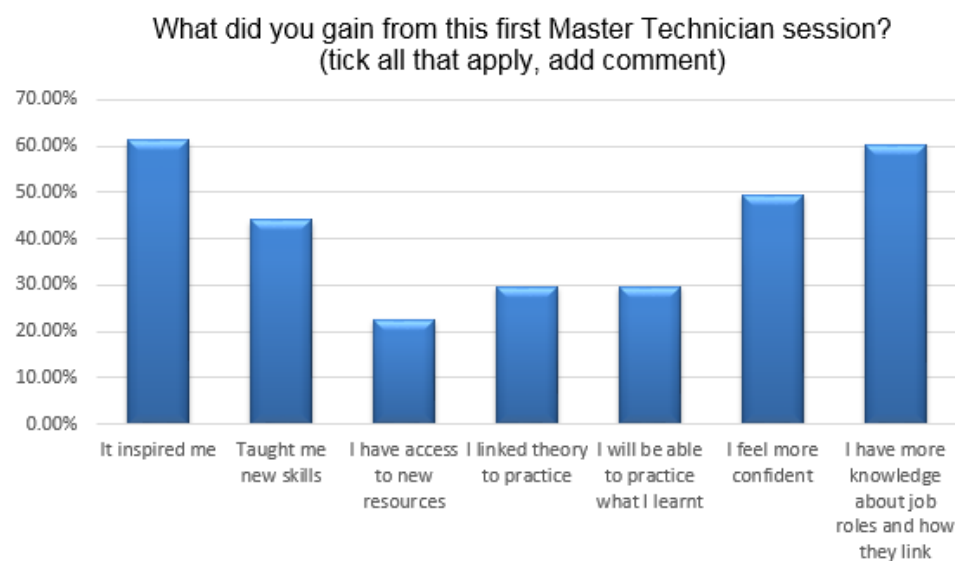
## TABLES AND GRAPHS

**Table 2. Learner feedback following the first MT sessions**  
**HOW RELEVANT WAS THE SESSION TO YOUR COURSE?**

### Responses

|                    |     |       |
|--------------------|-----|-------|
| Extremely relevant | 73  | 65.8% |
| Some relevance     | 34  | 30.6% |
| No relevance       | 4   | 3.6%  |
| Total responses    | 111 | 100%  |

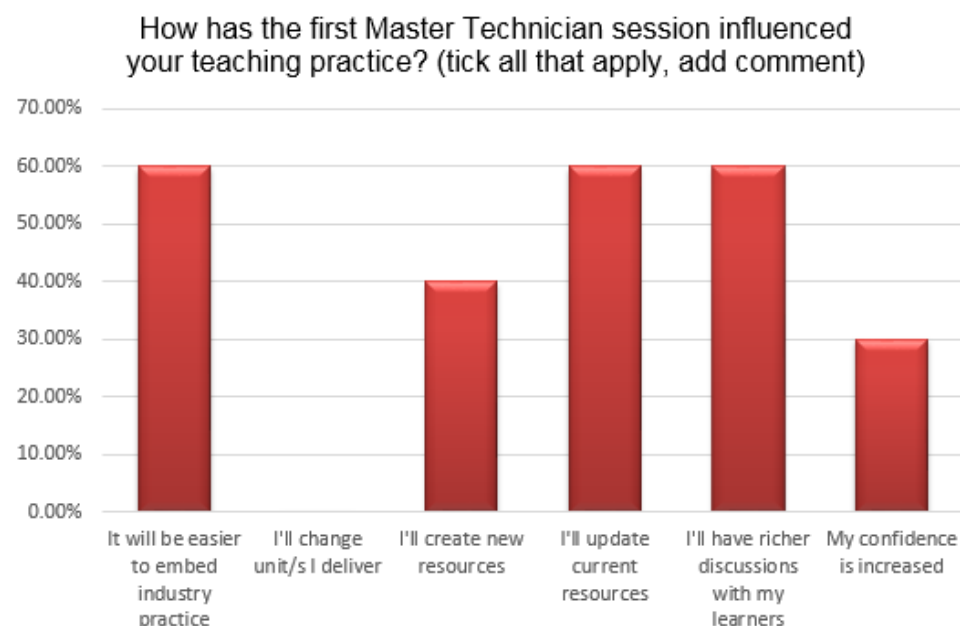
**Graph 1. Learner feedback following the first MT sessions**



**Table 3. Practitioner feedback following the first MT sessions**

| QUESTIONS   | POSITIVE RESPONSE | POSITIVE RESPONSE % |
|---|-------------------|---------------------|
| Do you feel you've gained new knowledge or skill from this Master Technician's first session? | 6                 | 60                  |
| Has the session inspired you to develop your vocational CPD?                                  | 7                 | 70                  |
| Did you collaborate with the Master Technician before this session took place?                | 4                 | 40                  |
| Are you looking forward to a second Master Technician session?                                | 10                | 100                 |

**Graph 2. Practitioner feedback following the first MT sessions**



**Table 4. Employer feedback following their first MT sessions**  
**WHAT WAS YOUR SESSION TOPIC?**

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Making a radio drivetime show

Social Media Marketing - Personal / Business

My Career in the BBC

A creative project and campaign pitch

Built environment/trade/surveying/project management /apprenticeships and live opportunities

My start up in the construction industry

My journey through the construction industry

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**Table 5. Employer feedback following their first MT sessions**  
**WHAT WOULD YOU IMPROVE ABOUT YOUR SESSION?**

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Some way of building in talkback to the studio

The split screen on my computer was giving me problems when we switched from PowerPoint to YouTube

I would research more about the Students themselves and tailor my conversations to have more relevance to what they are interested in

More access to students and more sessions

Bring more structure to the session

I think just to get the young people to discuss more about themselves

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I would add more slides of some projects to show the class

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## Lesson learnt

### Employers

It was difficult engaging and engineering employers so we focussed on construction employers and re-engaging creative digital media employers. We initially used the support of a company who engage construction employers via social corporate responsibility partners. Developing a positive relationship with the Social Corporate Responsibility Manager within a large company is a valuable way of developing a sustainable provider/employer partnership that is beneficial and for all participants.

One employer initially agreed to commit to the project but pulled out when they realised another employer participant is a major competitor.

As with the previous project, engaging with the creative digital industry Master Technicians was straightforward. These industry partners appear more responsive and flexible and can commit with relatively short notice. Whereas, we had at least one construction Master Technician cancel and rearrange a session at short notice.

Employer partners who commit to working with providers see how and what learners are being taught, they have an opportunity to engage with a generation of future employees and identify improvements to provide support in curriculum to be more industry relevant. Furthermore, the employer led sessions lead to identification of learners' talent/potential, as one employer stated, 'In terms of students that I have my eye on, I would like to speak to X and Y. I think that these two young men have great potential, but they just need to open up and apply themselves, I would like to interview them.'

### Providers

This time it was much harder engaging providers in comparison to the previous project. We had initial positive responses from a range of providers but we could not get them to engage when arranging the MT sessions.

The embedding of Master Technicians using the Model for Collaboration was easier to do within our own institution as opposed to managing the process with external providers. Curriculum managers were key in getting the providers and teachers on board. Buy-in and support from senior management is essential when bidding for and implementing projects. This project was fully supported by and shared with the college principal on a weekly basis.

One provider struggled to engage industry partners so a CONEL employer participant agreed to support them. This was a positive step in providers collaborating and sharing employer links and another opportunity for the employer to engage different practitioners and learners.

Positive feedback from providers, via national conferences, regarding

the OTLA Master Technician project has been noted. We promote the OTLA resources via the Association of Colleges (AoC) website.

## **Practitioners**

Although these projects start in April, it is a time of year when practitioners are focusing on the final stages of course delivery and preparing learners for final projects or exams. Many FE practitioners cannot commit to specific courses until late September when learner numbers are finalised. An unfortunate reality in Further Education are changes to course timetables, for practitioners and learners, usually due to low enrolment numbers and other factors.

The practitioners involved in this project gained from the workshops and have opportunities to develop sustainable partnerships. Out of eleven practitioner participants, 64% indicated that it will be easier for them to embed industry practice, update current resources and have richer discussions with their learners. Enda J Mulloy, Lecturer and Excellence Innovator, West London College,

“Today's sessions were absolutely great and well received by all the students”.

He managed to give sessions to 5 full-time groups, and all verbal feedback from the students was very positive. I hope this is reflected in the online surveys. He gave in-depth descriptions of how his construction business runs, and what the daily life of a construction worker would be like; something full-time students often have little knowledge or experience of.

Thank you for providing this valuable enrichment opportunity for our students, it was definitely worthwhile”.

There is a perceived change of mindset to embrace collaboration with industry partners and this is becoming a regular feature in some curriculum areas. As expressed by Sharon Wallace, Curriculum Manager for Creative and Media, when talking about the CONEL Creative Hub:

“To date, we have also put on four successful workshops run by media professionals to develop skills needed in the industry today and beyond, such as social media marketing, podcasting, games, film, animation and radio production. This has been achieved through our links with companies such as The Third Floor and BBC Podcasting who will be working with us again in the New Year”.

## **Learners**

The learners benefitted from teaching and learning that is aligned to industry needs. Out of 128 learners, 93% indicated the Master Technician sessions inspired them. 94% indicated they feel more aware about industry or job roles and 50% indicated they feel more confident.

The opportunity to engage with current industry specialists is informative, inspiring and motivating.

Learners indicated they have gained: new knowledge, for example, industry standards; new technical skills, for example, industry software; and employability skills, for example, presenting to clients.

Live industry projects should be a regular feature within FE as learners are better prepared for progression into employment or HE. Live projects can develop sustainable industry partnerships that facilitate T Level preparation, for example, employer participants have offered interviews for industry placements.

The Master Technicians bring new perspectives regarding job roles, industry practices and opportunities that the learners and practitioners had little or no knowledge about. This has supported progressing learners to consider routes of study and employment they had not thought about before.

## Transferability

The Model for Collaboration is initially well-received, both managers and practitioners see the benefits of the approach. However, it proved difficult (at times frustrating) to ensure full commitment from other providers and employers, in particular the area of engineering.

When working with other providers we perceived a disparity between the commitment and enthusiasm of senior leaders and those who would be leading and implementing the project.

Where there is full commitment, the Model for Collaboration works but flexibility is required as implementing each phase of the Model will need to be adjusted according to circumstances. Changes in lesson schedules, staffing and Master Technicians' schedules will impact what is practically possible. 38% of practitioners collaborated with the MT's before the sessions.

## Equality and Diversity

Despite a great effort to bring more females into these industries we had one female Master Technician (a BBC radio producer) and one female electrical teacher involved. CONEL CCCG marketing (image below) and The CONEL School of Construction Twitter feed is doing more to promote female learners. <https://twitter.com/cnlconstruction>

Apply for Courses Here

- Level 1
  - Basic Construction Diploma Level 1
  - Building Diploma Level 1
  - Carpentry and Joinery Diploma Level 1
  - Electrical Installation Diploma Level 1
  - Painting and Decorating Diploma Level 1
  - Plumbing and Heating City & Guilds Diploma Level 1
- Level 2
  - Carpentry and Joinery Diploma Level 2
  - Electrical Installation Diploma Level 2
  - Painting and Decorating Heating City & Guilds Diploma Level 2
- Level 3
  - Electrical Installation Diploma Level 3

What are the levels?

Choose a level

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London's First FREE College

All our Entry Level, Level 1 and Level 2 courses are FREE

94.6% of our students are satisfied, the highest for any FE college in England

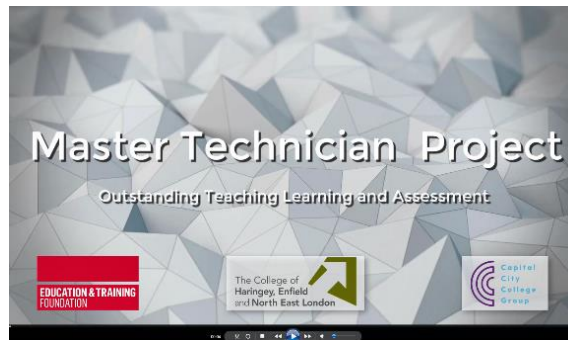
92.4% of our Construction and Plumbing Students passed their exams

London is where exciting construction happens, from urban regeneration projects to new iconic landmarks. Our construction workshops are among the largest in London and are equipped with the latest building tools and machinery to help you build your career in the industry. On our courses, you'll have the chance to learn skills in bricklaying, carpentry, joinery, painting and decorating, electrical installation, plumbing, and

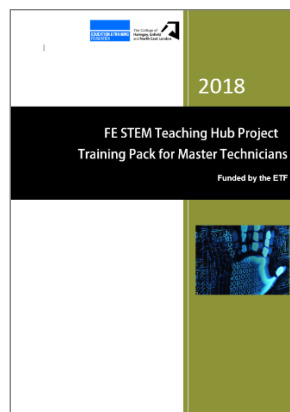
## Outputs

We previously used the CONEL virtual learning environment (VLE) to share project resources and data. This time we are solely using the AoC website to share and disseminate the project case study and outputs, this is due to limited VLE usage and limited administrative capacity

### 1. The Master Technician Project Video



### 2. The updated Master Technician Training Pack (workbook)



### 3. Some examples of Master Technician designed resources



| Scheme of Work 2018-19 |   |   |  |   |
|------------------------|---|---|--|---|
| Unit                   | Unit Title  | Unit Objectives   | Unit Content   | Unit Assessment                                       |
| 1                      | Unit 1: Introduction to the Master Technician Project | Understand the role of the Master Technician Project and the importance of the project to the industry. | Introduction to the Master Technician Project, the role of the Master Technician, and the importance of the project to the industry. | Unit 1: Introduction to the Master Technician Project |
| 2                      | Unit 2: The Master Technician Project                 | Understand the role of the Master Technician Project and the importance of the project to the industry. | Introduction to the Master Technician Project, the role of the Master Technician, and the importance of the project to the industry. | Unit 2: The Master Technician Project                 |



## Sustainability

Using industry contacts staff already have is a good way to explore employer links and working with Social Corporate Responsibility Managers of large organisations is a positive way to explore partnerships.


Providers need to find ways to explore and develop long term relationships with industry partners to sustain a consistent supply of industry talent into technical education. In addition, this would also provide employers with work ready learners.

This project has helped support preparation for the T Levels. Participant providers have established new links with employers who are willing to provide further support and employment opportunities including industry placements and live projects.

Practitioners and learners have clearly gained from the Master Technician sessions, either upskilling or gaining a better insight into current industry practices and standards as demonstrated in their feedback.

The OTLA Training Module (online resource) was shared with all CONEL staff via a Forum in the staff VLE 'Staff Room'. A manager commented that the resource will support new teachers in their department with session planning and delivery.

[Staff Room - Staff training](#) » [Forums](#) » [Staff Training Forum](#) » [Online lesson planning resource](#)



Online lesson planning resource  
by [Wendy Coley](#) - Wednesday, 9 January 2019, 10:05 AM

Need support with session planning? Check out this online resource we developed for an Outstanding Teaching Learning and Assessment project funded by the Education and Training Foundation (ETF).

<https://vle.conel.ac.uk/lo/otla/>

This resource link is also within the Teacher Toolkit & Planning Resources section in Staff Links - Staff Room - Staff Training.

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The online module (includes the Master Technician workbook, surveys and session plan templates) and is available at:

<https://vle.conel.ac.uk/lo/otla/>

## Next steps?

CONEL has included in its quality improvement plan (QIP) the development and extension of the Master Technician strategy, to ensure an increasing proportion of technical teaching and training is delivered by industry experts with recent or current experience. This could be extended to all T Level routes in the college.

For Outstanding Teaching Learning and Assessment, we fully endorse the use of the Master Technician training resources if a training day is not feasible. Master Technicians who attended training for both OTLA projects indicated an increase in their perceived levels of confidence.

The resource could also be used when inducting industry specialists into FE teaching.

Other Education and Training Foundation (ETF) initiatives such as Taking Teaching Further, naturally build on the Master Technician theme. This gives opportunities to providers to develop their pool of industry experts to support the delivery of technical programmes.

As in previous projects, we will continue to promote and disseminate the Master Technician model at Capital City College Group (CCCG) and with other providers.

We are committed to sharing and disseminating the Master Technician model and good vocational technical practice at a range of local, regional and national events.

Collaboration is a key factor for innovation. Projects are a key way to test and trial new ideas and ways of working.

Special thanks to the Master Technicians, the providers and the learners who helped this project happen.

## Social Media links

<https://twitter.com/JimDavisOnAir/status/1073561410746105856>

<https://twitter.com/franmouse39>

<https://twitter.com/CollegeNELondon>

