



Bob Flear, Apprentice co-ordinator,
NVQ Assessor, Tutor, Semta Apprenticeship Service

In tune with the needs of industry

Bob Flear prides himself on keeping up-to-date with all the latest developments across industry so he can ensure the young engineers of tomorrow are equipped with the skills to succeed.

His continuous professional development is key in a role which sees him assess apprentices on the road to National Vocational Qualifications as well as collaborating with colleagues to develop resources and best practice for STEM teaching and training.

Bob said: "I believe in continuous improvement for organisations, continuous personal development, enthusiasm for change and supporting people to develop new skills, as well as satisfying my own personal aims and objectives."

Bob started working life as an apprentice toolmaker at Robert Jenkins in Rotherham and his career has seen him in a number of supervisory positions including Manufacturing Production Controller, Project Engineer and NVQ Assessor at AESSAL in Rotherham.

Having spent a year at a Training company as a self-employed NVQ Assessor and Key Skills tutor he joined the Semta Apprenticeship Service in 2006.

"Employer engagement is necessary to ensure we are developing STEM apprentices to meet their business needs."

During his time at Semta Apprenticeship Service Bob has been involved with STEM related developments, working with Sheffield Education Council and acting as a judge for STEM projects completed by children, from key stage 3 to key stage 5.

"As an Apprentice Coordinator the main purpose of my role is to ensure learners complete their apprenticeships (intermediate, advanced or higher) by continuous monitoring, either formally or informally throughout the duration of their learning programmes. This requires regular contact with employers, mentors, assessors, work colleagues and sub-contractors."

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Proudest day of Bob's CPD to date... receiving his degree from Sir Patrick Stewart then Chancellor of Huddersfield University

In 2015 he was involved with Numeracy for Advanced Manufacturing (NAMA) a project looking at:

- Improving numeracy skills
- The barriers to raising ability in maths
- Learning methods used to raise performance
- Engaging learners in improving numeracy skills

"As a tutor, CPD is imperative to keep up to speed of delivering English, Maths and ICT functional skills both at level 1 and at level 2," says Bob.

"I keep myself up to date in technology by reading industry magazines and also having continuous contact with companies and their apprentices. As new technology is brought into the workplace I have to assess their

competences on the machines which also keeps my skills fresh.

"I have also attended MACH (machining exhibition) at the NEC which is a bi-annual event and had a good look at the new technology around which involves STEM associated activities.

"My prior knowledge of CPD was gained from my engineering background completing qualifications to enhance my skill set and also transferring into the educational system, initially in 2003 via completing teaching qualifications and a continuous professional unit at Sheffield Hallam University. Also I completed a level 5 CPD in numeracy teaching qualification 2008, and a Cert Ed teaching qualification 2009-2011, at Huddersfield University. In my opinion CPD has to be maintained in order not to stagnate within the work base training sector.

"I am also an active member of our SAS quality team and support our centre coordinator with on-going Internal Quality Assurance (IQA) duties, external verifier visits, and standardisation meetings. I have a passion for getting things right first time and strive for excellence within our centre."

Bob is a great ambassador for the STEM Alliance – which brings together further education and industry to develop a higher level of competence, confidence and collaboration in STEM teaching and learning, to inspire and equip the next generation of engineers, scientists and technicians with the skills to succeed.

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The STEM Exchange helps teaching practitioners understand your business needs, the technologies you use and the challenges you face, so they can shape their teaching to align with industry needs.



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