TEACH TOO

**Findings from the Teach Too Development Programme
Phase 3**

ASSOCIATION OF COLLEGES

CONTENTS

WHY TEACH TOO?

Teach Too supports meaningful collaboration between education and training providers with industry, encouraging industry experts to spend some time teaching their skills and sharing their knowledge. The programme enables occupational staff to teach learners in the provider or workplace setting, whilst contributing to curriculum development. Teachers and trainers are also supported to update their skills by spending time within industry or by supporting industry staff to update their pedagogical practice develop 'dual professional' identities, where occupational and pedagogy expertise are combined. The various approaches to Teach Too help to build the 'two-way street' of genuine collaborative arrangements.

Teach Too was created by the Education and Training Foundation (ETF) as a development programme and was a key proposal from the Commission on Adult Vocational Teaching and Learning (CAVTL, 2013)[1] report, aiming to drive excellence in vocational education and training through collaborative arrangements.

The government's recent reforms of technical education, outlined in the 'Post-16 Skills Plan',[2] have heightened the relevance and importance of initiatives, such as Teach Too, and placed collaboration between providers and industry at the heart of the reforms. To successfully implement and deliver the requirements of the Post-16 Skills Plan, providers will need to identify new strategic ways of working within a range of different industries, incorporating occupational expertise and standards in the design of the technical routes as well as recruiting and supporting industry experts to deliver the technical skills and knowledge each route requires.

Teach Too will support the sector to design and deliver truly employer-responsive programmes which meet the government's aims of driving forward a strong economy.

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[1] https://www.excellencegateway.org.uk/content/eg5937

[2] https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education

TEACH TOO PHASE 3

The ETF commissioned the Association of Colleges (AoC), working in partnership with the Association of Employment and Learning Providers (AELP) and HOLEX to deliver the Phase 3 programme. Building on a set of principles identified in earlier phases, Phase 3 aimed to embed sustainable Teach Too practice across 12 small scale development projects, testing which models were effective at stimulating Teach Too activity.

An overview of the development projects is available on the AoC website[3].

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[3] https://www.aoc.co.uk/teach-too-programme

EXAMPLES OF EFFECTIVE TEACH TOO PRACTICE

Teach Too Phase 3 identified models of curriculum development, combined with collaborative learning between employers and providers, industrial updating and targeted support for entry into employment for learners. Teach Too activities were located firmly in local economies and communities, within the context of vocational teaching and learning.

This section describes examples of Teach Too practice to illustrate the different ways that Teach Too is working across the sector.

Examples of industry professionals involved in the design and delivery of the curriculum

Gateshead College worked in collaboration with **Enigma Interactive**, **DevAcademy**, **Nutshell Apps** and **Hedgehog Labs**, four local SMEs in the digital technology sector, to re-align its curriculum to the latest industry techniques and create a programme that supports learners to progress into employment. Employer staff from each business collaborated with the college to review the information technology course, updating each unit with the latest standards and supporting staff to teach in a way more suited to industry practice.

The college chose to collaborate with four employers to ensure its learners were exposed to a variety of industry practice and business needs, increasing their opportunities for employment. Rather than seeing other partners as competitors, employers were also able to identify the positives of collaboration noting that participating in the partnership. This gave each employer an opportunity to shape learning according to their business needs and gain access to a share in the future workforce.

In addition, teaching staff from the college spent time with their occupational partners in the workplace, which provided additional insight into current practice and allowed them to further develop their pedagogy.

The Mary Ward Centre worked with **Voluntary Action Camden (VAC)** to approach employers in the voluntary and community sector, offering a flexible and responsive way of working to meet the business and development needs in local, community settings.

After surveying employees of various voluntary organisations and working collaboratively with VAC to update the business and administrative courses, The Mary Ward Centre was able to identify gaps in its curriculum and tailor its course to better suit its learners and meet the voluntary organisations requirements. This included working in collaboration with employers to design and deliver accessible, standalone modules, which allowed learners to gain up-to-date employability skills in leadership, bid writing or project management.

By creating accessible and relevant courses, this collaborative project supported learners who are often furthest from the workplace to progress in their careers and move into paid employment. In the process, the project also supported the voluntary sector in Camden to become more resilient through the improved workforce capabilities of their volunteers.

Examples of teachers and trainers updating their skills based on time spent in industry and with industry professionals

KM Training Ltd worked in partnership with four local employers to deliver a series of employer-led masterclasses to upskill teaching staff on current hair and beauty practice. Masterclasses were delivered by **Stag Barbershop**, **Gerri's Barbershop, The Gallery Salon, Eatons Barbers, LH Pro Hair** and **Kieran Mullin Ltd**. Each showcased their different skills and expertise in a range of trends, including barbering and colouring techniques.

The project encouraged people to move towards becoming dual professionals, whereby employer staff were supported to develop their teaching practice and provider staff gained up-to-date experience of industry. Skills taught to employers were mapped to Apprenticeship Standards and the ETF's 2014 Professional Standards to support them to understand the pedagogy required when sharing their expertise. As a result, provider staff were able to observe the latest sector trends and develop their skills and knowledge into their curriculum delivery.

Masterclasses were not only delivered for provider staff - one employer also benefited from attending a masterclass to gain skills in a trend he was not yet offering at his salon. After attending the masterclass he was able to upskill his staff and apprentices in the technique and offer the style to clients in his salon, therefore contributing to business productivity in the area.

The KM Training led project filmed each masterclass and produced a set of video resources which will provide additional learners and staff access to industry led-teaching.

Solihull College and University Centre worked with local engineering companies, **Buckingham Group**, **Capita**, **JS Wright** and **Cundall** to secure job shadowing opportunities for their teaching staff. These placements in industry gave the lecturers fresh insight into current practice and new technologies, which enabled them to update the design and delivery of their apprenticeship courses. Apprenticeship delivery at the college is now more aligned to the learning in the workplace, which supports apprenticeship learners to recognise the benefits of both practical and theoretical learning.

Industry staff working on the project were supported by lecturers to co-design the assessment for apprenticeship courses. As a result, many

took the opportunity to train to become assessors themselves. Employees at Capita commented that the collaboration had given them a better understanding of the structure of training courses and reflected that contributing to curriculum development was valuable to its business and encouraged the organisation to renew its work experience offer.

Examples of industry professionals teaching their work to learners, having a direct impact on entry into employment

Lincoln College took a cohort of learners out of the classroom and into the workplace, collaborating with a local social housing company **ACIS** and its construction partner **PRIME**, to refurbish a series of properties. Learners were given an insight into the renovation process by working directly with industry staff on all aspects of the job. Teaching staff supporting the learners were also able to update their industry knowledge through the project and have started to revise the curriculum based on their experience. Industry staff said they were inspired by the enthusiasm of the learners and valued the opportunity to share their skills.

Nottingham College also took learners into the workplace where local construction companies **Greenvision Energy**, **M-EC Consulting Development Engineers** and **Inntropy** taught a range of skills and industry techniques. Based on their experience with the learners, the employer partners contributed to the college's design and development of work placement schemes and criteria in preparation for the Post-16 Skills Plan implementation. Local employers noted the benefits of such partnerships, which allowed them to shape the learning of their potential future workforce and address local skills deficiencies in the construction sector. The collaboration will continue, with one employer partner offering work placements this term with the specific aim of recruiting learners in the future.

BENEFITS OF TEACH TOO

Teach Too has significant benefits for employers, providers and learners. The partnerships supported in Phase 3 have highlighted a number of mutual benefits.

Improved relationships between providers and employers

Teach Too activity can support the development of strategic collaborative relationships, built on mutual understanding which results in education and training programmes and industry becoming more aligned.

The following positive outcomes have been identified:

- By developing collaborative arrangements, employers are better supported to understand the education and training sector and will gain insight into the important role they have in shaping education and training.

- Working strategically with employers in their area allows education and training providers to better develop their local offer.

- Aligning industry and training gives learners a better understanding of industry and supports them to identify the learning in the classroom to the requirements of the job which can lead to increased motivation in learners.

Serving the local economic needs and supporting business growth in the area

Teach Too activity can enhance the support provided within local areas by addressing employer and local economic needs.

Key benefits include:

- Collaborative arrangements developing learner's skills that would not be achievable by either providers or employers working alone.

- Local businesses have access to a skilled workforce, supporting sustainable business growth.

- Learners are given access to industry standard learning and are better prepared to enter the workforce.

Increased opportunities for curriculum design and delivery that provides progression into employment

Teach Too supports the development of technical education and training programmes that provide progression for learners.

Positive outcomes identified to date include:

- Spending meaningful time in industry and with industry staff allows teachers and trainers to develop their occupational expertise and build programmes that provide appropriate progression for learners.

- Time spent with employers and in industry has a positive effect on learners, resulting in improved achievement and retention rates.

- Examples of progression into employment for learners; including direct employment, internships and placements in industry.

SUCCESSFUL TEACH TOO MODELS OF COLLABORATION

The Teach Too Phase 3 programme identified a number of themes which support effective models of practice. These themes build on the principles identified in earlier phases of Teach Too. Key points to consider have been provided, which reflect some of the lessons learnt.

Theme	Considerations
Deploy effective delivery and governance	– Identify a core delivery team of staff from across all organisations who will drive the practicalities of the collaborative relationships forward – Ensure there is buy-in from senior staff who will support the long-term implementation of Teach Too across whole organisations
Set clear objectives and processes	– Set realistic objectives and create a flexible model of delivery that meets the needs of all partners – Recognise that each partner has different needs and business priorities, be open and flexible and ensure that all parties are aware of their involvement and required commitment
Identify positive outcomes for individual participants	– Participants should identify the benefits early on as this will encourage and motivate all partners. Benefits may include: – Learners motivated by time spent with employers and experience of the workplace – Teachers and trainers enthused to be updating their industry knowledge and embedding new practice into their delivery – Employers seeing a direct benefit in influencing and supporting the development of their future workforce
Measure improved business performance	– Reflect on the starting point of each organisation pre-Teach Too arrangements, measure the changes and improvements to business performance at key stages – Set achievable, measurable goals and track the progress towards each, reflecting on the outcomes and impact on each organisation

Achieve meaningful outcomes for learners	− Measure the progress of learners through contact with employers and by delivering employer responsive programmes − Measure the impact on attendance, attainment, retention and results − Incorporate learner feedback in delivery − Ensure all activity meets the needs of all learners and provide sufficient support
Create sustainable results	− Recognise that Teach Too arrangements can support delivery of the government's plans for education and training and the development of local economies, and plan delivery as a long-term improvement process − Be flexible and responsive to change so that long term goals are achievable for all partners

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