

TEACH TOO ORGANISATIONAL DEVELOPMENT PROJECT

A case study on the Teach Too organisational development projects at LTE Group – The Manchester College



*"Working in a partnership is beneficial to the college and the business by forging great working relationships with lecturers and giving the students the opportunity to gain industry knowledge and experience... **if there is ever an entry level commis chef position the first place I look is the college to recruit"***

Stuart Duff, Executive Head Chef UK– Hilton Group

Project overview

This project looked to develop a coherent whole organisational approach to working with employers to help realise our ambition to be leaders of quality vocational education and to underpin our development of Centres of Excellence.

Driven by colleagues in the recently established central team, who have a clear remit for employer engagement, this project has provided a catalyst for us to consider how we can build on “best practice” in curriculum departments in developing a coherent and dynamic whole college approach to working with employers.

We have used the underpinning principles of Teach Too, outlined in the CATVL report “**Its about work**” – **Excellence in Vocational Education**, to provide a simple framework for us to identify good practice and to develop a clear Strategic Action Plan, these being two key outputs of the project.

Activity and outputs have been developed **collaboratively with internal stakeholders** that play a key role in working with employers, and has included:

- Working with senior leaders (Principal/Vice Principal) to set-up a high level **Employer Advisory Panel** (key employers and stakeholders). with clear terms of ref. to help shape our provision and membership appropriate to GMCA & Manchester Work & Skills priorities
- Working with senior leaders(Principal/Vice Principals – Curriculum) and the central Employability and Careers Team to develop a coherent **Employer Engagement Strategy** to align key strategic priorities (set out in our FE 2020 Vision) with Teach Too principles
- Working with senior leaders (Vice Principals/Assistant Principals) and the central team to develop a dynamic **Strategic Action Plan** to implement activity across curriculum departments
- Working with curriculum leaders and teams(Assistant Principals/Heads of Departments/Teachers) to identify and evaluate (against Teach Too principles) **case studies of good practice** in curriculum departments
- Set-up of group wide **sharing practice site for teachers and middle leaders** in curriculum with links to Teach Too resources accessible to all LTE Group through ENiGMA

Project aims

To develop a coherent approach to working with employers across the FE provision, and to inform the wider LTE Group, with a focus on a developing sustainable Two-Way Street with employers as “*partners in learning*”.

Positive impact and expected outcomes

Whilst we have pockets of organisational excellence in employer engagement and collaboration, previously we lacked the strategic framework to bring this together and to identify and disseminate good practice across the wider organisation.

“Existing, established and often good practice in employer engagement, employer-led curriculum and work-readiness focused programmes is not always recognised or used to inform strategic planning and develop practice more widely” LTE Group Internal Quality Review, March 2018

Using Teach Too principles has given a framework to articulate “*what good looks like*” in working with employers and has enabled us to:

- **Identify, evaluate and share “good” practice models** from within and across curriculum areas
- Further shape our Employer Engagement Strategy and **develop a dynamic Strategic Action Plan** to implement activity across the FE college provision
- Align the LTE Group **FE 2020 Vision** with existing on the ground activity in and across curriculum areas
- Provide a **coherent framework for future planning of employer engagement** (Employer Engagement Delivery Plan) in curriculum areas that is quality focused, rather than on quantity eg hours on placement

Two Way Street Case Studies & Teach Too Principles – review against characteristics of good practice (CATVL It’s about work Excellence in Vocational Education– 2013)

	two-way street - employers helping to create & deliver excellent vocational programmes (whole curriculum department level)	direct line of site to work	dual professional’ teachers combine occupational & pedagogical expertise develop partnerships and curricula with employers	access to industry-standard facilities & reflecting the ways technology is transforming work	clear escalators to higher level vocational learning, developing and combining deep knowledge and skills.
Automotive Engineering	*****	*****	*****	*****	*****
Flow Animation	****	*****	*****	*****	*****
Hilton	****	*****	*****	****	***
Manchester Galleries	****	****	*****	****	*****
Quality 4 Early Years	****	*****	*****	****	****
Supported Internship	*****	*****	*****	****	****

Star rating for our case studies

***** - outstanding or exemplary practice that is across the curriculum department

**** established good practice in one or more aspects but not yet fully exploited and expanded across the department

*** - emerging good practice not yet fully established

Teach Too “Two-Way Street” Case Studies from LTE Group - The Manchester College

Introduction

Working with employers has always been central to our work at The Manchester College but as the pace of change continues to accelerate, closer and continuous working with employers has become paramount in ensuring our students gain the skills they need for modern world of work.

Through these case studies we explore partnership working with employers and consider how a genuine and dynamic “two-way street” brings benefits to teachers, employers and students

Developing a Two-Way Street - Impact on teachers and employers

Developing a dynamic collaborative partnership with employers enables teachers to continuously update their industry skills and develop sector specific pedagogical approaches with employers as active partners in the learning journey.

Employers who invest time as learning partners benefit from access

to a talent pool of potential employees who develop the technical and wider skills they need for industry.

It is clear from these case studies that our employer partners see collaborative working as key to their own success. For some employers recruiting staff from the local community is crucial to ensure their service meets the needs of their clients, for others recruiting skilled staff with experience of working independently in a professional environment is paramount, particularly in fast moving service sectors or small businesses where there is limited supervision and margins are tight.

Case studies in sector areas – not one size fits all

Patterns of employment and work practices differ across and within sectors. Through a range of case studies across different areas we explore how collaborative working relates to the established working practices and how this impacts on the curriculum and learning in college departments

Models of good practice

Taking an appreciative inquiry approach, we look to identify key aspects of good practice in working with employers and consider the impact of this on teachers and learners.

Case studies of good practice

- Automotive – a holistic approach to employer led curriculum & masterclasses for industry
- Hospitality and catering – from college to the Hilton, a talent pool for the city
- Flow Animation – employer sponsored programme, mentoring in industry and live briefs in creative media
- Supported Internship – a journey to independence in the workplace
- Creative Arts – exhibiting with professionals in a national gallery and working with curators
- Retail & service – Pathway to aviation
- NHS - Community into employment pathways into work for local residents
- ESOL – multilingual students into highly skilled GM interpreters
- Childcare – integrated curriculum, assessment and placements in industry

Exemplar Case Study

**** Automotive Engineering - Masterclasses for teachers and a holistic approach to employer led curriculum



Over the past three years the automotive department has gone through significant change. With clarity of vision and an ethos of inclusivity, shaped by the Head of Department, the team have established a curriculum that is driven by high aspirations, clear progression pathways and continued partnership working with employers. The quality of teaching, learning and assessment has been transformed through continuous professional development in pedagogy, recruitment of highly skilled professionals and continuous engagement of both local and key national employers to shape and enhance programme delivery.

On 16-18 study programmes multiple levels of entry give access to all young people, whatever their starting point, offering clear progression through levels of learning. The holistic curriculum integrates development of technical skills, knowledge, critical thinking, problem solving and wider employability skills with increasing independence and stepped progress into employment or higher level study.

Working in partnership with GM Higher, aspirations are set early in the programme with induction activities that focus on personal and social development to develop positive attitudes to learning and raise aspirations. Throughout the programme, within the workshops, students at lower levels work in line-of-sight of their peers on higher

level programmes and the curriculum is well-designed to provide appropriate stretch and challenge that prepares students well for their next step. Teaching is destination focused and qualifications are appropriate to allow students to gain vocational qualifications that are transferrable, industry relevant and enable progression to higher education.

Teachers and middle leaders have strong industry knowledge and this is further enhanced by dynamic relationships with key industry partners. In partnership with key industry manufacturers the team host a professional local industry network that provides high level professional development for both small local businesses and teachers in college.

TMC Vision for Study Programmes in Automotive – Ayub Moosa
Head of Department

We will **enhance the life chances of our students** and enable them to **join one of the most technologically advanced engineering sectors** by providing the **highest quality education** and training that:

- b. Aligns to sector identified **critical skills gaps** and **labour market intelligence**
- c. Provides the best opportunities of **positive job outcomes** or progression into **Higher Education**
- d. Fosters and **develops technical knowhow** and **employability skills**
- e. Supports the **holistic development of young people**, enabling them to make a **positive contribution** to the **social and economic fabric of our community**

So far **The TMC Development Programme** has:

- Created work experience opportunities with a range of businesses and many students have secured employment with their employers
- Recruited highly skilled Master Technicians from Wynns, Tetrosyl and Manchester Motor Factors. They have developed new curriculum including a Customer Service module and Diesel Ingestion System
- Delivered at The Manchester College in collaboration with the Master Technician's and teachers
- Hosted five Independent Garage Network Meetings, with many independent SMEs attending. Each meeting is supported by a specific business e.g. Moffats, Apec Brakes and LUK and encourages SMEs to become involved through delivery of Master Technician sessions, offering Scholarships and Apprenticeships
- Held a TMC College Motor Show in partnership with MMF, Ring Automotive, Tetrosyl, Wynns, LUK, Moffats, Snap-On, Apec Brakes,

and Devilbliss

- Increased opportunities for students to gain skills in hybrid/electric technology
- Developed innovative ways of bringing the employer to the classroom through technology

“Wynns are proud to be in partnership with The Manchester College to help staff and students to recognise the problems that can affect modern cars and to know which Wynns products they can use to rectify these problems.”

“We are pleased to have this opportunity to pass on our technical knowledge to the future generation of technicians so that they can be confident that they are well prepared when entering the employment market.”

Vic Edmonds from Wynns

Key aspects of good practice

- College led professional network for local businesses - driven by industry need for continuous updating and supported by leading automotive manufacturers, suppliers and professional organisations.
- Continuous professional updating of teachers along-side local employers – for example preparation for expansion of electric cars, introduction and use of diagnostic tools for specific models/makes etc.
- Recognition by industry of full-cost professional programmes and sponsorship of programmes or/and resources
- Destination focused curriculum with pathways to work, apprenticeships and higher level learning, including HE with one-to-one support and impartial IAG
- Strong partnership working with GM Higher and local schools in raising aspirations to work in the sector, including work with students from pupil referral units
- Strong CPD on pedagogy and integration of English and maths into teaching, learning and assessment and contextualised to industry

Future activity

We will continue the work started through the project. Further case studies will be evaluated and integrated into our ENiGMA Moodle so that all curriculum areas are represented and this will be accessible to teachers and curriculum leaders across the LTE Group.

The Strategic Action Plan, reviewed termly by the Employer Advisory Panel, will be a dynamic document that will continue to the mechanism to monitor and track activity.

Next steps outlined in our Strategic Action Plan include:

- **Sector/subject specific employer & curriculum groups** to strengthen employer activity in developing curriculum, providing opportunities for students and to develop dual professionalism of teachers
- **Sector/subject specific Employer Engagement Development Plans** integrated into QA/QI and curriculum business planning processes
- Development and implementation of systems and processes to **effectively manage existing and developing relationships with employers**
- Further develop and implement of our **Employer Recognition Scheme**
- Integration **of teacher's industry skills into the Evaluation of Teaching, Learning and Assessment (ETLA)**, appraisals and development planning
- Provide further **opportunities for teachers to work collaboratively with employers** and **continuously update their vocational/industry skills**