

TEACH TOO ORGANISATIONAL DEVELOPMENT PROJECT

A case study on the Teach Too organisational development projects at South Staffordshire College





Project overview

Our Teach Too Skills Innovation and Integration Project' (SKIIP) was planned to build on our existing strategies to increase multi professional participation and deliver excellence.

Industrial and commercial recruitment and skills shortages demand that we work more closely with employers and creates a strong business case for this work. Employers will be supported to develop their training and assessment skills and develop understanding of contemporary qualification changes. College staff and students will benefit from working closely with current practitioners.

The SKIIP project will provide a rich source of learning activities that are work based with real life outcomes. For example, the work based elements would be used to address current national concerns around mental health and wellbeing, and the social and economic drivers for young people through learning activities, project work and wider learning in the workplace.

SKIP will enable employers to engage in the co-design and delivery of training in a more effective and efficient ways. It will allow them to use current and up to date teaching and training practice that is consistent and standardised for them and their employees.

Project aims

Our aim was to make a significant contribution to closing regional skills gaps and increase economic development. We aimed to do this by encouraging a two-way collaboration between ourselves and our employer partners and industrial experts in every step of the learning process for both our learners and employees.

In exchange partner employers would be supported to develop their training and assessment skills and develop understanding of contemporary qualification changes which would the compliment the learning our apprentices and learners receive in the workplace.

We would be offering training in teaching and assessing and the partner organisation would be raising awareness of industry and commercial current standards and practices and future proofing their skills.

Positive impact and expected outcomes

The initial project plan involved working in partnership with employers in four vocational areas Health & Social Care, Construction, Horticulture and Veterinary Nursing. Some partnerships were quicker to develop than others, particularly where the college already had established working relationships. For example, business case planning meetings were very straight forward as there was already an awareness of how current practices could now progress with the time and funding afforded to us through the project. The Teach Too business case planning toolkit enabled us to explore potential opportunities that could be beneficial for both parties. This quickly led to curriculum co design, learner workshops and offers of staff CPD. The successful completion of the learner workshops has developed employer / learner trust and restored previously dented relationships which has further developed the positive working relationship and led to offers of work experience opportunities that had previously been denied. Whilst this began as a health and social care connection this quickly grew to include exploration of the wider business including business admin and horticulture opportunities with the healthcare organisation and has resulted in further apprentice opportunities. Staff members from the healthcare organisation are now enrolled on a Level 3 teaching qualification and will shadow staff within the health and social care area. This will ensure continued input into the shaping of the curriculum as they become more familiar with delivery content and will ensure that learners experience relevant industry practice. Support within the workplace will also increase ensuring highly employable individuals are nurtured.

Health & Social teaching staff from SSC now have the opportunity to experience CPD within the homes over the summer months, including managers meetings and training regarding meeting CQC requirements, which will further support curriculum design and delivery moving into the 2019/2020 academic year as teaching staff continue to update their professional competency and relevant knowledge.

A local training group who have practitioners experienced in Civil Engineering are currently working in collaboration with the college to initiate provision in this area through the submission of bids and curriculum co design. A qualified civil engineer is embarking on a teaching qualification through SSC to ensure learners and apprentices we place with them benefit from excellent direction in both vocational and teaching expertise.

Early relationships with veterinary practices have identified opportunities for SSC staff to participate in CPD sessions as part of their in house training and development schedule.

Further emerging CPD across all providers includes:

- Sharing of equipment to enable all learners to experience and develop skills with the most relevant equipment whilst reducing costs
- Collaboration with and training of workplace supervisors to increase production and tracking of learner evidence
- SSC staff attendance to CPD sessions / managers meetings delivered by external employers to develop relevant industry knowledge
- Collaborative working on tracking systems to promote learner progress

Within our work with the healthcare organisation we have seen positive impact for our learners both through indirect curriculum co design and through direct contact during learner workshops.

As part of the business planning St a case was made for delivering bereavement workshops to Health and Social Care learners. The link to the rationale can be found here -

<https://mail.google.com/mail/u/1/#inbox?projector=1>

The Community Engagement and Supportive Care Manager from the healthcare organisation has since gone on to conduct 8 bereavement workshops across 2 campuses which has reached over 100 students. Teaching staff have also experienced the workshops enabling them to now disseminate the information and skills learnt to even larger groups of teaching staff and students. Continued work with the Community Engagement and Supportive Care Manager has helped to shape future delivery of bereavement related elements of the qualification specification.

The thoughts of the learners involved in the sessions were captured and included:

“I feel like I’ve learned how deal with grief or loss, types of ways to grieve”

“What to say to people when grieving so you don’t say the wrong thing”

“To be more truthful with children regarding death”

“Lots of agencies that help with bereavement, support services are available”

“Grief is more complicated than it sounds”

As a result of the success of these workshops a plan has been developed to deliver workshops that examine the importance of volunteering for Health and Social Care students and an Introduction to a Hospice Setting which will also include a two hour tour and talk for at the hospice. Most recently St Giles have been reluctant to support learners on work placement as a result of negative experiences in the past. As a result of this new found collaboration the hospice is now willing to take 2 learners to fulfill their placement hours

“What makes this exciting is it’s not only our learners that are benefitting but that staff now also have incredible opportunities to participate in external CPD that will inform an innovative curriculum”
(Jo George , Curriculum Manager for Health, Childcare & Business)

The Head of Education and Skills from the healthcare organisation has now started attending curriculum meetings within the Health and Social care department which is promoting positive collaboration with curriculum design. Other areas of CPD identified include up to date handwashing skills.

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Whilst this started with a focus on Health & Social Care this have developed into other areas of the business including:

- Estates Manager working in collaboration with horticulture students to reinforce the importance of the environment and support with the homes' gardens. This had now led to horticulture work placement opportunities.
- An opportunity for a business admin apprentice to be placed within the Lichfield home.

Staff from the healthcare organisation have now embarked on a Level 3 Award in Teaching which means they are developing understanding of teaching methodologies and learners on placement will now benefit from further support within the workplace. There is intention to increase the number of staff participating in the training shortly.

Future activity

Future success would mean that the current activity and lessons learnt in Health and Social Care would now be duplicated across

college more widely across our entire range of curriculum areas and would include:

- Opportunities for employer staff who are vocational professionals to learn about and contribute to the new standards and technical qualifications across all vocational
- An increased offer of training in teaching and assessing for partner organisations
- Weekly CPD at SSC, across all vocational areas, led by partner organisations or SSC staff who have attended external partner CPD and are now able to disseminate.
- Increased number of WEX opportunities with a wider range of external partners
- Increased employment opportunities for learners with established partners
- Curriculum co design across all vocational areas
- Increasing opportunities to cover apprentice day release with full time learner WEX

Recommendations for developing collaborative arrangements

- Where possible build your initial project with partners where working relationships have already been established. An established relationship will support the growth of further opportunity
- Where the business case does not fit be honest and look for alternatives
- Ensure the project is coordinated by an individual with the dedicated protected time to ensure success can be continuously nurtured
- Be flexible, each partnership / opportunity will provide different possible outcomes so try not to be too rigid with initial expectations and allow the project to be shaped by the opportunities that develop
- Ensure progress is regularly disseminated throughout the organisation to maintain momentum and success . This is also includes the senior management team.
- Be generous with time frames and allow for potential delays