

Teach Too

'Welcome to
the Industry' week

Kingston College

LEAD CONTACT

Karen Wheatley

EMPLOYERS

Boodles **The Corina Hotel, London**
Morden Hall Park, National Trust
Springboard UK



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Introduction to Teach Too

Teach Too is an ETF-funded project delivered in partnership by UCL Institute of Education and the Association of Employment and Learning Providers (AELP). Deriving from a key recommendation of the Commission on Adult Vocational Teaching and Learning (CAVTL) Report in 2013, it sets out to explore and evaluate different models of collaborative activity between employers and providers at practitioner level, in the co-design, delivery and assessment of vocational education and training programmes. Project findings show that these collaborative partnerships have produced significant short and medium-term benefits for employers, providers and learners, and enrich and strengthen local economies and communities.

Jay Derrick Director of Teacher Education (post-compulsory),
UCL, Institute of Education

Project aims

- To understand the needs and expectations of industry in relation to mathematics in the workplace
- To develop a range of resources with a vocational focus but with embedded relevant and essential mathematical skills and knowledge
- To assess and review the outcome of teaching sessions created and implemented by industry partners to develop resources for both teaching and learning in College and for induction and training for the partners.

Project description

The project involved the development of innovative partnerships with key employers in the Travel, Tourism and Hospitality industries in the design, planning and delivery of a series of workshops delivered to learners on Level 3 programmes during ‘Welcome to the Industry’ week. The workshops introduced students to the standards, working practices and opportunities available to them in these industries.

Maths skills are crucial in these industries, but often students lack confidence in these skills. Employers and College staff were therefore tasked with embedding maths into the theme of each workshop; for example Teamwork skills included an activity based around setting up a new business and the associated costs (staffing, equipment, profit and loss etc.).

To ensure that employers were clear about teaching and learning requirements within a College setting, one of the first activities of the project was a workshop for employers. This workshop was delivered by a member of the College teaching team and focused on delivery strategies and pedagogical approaches used with learners. The College also provided each employer with a sample of teaching, learning and assessment materials to enable them to work with teaching staff to produce a range of high quality materials for the student workshops. The resources developed for the workshops include; a detailed scheme of work/lesson plan, PowerPoint’s, workbook of activities linked to the week’s activities, starter and plenary tasks.

College staff and employers then jointly delivered the workshop sessions making use of the range of resources that had been produced collaboratively.

Building upon the relationships developed throughout the project and the collaborative work undertaken in the development and delivery of the workshops, College staff undertook a two day industry update with at least one of the employers involved in the project. One of the key aims of this industrial updating was to identify everyday activities in the workplace which require mathematical skills. Tutors were then able to embed real life examples into their vocational teaching to further develop students’ maths skills and confidence.

Positive impacts

- Learners have developed an increased awareness of industry needs and expectations in relation to maths in the workplace; this has highlighted the relevance and importance of maths
- Collaborative working with employers, particularly the two day up skilling opportunity, has re-energised staff and provided opportunities to improve their teaching through use of real world examples
- Employers involved in the project have commented that they have an increased awareness and understanding of the maths requirements for students and how these skills are developed
- Employers have become aware of the importance of maths skills for staff within their organisations and most employers involved in the project have reviewed their recruitment and development programme to include maths.

Key learning points

- The realisation that employers in the sector, despite regularly asking for GCSE Maths at grade C or above in most recruitment drives, were actually unaware of the knowledge, understanding and skills required to achieve this benchmark
- Employers were unaware of the implications that poor or undeveloped maths skills were having on their own organisations
- The enthusiasm with which industry has reacted to participation in this project and as a result the continuing links with both current partners and new partners who would like to be involved in the future
- The need to ensure that learners are aware of the importance of their maths skills in the workplace by constant reinforcement alongside their vocational studies.

Recommendations for developing employer partnerships

- Identify clear advantages to the employer; they must be able to see a reason for being involved in any partnership/project. Consider how the partnership which will enhance their profile, improve their standards or possibly even save them money and time
- Make face-to-face contact initially wherever possible; make an excellent first impression and prepare thoroughly for that first meeting ensuring that employers are aware from the outset of the benefits but also the expectations/commitment required
- Be willing and able to personalise each partnership arrangement to suit each partners' specific needs.

Links and contact details

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