

Teach Too

Sharing skills for success
in small service sector
businesses

UKTD

LEAD CONTACT

Titus Alexander

EMPLOYER

Hair salons across the South East, particularly:

Changes
MOVA

Jayne and Co
The hair studio-Shinfield



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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 implement new ways of communication between employers, learners, trainers and assessors using online media and e-learning platforms
- To improve the overall quality of vocational learning in the workplace through the use of on-line learning opportunities
- To involve occupational experts in the development and testing of online platforms to provide technical skills, soft skills, functional skills, business skills and pastoral support
- To identify the possible needs of employers and/or learners which could be met through the alternative mechanisms, such as provided by on-line methodologies
- To develop the knowledge and skills of the providers' staff to use on-line tools to engage and support learners and employers.

Project description

Recognising that social media is central to the vast majority of learners' social lives, this project investigated how this trend could be exploited to make on-line learning possible for small business employers and their learners.

Through the use of an on-line survey tool the project was able to assess whether students who currently use on-line tools for personal use, would also be willing to use these for learning purposes. The survey was also able to ascertain the access to IT equipment and services that employees and students had within the workplace environment and also at home. This was an important consideration before any form of on-line learning was developed.

The project then tested several on-line applications for a variety of uses to see how these were viewed by employers, employees and learners and how this may then impact on the use of on-line learning. Applications and uses tested included:

- A Facebook site with a jobs page for apprenticeship vacancies, videos and news from salons, this included promotion of Apprenticeship week
- Twitter to promote apprenticeships and other opportunities
- Moodle to create a VLE, populated with learning materials and a pilot module for e-safety training
- A UKTD YouTube Channel with videos from salons to learn and share success and a range of videos to show stages of the "learner journey" including interviews and skills demonstration videos
- A LinkedIn account, to support collaboration between employers.



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The project also involved discussions with “One file”, the e-portfolio company, to explore the possibility of linking this to the use of Moodle as a VLE, with learners only requiring one sign in to access both.

The increased communication with employers through this project has led to a more responsive approach to employer and learner needs. An example of the development this has led to is the embedding of functional skills in hairdressing subject content.

Positive impacts

- Staff, from both the provider and the employers, were upskilled in the use of digital tools and e-safety
- Learners received additional support within the workplace environment through the use of digital technologies, increasing their awareness of progress and what they need to do in order to complete their training successfully
- The provider developed enhanced relationships with its employers through the new mechanisms for communication implemented.

Key learning points

- When entering into discussions with employers about a collaborative project, present the project in three points or less and in terms of business benefits for the employer. The project needs to be marketed to employers in a way that gets their attention and identifies rewards
- Innovation through new ways of working takes more time and effort than expected and does not always work first time
- Working collaboratively on a project can trigger change within partner organisations but this may take longer to work through and embed than the life of an actual project.



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Recommendations for developing employer partnerships

- Always present the partnership opportunity in terms of business benefits for employers and learners as well as for the education provider
- For a particular project within an employer partnership, develop documents and information about the project in an easy to read and digest form
- Consider the potential for the use of on-line technologies to support the development of partnerships, especially with SMEs that may be dispersed across a wide area.

Links and contact details



<https://youtu.be/3-meDeUqeZ0>

Titus Alexander

titus.alexander@uktd.co.uk

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