

TEACH TOO PHASE 3: LINCOLN COLLEGE

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Employers: ACIS Housing and Prime Repairs**



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TEACH TOO PHASE 3

Teach Too Phase 3 was commissioned and funded by the Education and Training Foundation (ETF) and managed by the Association of Colleges (AoC), working in partnership with the Association of Employment and Learning Providers (AELP) and HOLEX, the lead body for adult community education and learning.

Phase 3 of Teach Too built on the principles identified in earlier phases and, to give an indication of the scale of work undertaken, the 12 projects involved 675 learners, 120 provider staff and 100 employer staff.

The concept of Teach Too is identified by the Commission on Adult Vocational Teaching and Learning (CAVTL) in its 2013 report as one of the ways to secure excellent vocational teaching and learning.

THE PROJECT

Lincoln College worked with ACIS, a housing association, and its repair subsidiary, Prime. College staff and students worked in collaboration with the employers on a range of refurbishment techniques.



Project aims

- To create a genuine collaboration between the college and employers.
- To enhance employer-led curriculum innovation.
- To update college lecturers' skills and knowledge in a range of renovation and repair techniques.
- To provide learners with a direct line of sight to work; its demands and range of skills required.

Project description

The project focused on an alliance between the college and ACIS as employer partner. The project resulted in three different types of properties being refurbished: an elderly person's flat, a maisonette and a semi-detached house.

College staff and learners engaged with a wide range of techniques, including plumbing, carpentry, decorating and plastering. This was supported by masterclasses in specific areas and also input into redesigned curricula.

The project provided a realistic setting for work for the learners. This has allowed the employer to strengthen its recruitment approaches, which has been particularly relevant to its apprenticeship offer. In particular, the 'multi-skilled' nature of the work was emphasised.

Twenty-six learners and six college staff directly participated in the project. They were introduced to a wide range of contexts, including experience of the board room and expectations relating to the lettable standard and site safety.



It has been great seeing young people with such commitment and spending time with them.

JILL DICKSON.
VOLUNTEERING AND
EMPLOYMENT
COORDINATOR
ACIS



Positive impacts

- The project was important in providing a 'proof of concept' for college and employer leaders. This has proved productive in gaining buy-in for other collaborations in similar and different settings.
- The project was mutually supportive with the college's 'Career College' concept and has led to broader relationships between ACIS and the college. For example, the employer now works with engineering colleagues.
- Increased motivation and engagement was noted across learners, college staff and employers.
- There has been an increased insight into the multidimensional and flexible nature of work in this field. This goes beyond specific construction skills and included travel implications, safeguarding and time management skills.
- The project activity aligned closely with the priority given by the employer on learning and work for social purpose. This was important for the company's CEO and other employees in the context of social housing provision.
- The employer has strengthened its recruitment and delivery approaches for apprenticeships. The project allowed the employers to engage with learners with an interest in their specific areas, and to test and foster their commitment in realistic settings.
- One employee, following his involvement in delivering masterclasses, is interested in exploring a teaching role at the college.



It was vital to demonstrate 'proof of concept' to sustain the model. If it hadn't been for the Teach Too funding this would have been difficult.

RICK LONG
HEAD OF CAREERS,
INTERNATIONAL DELIVERY
AND ESOL
LINCOLN COLLEGE GROUP



Key learning points

- Maintaining and enhancing the reputation of all partners is a key priority. Featuring the project in marketing and communication activities assisted this.
- Maximum flexibility from all parties is crucial and this is particularly important from the college partner.
- Setbacks are inevitable but a strong shared understanding of Teach Too and its benefits allowed activities to be successfully repurposed.

- Success was centred on strong and open provider and employer relationships.

Recommendations for developing employer partnerships

- The employer lead produced a return on investment analysis which was well received at director and CEO level. This approach may be helpful in other settings and to support sustainability.
- Explore aligning Teach Too activity with local and national strategies. This project has significant potential to support the 'Made in Gainsborough' initiative to create level 1 to 5 progression in STEM areas and the establishment of an Institute of Technology.
- Maximise engagement with other employment involvement initiatives. The college careers board was particularly significant in this respect for raising the profile of Teach Too.
- Do not under estimate the importance of timing. It is important to have highly skilled staff working on Teach Too activity and this needs to be prioritised in workload planning.

Links and contact details

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 <https://www.youtube.com/watch?v=CH7ZDzr83uM>

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