

# TEACH TOO ORGANISATIONAL DEVELOPMENT PROJECT

A case study on the Teach Too organisational development projects at University College Birmingham



## Project overview

University College Birmingham (UCB) proposed a paradigm shift in their approach to the delivery of technical education through the project entitled Curriculum 2020 with support from the ETF's Teach Too initiative.

As part of the Curriculum 2020 project, each of the four Schools has undertaken a forensic analysis of curriculum content, consulted with leading industry specialists on the demands and challenges of modern-day industry practices and conducted a rigorous internal skills audit across each of the teaching teams in order to develop a comprehensive and targeted CPD plan.

The key driver of Curriculum 2020 being the consequential impact it will have on student experience, satisfaction and, importantly, the competitive advantage of the students upon entering employment. Scrutiny of curriculum portfolios began with Deans of School modelling a SOAR analysis to pinpoint the strengths, opportunities, aspirations and desired results of each school (see **fig.1**).

## SOAR ANALYSIS

<b>STRENGTHS</b> Teaching team quals/ HEA fellowship accreditations Industry experience/Industry links Robust programmes - high recruitment/retention/classifications Resources	<b>OPPORTUNITIES</b> Emerging technologies introduced to sector Qualification changes Links with alumni Local/regional/national events i.e Commonwealth Games
<b>ASPIRATIONS</b> Growth in suite of programmes offered Enhanced work with industry Accreditation of programmes TEF Gold	<b>RESULTS</b> Consistent/improved data Improved NSS/FE Choices feedback Increased recruitment Highly trained dual-professional teaching team

**Fig.1** SOAR analysis template

A systematic approach to vocational practitioner updating was subsequently taken beginning with a provision wide skills audit, as Senior Managers posed questions to staff on confidence within specific areas of their vocational skillset as well as in those areas of focus through curriculum development and digital literacy. The skills audit highlighted a number of skills gaps that would need to be addressed as well as existing staff competences that could also be better utilised through teaching delivery and further cross-school collaboration.

After agreement on targeted curriculum development by the 2020 panel, School Management teams were required to prepare a detailed CPD plan for every member of FE academic staff; identifying areas of focus and mapping staff across to appropriate employers with specific objectives of research outlined. Alongside an academic review of the School's curriculum portfolio employer-led consultations were held in which a wide range of representatives from industry sectors met with academic teams to share emerging themes, challenges and digital advances.

Examples of findings from each School's research:

- **The beauty therapy industry is rapidly evolving into more aesthetic practices involving needling, fillers and other non-invasive, non-surgical procedures**
- **The catering industry is readying itself for a fundamental movement towards veganism and allergen awareness**
- **The Travel and Tourism industry is now more reliant on digital booking systems and consumer behaviour algorithms**
- **The Early Years sector is now required to acutely track progress of young children's learning journey using digital platforms**

Employer contribution has been integral whilst engineering the curriculum and emerging themes gleaned from much of the research has enabled the institution to be highly reactive, responding rapidly to make initial adjustments to the physical and digital learning environments.

## CURRICULUM 2020



**Fig.2** Curriculum 2020 project timeline.

A digital platform was created to share research informed practice and curriculum design in order for the project to be accessed and advanced by all Personnel throughout the institution as per the Teach Too principles of engagement, **Fig.3**.

<b>Name</b>	Caroline Dunnell
<b>Job Title</b>	Lecturer
<b>Department</b>	College of Food
<b>Location</b>	206 Bakery
<b>Email Address</b>	<a href="mailto:C.Dunnell@ucb.ac.uk">C.Dunnell@ucb.ac.uk</a>
<b>Telephone Extension</b>	2366
<b>Qualifications</b>	Wolverhampton University DTLLS - Certificate in Education. Edexcel Level 4 award in Internal Quality Assurance of Assessment Process and Practice (QCF). Edexcel Level 3 certificate in Assessing Vocational Achievement (QCF). NVQ level 3 in Professional Cookery.
<b>Professional Memberships</b>	Unavailable



Profile Curriculum 2020

#### Industry destination and specific area of focus

Ruby's of London- vegan and gluten free bakery

#### Main findings from vocational research undertaken

Ruby's of London is a small artisan confectionery bakery. Ruby started off the business producing products for London markets 10 years ago. The business has grown and grown and now they are producing Vegan and Gluten free bakery products for Leon outlets, mail order and London markets.

The bakery is split up in to two sections, one area is the small scale manufacture side where they produce the Leon range products and on the other side is the mail order and market stall side. All products for both sides are hand piped, baked, hand finished and then packaged. I managed to see both sides of the bakery gaining hands on experience of small scale manufacture. When speaking to Ruby she talked about the challenges faced with sourcing vegan and gluten free ingredients and products.

#### How will this research impact on your curriculum design or teaching and learning practice?

The research has enabled me to gain real life and current industry experience into the bakery industry and food manufacture. Up until this point in my career I had not worked in a food manufacture establishment and found the experience interesting and valid. I will be able to share my experience with students and colleagues about the logistics of running this style of business and a wider understanding and implications of producing vegan and gluten free products.

The impact of this experience will enable me to continue my research and development in vegan and gluten free bakery products. As a department we can look to develop and introduced vegan and gluten free products into our bakery courses and future curriculum development.

**Fig.3** CPD Staff feedback platform

## Project aims

This work will culminate in an invigorated, transformed curricula that meets the demands of modern-day industry practices and will ensure students are being readied to master industry relevant interpersonal, problem-solving and critical-thinking skills, and navigate an increasingly digital and automated world.

## Positive impact and expected outcomes

The Teach Too project has had a significant institution-wide impact which has brought all Schools together to work in congruence with one another, enhancing communication and developing a cohesive approach to a shared vision of innovative curriculum design and an industry-focused, co-collaborative ethos.

- Staff are more confident in their current knowledge of industry practices
- The institution has an acute awareness of skill sets and specialisms across the School and can use it to support

- further development and career progression for individuals
- Every curriculum has been reviewed and refreshed and is ready for 2020 onwards.
- A significant number of additional industry links have been made
- Substantial investment has been made to support an enhanced digital infrastructure at UCB

### **Future activity**

- Staff will continue to conduct industry updating and share their findings.
- Industry experts will continue to be consulted with and, where possible, invited in to deliver masterclasses or as Guest Speakers.
- UCB will continue to offer industry contacts further opportunities for their own professional updating using the facilities at UCB.

### **Recommendations for developing local collaborative arrangements**

- Involve staff in the development of collaborative arrangements – they often have existing contacts from their time in industry
- Be honest with industry about the challenges faced by educational providers – they may be able to further support you with sponsorship etc.
- Welcome industry to the institution, show them around, and allow them to feel part of the organisation so they begin to develop a sense of loyalty to the institution and to your students.