

TEACH TOO LOCAL PROJECT

A case study on the Teach Too local project in Birmingham led by Birmingham Metropolitan College





Project overview

Research commissioned in the region had identified a lack of technical skills programmes and lack of clear L4-L5 pathways in the Advanced Manufacturing and Engineering sectors.

Birmingham Metropolitan College (BMet) led a consortia partnership project of 7 large regional (and international in some cases) STEM employers and 6 College and University partners on a Skills, Knowledge and Information Transfer (SKIT) project to establish a mechanism for co-curriculum design for Higher Level qualification development in STEM focusing on advanced engineering and manufacturing technologies.

The long term strategic aim is to integrate Teach Too principles into the delivery plans for the implementation of a regional 'Institute of Technology' through road testing a model of co-curriculum design and delivery collaboration between leading advanced technology and manufacturing employers and educators (FE/HE), with employers leading the way through informing future requirements through knowledge transfer sessions for the development of an employed led designed curriculum.

Employer partners planned information days for education professionals to visit their manufacturing and engineering premises in order to fact find latest technologies and participate in the co-curriculum development, design and implementation of Higher-Level STEM qualifications with a clear line of sight for learner career progression throughout the Greater Birmingham and Solihull region.

Project aims

- Partnership working between providers and employers to design, develop and deliver technical education is improved
- The relevance of the curriculum is improved; increased number of dual professionals across the sector and more learners progress into employment or further study.

- Development of a toolkit to bring employers and programme leads together to advance business understanding, improve curriculum content and facilitate joint delivery, whilst building long term sustainable business relationships throughout the region benefitting the West Midlands economy and STEM sectors.
- Development of pipelines to increase take up of Level 4 and 5 STEM curricula.
- At least 30 participants are involved in activities, 15 of who are teachers, 5 of whom are senior managers, and 10 of whom are employers.
- At least 23 examples of emerging impact on learners through improved practice are recorded.

Positive outcomes and impact

For Education Partners:

- Greater awareness of the Higher-Level skills requirements and emerging technologies to inform curriculum design and delivery;
- Co-curriculum design working with employers to develop and test delivery practices;
- Skills and Knowledge transfers aligned delivery methodologies with contemporary delivery techniques;
- The emergence of specialist Higher Level qualifications that align with the safety aspects of autonomous vehicle technology;
- Redesign of existing STEM level 3 engineering technician programme to better utilise apprentice standard flexibilities.

For Employer Partners:

- A greater understanding of the mechanisms surrounding curriculum design and development;
- The opportunity to influence Higher Level skills qualifications through sharing technology advances and allowing educators the opportunity to spend time in their business to inform delivery methodologies;
- Opportunities to benefit from research teams within educators;
- Opportunity to share knowledge through the joint delivery of 'master classes' and specialist sessions;

For Learners:

- A clear line of sight to higher level qualifications at levels 4 – 6 which match industry demands and allows in work progression;
- An opportunity to participate in forum's aimed at improving

existing level 3 delivery in Mechanical Engineering.

Future activity

The project is transitioning into the planned GBS Institute of Technology infrastructure as the evaluation of Teach Too and lessons learned is informing the design and recommendations for employer engagement, business development and integrated curriculum design.

SKIT exchanges between educators and employers are now ongoing and are being built into the consortia employer engagement strategy and has been built into the IoT planning with curriculum academics in STEM technology delivery aiming to have a least one extended SKIT exchange placement within industry on at least an annual basis.

On-going activity to bring level 4, 5, and 6 qualifications to market over the next 12 / 18 months (September 2020) will continue led by the Teach Too education partner most appropriate to the needs of the business.

Recommendations for developing local collaborative arrangements

- Regular communication to employer and educator partners was vital to the success of the project
- Clear aims and objectives with project plans using Teach Too resources as a guide proved essential in supporting planning;
- The GBS Teach Too benefitted from an existing platform for collaborative as a result of the plans for the regional 'Institute of Technology' (IoT). This employer / educator forum proved essential to the success of the programme and should be the first step in developing sustainable collaborative working partnerships;
- Regular reporting into IoT project planning meetings ensured a cohesive and consistent approach to working with the employer partners, tested communication practices and processes and
- Teach Too reporting informed an approach to employer engagement, which employer partners influenced, to adopt a 'one team' approach avoiding 'provider' overload and ensure that the emerging IoT learns and adopts this practice.



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