

# TEACH TOO LOCAL COLLABORATIVE PROJECT

A case study on the Teach Too local collaborative projects at Plumpton College



## Teach Too at Plumpton College

Teach Too is an Education and Training Foundation (ETF) development programme aiming to address quality improvement in technical education and training, implementing Teach Too principles and approaches based on the recommendations of the Commission on Adult Vocational Teaching and Learning (CAVTL) report. The programme aims to drive excellence in technical education and training through collaborative arrangements.

Plumpton College identified four organisational and local challenges that could be tackled by embedding Teach Too principles. Firstly, how can the college prepare students for work in the future rural economy? This required embracing the concept of horizon scanning to identify future skills and technology. Secondly, how can teachers design courses that meet the needs of local employers? This would require curriculum co-design to develop appropriate curriculum. Thirdly, how can account managers engage small employers with training cycles and processes, particularly with regard to the new apprenticeship standards? Staff saw how this required developing a two-way street to understand industry needs and barriers. Finally, how can the college recruit coaches with industry and teaching experience? This would require both upskilling employers with teaching skills, upskilling teachers with industry knowledge and encouraging dual professionalism

The college worked with different groups of employers as part of their Teach Too organisational project: a macro-employer in British Airways looking to upskill their coaches; a specialist employer in Animal Osteopathy International keen to develop co-designed learning package; and micro-employer in the local rural economy preparing for the new apprenticeship standards.

### Upskilling Industry Coaches with British Airways

The college's teacher training division has engaged with British Airways to explore effective ways to upskill industry coaches and to develop 'dual professionals' who combine occupational and pedagogical expertise. Plumpton College's teacher training programme is designed to be a gateway for specialist land-based practitioners to enter the teaching profession. However, the college identified a pedagogical skills-gap for coaches who are required to support apprentices within the workplace. British Airways is currently in the process of developing a large apprenticeship programme. Although their coaches have highly specialist occupational expertise, they have limited teaching experience. Both partners therefore identified the opportunity to collaborate on the development of a new teaching training curriculum designed for 'dual professionals' working with apprentices. Staff from Plumpton College have run a series of workshops at British Airways to demonstrate teaching skills. British Airways have shared their extensive knowledge of commercial



training and compliance-based assessment process. The workshops were filmed and developed into a suite of learning videos based on the co-designed curriculum. British Airways has currently enrolled its first cohort of apprentices and evaluating the new skills and developed as part of the partnership which will be shared with the project in its final report.

### What did the project do?

The project presented at a Teach Too employers workshop organised by the Sussex Council of Skills Provider (SCTP), held at Greater Brighton Metropolitan College. Here, Plumpton College shared their experiences of embedding Teach Too principles and working with employers. A following workshop allowed employers that attending a chance to discuss how they would adapt the college's practice, to build a more effective relationship with their own apprenticeship providers.

A workshop process with British Airways and Plumpton College, held at the college, helped to finalise the script for the learning videos, and offered the chance for British Airways to observe teaching practice within a further education environment. To produce the videos, a team from the college also visited the British Airways Global Learning Academy to run a series of teaching skills sessions with their training management staff. British Airways also demonstrated their commercial training facilities and coaching methods. The workshops were filmed and are being developed into a suite of co-designed learning videos to upskill British Airways coaches. Parts of the film will also be used to develop a case study video exploring Teach Too principles.

While the training videos were being made, the project team interviewed employees from British Airways and Plumpton College in order to explore the Teach Too principle of 'Up-Skilling', through collaboration between technical and vocational education and local partnerships, to ensure that opportunities onto progression pathways are supported. The aim was opening up a 'two-way-street' between collaboration between employers, colleges and training providers. These interviews will be edited into a case study video to be published alongside the final report.

Plumpton College also presented final case studies and emerging practice at the micro-skills conference themed around Teach Too at the Amex Stadium in February 2019.

The useable outputs that were produced by the project were filmed workshop sessions delivered by Plumpton College teacher training division; these were developed into a suite of learning videos based on the co-designed curriculum between the college and British Airways coaches.

### What difference did the project make?



Plumpton College trainer Helen Yates runs a teaching workshop embedding Teach Too principles with the apprenticeship management staff of British Airways Global Learning Academy



The impact of developing and refining the British Airways vocational programmes collaboratively, was that both parties were able to define clear escalators to higher level vocational learning, developing and combining deep knowledge and skills. The opportunity to work with an employer such as British Airways and the chance to collaborate on a specialist curriculum lent an enthusiasm for the project, felt keenly throughout the development of the learning videos, and during the workshops between the college and British Airways.

Filming example teaching and learning materials with the British Airways apprentices and coaches

Employers recognised their strengths with compliance and process-based training but wanted to learn from the public sector on how to take a more holistic viewpoint of their learners and needs. Commercial trainers felt their current assessment processes were more similar to human resource performance management, than educational monitoring and tracking processes. This project helped employers to realise that in order to become outstanding apprenticeship coaches, they would need to learn new formative and summative assessment skills. This positively impacted the development of 'dual professionals'.

Teachers reflected that to replicate the productivity of commercial sector they may need to have more clearly defined learning goals and processes at the expense of creative and open learning. The impact of this is the renewed understanding of teachers and trainers, for the need to develop pedagogical skills, combined with an understanding of the contemporary workplace. Public providers thought that commercial trainers should have a greater understanding of student welfare and wider learning enrichment – which included improved training in safeguarding and prevent, equality and diversity and British values. This is a positive impact on pastoral and academic experience of students within education, and vocational programmes.

#### What challenges did the project face?

Before the project began, the college identified potential problems, one of which was the issue of recruiting coaches with industry and teaching experience. Through collaborating with British Airways, the project upskilled employees and encouraged dual professionalism. The project has sought to encourage specialist practitioners to visit the college to share their specialist skills and develop an understanding of the role of the trainer.

It also had to be ensured that the film production matched British Airways' corporate style guide. This was overcome by sharing corporate guidelines and materials as soon as possible so there was time to embed this into the process.

There was also the risk of not engaging local employers with the curriculum design process before filming starts taking place; the college deal with this by co-design workshops with employers before the films were completed.

## Co-designing and Delivering a Specialist Curriculum with Animal Osteopathy International, Local Veterinary Clinics & Equine Industry Employers

The college has worked with Animal Osteopathy International, local veterinary nursing clinics and equine industry employers to co-design and deliver a specialist teaching curriculum. The college and employers identified a lack of opportunity in the current curriculum for students to have exposure to surgical practice that they might face in the workplace. Animal Osteopathy International are specialists in animal anatomy and surgery. They agreed to run a week of workshops at the college demonstrating horse dissection and surgery techniques to students, staff and local employers. The workshops have been filmed and are currently being developed into a suite of learning videos. The final curriculum will be designed and evaluated in partnership with local employers.

### What did the project do?

Plumpton College presented at the SET Conference on 7 November. This provided a platform to discuss the project's local issues when engaging with employers, why collaboration between providers and employers is key aspects of how the project is addressing local skills issues.

On Wednesday 28 November 2018, the project presented at a Teach Too employers workshop organised by the Sussex Council of Skills Provider (SCTP). The event was held at Greater Brighton Metropolitan College. Plumpton College shared their experiences of embedding Teach Too principles and working with employers. This was followed by a workshop where the employers in attendance discussed how they would adapt Plumpton College's practice to the build more effective relationship with their own apprenticeship's providers.

During December 2018, Animal Osteopathy International (AOI) visited Plumpton College to run a series of masterclasses on horse anatomy. Staff and students from the equine and veterinary nursing divisions attended dissection workshops across the week. In partnership with AOI, the learning technology team arranged for a range of sessions to be filmed in order to develop a suite of specialist co-designed learning videos. It was initially planned that these videos would be developed into a suite of six video areas: Four-limbs, Spine-pelvis, Head and neck, Heart and lungs, Digestive system. The Equine Osteopathy videos were evaluated by Animal Osteopathy on Thursday 14th February; after which the design of the final learning suite commenced.



Specialists from Animal Osteopathy International running a masterclass workshop with equine students and staff

The outputs produced by the project, are six learning videos within a suite of learning videos for students, staff and local employers. Due to the amount of content filmed, the partnership have decided to also publish shorter micro-clips to showcase all the specialist skills demonstrated during the workshops.

Plumpton College also presented final case studies and emerging practice at the micro-skills conference themed around Teach Too at the Amex Stadium on the 28th February 2019.

#### What difference did the project make?

By working to the principles of Teach Too projects, of collaboration with a purpose, meeting skills needs of local employers and industry specialists, the process of collaborating with colleges, specialists and employers allowed everyone involved to understand the importance of 'two-way' communication. Giving students the subject-specific learning material, they need within their curriculum enabled progression opportunities. By co-designing a curriculum with local veterinary clinics and equine industry employers which recognises both industry and education, this emphasises the relevance of curriculum within industry sectors.

The project provides a strong example of employer coming to a provider to share specialist skills and co-design specialist curriculum.

The impact of the produced outputs, the subject-specific suite of learning videos and shorter micro-clips, is improved learner performance, and also a curriculum which is co-designed to meet the needs of technical professions and individual workplaces. By using the Teach Too framework, and encouraging a collaborative partnership between employers and colleges, students will achieve higher-skills as a result of utilising expertise from the equine and veterinary industry, to improve pedagogical and technical expertise.

#### What problems did the project face?

Before the project commenced, the college recognised the problem of the need to engage small employers with training cycles and processes, as well as engaging with employers' commercial cycles. This problem linked with the Teach Too principle of building two-way streets to understand industry needs and barriers.

When the college initially started to produce learning videos with employers at the start of the project, the consensus was to produce 3-5-minute videos in a formal training course format. Most students preferred to view one short aspect of each video, or one skill demonstrated. However, through evaluations with students and observing the usage of videos by lectures, rather than watching the whole sequence in its entirety. This tended to be the demonstration of one particular skill or explanation of a knowledge point.



During the masterclass, the specialist demonstrated equine dissection and surgery techniques. All of the workshops were filmed and are being turned into a co-designed specialist video learning package.

Students also commented that they preferred a faster style of video similar to social media content. While filming the masterclasses in partnership with Animal Osteopathy International (AOI), the partnership realised that it developed a lot of useful content that would not get used for the final suite of formal learning videos. This was overcome by producing shorter micro-clips that could be used more flexibly and would better meet the needs of the students.

## **Collaboratively preparing for the new Apprenticeship Standards and End-point Assessments with Local Horticulture Employers**

The college's horticulture division and apprenticeship team are engaging with local horticulture employers to collaboratively prepare for the new apprenticeship standards and end-point assessments. Employers identified the need to prepare their staff for the new assessment process, whilst the college identified the need to prepare their students for employer-based examinations. Both parties agreed for the need to co-design a specialist induction programme to support both apprentices and work-based mentors. The curriculum will include aspects of both employer-practice and college-examination requirements. The final output will be a suite of learning videos.



Screenshot from the micro-learning horticulture video for the new apprenticeship standard end-point assessments – Planting a Tree

### What did this project do?

A discussion took place between employers in the workplace and Plumpton College, about the new apprenticeship standards, end-point apprenticeship process. This was to collaboratively decide which learning elements would be beneficial for a co-designed induction programme. Employer feedback was then evaluated by the apprenticeship division at Plumpton College, in order to commence designing a curriculum which reflected the skills that employers felt should be included, in order to meet the skills needs of local macro and micro employers of Agriculture. Employers and the college decided that the best mode of delivery would be a suite of learning videos, to embed technological material into the curriculum to prepare students for progression into the future rural economy.



Screenshot from the micro-learning horticulture video for the new apprenticeship standard end-point assessments – Planting a Meadow

Employers then met with the college in November 2018 to discuss options for further staff collaboration within the video production, and to refine the draft curriculum. It was viewed that a co-designed curriculum would develop an increased understanding of pedagogical practices with employers and provide clear insights for students into multiple dimensions of the workplace, as a result of engaging with the Teach Too principle of professional standards.

Alongside the established suite of learning video outputs, this project co-ordinated with the Greenkeeping Training Company (GTC) from

February 2019, to co-design a specialist curriculum for the Golf Greenkeeping Apprenticeship Standard, with Teach Too principles in mind, of specialist curricula and 'two-way-street' collaboration with training providers, colleges and employers. This curriculum was disseminated on the Plumpton College VLE, as well as on an e-Portfolio platform, to meet the skills needs of employers, and ensure the curriculum follows the direction set by the technical and apprenticeship reforms.

The project's presentation at the Teach Too employers workshop organised by the Sussex Council of Skills Providers (SCTP), gave attendees an opportunity to discuss how they might apply emerging practice in their own relationships with providers. Plumpton College also presented final case studies and emerging practice at the micro-skills conference themed around Teach Too at the Amex Stadium on the 28th February 2019.

#### What difference did the project make?

This project had firmly in mind the Teach Too principle of horizon scanning to identify new skills and technology, in order to prepare students for work in the future economy. Plumpton College aims to develop higher-skills within the rural workforce and allow students progression with a clear line of sight into the contemporary workplace. Co-designing a curriculum which recognises the future direction of educational reforms allows providers to support micro-employers within new educational cycles, keeping in mind what skills employers think should be included on a specialist curriculum. This allows colleges such as Plumpton College to consider what modes of delivery are going to be best practice for the future rural economy.

#### What challenges did this project face?

Before the project began, the college identified the need to prepare their students to work in the future rural economy. This problem linked with the principle of horizon scanning to identify future skills and technology. The college is using innovative learning technologies to engage with employers, like immersive and interactive video.

During the process, there was the potential risk highlighted that there might be an issue engaging with major horticulture employers before the final report is submitted. This was overcome by contacting ID Verde, to partner with the co-design and creation of blended learning resources for their national ground's maintenance apprenticeship programme.