CONTENTS

CHAMPIONING BEST PRACTICE IN TECHNICAL TEACHING, LEARNING & ASSESSMENT  3

Project Overview  3
Online ‘Best Practice’ Forum  3
Monthly ‘off-the-job’ Tutor Alert  4
An employer focussed safeguarding, prevent and radicalisation conference day  4
Project Impact  5
CHAMPIONING BEST PRACTICE IN TECHNICAL TEACHING, LEARNING & ASSESSMENT

Project Overview
The national Skills Strategy, new apprenticeship standards and the technical curriculum, planned for implementation in 2019/20, requires training providers and employers to work in close partnership to ensure that learners develop the best skills set for a career in their chosen sector. To facilitate this it will be imperative for those delivering technical programmes to have up-to-date skills and access to updating to ensure training reflects current working practice, engages learners and meets the needs of employers and the modern workforce.

Rathbone Training and the project partners used the project funding to support the recruitment of two Teaching & Learning Champions (TLCs). The Champions were tasked with developing a range of resources to support best practice in technical skills teaching, learning and assessment across the delivery of social care apprenticeships.

The employer links established by the TLCs were used to support the development this range of resources which were specifically designed to support the project partners’ aspiration to deliver outstanding teaching, learning and assessment.

Online ‘Best Practice’ Forum
The best practice forum was developed using ‘basecamp’ as the host software a platform that provides storage for a range of resources including documents, presentations, video and audio files. In addition tutors can ‘chat’ real time, post questions and queries and upload resources making them available to all forum users.

Over the lifetime of the project forum has been further developed providing more than the technical teaching resources first envisaged. Following feedback from tutors a specific area was developed to provide resources to support the embedding of the Prevent and radicalisation in the social care setting; whilst the video storage facility has allowed webinar standardisation meetings to be recorded, uploaded and accessed by tutors for a recap or ‘first viewing’.

The primary function will continue to be the sharing of best practice, materials and resources, to support the delivery of outstanding teaching, learning and assessment but given the platforms adaptability it is envisaged that its wider use will also be developed.

Feedback from tutors has been positive with 83% of social care tutors having accessed the forum and 81% of these having used the available materials to support their caseload of apprentices. In a survey of tutors the

Employer Partners
• Feng Shui Nursing Homes, Blackpool & Blackburn
• Woodview Care Home, Sheffield, United Health Ltd

Provider Partners
• Encompass Consultancy
• Intraining Ltd
• Newcastle College
• Next Steps Training
• West Lancashire College

The project team included:
• 2 employer partners
• 5 provider partners

The outputs from the project reached:
• 57 social care tutors
• 100 professional studies tutors
• 185 social care apprentices
Employer-based CPD placements for vocational tutors
To ensure that tutors across the project partnership have access to relevant professional updating, a bank of employer placements was developed, with a particular emphasis on providing access to updating at Level 5. Tutors have had opportunity to access updating with Luton & Dunstable NHS Trust, United Healthcare and Feng Shui House Care Home Group.

Identifying placements has been a challenge but feedback from tutors has been very positive and the impact on apprentices positive with respondents to the learner survey scoring Q2 My tutor uses up to date workplace knowledge that helps me to develop the right skills for my job 4.3 stars out of 6 and Q3 I am developing the knowledge I need to do my job well 4.9 stars our of 6 (Chart 2). In the tutor survey respondents who had accessed placements gave the experience a star rating of 4.7 out of 5.

Monthly ‘off-the-job’ Tutor Alert
The raised profile of ‘off-the-job training’ in the new apprenticeship standards resulted in a need to ensure that all provider partners and tutors across the project had a good understanding of what constitutes off-the-job training and what skills, techniques and materials could be developed and accessed to support delivery of it.

To support tutors, a monthly ‘off-the-job update’ was developed and published clearly identifying the types of training to be used to support apprentices and providing tutors with links to materials and resources to support their use of each method. This has been linked is linked to the best practice forum to ensure that all resources are available centrally but the Alert is also circulated electronically in an interactive email format.

The project survey of social care tutors identified that 65% of respondents have accessed the Alert and of these 74% have used the materials to enhance their apprenticeship delivery. The Alert was given an overall star rating of 4.1 out of 5.

An employer focussed safeguarding, prevent and radicalisation conference day
Rathbone Training, as a youth focussed charity, runs an annual Youth Conference. This year the learners developed and then presented a series of materials and resources to support the embedding of Prevent and radicalisation awareness in the workplace.

The conference ran from the 13th to 17th November and involved apprentices from across two of the provider partners. The
material produced will be made available on the best practice forum.
A conference report, video and evaluation will be available in January 18

**Project Impact**

**Providers**
The project ran for a seven month period April to November the quantifiable impacts detailed below cannot be fully attributable to the outputs of the project, but the project will have contributed to:

- 17% overall increase in the number of observations being graded good or better
- 16% overall increase in the number of observations graded as outstanding across all partners, the lowest increase being 3% the highest being 17%
- 35% overall increase in social care retention rate across partners
- 22% overall increase in social care achievement rate across partners
- 31% overall increase in social care timely achievement rate across partners

**Project Impact**

**Employers**

'We insist on all staff achieving NVQ’s to ensure we have competent people looking after our residents. We provide these so that we can give our carers the best knowledge and skills to do the job well. When trying to achieve and maintain high standards training is a big part of this, knowing **tutors have up to date knowledge and skills means our apprentices get the best support and experience**’

'When staff achieve it gives them confidence going forward to do the job well. They can apply all they have learned to working life and handle situations with confidence and that is how to ensure we have a work force that can handle the diverse range of clients we have. **Technical training is essential** and we ensure our apprentices have time in work to develop their skills.’

'New learning allows staff to look at their performance and implement what they have learned to continually improve and from a self-development side it is very good for the individual especially if this is a job they wish to progress in. **Having training that reflects our organisations values and beliefs is very important to us as a specialist in social care**'.
Project Impact

Practitioners

'I have been able to use the knowledge gained on my placement to advise my level 5 learners on ideas of how to integrate communication systems into the recording systems to ensure all staff have an up to date knowledge on support needed for their clients and how to deal with complaints and safeguarding issues.’

'I revisited medication administration to make sure I was clear on up to date procedures. This is an important aspect and a popular optional unit with my apprentices. I also have a better understanding of the stresses of the job, which I had forgotten, and the impact of a long working day, my apprentice does 12 hour shifts, no wonder he sometimes needs to be motivated!’

'I have used the coaching materials with my level 3 apprentices and found them really useful’

'I have built up a good relationship with the service users, staff and manager at the home and find the 'back to floor’ experience an enjoyable and informative way to update my skills and knowledge’

Apprentices

‘Lucy is very good and has given me loads of support, she knows her stuff and has helped to boost my confidence’

'It has been a great experience and I have learned a lot. The way the apprenticeship is laid out is very easy to understand’

'I like how I get to choose the units that suit my job and that Sue talks to Mandy about what I'm doing at work so we can put it all together’

‘Really helps with my job!’

'I have been extremely happy with my tutor and the time and effort he has put in and the way he helps me, this is much more interesting than school’

Apprentice Feedback

*Stars out of six*

<table>
<thead>
<tr>
<th>Question Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.8</td>
<td>4.3</td>
<td>4.9</td>
<td>4.7</td>
<td>5.1</td>
<td>4.7</td>
</tr>
</tbody>
</table>

1. The teaching on my apprenticeship is innovative and varied and makes my learning interesting
2. My tutor uses up to date workplace knowledge that helps me to develop the right skills for my job
3. I am developing the knowledge I need to do my job well
4. I am given feedback that tells me what I do well and where I need to improve
5. I am enjoying my apprenticeship
6. I have had help to decide what to do next
What has changed as a result of the project?
The overarching success of the project has been the collaborative relationships created across the partners, particularly at tutor level through the best practice forum, and the collaboration undertaken with employer partners to develop solutions and outputs that reflect industry requirements.

The project has highlighted the importance of not just engaging employers but creating sustainable partnerships that enhance teaching and learning for apprentices.

As a direct result of this project one partner provider is now working in 'partnership' with an NHS Trust to deliver the new standards in social care. Provider tutors deliver and assess the generic elements of the standard whilst NHS staff deliver and assess the specialist units. The provider supports the NHS staff to develop their teaching, learning and assessment skills, whilst the Trust provides tutors with relevant CPD updating and access to up to date resources.

Feedback on this ‘partnership’ delivery has been very positive leading to the model being adopted across further standards delivered by the same provider and across one other partner provider.

Lessons Learnt!
To provide outstanding technical teaching, learning and assessment collaboration with employers in a true ‘partnerships’ will be essential. The nature of the new standards in social care, and across sectors, means that providers will not have the expertise to deliver everything a standard contains. A partnership model of delivery ensures that specialisms can be provided and it truly ensures employer engagement and involvement.

To ensure ‘NVQ assessors’ can make that move from the traditional assessor role to one of tutor, coach and mentor support to access CPD, best practice materials and develop reflective practice is essential. This project has provided a starting point for all partners involved that will be embedded and enhanced through mainstreaming.

Sustaining & Mainstreaming – The Teaching & Learning Champion
The role of the Teaching & Learning Champion has proved to be an invaluable asset providing a dedicated resource to identify, develop and implement innovative teaching, learning and assessment practice to support outstanding technical delivery.

Post project, the role has been mainstreamed with one Teaching & Learning Champion post recruited to, to maintain and continue to develop the outputs of the project across the current partnership, whilst also championing innovation and best practice sharing across the project lead, Rathbone Training.
Top ‘Take-away’ Tip!!

The most effective CPD is ‘the doing’. Outstanding materials and resources can help to underpin the delivery of outstanding technical teaching, learning and assessment but the best resource is tutor skills and knowledge and that is gained by going and doing.