

Project overview

Nelson and Colne College is one of the 2020 T Level providers and will be delivering two of the three available routes as one of 50 providers nationally.

The College is committed to providing high quality Industry Placements as part of the T Level qualification and understands the importance of employer involvement throughout the entire curriculum, including in the co-design, co-delivery of curriculum and assessment of learning.

To this aim, the college aimed to put in place a range of structures, systems and processes to embed employer collaboration into curriculum so it would become a sustainable and fundamental part of both the T Level programme and the wider vocational curriculum.

The Teach Too principles of collaboration between educator and employer, leading to measurable benefits to students, represented what the organisation was aiming to implement, and the Teach Too organisational project enabled the College to move towards embedding those principles through a whole-organisation approach to employer engagement and collaboration.

As this was an organisational project, the activity encompassed everything from initial engagement to co-design and delivery.

The overarching objective was to implement and embed a sustainable model that would enable the college to continuously grow its partnerships with employers and the expertise of those employers as dual professionals, as well as having an impact on curriculum delivery and the expertise of teaching staff.

Project aims

The aim of the project was that Teach Too would: -

- ◁ further strengthen our strategy in developing a true partnership with employers through the sharing of expertise, and strategic support to:

co-create assessments for students on placements
deliver industry-relevant content to students
support the sector knowledge development of
curriculum staff
establish sector-specific strategic employer advisory
boards to support relevant curriculum development and
delivery

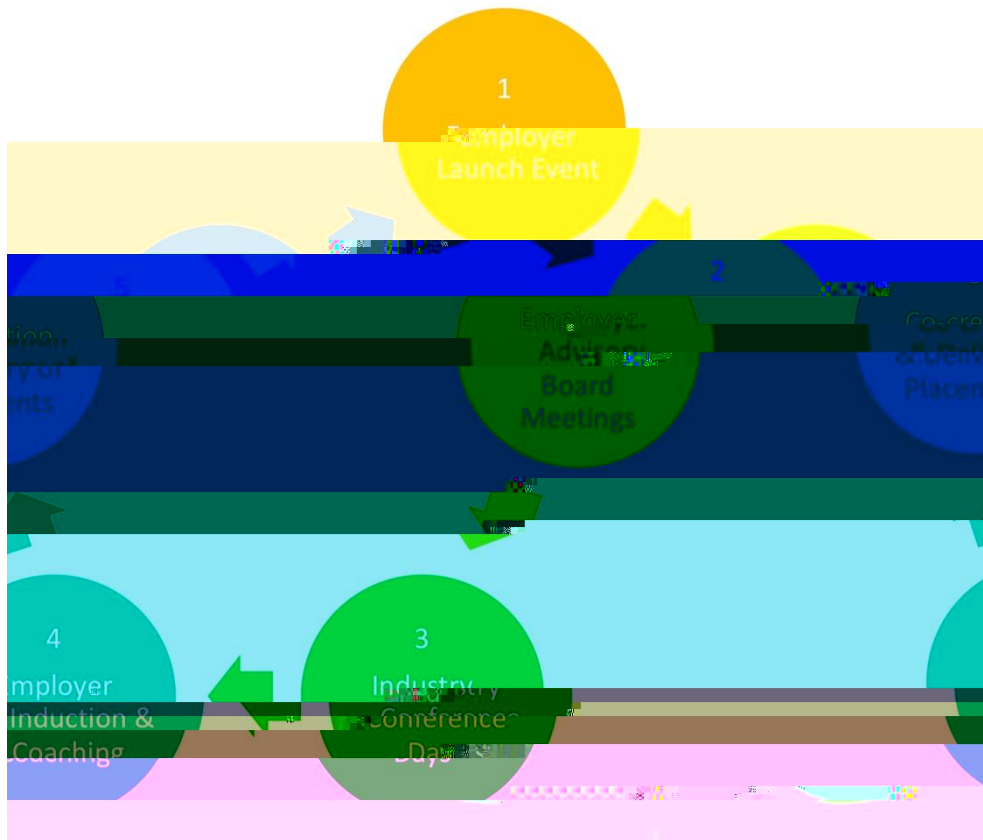
Although Industry Placements were taking place as part of the
Capacity and Delivery Fund activity, employers had not been

Positive impact and expected outcomes

The activity and outputs of the project were as follows: -

1. Industry Placements employer launch event where employers pledged support and input into curriculum through placements, co-delivery, designing curriculum assignments and live briefs, and speaking at student-facing events.
2. Employer advisory boards established to influence and support the alignment of curriculum content with industry.
3. Sector-focussed events in each

employer engagement process link together to build a sustainable annual model that aims to develop a continually growing group of employer partners skilled in a variety of delivery styles. This model enables employers to select a level of involvement that suits them and ensures that existing partners are re-engaged on an annual basis.



Impact

One of the key advantages of the organisational approach of this project was that it allowed us to truly embed employers into the structures and processes of the college, rather than employer engagement being an afterthought or an add-on to existing structures and processes.

Previously, we had had some success in working with employers but the quality and extent of engagement across the curriculum was uneven, as there was no link to the strategic objectives of the organisation and less senior leadership involvement in the implementation of employer engagement in curriculum. The implementation of the Teach Too principles, therefore, was the ultimate goal, however it was essential that a substantial amount of groundwork be done before those principles could be implemented effectively and, most crucially, with lasting impact and sustainability.

To this aim, it was crucial that all activity be cross-curriculum and be part of the annual cycle of college activity. This was achieved through the establishing of an annual cycle of events and by creating resources for employer induction that could be used beyond the life of the project.

There has been an immediate impact on the teaching and learning in curriculum through the close working relationships that have developed between curriculum Industry Leads and individual employer partners, and the industry knowledge that curriculum teams have developed as a result. The Industry Leads have provided rich examples of this:

Industry Lead for Digital:

quite a few things I deliver, for example web design: I have shifted focus heavily onto back end design (CSS) as opposed to using software to build websites as this skill is more transferable with industry. Also what order we deliver units, we have switched year two unit to year one as employers are needing more graphic skills as opposed to

I also reference everything I deliver to industry as I have confidence that

Having known this there is greater emphasis than before on relating the Curriculum to possible placements, previously there has been more of a general overview of possibilities, now there are more specific roles identified, which gives clarity to some students for what they can achieve.

One of the outcomes of the project has been a more cross-college, whole-organisation approach to employer partnerships. As illustrated in the organisational chart above, the design of the activity enabled the Industry Leads to link across the organisation to leverage a range of expertise to support employer engagement and partnership:

Industry Lead for Business:

-level group and frame work has been a good organisation addition as it has brought different areas together and at least started the ball rolling- in some cases addressing concerns and fears from a range of colleagues across the college. I would also say that there are stronger links between the teaching staff (industry leads) and senior leaders due to the

Industry Lead for Science:

have started to build up a rapport with a few from the team and this is slowly leading to m

skills in a more sophisticated way, this is something that will take place
considered an essential part of the development and assessment of students.