Teach Too and Apprenticeships: collaborative involvement of employers in curriculum design and delivery

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VET case study: Plumbing

- **Dislocation of theory and practice**
- **Provider-based learning not synched with workplace**
- **Curriculum organised around institutional convenience**
- **Knowledge learning detached from practice**
- **No opportunity to share/ evaluate workplace learning with others**
- **Younger students disengaged – multiple resits**

Reddy S (2015): The problematic shaping of the plumbing curriculum. FE News 21-09-15

Teach Too:

- encourages people from industry to be involved in teaching their work

- contributes to vocational education and training

- opens a clear line of sight to work.

This includes:

- industry professionals teaching in provider or workplace environments, and/or contributing to curriculum development, whilst continuing to work;

- promoting the practice of teachers and trainers updating their industry experience;

- helping to build the 'two-way street' – genuinely collaborative arrangements between employers and providers.

The Teach Too project

- Commissioned and funded by the Education and Training Foundation
- Delivery partners UCL IOE and AELP
- To develop recommendations for a national TT framework
- Phase 1 Jan – Dec 2014
    - Publication of 16 demonstration models
    - Funding and support for 13 development projects
- Phase 2 Jan – Dec 2015
    - Funding and support for 27 development projects
- Geographical, occupational, and level spread, and spread of providers
- Additional enquiry into employers' views on Maths and English qualifications

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Teach Too

Web: http://teachtoo.org/, including over 50 blog posts   **Twitter: #teachtoo**

aelp **association of employment and learning providers**

The **Education & Training Foundation**

Sample *Teach Too* development projects

- Fashion design and making: Fashion Enter and the ASOS Stitching Academy
- Forensics/crime scene investigation: City and Islington College and British Transport Police
- Landside and Airside Airport Industries: Craven College and Swissport
- Freelance web design and construction start-ups: ELATT and CrowdSkills
- Reading College students designing a 'green car' in partnership with BP specialists
- Hairdressing micro-businesses co-designing social media-based VET resources, marketing and training (UKTD)

Teach Too aims:

To make recommendations for a national framework which will build and support:

- Locally distinctive, relevant and effective VET programmes, developed and continually updated through collaborative co-design and innovation
- Mutual development of employer and provider staff
- Organisational and leadership capacity
- Robust wider local systems by spreading VET expertise and trust between organisations
- Ground for broader collaboration, innovation and local system development
- Robust local economic, technological and social 'ecologies'

Industry specialist + Teacher/trainer collaborating on VET:

- Updating curriculum content

- Improving programme design

- Better integration of work placement activities with classroom work

- Joint teaching, tutorial and feedback work

- Designing CPD: joint reflective evaluation etc

- Revealing Maths and English elements of work practice

- Redesigning qualifications and assessment

- Evidencing the benefits of collaborative work on VET

One key finding: the language problem

Education/Training provider	Workplace
Classroom	Workshop
Mathematics	Number
Theory	Practice
Writing	Talking
Teacher	Manager
Trainer	Team leader
Learner	Worker, employee

The language problem: different words for similar or identical activities:

Training	

The language problem: different words for the people acting in similar or identical roles

Trainer	

Benefits for employers

- Enhanced presence within their locality and community
- Developing professional identity and expertise of staff through mentoring and teaching
- Improved quality of new recruits
- Language of instruction nearer to the language of work
- VET provision more adaptive to changes in workplaces
- Increased engagement of employers in local skill systems
- Focus on workplace skills and capacity rather than paper qualifications
- Better use of local resources and facilities

Benefits for providers

- Collaborative employer-provider partnerships provide 'the line of sight to work' for learners: support motivation and retention, leading to better outcomes
- Real work processes rather than abstract knowledge provide a practical and relevant structure for organising learning
- Engaging employers in the practicalities of VET learning increases their sense of responsibility for it
- Trainers, teachers, managers are professionally developed and updated
- More effective use of facilities and resources
- Better employment outcomes

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References

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Reddy, S. (2014): A Study of Tutors' and Students' Perceptions and Experiences of Full-time College Courses and Apprenticeships in Plumbing. Exeter University PhD thesis, available at https://ore.exeter.ac.uk/repository/handle/10871/15728

Reddy, S. (2015): The problematic shaping of the plumbing curriculum. FE News 21-09-15, available at http://www.fenews.co.uk/fe-news/the-problematic-shaping-of-the-plumbing-curriculum

Please contact me at j.derrick@ioe.ac.uk for a copy of these slides, and for further information