Teach Too
Findings from the Teach Too Development Programme

Phase 1

Programme delivered by: Commissioned and funded by:

UCL Institute of Education

The Education & Training Foundation

association of employment and learning providers
1 What is Teach Too? 3
2 Emerging principles for Teach Too 4
3 Further Information 8
4 Examples of Teach Too Practice 9
5 Benefits of Teach Too 13
What is Teach Too?

Teach Too is about people from industry teaching their work.

It is not a new idea. Professionals involved in vocational education and training know that the more closely employer staff work with teachers and trainers on developing the curriculum, on programme design, and on sharing the delivery of learning and assessment, the clearer the line of sight to work. Students see why they are learning what they are learning, and understand what the development of occupational expertise is all about.

The Commission on Adult Vocational Teaching and Learning highlighted Teach Too as one way of securing excellent vocational teaching and learning. It enables occupational and pedagogical expertise to be combined to develop and deliver vocational programmes.

Teach Too is also a key example of ‘two-way street’ collaboration between employers, colleges and training providers. Teach Too works when there is a shared understanding between employers and providers of problems to be solved, potential solutions and the business benefits of working together.

Overall, the ambition is that Teach Too becomes an integral part of a first-class vocational education and training system in the UK which ‘develops the ability to perform in a job, and provides a platform for occupational, personal and educational progression’.

University College London, Institute of Education (UCL, IOE), working together with the Association of Employment and Learning Providers (AELP), has been commissioned and funded by the Foundation to deliver the Teach Too programme.

It’s about work… Excellent adult vocational teaching and learning, CAVTL 2013
Emerging principles for Teach Too

Learning from examples of current Teach Too practice, phase one of the Teach Too development programme identified a series of principles on which effective Teach Too practice is based. These are:

1. Colleges / providers / employers exercise leadership individually or jointly to transform the quality of vocational learning.

2. Formal partnerships may be created but are not necessary. However arrangements should include at least one employer and one education and training provider.

3. There is a clear understanding of the obligations and contributions on both or all parties, established through collaborative working.

4. There is a clear business case for all contributing parties.

5. The programme being supported is located within the context of vocational teaching and learning.

6. There is clear evidence of employer staff being collaboratively involved in curriculum development, programme delivery and learner assessment, as well as programme evaluation.

7. There is a clear line of sight to work, including the potential for employment for learners.

8. There is active engagement with, and clear benefits for, learners.
Teach Too programmes involve people from industry teaching their work and contain elements of at least one of the following themes:

a. collaborative learning between employers and colleges/providers;
b. design and development of an innovative curriculum or qualification;
c. support for occupational experts in delivering teaching, learning and assessment;
d. local or sectoral system development and system leadership;
e. a two-way street of shared skills and facilities or joint entrepreneurial activity; and
f. targeted support for entry into employment for learners.

Teach Too programmes have access to high quality occupational skills and learning environments, with mechanisms for review and improvement.

These principles can be drawn together into a wider set of three features: arrangements, activities and outcomes. Table one below sets out the features and related principles with reference to some examples of current Teach Too practice. Further information about the current examples is available in section 4 or on the Teach Too website - http://teachtoo.org/models

Next steps

The next phase of the Teach Too programme will use these emerging principles as building blocks for a Teach Too framework and guidance for VET professionals.

Phase 2 will also identify how Teach Too can aid vocational teaching and learning in specific areas, including maths, STEM, service-industry sectors and emerging business sectors.

Early in 2015, the programme will be supporting further provider-employer partnerships that are developing effective Teach Too practice as part of delivering high quality vocational education and training. For more information on how to get involved in the project go to the Teach Too website http://teachtoo.org
### Table 1: Teach Too Emerging Principles

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<tr>
<th>Emerging principles</th>
<th>Description and examples</th>
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<tbody>
<tr>
<td>1. Colleges / providers / employers exercise leadership individually or jointly to</td>
<td>There are few formal partnership arrangements around Teach Too. Terms such as ‘work with’ or ‘work together’ are more frequently used, and such collaborations are not necessarily exclusive. However, in all cases, there is a clear understanding of the obligations on either part and a clear view of the benefit to both parties.</td>
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<td>transform the quality of vocational learning.</td>
<td>• Working ‘in’ partnership arrangements are described by Craven, Exeter, Walsall, and Weston colleges and HABIT.</td>
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<tr>
<td>2. Formal partnerships may be created but are not necessary. However arrangements</td>
<td>• Working ‘alongside’ or ‘with’ are the descriptions used by Amersham and Wycombe, Buxton and Leek, City and Islington colleges, Fashion Enter and Midland Group Training Services.</td>
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<td>should include at least one employer and one education and training provider.</td>
<td>• ‘Sustainable links’ are described by Aylesbury and Barking and Dagenham colleges. Bridgwater refers to a ‘joint offer’ and POKE to ‘collaboration’.</td>
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<td>3. A clear understanding of the obligations and contributions on both or all parties</td>
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<td>can be established through a variety of forms of collaboration.</td>
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<td>4. There is strong leadership and a clear business case for all contributing parties.</td>
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### Emerging principles

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<tr>
<td>5. The programme being supported is located within the context of vocational</td>
<td>A variety of activities can support Teach Too. In all cases the emphasis is vocational, with a clear line of sight to work, and also on skills development, which may or may not be supported by qualifications:</td>
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<td>teaching and learning.</td>
<td>• Some colleges, for example Barking and Dagenham, and Hull colleges, actively seek out employers and provide relevant learning programmes together.</td>
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<td>6. There is clear evidence of employer staff being collaboratively involved in</td>
<td>• Others provide for joint teaching, either on employers’ premises, as with Craven College, or in specialist facilities established within a college, as with City and Islington.</td>
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<td>curriculum development, programme delivery and learner assessment, as well as</td>
<td>• Other activities, for example at Buxton and Leek College, focus on developing the teaching skills of occupational experts.</td>
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<td>programme evaluation.</td>
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<td>7. There is a clear line of sight to work, with the potential for employment for</td>
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<td>learners.</td>
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<td>8. There is active engagement with, and clear benefits for, learners.</td>
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</tbody>
</table>
9. Teach Too arrangements contain elements of at least one of:
   a. collaborative learning between employers and colleges/providers;
   b. design and development of innovative curriculum or qualification;
   c. support for occupational experts in delivering teaching, learning and assessment;
   d. local or sectoral system development and leadership;
   e. a ‘two-way street’ of shared skills and facilities or joint entrepreneurial activity; and
   f. targeted support for entry into employment for learners.

10. Teach Too arrangements have access to high quality occupational skills and learning environments, with mechanisms for review and improvement.

   In general, the outcomes from Teach Too relate to the design of the curriculum and the choice of teaching and learning approaches to facilitate learner engagement. This enables both providers and employers to review the learning process and continually update content and learning approaches, and to match the needs of the local or sectoral economy.

   Elements of employment activity are built into the curriculum, irrespective of whether it is delivered in an educational/training environment or a workplace.

   Learners are familiarised with the organisation of work in specific occupations and the technical skills and capabilities required, as well as other factors of behaviour and attitude that lead to employability.

   In the case of learning companies and programmes designed to nurture self-employment/business start-ups this includes the development of an entrepreneurial outlook.

   For employers, they are able to access potential employees with relevant knowledge and skills for employment.

   In some cases, this stimulates employers to consider issues around succession planning and the skills sets for both new and existing employees that are required for the effective conduct of their business, for example Amersham and Wycombe with the British Film Institute.

   Employers come to better understand the training process (e.g. Midland Group Training Services), and some benefit from improving the skills of their employees in training and mentoring new recruits (e.g. Buxton and Leek College).
How is Teach Too supported?

The Commission on Adult Vocational Teaching and Learning’s advice was to build on existing practice, rather than to establish a new national scheme. The Education and Training Foundation commissioned the Institute of Education and AELP\(^2\) to run a development programme to build on current Teach Too practice and support further innovation.

In 2014, the first phase of the development programme gathered examples of existing practice and supported a small series of projects to explore the concept and draw together a set of principles for a Teach Too framework.

In 2015, the second phase of development will test the principles, through Teach Too projects focused on maths, STEM, service industry sectors and one or two emerging business sectors.

The development programme overall will result in a framework of support for professionals working in colleges, training providers and industry who wish to introduce or further develop their Teach Too arrangements, as part of a strategy to improve vocational outcomes for learners and employers.

Emerging Findings

From the development projects supported in 2014, we have seen some emerging effective practice that could impact positively on the sector as a whole, including:

- combining employer and provider resources and skills to benefit learners, providers and employers;
- developing the teaching skills of the occupational expert;
- developing employability skills in learners;
- employer-provider identification of skills needs and creation of bespoke training solutions to address the skills gaps, especially in dynamic and emerging occupational areas;
- enhancing the curriculum through the development of sector-specific technological resources;
- creating co-owned / managed environments for learners; and
- locating the clear line of sight to work within a regional strategy.

More information about the Teach Too programme, including project activity can be found on the dedicated Teach Too website at [http://teachtoo.org/models](http://teachtoo.org/models)

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\(^2\) Association of Employment and Learning Providers
Examples of Teach Too Practice

Teach Too is based on the idea of professionals from industry spending some time teaching their work. Work so far from phase 1 has brought to light some effective and exciting ways that this is happening.

Firstly, there are clear examples of industry professionals supplementing teaching on vocational programmes in colleges. Secondly, there are examples of teachers from the education and training sector training occupational experts to deliver elements of a vocational programme in the workplace. Thirdly, some examples show industry professionals involved in the design of curricula and learning programmes.

This section describes a small number of examples of current Teach Too practice to illustrate the different ways that Teach Too is working.

Examples of industry professionals supporting teaching on vocational programmes

Barking and Dagenham College has developed an extensive programme of interactive workshops for students and staff run by leading local construction industry employers. Staff from Viessmann, an industry supplier of green technologies, delivered sessions on solar thermal and solar PV as part of the college’s engineering programme. The college takes particular care to ensure that all work assignments are sponsored by industry partners and relate to actual projects taking place in the locality such as Crossrail.

Aylesbury College has worked to develop a ‘deep and productive relationship’ with Mick Foley Animation, local experts in stop motion animation. Working with Mick and his team, the college changed the course timetable to enable the industry expert to run an intensive week-long project to introduce students to the technology and working practices used in the animation industry.
Examples of industry professionals delivering aspects of vocational programmes at work

In order to ensure that the Crime Scene Investigation Foundation Degree programme at City and Islington College is rooted in industry, students are taught by specialist officers from the British Transport Police (BTP) in a range of off- and on-site activities and are able to observe actual post-mortem procedures at St Thomas's Hospital. BTP also provides guest speakers from a diverse range of forensic departments and the college draws on other guest experts including a London Metropolitan Police officer, a Senior Forensic Anthropologist from the International Commission on Missing Persons, a forensic entomology expert, a Forensic Pathologist and a Home Office Scientific Investigating Officer.

Engineering experts from Hydram Sheet Metalwork have been trained by the training provider HABIT to plan and deliver the training for the occupational component of HABIT’s new Apprenticeship programme. Hydram’s staff then take time out of their working days to deliver theory sessions, practical training and mark assessments for the apprentices. This enables the partnership to jointly take a greater leadership role within the development of curricula for the Apprenticeship and ensures that the skills training and knowledge imparted are relevant to industry practice.
Examples of industry professionals co-designing curricula and learning programmes

An alternative approach to Teach Too is to utilise the skills, knowledge and experience of industry professionals to develop curricula and learning programmes. As this approach requires less resource and time investment by employers, it can be a great starting point to an employer-provider partnership as it substantially enhances the industry relevance of the vocational training and education on offer.

Amersham and Wycombe College worked with their employer partner Centroid Motion Capture to develop a set of ‘live briefs’ for students to work on and develop a project from. They have also provided an onsite motion capture facility that the college uses for training. Live briefs enable students to develop a better understanding of working in a group environment under pressure; develop their skills in their specific field; assist others to interpret and produce work that is not of their own creation; and understand the processes involved in producing a feature for film or games.

Dairy UK’s learning and development committee are actively overseeing the development of Midland Group Training Services’ Eden Engineering Programme curriculum. Staff from the committee work closely with MGTS trainers and assessors and staff from Reaseheath College to develop a range of technical modules which ‘are original and fall outside the remit of any current qualifications and will become MGTS’s next generation of courses.’ Together the partners have developed ways of working within the industry to define industry standards beyond the requirements of the Apprenticeship framework, which has ‘stretched everyone’s understanding and raised expectations’. Delivering sessions on the MGTS programme has enabled Dairy UK staff to develop new skills: ‘they have begun to see themselves as trainers or teachers as well as engineers’.
POKE London, a digital agency operating in the Shoreditch cluster of technology businesses, has collaborated with Hackney College on programme and curriculum design, as well as developing services and assignments, teaching, and leading learning activities and mentor training. POKE staff have worked with college teachers to design new frameworks for advanced apprenticeships in software development and digital media to close a recognised skills gap in the industry. This has helped develop new skills profiles that meet the fast changing occupational roles in Tech City, new forms of accreditation, curriculum innovation, pioneering learning materials and problem solving assignments.

Fashion-Enter, a training provider based in East London, has partnered with a major fashion retailer, ASOS, to set up a Stitching Academy in which apprentices participate in the manufacture, design and production runs to gain technical skills such as garment construction, garment manufacturing and fabrication. Employers, including ASOS, feed into an industry-led curriculum by identifying skill requirements and sharing new techniques and the latest technology. The industry led curriculum is based on ‘a continuous learning cycle: identifying new skill requirements, learning through manufacturing, production runs and on-site stitching.’
Teach Too has significant benefits for employers, providers and learners. The first phase of the project has brought to light some of the benefits that the approach can offer.

The value of Teach Too for employers

One thing that has been made really clear from activity in the first phase of the programme is that a strong business case for employer involvement needs to be made. Real commitment to the Teach Too model by employers requires them to make investments of resource and time: for teaching; in some cases for being trained in teaching skills; for developing live briefs; and for contributing to curriculum design. It is therefore important to demonstrate the business benefits to employers in return for this investment, if Teach Too approaches are to be adopted more extensively.

Key benefits of the programme evidenced so far include:

• Sustainable partnerships between employers and education and training providers working together to meet future skills needs.

• Access to a pool of potential employees trained in relevant skills who already have knowledge and experience of the workplace.

• The mutual benefits of enhancing skills and knowledge for both employer and provider staff and employees.

• Access to accreditation enabling employer staff to gain recognition for new management, leadership, learning and teaching skills.

• Access to state of the art technology often found in larger colleges and providers but often not available to small businesses.
The value of Teach Too for education and training providers

Teach Too involvement with industry experts has had considerable benefits for the development of education and training provider teaching staff, to the ultimate benefit of both learners and employers.

Activity so far has demonstrated that:

- Providers are gaining enhanced reputation with employers around the delivery of their vocational education and training offer.
- Teachers and trainers are supported to update their understanding of industry standards, technological change and the latest innovative developments.
- By building partnerships with employers, providers are able to access new and strategic intelligence on local and regional economic development and trends enabling them to inform the planning of their VET programmes.

One of the providers involved in the first phase of the programme very frankly admitted that, as they built their Teach Too employer relationship, ‘it became evident that the business knowledge of staff was out-dated and required development’. Staff refreshing and updating their industry skills is a common theme across Teach Too activity so far. In some cases this has had a real transformational effect.

The value of Teach Too for learners

The CAVTL report is clear that ‘A clear line of sight to work is critical because vocational learners must be able to see why they are learning what they are learning, understand what the development of occupational expertise is all about, and experience the job in its context.’ Teach Too helps to ensure that vocational training and learning opportunities are more effectively focused on industry conditions and requirements.

Teach Too also benefits learners by:

- developing the knowledge, skills and standards required for established and emerging occupations;
- helping them to understand the roles of work and the workplace in economically valuable learning and the development of occupational expertise;
- demonstrating the role of ICT, including e-learning, in developing aspects of occupational expertise;
- reinforcing the fact that English and maths are important qualifications for progression in vocational education and essential resources at work; and
- clarifying the significance of qualifications as indicators of suitability for employment and, in some cases, as licences to practise.
The Teach Too phase one development programme has captured a range of examples of learner benefit:

- **Exeter College** students say the most valuable feature of their course is working on live aircraft, parts and components at **Flybe**.
- **Centroid** gives regular work experience to **Amersham & Wycombe College** students in an industry where this is ‘notoriously difficult’.
- Working with the construction firm **Vinci** and the **Wider Horizons** charity has enabled **Barking and Dagenham College** students to spend a week away from home refurbishing an outward-bound centre.
- **Craven College** students spend two weeks at Malta Airport gaining ‘invaluable’ experience in both airside and landside functions.
- Learners in the **Hackney Community College / POKE Millennial Mentoring Project** have ‘engaged with global brands on real business problems related to marketing of products and services to a new generation, many moving into valuable internships’.

**Emerging learning**

Developing Teach Too approaches can present challenges as well. Lessons learned from phase one include:

- Matching employer skill needs with education and training provision requires both collective imagination and careful time management.
- Leadership plays a central role in ensuring that funds for development projects extend or enhance existing practice.
- Embedding and transferring practice is best accomplished through having not only SMART targets and timeframes, but also a ‘two-way street’ commitment to culture change.
- It is important to recognise that learner feedback can assist the ongoing refinement of Teach Too practice.