Jeans firm invests in technical skills

Hiut Denim revives manufacturing talent and apprenticeships

Facing the challenges together – Anne Milton MP

PAGE 2

Giving learners the best advice and guidance

PAGE 6

Success in science, engineering and technology

PAGE 12
I’d like to welcome all teachers, trainers, managers and learners in technical and further education, including members of the Society for Education and Training (SET). All of you make a fantastic contribution to education and skills in this country.

The Department for Education is working with further education providers and businesses to transform technical education. We know it is so important that education and training providers, along with businesses, are involved with the changes we’re making. Co-designing these reforms will help make sure they are a success.

The Post-16 Skills Plan sets out our plans to change the way technical education works to help people of all ages and backgrounds get into skilled employment – and meet the needs of our growing and rapidly changing economy.

Building a skilled workforce is a priority for the government, and we are making big changes to apprenticeships and technical education to give people and businesses the skills they need to grow. For example, the Taking Teaching Further programme will encourage industry professionals into technical teaching careers in the FE sector. They can bring their experience and insight into FE and make sure that the learner experience is of the highest quality. This will also encourage learners to progress to higher levels of study and get into jobs in sectors where there are skills gaps.

Our Skills Plan accepted all 34 recommendations from the Independent Panel on Technical Education, including the introduction of a new framework of 15 technical routes to skilled employment. These are our new T Levels, the centrepiece of the biggest shake-up of technical education in 70 years. Their introduction goes along with progress in changing apprenticeships, now basing them on the skills, knowledge and behaviours employers want. The first providers delivering T Levels were announced in June.

We are determined to make sure our reforms are a success and achieve our overall aims: to truly transform technical education and help people gain the skills to change their lives; and for business to fill their skills gaps and grow.

A genuine partnership between government, industry and education professionals is the only way to make sure we get these reforms right. We are calling on all Britain’s businesses, colleges, training providers, universities and schools to get involved.

Through these measures, along with the hard work and the dedication that I see from staff, learners and employers, we can make sure people have the skills they need for fulfilling lives, and the skills we need for the future of Britain.

Anne Milton is Minister of State for Apprenticeships and Skills.
ADAPTING TO THE CHANGING FACE OF VOCATIONAL EDUCATION AND TRAINING

Change must be managed carefully. Teachers will be key to the reforms’ success, but the most difficult part is winning the hearts and minds of providers, students and employers. By Alison Morris

The Capacity and Delivery Fund is supporting providers to expand and extend their current arrangements to offer the industry placements required for T Levels. The outline content for the first three pathways has been developed and consulted on. Throughout the process government is involving the sector and employers to ensure that the end result is fit for purpose.

These are all positive steps forward, but there is still some distance to go. It is essential that the people delivering T Levels are supported. There is so much good and excellent teaching across our sector and many examples of colleges and providers who have built strong and strategic relationships with employers to help deliver and design technical provision. What we need to do now is to ensure that there is effective practice right across the sector.

There are different dimensions to this. Leaders need to understand the reforms, drive implementation and embed a culture of continuous improvement. Middle managers need to plan and deliver new curricula, and manage a diverse range of teachers with different skills and experiences.

The most important group is teachers, who will be the lynchpin of the success of the reforms. They need to have excellent pedagogical skills, up-to-date experience of the occupations in which their learners are planning to work, and to be subject experts, with wider contextual understanding of the route in which they teach.

The ETF has a key role in providing support and we have already started, building on the experience and expertise that we have in professional learning and development.

For me the most difficult element is winning hearts and minds, not just of providers but also students and employers, and success will stand or fall by this. There are many valid concerns about how the reforms will roll out, but also choices and opportunities. Change is difficult and needs to be managed carefully.

How and when you choose to deliver T Levels will be a complicated decision.

But embracing the prospect of change and starting to explore and review this now, not just the complexities but also the opportunities, could help ensure that you are best placed to maximise the potential for your students and wider community.

"The reforms, particularly the roll-out of T Levels, are gathering pace."

The latest reforms can really unleash the potential of technical education and innovation, but as practitioners we need to get prepared and be at the top of our game. By Paul Kessell-Holland

So, here come T Levels. The current reform? Or are they something much more exciting and far more important than yet another change in an education sector which has seen so many in the last 20 years? It’s an interesting question, and for me possibly the most important in all the noise and preparation for these once in a generation changes to post-16 education. I believe the overarching aim of T Levels represents a new horizon for technical education, and one that is long overdue.

You could claim that T Levels have their genesis in the Commission for Adult Vocational Teaching and Learning (CAVTL) chaired by Sir Frank McLoughlin (see Sir Frank’s article on page 3). The groundbreaking CAVTL report, it’s About Work, led to the commissioning of the Sainsbury review, and the subsequent publication of the government’s own Skills Plan.

There is broad agreement among policymakers, educators and employers that only by improving the capacity, skills and knowledge of the next generation of our workforce can we hope to outperform and be more competitive than our neighbours and compete on a global stage. Frankly, to hear the Prime Minister advocating, as she has done a number of times, that technical education is a desirable alternative to the university route, is a marvel of our time—a moment to be treasured by anyone involved in vocational and technical teaching.

Both CAVTL and the Theresa May’s government is involving the sector and employers to ensure that the end result is fit for purpose. The reforms, particularly the roll-out of T Levels, are gathering pace. From the publication of the Sainsbury Review in July 2016, more and more pieces of the jigsaw are now starting to slot into place. The first 54 providers who will be delivering T Levels have been confirmed. You can see the list here: goo.gl/jc7y4z.

"A new qualification designed to meet the needs of technical education may be what’s needed to rebalance the system."

A new qualification designed to meet the needs of technical education may be what’s needed to rebalance the system. Skilled and qualified people with practical, pre-degree engineering qualifications.

"A new qualification designed to meet the needs of technical education may be what’s needed to rebalance the system."

"A new qualification designed to meet the needs of technical education may be what’s needed to rebalance the system."

The ETF has a key role in providing support and we have already started, building on the experience and expertise that we have in professional learning and development.

For me the most difficult element is winning hearts and minds, not just of providers but also students and employers, and success will stand or fall by this. There are many valid concerns about how the reforms will roll out, but also choices and opportunities. Change is difficult and needs to be managed carefully.

How and when you choose to deliver T Levels will be a complicated decision.

But embracing the prospect of change and starting to explore and review this now, not just the complexities but also the opportunities, could help ensure that you are best placed to maximise the potential for your students and wider community.

"A new qualification designed to meet the needs of technical education may be what’s needed to rebalance the system."

The latest reforms can really unleash the potential of technical education and innovation, but as practitioners we need to get prepared and be at the top of our game. By Paul Kessell-Holland

So, here come T Levels. The current reform? Or are they something much more exciting and far more important than yet another change in an education sector which has seen so many in the past 20 years? It’s an interesting question, and for me possibly the most important in all the noise and preparation for these once in a generation changes to post-16 education. I believe the overarching aim of T Levels represents a new horizon for technical education, and one that is long overdue.

You could claim that T Levels have their genesis in the Commission for Adult Vocational Teaching and Learning (CAVTL) chaired by Sir Frank McLoughlin (see Sir Frank’s article on page 3). The groundbreaking CAVTL report, it’s About Work, led to the commissioning of the Sainsbury review, and the subsequent publication of the government’s own Skills Plan.

There is broad agreement among policymakers, educators and employers that only by improving the capacity, skills and knowledge of the next generation of our workforce can we hope to outperform and be more competitive than our neighbours and compete on a global stage. Frankly, to hear the Prime Minister advocating, as she has done a number of times, that technical education is a desirable alternative to the university route, is a marvel of our time—a moment to be treasured by anyone involved in vocational and technical teaching.

Both CAVTL and the Theresa May’s government is involving the sector and employers to ensure that the end result is fit for purpose. The reforms, particularly the roll-out of T Levels, are gathering pace. From the publication of the Sainsbury Review in July 2016, more and more pieces of the jigsaw are now starting to slot into place. The first 54 providers who will be delivering T Levels have been confirmed. You can see the list here: goo.gl/jc7y4z.
 employs a direct involvement in designing, planning, developing and, in some cases, delivering technical collaboration with providers. This will enable both a national core and locally tailored element, giving time teaching, and getting involved in two-way street working that will provide opportunities for genuine Association of Colleges (AoC), to support quality improvement in technical education and training. Teach Too is an Education and Training Foundation (ETF) development programme, delivered by the ABOUT TEACH TOO

You can read it on the ETF’s website under News and then Blog.

CAREERS

TALKING ABOUT CAREERS WITH YOUR LEARNERS

Professor Tristram Hooley explains why it is important for you to support your learners in making the transition from education and training into a career.

LEARNERS don’t automatically transition from college into a well-paid job with good prospects. Getting a qualification is only the start of a career. Some people are more skilled in managing transitions, in seeking out opportunities and in convincing employers to take them on. It is possible to improve someone’s career opportunities by providing them with good career support. The government has recently set out guidelines for colleges and universities on what they should be delivering, including providing access to personal, high quality, impartial career guidance and the broad shape of the career leader is, where learners can get out opportunities and in convincing specialists to upskill many staff in this area.

Working closely with employers we have been able to ensure that our learning programmes are of a high quality and have substantial and current vocational specialist content.

This unique opportunity has increased employer involvement in the input and design of individual programmes to enable us to develop our curriculum offer, including new apprenticeships and T Level development which are aligned to employer and workforce needs.

We expect all of our staff to ensure their vocational knowledge, understanding and skills are current and valid. The project has helped to overcome barriers to this continued development. Many managers and staff have been able to secure opportunities with various employers to update their skills. For our learners these opportunities are instrumental in their development of sector specific knowledge and skills to improve their employability prospects in a highly competitive market.

ABOUT TEACH TOO

Teach Too is an Education and Training Foundation (ETF) development programme, delivered by the Association of Colleges (AoC), to support quality improvement in technical education and training. Industry technical experts are encouraged to share their knowledge, skills and behaviours by spending time teaching, and getting involved in two-way street working that will provide opportunities for genuine collaboration with providers. This will enable both a national core and locally tailored element, giving employers a direct involvement in designing, planning, developing and, in some cases, delivering technical education and training programmes.

Recently a Teach Too Blog was launched inviting contributions from sector colleagues and employers. You can read it on the ETF’s website under News and then Blog.

For more about Teach Too visit www.aoe.co.uk/teach-too-programme

FE PROVIDERS BATTLE ACCESS TO GIVE ADVICE IN SCHOOLS

The so-called Baker Clause (an amended Technical and Further Education Act 2017) placed a duty on schools to provide further education and training providers the chance to talk to Year 8-13 pupils about technical qualifications and apprenticeships. But the Association of Employment and Learning Providers (AELP), which surveyed schools on behalf of the Department for Education in June, says many are not yet fully compliant with the amendment, named after its proponent, former Conservative education secretary Lord (Kenneth) Baker. The DfE has not published the survey results. “The DfE approached AELP to conduct the survey because it was receiving similar reports to us that implementation of the Baker Clause across the country had got off to a significant start,” says Mark Dawe, AELP’s chief executive.

AELP member providers are feeding back that the reasons for schools’ resistance to the statutory requirements are the ones that prompted Lord Baker to move his amendment in the first place.

“These include limitations on which year groups and ability groups FE providers can have access to, while some schools with sixth forms aren’t keen on allowing FE any access. Of most concern is the apparent number of schools which haven’t published a provider access statement yet, which is a clear breach of the law. Ofsted inspections now assess the impartiality of school careers advice. The DfE is to investigate alleged breaches of the regulations.

CASE STUDY

CASE STUDY

CUTTING-EDGE GENOMICS PROJECT COLLABORATION AT EXETER COLLEGE

The field of genomics may be more usually associated with university research departments, but this has not stopped Exeter College collaborating on a project to increase understanding of this cutting-edge branch of molecular biology.

Level 3 students at Exeter, studying STEM (science, technology, engineering and maths) and non-STEM subjects, were involved in creating a good practice guide and an outreach workshop to increase public understanding of genomics, which is at the forefront of the fight against illness and disease.

College students worked collaboratively with scientists Dr Gabrielle Whiteley and science communication Masters student Louise Vennells at the University of the West of England to co-create the guide, which aimed to increase awareness of important advancements, such as CRISPR (Gene Editing) (a process for modifying DNA) and the possibilities that such technologies afford for future healthcare solutions.

The resources were used to facilitate STEM Careers Education Information Advice and Guidance workshops at the Annual Exeter College STEM Careers Fair, helping insurers for the progress to higher levels of STEM study and careers in science, technology, engineering and maths-related industries. The guide is also being used to explain genomics and developments like CRISPR to younger people in schools as part of career education, information, advice and guidance (CEIAG) in STEM, and it will also be available at university open days.

The Exeter students who took part reported improved knowledge and understanding of genetics.

Beyond delivering outstanding teaching and learning experiences, the college works to deliver CEIAG enrichment and enhancement opportunities working with employers and key stakeholders across the South West.

Exeter College won the 2018 ENTHUSE Award for STEM FE College of the Year. The ENTHUSE Awards are run by STEM Learning www.stem.org.uk

NEW MODULES FOR PRACTITIONERS DELIVERING CAREERS ADVICE TO SEND LEARNERS

By Teresa Carroll

Two new training modules to support professionals working with young people with special educational needs and disabilities (SEND) are available through Foundation Online Learning (FOL). JAG Skills brings together into one place the information careers practitioners need to offer support to learners with SEND.

The resources of Support toolkit provides further information on helping SEND learners achieve their aspirations, including access to work, traineeships and supported internships. The resources are aimed at improving careers education, information, advice and guidance (CEIAG) for SEND learners.

By Lee Phillips

Bishop Auckland College’s involvement with Teach Too has enabled us to reinforce and further develop our links with employers, especially those within our local labour market.

We have reviewed and refocused our collaboration with a range of employers, including multi-national and small and medium-sized enterprises (SMEs). These include GlaxoSmithKline, Zumbotel, Dyson Ceramics and The Auckland Project. This project is heavily involved in the major regeneration activities for Bishop Auckland, which will lead to the creation of new jobs in the area.

The Teach Too programme has supported the development of our partnership with The Auckland Project to allow us to provide extensive training to our students and new employees. They will have far-reaching benefits to the local community, with reduced unemployment and a better skilled workforce.

In the next steps, we are expanding and creating further opportunities for our teaching staff to participate in further training and development. In some cases this would enable them to be responsible for dispensing specialist training to upskill many staff in these organisations.

Working closely with employers we have been able to ensure that our learning programmes are of a high quality and have substantial and current vocational specialist content.

This unique opportunity has increased employer involvement in the input and design of individual programmes to enable us to develop our curriculum offer, including new apprenticeships and T Level development which are aligned to employer and workforce needs.

We expect all of our staff to ensure their vocational knowledge, understanding and skills are current and valid. The project has helped to overcome barriers to this continued development. Many managers and staff have been able to secure opportunities with various employers to update their skills. For our learners these opportunities are instrumental in their development of sector specific knowledge and skills to improve their employability prospects in a highly competitive market.

Lee Phillips is head of career and training at Bishop Auckland College.

Teresa Carroll is head of wellbeing and social inclusion at the Education and Training Foundation.

Promotional events for these new resources will be announced soon on the ETF website. They complement the range of free to access resources on FOL, including The Right Place toolkit developed in partnership with the Royal Mencap Society to help learners secure the most meaningful work placements. Visit the FOL website at www.foundationonline.org.uk
T LEVELS LOOK TO THE FUTURE BUT WITH A NOD TO THE PAST

T Levels promise to change the face of technical education, but how much do they have in common with the former National Vocational Qualifications (NVQs)? Howard Pilott offers a personal view.

Are you ready for T Levels? Are you worrying about the novelty of these new qualifications? Or do you think ‘same old, same old’?

At first glance as an old hand in further education, I might look at T Levels and view them as ‘reheated NVQs’. But would I have a valid point? What do they share on closer inspection?

Well, both are built around employer-specifed content. Both include elements of industry placement. NVQs spawned a range of college-based versions, which worked by supplementing an essentially classroom/workshop-based delivery with often small chunks of industry placement.

In that superficial sense, T Levels will offer a classroom/workshop-based training with industry experience that can be seen as the successors to college NVQs. But T Levels and NVQs are quite different animals by design.

NVQs arose in the days when credit accumulation was all the rage – they were essentially about work-based accreditation. T Levels have final assessments: an exam for the content and an externally assessed component for the workplace based part of the qualification.

While Fareham College has strong employer partnerships and has been highly successful in securing workplace experience for its students, I would suggest that, for the sector as a whole, these proposals are not yet detailed enough nor sufficiently innovative to alleviate the concerns of providers.

The proposed grading system appears complex. The different components attract an A to E grade for the technical qualification and a pass, merit, distinction grade for the occupational component, plus a pass/fail for the industry placement. If a GCSE resit is required, then a 9-4 grade will be thrown in for good measure.

I would welcome the idea of an overall pass for the T Level if all components are met, much like an apprenticeship framework. This will inevitably mean a degree of ‘teaching to the exam’.

Added to which English and maths have leapt up the agenda and all teachers will need the ability to support these subjects in ways that were not expected around NVQs. And while NVQs offered industry placements, they tended to be short, in contrast the minimum T Level industry placement period has been set at a minimum 45 days per two-year qualification. The government is also set aside £74 million to help providers and employers deliver T Level placements. But it is still a challenge and implies a degree of planning far beyond the work experience diaries once so popular at the time of NVQs. T Levels are vocationally sharp, so it is important that upskilling is available to teachers, and industry experts are brought in to share their direct experience.

So, are T Levels the progeny of NVQs? No, although they do share some features. Perhaps, they’re more closely related to the BTEC as originally conceived as B&G and TEC? But that’s another story.

Andrew Kaye is the deputy principal of Fareham College. He joined Fareham outstanding in 2017 and it won the Tes College of the Year Award 2018. It will deliver T Levels in the education and childcare route, the digital route and the construction route from 2020.

Howard Pilott is head of initial teacher education development and advice at the Education and Training Foundation (ETF).
A PARTNERSHIP FOR SUCCESS

Tips and everyday examples to help prepare for apprenticeship reforms By Cerian Ayres

The successful implementation of the apprenticeship reforms depends upon carefully navigating the mapped technical routes, standards and assessment plans. Further education providers are working in tandem with employers to deliver high-quality apprenticeships, as exemplified by the case studies on these pages and elsewhere in this supplement. There is, of course, a learning curve as providers transition from frameworks to new apprenticeship standards, and prepare individuals for end-point assessment.

The Education and Training Foundation (ETF) offers apprenticeship support in five key areas: understanding requirements, systems delivery and capacity, planning for transition and delivery, delivering apprenticeship standards; preparing for end-point assessment, innovation and delivery improvement. A number of useful resources have been developed to support providers in delivering high-quality apprenticeships. Some of the most frequently used include:

• The Future Apprenticeships Toolkit helps providers involved in apprenticeship delivery to set their apprenticeship agenda and journey for the next two years. It covers a range of topics from strategy and planning to implementation. See Colin Bentwood’s article on page 45.
• The Employer Engagement Toolkit (apprenticeships) is aimed at providers who offer apprenticeships, helping them better engage with employers who might use their services (see link below).
• The Employer Engagement Toolkit (apprenticeships) CPD Module has been designed to provide information and support for staff within apprenticeship providers who may be new to apprenticeships or might require refresh training (see link below).
• Video support with five short films addressing key topics in the apprenticeship sales cycle and curriculum planning to support provider frontline staff, focusing on developing effective provider/employer relationships.

In addition, through the ETF’s Taking Teaching Further Programme there is an innovation project fund to support collaboration between providers and employers to engage industry.

Find out more about apprenticeship support on the ETF website or, if reading your digital issue, click on goo.gl/VfvH7n.

By Colin Bentwood

The publication of the Richard Review of Apprenticeships in November 2012 signalled the start of the most radical reforms of our apprenticeship system for a generation. A great deal of progress has been made. We have more than 300 apprenticeship standards ready for delivery (replacing the old frameworks); more than 200 in development, the apprenticeship levy for large companies; a growing apprenticeship end-point assessment system; graded apprenticeships; and an entirely new funding system.

But there is a long way to go. We’re just about getting to the point where the number of apprenticeships starts on the new standards is outstripping those using the old frameworks.

What does all this mean for practitioners? Over the past four years the Education and Training Foundation (ETF) has been working to provide practical support through a wide range of partners. One example is the Future Apprenticeships Toolkit.

The toolkit uses the new apprenticeship journey to highlight some of the changes for practitioners. These include:
• co-design of programmes with employers;
• finding numbers in the bands of employers, and no mandated qualification as part of the programmes.

Work done by the ETF and its partners means that awareness of the reforms is now very high, but not universal across all levels. Many providers and practitioners are not fully ready, and quality is becoming a much more live issue.

I strongly recommend that if you’re delivering, or about to deliver, apprenticeship standards, that you step back and develop a clear readiness plan for yourself as a practitioner.

• If you’re a new apprenticeship trainer- assessor, how will your role be changing?
• If you’re involved in business development and employer engagement, how will your work with employers need to change?
• If you’re a curriculum planner, how might your processes for programme design be different?

This year the ETF has taken the next step and commissioned practitioner-led research through its Outstanding Teaching, Learning and Assessment Programme (OTLTA) to explore delivery in apprenticeship standards. We’re running 10 practitioner-led collaborative projects and plan to share findings with the sector next spring, eventually developing an additional toolkit.

Colin Bentwood is managing director of The Strategic Development Network (SDN). Colin was programme manager of the Future Apprenticeship Programme, and is director of the OTLTA programme on excellence in apprenticeship delivery. Colin is also the principle author of the Apprenticeships Toolkit. colin@strategicdevelopmentnetwork.co.uk

LEARNING POINTS FROM FUTURE APPRENTICESHIPS

By Colin Bentwood

The publication of the Richard Review of Apprenticeships in November 2012 signalled the start of the most radical reforms of our apprenticeship system for a generation. A great deal of progress has been made. We have more than 300 apprenticeship standards ready for delivery (replacing the old frameworks); more than 200 in development, the apprenticeship levy for large companies; a growing apprenticeship end-point assessment system; graded apprenticeships; and an entirely new funding system.

But there is a long way to go. We’re just about getting to the point where the number of apprenticeships starts on the new standards is outstripping those using the old frameworks.

What does all this mean for practitioners? Over the past four years the Education and Training Foundation (ETF) has been working to provide practical support through a wide range of partners. One example is the Future Apprenticeships Toolkit.

The toolkit uses the new apprenticeship journey to highlight some of the changes for practitioners. These include:
• co-design of programmes with employers;
• finding numbers in the bands of employers, and no mandated qualification as part of the programmes.

Work done by the ETF and its partners means that awareness of the reforms is now very high, but not universal across all levels. Many providers and practitioners are not fully ready, and quality is becoming a much more live issue.

I strongly recommend that if you’re delivering, or about to deliver, apprenticeship standards, that you step back and develop a clear readiness plan for yourself as a practitioner.

• If you’re a new apprenticeship trainer- assessor, how will your role be changing?
• If you’re involved in business development and employer engagement, how will your work with employers need to change?
• If you’re a curriculum planner, how might your processes for programme design be different?

This year the ETF has taken the next step and commissioned practitioner-led research through its Outstanding Teaching, Learning and Assessment Programme (OTLTA) to explore delivery in apprenticeship standards. We’re running 10 practitioner-led collaborative projects and plan to share findings with the sector next spring, eventually developing an additional toolkit.

Colin Bentwood is managing director of The Strategic Development Network (SDN). Colin was programme manager of the Future Apprenticeship Programme, and is director of the OTLTA programme on excellence in apprenticeship delivery. Colin is also the principle author of the Apprenticeships Toolkit. colin@strategicdevelopmentnetwork.co.uk

WORK PLACEMENTS OPEN DOORS TO HEALTHCARE AND MEDICAL CAREERS

By Gail Richards

Northern Devon Healthcare NHS Trust works closely with local education and training providers to deliver apprenticeships and higher education. Gail Richards reports.

In January 2015 we launched the Health & Care Academy with support from Health Education England. This academy is available to Petroc College, working closely with health and social care students who are interested in a career in healthcare. If successful at interview they will work with us for 10 weeks.

For one day a week, students will spend time working on wards, in operating theatres and in other areas such as radiology, research and development, and physiotherapy. We are adapting this model in line with T Levels, including offering longer industry placements.

Most students then either choose to do an apprenticeship with us or go into higher education, perhaps to study nursing. The academy is recognised by Health Education England as being a model of good practice for developing a sustainable and highly skilled health and social care workforce.

Since 2008 we have been offering apprenticeship training positions. During this time the number of those apprentices have developed further within our trust into more senior positions.

Our partnership with Petroc continues with the staff and students at the college providing teaching in areas such as employability skills, and our staff teach on the technical aspects of the apprenticeships at our sites and at the college.

The academy and our apprenticeships allow our organisation to showcase the variety of roles available within the NHS as well as sustaining our future workforce.

Building on the success of the academy, the staff at the Academy have developed a plan to train more students in the future, and this is being supported by a number of partners including Petroc and our local employers.

For more information on the Health & Care Academy see our website or contact Petroc Health & Care Academy.

Gail Richards is training manager and apprentice lead for the Northern Devon Healthcare NHS Trust. For video information go to YouTube and search for Petroc Health & Care Academy.

CASE STUDY

HOW OUTSTANDING APPRENTICES ARE ‘MADE IN THE ROYAL NAVY’

By Commander Allan Youp

The Royal Navy (RN) comprises a diverse, global workforce of 30,000 sailors, submariners, of our apprenticeship system for a generation. The ability of the RN to ‘protect the nation’s interests worldwide’ is predicated on the success of its apprenticeship strategy, which aims to develop individuals with the skills required by a modern, high-tech navy.

After the foundations are laid during initial training, RN personnel are enrolled on a Level 2 intermediate apprenticeship suitable to their chosen trade. As a ‘Top 100 Apprenticeship Employer’ (2017), the RN offers more than 20 apprenticeships across six occupational sectors and has the second (highest) achievement rates in the UK at 87 per cent – that’s 20 per cent above the national average.

Annually there are more than 3,000 apprentices (10 per cent of the workforce) on an apprenticeship, the majority being Level 2 but with an increasing number starting an apprenticeship Levels 3-7. Progression is key and 20,000 qualifications were awarded last year across a wide spectrum (e.g. GCSE, A Level, Apprenticeships, NVQ, Royal Yachting Association, Degrees, Masters).

We are also developing a broader range of advanced and higher apprenticeships, with a degree apprenticeship offer being scoped to attract potential engineering office (right) – a skills shortage area.

Apprenticeships are fully mapped to an individual’s job role, ensuring learners are operationally competent and achieve formal recognition of an apprenticeship. Quality and assessment is managed collaboratively with the sub-contractor, Babcock Flagship Ltd (BFL). Apprentice progression is reviewed every 10-12 weeks, and progress is further consolidated when apprentices are at sea by maintaining a Career Development Journal or Task Book.

A key mentor ethos is integrated across the RN. This initiative also helps trainers, who are selected from their RN trades and trained as trainers, to continually improve and gain teaching experience, allowing them to identify and utilise new teaching skills.

In support of the broader L&D offer, the RN Learning & Development Organisation, whose strapline is Learn | Develop | Inspire, was formed in January 2018 to ensure policy, provision and accreditation of our training is vertically and horizontally integrated, thus improving coherence. This is supported by 18 learning and development centres across the UK and Gibraltar, and a small L&D team provides support to deployed personnel. Learning difficulties are further supported by qualified counsellors.

The Royal Navy’s Apprenticeship Programme, including its L&D provision, supported by BFL, was judged outstanding by Ofsted in March 2018.
Our chance to broaden horizons on the ‘SET for teaching success’ programme

Four lecturers talk about how they have benefited from an ETF programme which enables new teachers of science, engineering and technology (SET) to develop further skills and experience.

Ellie Bennett

A civil engineering lecturer at Stephenson College. She has a BSc (Hons) in architectural visualisation. Before teaching, Ellie was an architectural designer, specialising in refurbishments, and she still runs her own business part-time.

“The SET for Teaching Success programme appealed to me because it is designed for lecturers who work within the engineering sector.

“The greatest benefit to me has been an increase in my confidence to try new and innovative techniques in the classroom. Within a couple of months of starting the SET programme, I found noticeable results in improved classroom behaviour, a reduction in late assignment submissions, and higher student satisfaction.”

Chris Fairclough

A lecturer in nuclear plant and academic lead for degree apprenticeships (Nuclear) at Lakes College and the National College for Nuclear. He is an incorporated engineer with the Society of Operations Engineers (SOE) and the Institution of Plant Engineers (IPhI). Chris worked in the nuclear industry for eight years with Sellafield Ltd.

“The SET Teaching for Success programme has enabled me to communicate with a wider range of trainee teachers who are of a science or technical background. During the SET project conferences, we all share our experiences and give each other advice about teaching practices and the PGCE.

“The programme has enhanced my experience as a trainee teacher by giving me the opportunity to converse with fellow technical trainee teachers who are going through the same highs and lows as me. The range of guest speakers and the content that is covered really help to give the wider picture within FE.

“I want to stay in FE for the foreseeable future. I am an ambitious person and FE allows you to be ambitious. There is room to grow as a teacher, as a mentor, as a student and as a manager if you so wish.”

Isaiah Oga

An engineering lecturer at Blackburn College. He is a qualified mechanical engineer with a degree in mechanical engineering and an MSc in energy systems. Isaiah has considerable industry experience spanning industrial manufacturing, maintenance and operations.

“I have been thoroughly supported by the SET for Teaching Success programme, and further exposed to the tools required and support needed to be a great teacher. The programme has enabled me to share good practice with colleagues and facilitators from different institutions.

“It also gave me the opportunity to compare teaching techniques and decision-making with my peers. It has also ensured I use better and more effective approaches when managing behaviour and low-level distractions, common in FE.

“I look forward to becoming a well-rounded professional in education, delivering excellent teaching and learning in several engineering subjects and providing great mentoring to learners and lecturers new to teaching.”

Rob Long

A lecturer in engineering at Southport College. He has worked in engineering for over 40 years.

“I left school at 16 and as a mechanical engineering apprentice I studied an ONC and HND in mechanical engineering with the aspiration of becoming a design engineer.

“In my early thirties I was made redundant during an engineering recession and I decided to study for a part-time degree. I paid for myself and worked as a labourer on a building site. Having gained a first class degree, I studied for a PhD at Imperial College London. After I completed the PhD I conducted research at Imperial for over 12 years into using ultrasound to inspect structures.

“Following redundancy I moved to the North West and began tutoring disadvantaged school children as a volunteer and this kindled the idea that I would like to be a teacher.

“I chose to work in further education, rather than schools, as this gives me an opportunity to share my life and engineering experience with those about to enter the workplace.

“The SET Programme support for early career lecturers in engineering has proved invaluable to me. I now plan to commit to being a college lecturer.”

Further Forces

The Further Forces scheme is a high-priority programme to recruit former armed forces technical experts into hard-to-fill science, engineering and technology (SET) teaching roles in further education.

The scheme, which is supported by the Education and Training Foundation (ETF), the DfE, MOD and the Gatsby Charitable Foundation, aims to retrain 210 Armed Forces Service Leavers as FE teachers and trainers.

Service leavers are supported to find employment, are allocated a subject specialist mentor and experience high quality learning experiences while on a fully-funded teacher training programme which is delivered flexibly.

As well as offering service leavers the chance of a rewarding career, the scheme also supports providers in recruiting highly skilled teachers and trainers in SET subjects where there is a recognised skills shortage.

The University of Portsmouth recruits service leavers and links them with suitable employment in further education. The newly employed service leavers will then undergo an in-service training programme.

Alongside this, the University of Brighton provides subject specialist mentoring support to ensure the new teachers are successful in their role.

The scheme is currently recruiting, and is also looking for practitioners to act as paid subject specialist mentors.

For more information visit the University of Portsmouth website and search for Further Forces or, if you are reading your digital issue of the teaching supplement, click this link goo.gl/38xn3q

Alternatively, if you wish to talk about the scheme or find out more about the specialist mentor role, then contact cerian.ayres@etfoundation.co.uk
GET INVOLVED IN THE YEAR OF ENGINEERING

A career in engineering offers young people the opportunity to shape the future of the world we live in.

It is an annual shortfall of 22,000 engineers, impacting UK productivity and growth. Additionally, the engineering workforce is 92 per cent white and 88 per cent male.

The Government’s Year of Engineering 2018 aims to address this talent gap. The campaign is working with a range of more than 1,400 partners to challenge misconceptions about engineering.

Colleges and universities have joined industry and others in opening their doors to showcase their work to inspire future scientists and engineers.

The campaign’s website also provides a ‘go to’ resource section, which has had more than 11,000 visits since it launched in March.

The one-stop shop includes:

- Resources, including videos, relating to inspiring applications of engineering.
- Easy-to-use, curriculum-linked lesson plans targeted by teacher.
- High-quality resources from some of the world’s most recognisable and aspirational brands (Google, FIFA, LEGO, the Science Museum).

A diverse range of featured engineers to give young people relatable role models.

Inspiration beyond the classroom, with a wealth of STEM experiences offered by local engineering organisations and employers, from guided tours to webinars and mentoring programmes.

An interactive map to search engineering activities by postcode for interesting trips.

Providers and practitioners can support the campaign by uploading their own events and activities to the Year of Engineering website: www.yearofengineering.gov.uk/inspired

RESOURCES FOR THOSE STUDYING BELOW LEVEL 2

A range of resources has been produced by the Learning & Work Institute for the Education and Training Foundation (ETF) to support employer engagement in the provision of courses below level 2.

There are three publications titled Effective Practice in Employer Engagement for 16-17 Year Olds: Studying Below Level 2: a research findings report, a guide for providers and case studies. See the article in the ETF News section, posted on 4 July 2018.

JEANS GENIUS! CLOTHES FIRM GIVES APPRENTICES A BOOST

David Heaert is the co-founder of HIUT Denim, which sells high-end jeans around the world.

‘Engineers, STEM Ambassadors and staff all work together to engage in a range of activities with local schools and colleges,” she says.

TDK-Lambda UK, based in Ilfracombe, North Devon, is living up to its company focus of ‘Attracting Tomorrow’ by supporting STEM education in a wide and ever-increasing range of ways.

“We started supporting young people in STEM programmes back in 2013,” explains Phil Scotcher, the company’s joint managing director and chairman of the North Devon Manufacturing Association (NDMA).

“This was initially with a single STEM Ambassador through a programme run by the Engineering Development Trust (EDT). Today our involvement with STEM stretches much further and involves a team approach.

“Engineers, STEM Ambassadors and staff all work together to engage in a range of activities with local schools and colleges.”

TDK-Lambda works directly with students through a variety of programmes. These include the Young Enterprise Scheme, Big Bang activity, work experience programmes, Year in industry (YINI), summer student placements, Arkwright Trust student sponsorship programmes, Teacher Insight work placements, group factory tours, careers talks in schools, and work specifically with girls through the People Like Me initiative. It is also involved at a strategic level, sitting on local STEM steering groups and employer boards.

Anne Sutton, TDK-Lambda’s training and development officer, oversees and co-ordinates the company’s activities across these programmes.

“From school to university we aim to give young people the experiences that go far beyond the classroom – unlocking potential, widening horizons and inspiring the next generation of scientists, engineers, technologists and mathematicians,” she says.

“Our involvement with STEM brings many benefits for all parties, it raises our profile in the local community, and develops our staff skills while developing stronger community links.”

“Long term it helps us retain local talent for future workforces and ultimately will ensure a bright, successful and prosperous future for everyone involved.”

KEY FACTS

TDK-Lambda UK is Britain’s largest designer and manufacturer of AC-DC and DC-DC power supplies. It is a group company of TDK Corporation.

The North Devon Manufacturing Association works with education and training providers and careers specialists to promote the development of skills within the current workforce and the next generation of engineers and manufacturing specialists.

A range of resources has been produced by the Learning & Work Institute for the Education and Training Foundation (ETF) to support employer engagement in the provision of courses below level 2.

There are three publications titled Effective Practice in Employer Engagement for 16-17 Year Olds: Studying Below Level 2: a research findings report, a guide for providers and case studies. See the article in the ETF News section, posted on 4 July 2018.

JEANS GENIUS! CLOTHES FIRM GIVES APPRENTICES A BOOST

David Heaert is the co-founder of HIUT Denim, which sells high-end jeans around the world.

‘Engineers, STEM Ambassadors and staff all work together to engage in a range of activities with local schools and colleges.”

TDK-Lambda works directly with students through a variety of programmes. These include the Young Enterprise Scheme, Big Bang activity, work experience programmes, Year in industry (YINI), summer student placements, Arkwright Trust student sponsorship programmes, Teacher Insight work placements, group factory tours, careers talks in schools, and work specifically with girls through the People Like Me initiative. It is also involved at a strategic level, sitting on local STEM steering groups and employer boards.

Anne Sutton, TDK-Lambda’s training and development officer, oversees and co-ordinates the company’s activities across these programmes.

“From school to university we aim to give young people the experiences that go far beyond the classroom – unlocking potential, widening horizons and inspiring the next generation of scientists, engineers, technologists and mathematicians,” she says.

“Our involvement with STEM brings many benefits for all parties, it raises our profile in the local community, and develops our staff skills while developing stronger community links.”

“Long term it helps us retain local talent for future workforces and ultimately will ensure a bright, successful and prosperous future for everyone involved.”

KEY FACTS

TDK-Lambda UK is Britain’s largest designer and manufacturer of AC-DC and DC-DC power supplies. It is a group company of TDK Corporation.

The North Devon Manufacturing Association works with education and training providers and careers specialists to promote the development of skills within the current workforce and the next generation of engineers and manufacturing specialists.
UNPARALLELED PROFESSIONAL CAREER SUPPORT

One of the many benefits of SET membership

As the only membership body for professionals working across further education, teaching and training, we are here to support you in your career. Membership grants you access to the latest research in technical education in addition to opportunities to achieve excellence and gain recognition in your profession and community.

Not yet a member? Join now at set.etfoundation.co.uk or call 0800 093 9111