

Teacher Regional Improvement Project (TRIP) summaries - round 1

Lead Delivery Partner is indicated in **bold type**.

Knowledge Hub: North (12 projects)

1. **Blackpool and The Fylde College**, Nelson and Colne College, The Lancashire LEP, Wakefield College, Bolton College, Hopwood Hall College

The aim of the project is to undertake research to inform the development of long term CPD to support teaching staff who are in line to deliver the first T Level in Construction (Design, Surveying and Planning), with a specific focus on emerging technologies.

2. **Bolton College**, Blackburn College, Greater Manchester Combined Authority, Hopwood Hall College, The City of Liverpool College, Oldham College, Priestly College, Wirral Metropolitan College

The project aims to test effective strategies for the development of industry-level knowledge and skills required by teachers delivering the T Levels in Digital. The project will seek to identify effective methods for embedding employer support to help bridge the gap between industry needs and teaching knowledge and experience, for the delivery of the three Digital T Level pathways.

3. **Burnley College**, Blackburn College, Priestley College, Myerscough College, Bolton College, Southport College, STEMFirst, Develop EBP

The project aims to analyse the impact of industry placements on the teaching and learning cycle to enable partners to support both learners and employers before, during and following an industry placement as well as aligning classroom delivery to the placement objectives.

4. **Gateshead College**, Stockton Riverside College, Derwentside College, Lakes College

The project aims to develop teaching practice in innovative assessment methods in Early Years and Childcare which will allow students to generate evidence of their core skills and to ensure that assessment methods are in line with industry needs.

5. Gateshead College, Weston College, Lakes College, Derwentside College

The project aims to investigate and examine the impact of employer involvement in the Digital industries on teaching and learning and student skill development in preparation for T Levels. Skills development will focus on the occupational specialisms of the first Digital T Level being delivered from September 2020.

6. Grimsby Institute Group, York College, Macclesfield College, John Leggott College

The project aims to develop teaching and learning practice to support the alignment of industry placements to classroom delivery. Partners will address the challenge of establishing a process for collaborative curriculum design that will improve the quality of technical teaching and provide the necessary focus for placement hours in Education/Childcare and Early Years.

7. Middlesbrough College, New College Durham, Darlington College, Burnley College

The project will focus on developing a research informed and peer supported CPD programme that enhances teachers' and trainers' knowledge and understanding of Problem-Based Learning (PBL) pedagogies.

8. Myerscough College, Runshaw College, Bolton College, Reaseheath College, Wakefield College, Bishop Burton College, Blackburn College, Develop EBP, Oldham College

The project aims to develop teaching staff understanding and practice in relation to supporting SEND students on T Levels. Teaching staff will develop their skills to ensure that their classroom pedagogy and delivery of all aspects of the T Levels is fully inclusive to create online resources to support students.

9. Preston College, Cardinal Newman College, Blackburn College, University College Birmingham, Oldham College, Nelson & Colne College

This project aims to develop teaching and learning practice to embed the effective use of digital technologies in preparation for T Levels. The project will include the engagement of young people to support teachers develop the required digital skills to be able to teach T Levels.

10. Stockton Riverside College, St Thomas Moore Catholic School, Gateshead College, Darlington College

The project aims to provide teaching staff with the relevant CPD to enable them to support the development of student's wider skills in Education and Childcare in preparation for T

Levels. The project aims to support staff to identify teaching and learning requirements and effective processes to monitor and record student progress in these wider skills.

11. The Sheffield College, Barnsley College, Macclesfield College, Leeds City College

This project aims to implement effective pedagogy based CPD for teaching staff aligned to T Level delivery. Partners will create a website of T Level pedagogy resources.

12. Trafford College, Bolton College, Bury College, Hopwood Hall College, The Manchester College, Oldham College, Salford College, Tameside College, Wigan & Leigh College, Dudley College of Technology, Greater Manchester Combined Authority

The project aims to identify the main differences between current qualification delivery and T Levels. Partners will aim to develop effective teaching and learning approaches which will be tested with students and employers.

Knowledge Hub: Central (10 projects)

1. Boston College, Grantham College, Grimsby Institute, New College Stamford

The project aims to develop a bespoke support network for T Level teachers who come from industry. The support will allow staff to use, maintain and develop their industry specific links and skills at the same time as developing their pedagogical knowledge and skills. It will use shadowing and observation of their regional peers to allow sharing of effective practice and provide additional support for issues that are faced in the learning environment.

2. Chesterfield College, Burton and South Derbyshire College, Dudley College of Technology, Vision West Nottinghamshire College

The project aims to identify SMEs and larger, regional employers' skills requirements for T Levels. The project will then develop the structure and design of the curriculum to meet these requirements by using employer advisory boards and involvement of teachers to further supplement the identification of requirements.

3. Derby College Group, BMet, Chesterfield College, Nottingham College

The project aims to develop training on the social model of inclusion for practitioners and guidance for employers supplying industry placements to develop the use of inclusive approaches, to three priority inclusion needs. This project will provide best practice guidance to the sector to ensure T Levels are inclusive.

4. La Retraite RC Girls School, St Francis Xavier Sixth Form College, St. John Bosco College, The Elmgreen School

The project aims to upskill the current workforce for ICT to enable them to deliver T Levels. Developing digital schemes of work and assessments, along with up to date state of the art industry specification resources.

5. North Hertfordshire College, Develop EBP, New College Suffolk, Waltham Forest College

The project aims to focus on improving the readiness of learners to undertake a T Level industry placement by upskilling the staff that support them. Working with employers to understand the expectations of a placement and then better prepare learners for the demands of that placement.

6. Stephenson College, Bedford College Group, Coventry College, Derby College Group

The project aims to investigate the effectiveness of different methods of initial contact with employers, to secure T Level work placements for staff. The project will look at the success rates of different methods of employer engagement across the midlands region and compare these by vocational sectors.

7. Suffolk New College, City College Norwich, East Coast College, Easton and Otley

The project aims to upskill existing staff to teach on T Levels. This will be completed through employer-led masterclasses in relation to technical expertise covering; BIM, digital engineering techniques, valuation benchmarking and crowd sourcing digital data, geospatial information conveyance and sourcing and surveying.

8. Ursuline High School, Wimbledon College, St Philomena's Catholic High School for Girls, Richmond Upon Thames College

The project aims to assess models of working that will ensure improved and sustained Technical Teaching practice and T Level delivery across the collaborative school partnership, engaging employers and delivering masterclasses using school collaboration for delivery.

9. HCUC (Uxbridge College), KATO (Kent Association of Training Organisations), NewVic Sixth Form College, The Leigh UTC (Dartford, Kent)

The project aims to develop engagement between employers and T Level specific curriculum staff, to promote collaborative working to facilitate the development of models of practice that will effectively meet the requirement of T Levels.

10. Westminster Kingsway College, Dudley College of Technology, Chichester College, City and Islington College (TBC), West London College

The project aims to understand where deficits in skills exist or differences occur between current college practice and industry requirements for the first three T Levels, and then to provide specific training opportunities to meet the identified needs. This will be achieved by working with employers/experts to develop and deliver specific training opportunities for T Level delivery staff.

Knowledge Hub: South (9 projects)

1. Abingdon and Witney College, Havant and South Downs College, Basingstoke College of Technology, Buckinghamshire College Group

This project aims to facilitate effective relationship development between learners, employers and teachers to ensure a change in practice related to student experiences from transition into, and conclusion of, industry placements. The project will focus initially on the Digital and Education T Level routes. Although the impact will go far beyond industry placements as the model of relationships developed will impact upon the whole delivery and assessment of T Levels. The project's significant employer partners have indicated that they would highly value the opportunity to work with teachers and learners to understand more fully the specific challenges faced by SEND learners and potential employees.

2. Bath College, Calderdale College, Dudley College, University College Birmingham

This project aims to work with employers and identify how the right English, maths and digital skills for them, should be embedded in the delivery of T Levels to ensure that curriculum planning and teaching practice have a positive impact on the vocational relevance of these generic and vital skills.

3. Berkshire College of Agriculture, New College Swindon, Farnborough College of Technology, Bexhill College

This project aims to prepare students for the workplace by identifying and delivering the skills traditionally not found in the classroom. Working directly with employers, this project will identify and deliver the specific skills needed for successful T Level industry placements. The project will benefit employers by providing 'work-ready' students and enhance College provision by identifying and delivering employer identified digital skills. The short-term impact of this project will see strengthened employer links and 'work ready' students. The longer-term impact will see industry placement acquired skills feeding into the classroom through teacher/industry collaboration and development of blended resources.

4. Bridgwater and Taunton College, South Devon College, Lakes College, Petroc College

This project aims to develop a range of online resources and case studies that demonstrate how blended and flipped learning have been successful in a range of subject specialist areas. These case studies will also provide an opportunity to create new content that can demonstrate how employers can be more involved with contextualising delivery and ensuring the relevance and currency of assessment tasks.

5. Chichester College, Bexhill College, Westminster Kingsway College, Newbury College

This project will develop the knowledge and teaching practices of part-time teaching staff who are currently still working in industry, practicing dual professionals. The aim is to use their experience and knowledge of daily industrial practices within teaching and learning thereby preparing T Level students to be industry ready. This part of the project will draw on Two Way Street working to ensure previous experience of industrial experts working is maximised. Alongside this, the project will develop full-time staff so that they are confident for T Level delivery.

6. Cirencester College, Queen Mary's College, Shrewsbury College, Peter-Symonds College

This project will address the themes of subject knowledge, industry engagement and the experience of new employees. It will quantify and review current skill and confidence levels of teaching staff across all four colleges in relation to their existing appreciation of teaching and learning practice, their understanding of the relationships between their current levels of expertise and modern industry practice, and then build meaningful plans for how to develop their skill sets to meet the demands of the new T Level qualifications. This will include sharing of effective practice between the collaborative partners. This will also directly inform training and ultimately help to build learners' skills for the demands of 21st century employment.

7. Fareham College, Havant and South Downs College, Isle of Wight College, Sparsholt College

The project aims to develop closer college/employer links with the digital sector and so improve rates of successful student placement. Project partners will develop Local Digital Employer Forums (LDEF's) which will grow employer connections and focus on supporting employers with industrial placements in readiness for T Level implementation. These forums will ultimately generate a Toolkit of approaches to employer engagement that can be replicated and used in any college at the start of their T Level development programme.

8. Plumpton College, Brooklands College, Berkshire College of Agriculture, Fareham College

This project aims to evaluate the most effective way of assessing and tracking the development of learners' non-vocational skills over the course of a study programme. The development of non-vocational but relevant employability and personal skills is a key part of T Levels and takes an even bigger role considering the new EIF. This project will aim to produce a comprehensive list of relevant skills and competencies to be tracked, evaluate the most effective ways of assessing these skills and evaluate different systems and processes for tracking and sharing these skills with learners.

9. South Devon College, Petroc College, Bridgwater and Taunton College, Yeovil College

This project aims to improve the often-low levels of learner and employer engagement with English and maths delivery as part of T Level delivery. Partners in this TRIP will focus on two interventions. The first is to develop a range of approaches for tutors to increase the relevance and contextualisation of English and maths delivery, making a robust link between the sector / programme and the necessary English and maths skills necessary for a successful career. The second is to embed contextualised English and maths within Industry placements. Working closely with employers, the project team will develop the tools to enable employers to identify and highlight naturally occurring English and maths learning opportunities within the workplace, supporting learner engagement in these critical areas.

Teacher Regional Improvement Project (TRIP) summaries - round 2

Lead Delivery Partner is indicated in **bold type**

Knowledge Hub: North (3 projects)

1. **Burnley College**, Nelson and Colne College, Blackburn College, Wigan and Leigh College East Lancashire Hospital NHS Trust

The project aims to work with the NHS Trust to develop high quality industry placements with learning objectives linked to T Level occupational specialisms. The project will research how the learning objectives then impact on teaching, learning and assessment both pre and post placement.

2. **Kendal College**, Nelson and Colne College, Lakes College, Furness College, Carlisle College

The project aims to explore factors which contribute to students from low income families and areas of high unemployment, failing to enter the job market and how these impact on the success of the industry placement and ultimately success on a T Level. The partners will aim to increase participation in, and completion of, placements.

3. **LTE Group**, Sheffield College, Oldham College, Wigan and Leigh College, Bolton College, Bury College, Derby College, Hopwood Hall College, Tameside College

The project aims to develop teaching staff capacity to embed appropriate English maths and digital (EMD) skills into curriculum planning and teaching, learning and assessment. The project will produce teaching resources shared across the partnership to ensure learners are confident in applying higher level EMD skills appropriate to T Levels and particular occupations.

Knowledge Hub: Central (11 projects)

1. **Harlow College**, Nelson and Colne College, United Seevic Palmers College (USP), Northampton College, South Essex College, Chelmsford College

This project aims to understand why students would choose T-Levels. It will develop an understanding of the barriers that are faced by potential students, their parents/carers and school teaching staff. Through discussion the best way to share information about T Levels with each group will be ascertained. Data will then be obtained and analysed, from which plans can be created, focussing on removing barriers to student recruitment.

2. **New College Stamford**, Grimsby Institute, Grantham College, Boston College

The project aims to support digital teachers and retain/develop links to industry via

- sharing teaching experience
- masterclasses
- attendance at external CPD and sharing across partnerships

3. **Nottingham College**, Derby College Group, Leicester College, North Warwickshire and South Leicester College

The project has a focus on the Health and Science T Level. Understanding contemporary technologies across dentistry, pharmacy and optometry. This will then be used to develop CPD to upskill teachers. Train three digital educators in each college to support the wider teaching workforce to access digital content.

4. **Richmond Upon Thames College**, Ursuline High School, Salesian School, Brooklands College

The project aims to identify current industry skills requirement and then audit teacher's expertise to deliver the digital. T Level. Arrange placements in industry like Industry Insights, but then get employers to deliver masterclasses to all partners and engage in curriculum design.

5. **Solihull College & University Centre**, Bedfordshire & Luton Education Business Partnership (Develop), Nottingham College, Milton Keynes College

The project aims to co-create a variety of curriculum delivery, four models for the Digital T Level for each of the partners. These will be developed into Schemes of Work.

6. **South Essex College**, Suffolk New College, Harlow College, New City College

The project aims to co-construct resources and planning for implementation of the first three T Levels. Partnership working to review i) pedagogic approaches, ii) teaching methods and assessment and iii) monitoring learner progress. Leading to plans for delivery and CPD within their organisations.

7. **South Thames Colleges Group**, Chichester College, Leyton Sixth Form College, Brooke House Sixth Form College, Oaklands College, Halesowen College, East Norfolk Sixth Form College, Barking and Dagenham College

This project focuses on how to give feedback to students on T Levels using digital technology. The project will engage with learners to see how they prefer to receive feedback, and this will be incorporated into delivery to encourage retention and achievement.

8. **St John Bosco College**, La Retraite RC Girls School, SFX Sixth Form College, The Elmgreen School

The project will upskill science staff, and lead to the development of schemes of work (SoW), assessments and resources.

This will be achieved by using partner expertise to develop new SoW that fully 'fit' the T Levels and have been designed by the staff implementing them. Where staff professional learning and development needs are identified, additional training will be provided.

9. **The Mercian Trust**, Walsall Studio School, Painsley Catholic College, Access Creative College (formerly Access to Music), Queen Mary's Grammar School

Focus on drone technology in digital and construction sectors to demonstrate the embedding of maths and encourage student engagement.

All sixth forms in the Trust will be offered the chance to engage with the project

10. **Walsall College**, Heart of Worcestershire College, North Warwickshire and South Leicestershire College, Halesowen College

The project aims to focus on general business elements of T Levels in addition to specific vocational content. Staff have low knowledge and confidence in delivering the general business elements of the new T Level qualification. The project will develop teaching practice in the delivery of general business elements of each of the first three T Levels. This will be completed through expert-led masterclasses and webinars in relation to general business elements covering project management, cost benefit analysis and legislation/ regulatory requirements.

11. **Walsall Studio School**, Access Creative College, TIN Smart Social Ltd, Performance Through People

The project has the aim of upskilling teachers to sequence the digital curriculum. It will bring together partner staff to discuss options and to decide what will work for them and how this will fit with the industry placement. Collaborative working is at the heart of the project.

Knowledge Hub: South (5 projects)

1. **Cirencester College**, Shrewsbury College Group, Peter Symonds College, Queen Mary's College

The project will help teachers produce a framework within which to plan delivery once details of each qualification are announced. Further, by the end of the project staff will understand how to plan learning over a linear course with terminal assessment and a major placement. Finally, teacher's will ultimately create an assessment model which will enable students to make rapid and sustained progress.

2. **Eastbourne College**, Hastings College, Havant and South Downs College, Sussex Council of Training Providers

The Construction – Design, Survey and Planning (DSP) T Level draft core content is extensive and does not provide a delivery structure/weighting for providers. Elements of the content are highly specialised, requiring skill not held by providers – requiring input from the construction industry. We will map the qualification appropriately and assess and address specialised skills gaps.

3. **Truro and Penwith College**, Petroc College, South Devon College, Gloucestershire College

The project partners will visit three employers of varying size (microenterprise, SME and large enterprises) to assess their ability to offer an equivalent standard of opportunities to students which will then be compared to the teaching staffs' goals and requirements. Both of these targets will be in line with the T Level specifications and will form a set of sector specific targets that a student can achieve in an industry placement of any size. The project will then be able to judge what training (if any) is required for teaching staff to ensure they can effectively assess how well "students develop technical skills and apply their knowledge in a workplace environment" (DfE. Feb 2019. Key Information for Employers).

4. **Weymouth College**, Gloucestershire College, Truro and Penwith College, Strode College

The project will utilise a wealth of professional experience from education and other agencies such as Child and Adolescent Mental Health Services, to evaluate the potential impact of T Levels on the health and wellbeing of staff and students. The project will use a

mixed methodology, including staff interview, qualitative data, documentary analysis and other quantitative approaches.

5. **Bridgwater & Taunton College**, East Coast College, West Suffolk College, EDF Energy

Working directly in partnership with the client – EDF Energy, contractors, supply chain and stakeholders at the Hinkley Point C (HPC) nuclear new build, Bridgwater & Taunton College (BTC) have developed a unique insight into mapping and addressing the skills agenda for this – and other – large, complex infrastructure projects. Sizewell C (SZC) on the Suffolk Coast will be EDF Energy’s next new nuclear build. In order to bring the FE college network in the East to a state of readiness, and to maximise the beneficial impact for the local residential and business community, it is critical that BTC shares its learnings regarding context, strategy and operational approach.

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