

# **CO-CURRICULUM DEVELOPMENT AND DELIVERY TOOLKIT**

**A guide for collaboration in the design and delivery of technical education programmes**



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## FOREWORD

Teach Too supports meaningful collaboration between education and training providers with industry, encouraging employers to spend some time teaching their skills and sharing their knowledge. The programme enables occupational staff to teach learners in the provider or workplace setting while contributing to curriculum development. Teachers and trainers are also supported to update their skills by spending time within the workplace or by supporting employer staff to update their pedagogical practice to develop 'dual professional' identities, where occupational and pedagogy expertise are combined. The various approaches to Teach Too help to build the 'two-way street' of genuine collaborative arrangements.

This toolkit explores the characteristics of effective industry and provider programme co-design and delivery. It explores different ways in which programme curricula can be designed and delivered by employers and providers working together. It will enhance understanding of the benefits of collaboration and support a shift towards a shared responsibility for technical and vocational education.

Teachers and Trainers referred to in the toolkit include a range of people working to deliver technical and vocational education in a variety of workplace and educational and training settings such as qualified teachers, advisers, coaches, guides, instructors, lecturers, mentors, trainers and tutors.

This toolkit is designed to support the two-way street collaboration between providers and employers. The aim is to raise awareness of how a shared understanding of the requirements for curriculum development and delivery, both within the classroom and the workplace can enhance learning and development and demonstrate a clear light of sight to work.

## HOW TO USE THE TOOLKIT

This tool is for employers and providers and is intended to support the design, delivery, and assessment of technical education and training. It can be used in its entirety, as a comprehensive manual to support new ways of working. However, each section stands alone and can be referred to individually to support an area of interest. Individuals can get involved with each activity but some activities also provide stimulus material for group discussion.

The toolkit contains elements that require different forms of engagement. The sections are supported with case studies from prior Teach Too projects to give examples of activity that can be achieved. In addition, there are several activities with resources to support delivery.

# WHAT IS CO-DESIGN AND DELIVERY AND WHAT ARE THE BENEFITS?



Prevalent approaches to vocational and technical curriculum development often, but not always, include some initial consultation with interested employers, followed by education and training providers deciding the content of the learning programme and delivering the learning.

Co-designing a curriculum is different because it goes beyond this to a much more inclusive, reciprocal approach in which employer partners also contribute to constructing and delivering the learning programme.

Curriculum co-design and delivery involves partners from different business sectors working with education and training providers to pool their complementary strengths, knowledge, skills and resources to design and deliver programmes for the benefit of their local area, occupation or employment sector. Co-design can also benefit from learner involvement in certain circumstances.

## The benefits of employer involvement in curriculum design and delivery

Involving employers in the design and delivery of the curriculum has many benefits. It has a great potential to improve the experiences of all parties:

- For the employer, it helps enhance the relevance of the curriculum for their own purposes.
- For the education and training provider, it raises awareness of employers' needs and the content and culture in which learning should take place to help prepare the line of sight to work
- Teachers and trainers will improve their practice through engagement with employers, gaining knowledge of current industry practice and exploring how employer involvement can strengthen curriculum design and delivery

- For the learners, the line of sight to work is enhanced
- For employees in the workplace, the curriculum can be designed to support their career or professional progression
- For everyone involved, it can be an inclusive approach that should recognise and value different types of knowledge, expertise, and contributions and bring these together constructively

# KNOWING YOUR LEARNERS AND THEIR LEARNING REQUIREMENTS



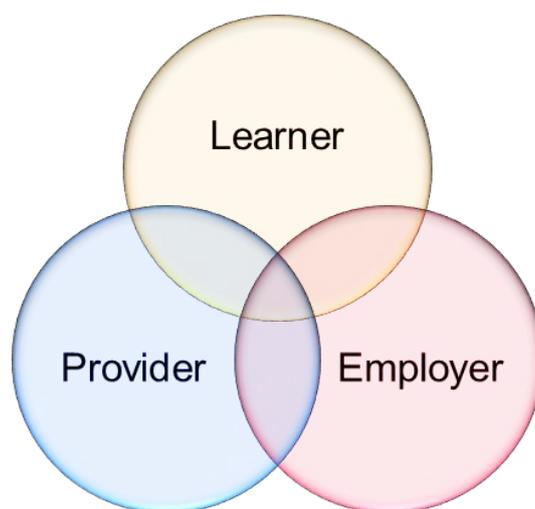
## Who are your learners, how do they learn?

This section explores the importance of understanding who your learners are, and the need to have a learner profile before you start working in partnership to design technical and vocational programmes. This will ensure the programme meets the needs of the learners, and that they are supported to achieve.

The table below identifies two different contexts for delivery of technical education programmes. These categories help to consider which differing learning needs may need to be addressed.

Type one	Type two
<b>Learner as student being prepared for work in education and training provider setting</b>	<b>Learner as employer/employee based in the workplace</b>
This is where the learner is using a work-related learning activity to develop their knowledge either as part of a recognised programme of study or to supplement the programme of learning.	This is where the learner has a dual identity of learner/employer and the purpose of the learning undertaken will determine the nature of the relationship with the learning provider.

Whichever the type of learner, the following model is important, as it is a constant feature when co-designing and delivering the curriculum.



It can be helpful to explore the different typologies. Use the following activity together to develop an understanding of your learners, for example to understand their prior education and work experiences, their level of interest and involvement in their learning programme and their current learning requirements.

### [Activity 1: Understanding your learners](#)

#### **Case Study: Mary Ward Centre**

The Mary Ward Centre is an Adult Education provider who worked with Voluntary Action Camden to deliver a Teach Too development project. The provider was responding to the context and setting of the learning required to support the employers' needs. The Centre undertook a skills needs analysis of the learners to identify their learning needs. This is a good approach in that the Centre didn't presume what was required. In this case the learners (volunteers or paid staff) come with a whole range of different educational and experiential backgrounds and the analysis identified that a new course wasn't need for this group but rather the existing course curriculum needed to be adapted so that the learners could achieve elements in manageable chunks at affordable prices and importantly understand how the learning can be contextualised within their own workplaces. In understanding the learners' needs and who they are, the provider was able to deliver a more flexible course that developed skills relevant to employer requirements for upskilling the staff.

### **Good practice in responding to your learners**

While it is important to have some understanding of how people learn, in the post-16 learning context the relationships between the teacher and learner are pivotal. The 2010 report into [effective teaching and learning in vocational education](#) identifies teacher-learner relationships as the most important link in the learning process. The way the teacher engages with the

learners sets the scene for the learning that takes place.

## Key features of effective teacher/learner relationships

- Getting to know learners – knowing which learners need more attention
- Good rapport
- Building trust
- Appropriate use of humour
- Mutual respect

Teachers, as referred to here, may not always be those working in a formal education setting: they may be in a workplace, workshop or studio. Similarly, there are a variety of roles involved in supporting technical or vocational learners both in the classroom and in the workplace, including the role of trainer, demonstrator, organiser, coach, mentor, facilitator, reflector and even co-learner. However, the same key features of effective relationships with learners will apply.

A good example of a partnership approach to building effective teacher/learner relationships is demonstrated by the Craven College Teach Too project.

### **Case Study: Craven College: contextualising the design and delivery of maths with Swissport International Ltd**

Craven College contextualised maths and brought employers from the aviation sector into the classroom to teach learners. Working together, curriculum staff and employees of Swissport Ltd developed a collaborative programme of study to develop maths skills using the work-related context of aircraft load control.

Phase one of the project was delivered by the College GCSE/ Functional skills tutors. This phase involved ensuring that the students had the basic maths principles required. Phase two built on this foundation by introducing the line of sight to work involving maths used in aviation. Swissport Ltd staff delivered 5 sessions to 56 participants from the point of view of a ground handler with responsibility for aircraft load control.

Students were motivated by the real-world context and developed confidence in use of maths though the use of the real industry situation. Students' understanding of the need for maths in aviation and an understanding of the very real implications of getting it wrong were enhanced.

A [video case study](#) of this project is also available.

# CURRICULUM DEVELOPMENT FOR A CLEAR LINE OF SIGHT TO WORK



## How can employers be involved in curriculum development?

Employers can be involved in curriculum design and development at many levels. At one end of the continuum it can be simply commenting on the design of a programme. Involvement can then increase in many ways, including contributions to:

- What is taught (the content)
- The assessment strategy (what is tested) or
- The teaching and learning methods deployed.

At the other end of the continuum is Teach Too. This is where the curriculum could be developed, delivered and assessed in a true partnership. The following activity can help you to gauge where you are in terms of co-designing the curriculum in partnership. You can use this activity to benchmark your current position and identify what you are aiming for in the future.

## [Activity 2: Where are you now: Benchmarking your co-design and delivery progress](#)

## Challenges and barriers

There are sometimes challenges and barriers to making this process happen. Each partner may have a different perspective and employers may not be confident or feel they have the resources or people to commit to any partnership activity. This is where working in a network can be helpful as it eases pressures on individual organisations if more than one partner is involved. For example, within a Local Enterprise and Partnership (LEP) region there will be a range of different provider organisations or employer groups which can bring efficiencies and economies of scale to the endeavour.

The diagram below has been designed to stimulate discussion about the implications of this

partnership activity. The associated activity here is designed to help you to address the questions posed in the diagram, in the context of your own project. A series of standard responses are identified, and you can compare these to your own responses.

### Activity 3: Exploring concerns and challenges about co-curriculum development



It is important not to limit your thinking around these issues: the diagram is a stimulus. There may be more significant questions you need to explore within your partnership. The main principle is to develop an awareness that things may not be straightforward when you begin a project; by discussing issues you can mitigate any risks and deal with them appropriately and confidently when they arise.

### Case study: Gateshead College working with employers in the digital technology sector

Gateshead College worked in collaboration with four local Small and Medium-Sized Enterprises (SMEs) in the digital technology sector, to re-align their curriculum to the latest industry techniques and create a programme that supports learners to progress into employment. Employer staff from each business collaborated with the college to review their existing Information Technology (IT) course; updating each unit with the latest standards and supporting staff to teach in a way more suited to industry practice.

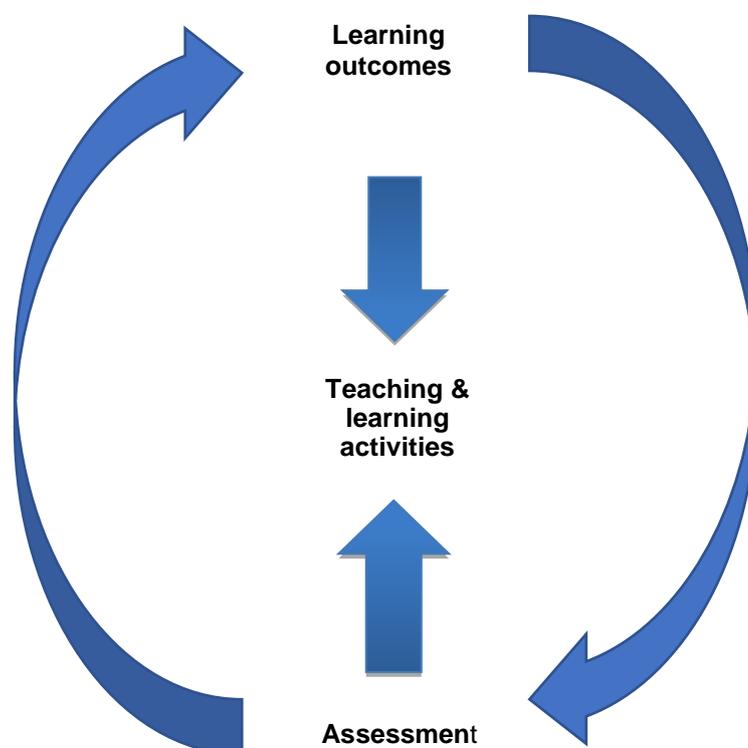
The college chose to collaborate with four employers to ensure their learners were exposed to a variety of industry practice and business needs, increasing their opportunities for employment. Rather than seeing other partners as competitors, employers were also able to identify positives to collaboration; noting that participating in the partnership gave each employer an opportunity to shape learning according to their business needs and gain access to a share in the future workforce.

## Unpicking the language associated with designing a programme

There are several formal procedures to consider when developing any learning programme, whether it is a half day training session or a full course. The language can seem inaccessible at first, especially to employers new to this level of engagement, but it is important that everyone can understand the process and logic of programme design, together with the language associated with it.

The toolkit provides an overview of the different components that make up programme design. The information can be shared and discussed with employers to help them understand the significant elements involved in the process and the language used within education and training organisations.

This diagram below illustrates the process:



## Aims, learning outcomes and assessment

Designing the curriculum requires an understanding of the different components of a programme. The aims, learning outcomes and assessments are developed in different stages and this shapes the actual content of the taught curriculum.

Overall the goals for student learning should be aligned constructively with teaching methods and assessment tasks. The table below summarises the components:

Aims	Learning outcomes	Assessment
<p>Any programme of learning must have at least one aim. The programme or course aim is a general statement about its purpose and what it hopes to achieve. It is written in terms of the teaching intention. An example of an aim could be:</p> <p><i>“to meet the requirements of potential employees in a specific sector”</i></p> <p>This is very general and would need to be broken down into 2 or 3 more specific components.</p>	<p>All programmes of learning will have learning outcomes, and these follow the aims.</p> <p>The learning outcome is simply a concise description of what the learner will have achieved at the end of the programme. The learning outcome is usually categorised in terms of knowledge, understanding, skills and other outcomes.</p>	<p>Assessment is the process of measuring an individual’s learning and attainment.</p>
<p>The aim focuses upon the learners - for example to develop their capabilities in project-based work in a business setting, or to prepare them for further study or employment.</p>	<p>What does a learning outcome look like?</p> <p>It usually starts with “at the end of the programme, it is expected that you will be able to:”</p> <p>It usually follows the following format: first they begin with an action verb, followed by an object, completed by the context.</p>	<p>The two main sorts are <b>Assessment of learning</b> (summative) - assessment that takes place at the end of a course (or part of a course) which is frequently used as the evidence for a qualification or award; and</p> <p><b>Assessment for learning</b> (formative) - assessment that takes place during the course where the main purpose is to provide immediate feedback to the learner to help the next stages of learning and development.</p>
<p>The aim gives an indication what the content of the learning programme will be.</p>	<p>The most important things to bear in mind when writing learning outcomes is that they should be realistic, in terms of</p>	<p>Providers and employees can work together to develop innovative methods of assessment as well as</p>

	<p>the time available, the groups of learners to whom they apply, and the context in which the learning is taking place.</p> <p>Learning outcomes should be clear, developmental, and active. For example, if a learning outcome is: “You will have experience of working on a project”, this is rather vague and difficult to substantiate. It would be better to specify: “You will have experience of planning and implementing a project.”</p>	<p>traditional written assignments. However, if students are in the workplace they should not simply be asked to demonstrate what they already know or can do, the assessment should be a developmental experience.</p>
<p>Here is an example of an aim for a Level 4 module about customer service on a housing programme:</p> <p>“The unit aims to provide the learner with knowledge of approaches to customer service in housing organisations”.</p>	<p>Using this example, one learning outcome could be:</p> <p>“Understand how to use customer feedback to improve service design and delivery”.</p>	<p>Assessment is carried out by measuring the individual’s progress against a set of assessment criteria, the framework on which a judgement can be made about a learner’s progress.</p>

The following case study helps to understand how developing a common language with partners can help with positive outcomes.

**Case study: Barking & Dagenham College: joint planning with business to develop occupational practice in data analysis**

Barking and Dagenham College staff worked collaboratively with the Data Science Institute and employers, to develop schemes of work, lesson plans and session-specific resources that provide units of delivery to business studies students, to deepen knowledge and extend occupational practice in the field of data analysis. The employers involved needed support in developing teaching materials and especially in the delivery of these materials. It became clear early in the joint dialogue, that teaching methodologies used by college staff were not well understood by industry trainers. The college had to share their own expertise and explain their methods. By working together, the employers gained a better understanding of the teaching and learning cycle and have adapted some of their practices due to an understanding specifically developed through dual delivery of sessions.

**Developing your aims and learning outcomes**

Many of the aims and/or learning outcomes of your programme(s) are pre-determined if you are working to a national standard or qualification accredited by an awarding body. It is important to consider what flexibility exists and to explore how partners can support the aims and learning outcomes.

Working collaboratively can help you to consider which elements of the curriculum can be achieved through different activities both in the workplace and in the educational setting. For example, for an apprenticeship where a training requirement is 'off the job', you can discuss together the learning outcomes that this programme element will cover, which outcomes will be covered in the workplace and what will be the most effective learning method for the apprentice. Similarly, exploring the development of a new T-levels programme will require discussion of the substantial work placements involved; there will be a requirement to consider what learning outcomes will be associated with this and how will they be assessed.

## Assessment criteria

Assessment criteria are closely aligned to learning outcomes and can be divided into different categories of skills and attributes. Components of assessment criteria include:

Intellectual skills	Practical skills	Transferable skills	Other attributes
Critical thinking	Planning work	Gathering, sifting and organising information	Independence
Planning	Carrying out tasks	Presentation	Self-management
Explaining	Modelling	Communication	Listening
Describing	Experimenting	Numeracy	Using initiative
Discussing	Reporting	Literacy	Reflecting on own performance
Decision making	Following procedures	Time management	
Reflecting	Peer review	Teamwork	

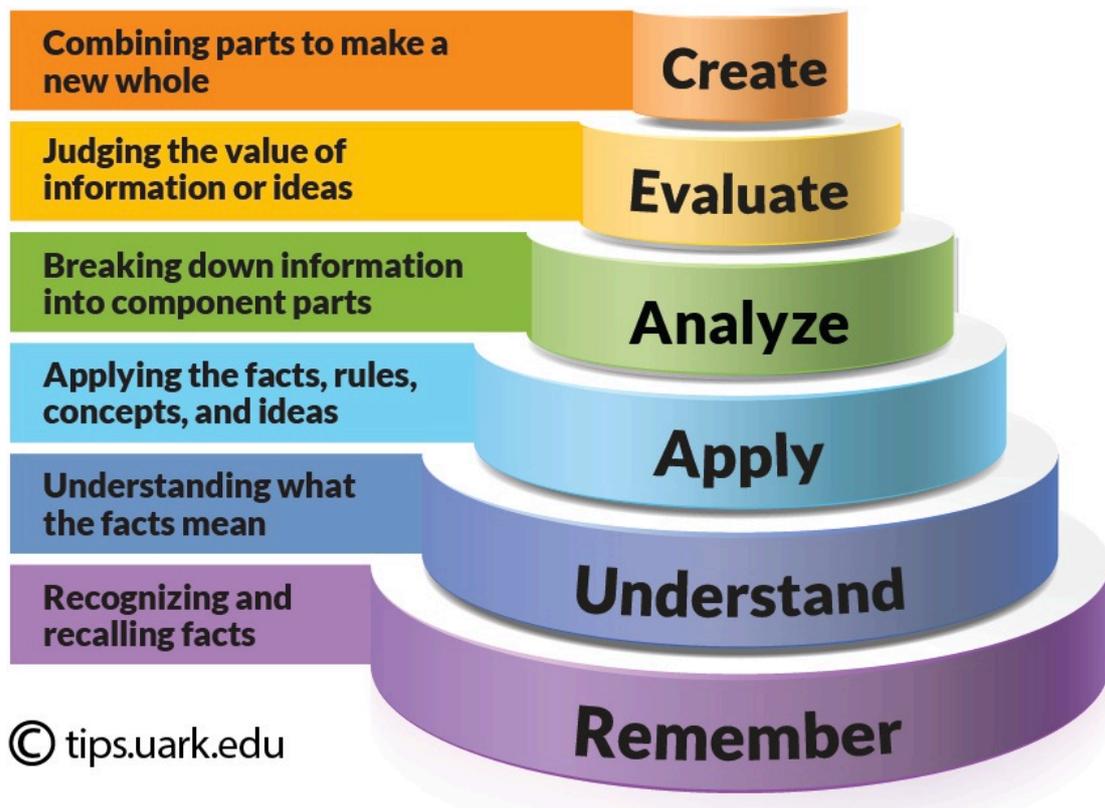
## Levels of learning

The most challenging aspects of writing the learning outcome is indicating the level of that outcome.

The level of learning is determined by how much autonomy and self-direction the learners will have; the complexity of the context of learning, and the degree of originality the learner will have

to demonstrate.

Bloom's taxonomy is a helpful way of conceptualising how learning can be differentiated. This model comes from the Teaching Innovation and Pedagogical Support (TIPS) at the University of Arkansas.



In the UK, there is a national approach to determining levels of learning that are relevant across the education sectors both Further and Higher education. The level of learning underpins all learning programmes and you can find more detail of the descriptors on the [government website](#). The framework for qualifications and levels varies across the four nations but are comparable.

The activity below is designed to explore together how you can set the aims, learning outcomes and assessments for your programme and consider how these can be met.

#### [Activity 4: Understanding the learning aims, outcomes and assessment of your programme](#)

#### **Case Study: Lincoln College co-designing the curriculum with housing construction**

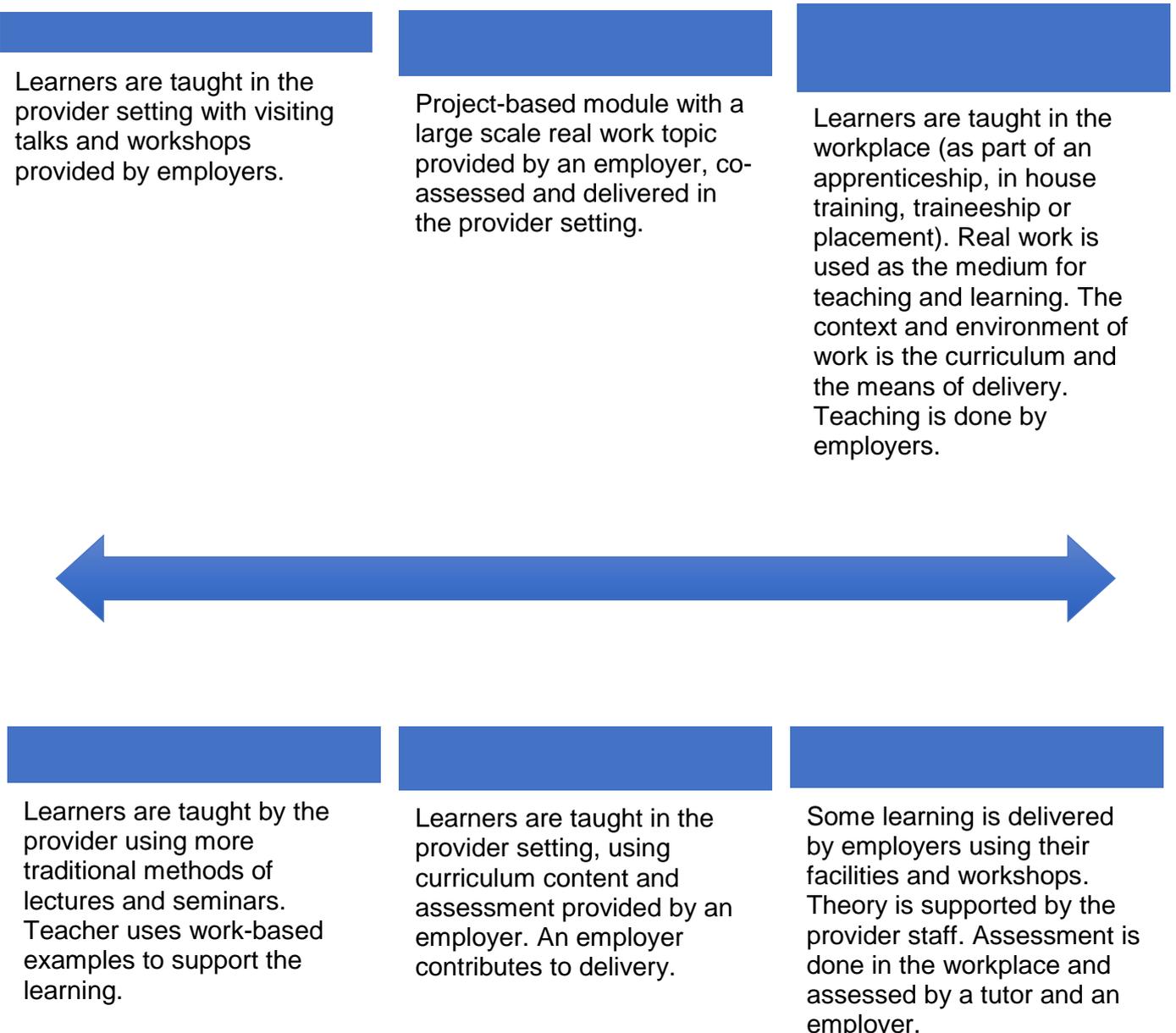
## **partners**

This example highlights the Teach Too project undertaken by Lincoln College working with employers in the housing construction sector. The College has developed an interactive 'Live Project' with the employers involving learners undertaking practical activity out of the classroom. Students worked in a team on renovation projects including an elderly person's flat in a sheltered community, which is owned by a local social housing provider. The project involved using skilled tradespeople to co-teach small groups of learners in a realistic environment. The project has given students a clear line of sight to work and targeted support for entry into employment. By working with the employers on 'real' jobs, the students learnt a variety of disciplines, not only developing skills in their own areas of interest but also in all trade areas associated with the work done. The college has introduced a co-delivery element into the programme and given learners an opportunity to further develop their technical skills.

# CO-CURRICULUM MODELS OF DELIVERY

Now that the programme has been designed, the next stage of the process is to explore how it will be delivered. The purpose of this model is to think about different ways of co-delivering the curriculum, focusing particularly on how it might differ from using traditional teaching and learning methods.

The diagram represents a continuum of ways that learning can be delivered by both teachers and trainers and employers. Reflect on the model and think about where your proposal would best fit. You can add in your own approaches or methods. You might also think about what additional support teachers and trainers might need in this context.



## Key learning points

Encouraging new employers to get involved with the delivery of teaching needs flexibility, creativity and the understanding that any demands placed on employers will need to fit in with their business management and workload concerns.

There are very many approaches to involving employers in the curriculum both as designers and deliverers. Some simply use work-based examples written into teaching materials, but others involve actual teaching in the workplace.

Do bear in mind that this can be demanding for workplace tutors, but it does get them to develop their own skills and update and contextualise their practice.

# MOVING BEYOND EFFECTIVE PRACTICE TO ACHIEVE EXPANSIVE TEACHING AND LEARNING: ESTABLISHING AND SUSTAINING CO-DESIGN AND DELIVERY, AND MOVING TOWARDS DUAL PROFESSIONALISM



There is a dynamic relationship between work practice and technical and vocational education, which offers the opportunity to participate in multiple practices in and out of the workplace and exposure to many different experiences. It teaches learners about the real world. Collaborative arrangements develop skills that would not be achievable by either providers or employers working alone; there are differences between learning in the classroom and learning in the workplace and partnership working supports better alignment of the two.

Some of the Teach Too projects have taken many of the first steps in co-designing the curriculum and in the process of collaboration have been able to bring the topic of dual-professionalism into the dialogue and take active efforts to further develop these elements. It is important to embed some of these collaborative activities to become a natural and inherent part of effective practice, particularly in view of the growing demands for apprenticeships and the Skills Plan implementation. Some ways to do this could include:

- Every new technical or vocational introductory programme planning meeting in a provider organisation should have a fixed agenda item on employer involvement, with efforts made to secure their involvement throughout the academic year.
- Programme leaders should know who has responsibility for business engagement and which team member will attend relevant employer network groups as outlined in related business plans.
- Programme leaders should have a clear understanding of opportunities for dual-professional development of their team members, identified during the employer co-design element of the programme.
- Staff should be expected to share reflective learning from their practice with other team members.

- Trainers and mentors from the workplace should be given the chance during each academic year to engage with classroom-based activities and develop a shared responsibility for learning.

You can use the activity below to consider how you can sustain and build upon your current levels of practice. By identifying the principles that can underpin your whole approach, you can keep your programme and your team on track.

### [Activity 5: Sustaining effective relationships for co-design and dual professional development](#)

The following case study demonstrates the benefits of developing effective relationships for staff and learners. The next stage is to ensure that these approaches become an established process within programme design.

#### **Case Study: Solihull College**

Solihull College and University Centre worked with local engineering companies to secure job shadowing opportunities for their teaching staff. These placements in industry gave the lecturers fresh insight into current practice and new technologies, which enabled them to update the design and delivery of their apprenticeship courses. Apprenticeship delivery at the college is now more aligned to the learning in the workplace, which supports apprenticeship learners to recognise the benefits of both practical and theoretical learning.

Industry staff working on the project were supported by lecturers to co-design the assessment for apprenticeship courses. Employees at Capita commented that the collaboration had given them a better understanding of the structure of training courses and reflected that contributing to curriculum development was valuable to their business and encouraged them to renew their work experience offer.

## **ACTIVITY 1: UNDERSTANDING YOUR LEARNERS**

Working together, construct a profile of your learners.

What do you know about the learners who are going to be following the programme you are developing?

How will you find out more about their needs and aspirations?

You may wish to include:

- Their backgrounds
- Their ages
- Their previous knowledge and education achievements
- Are you building on existing skills and knowledge?
- The stage they are at in their learning or career
- Do they have a dual status as learner and employee?
- If so what are the implications of this?
- Their level of interest or engagement?
- Any challenges they might face in undertaking the learning

## ACTIVITY 2: BENCHMARKING YOUR PROGRESS

Employers can be involved in curriculum design and development at many levels.

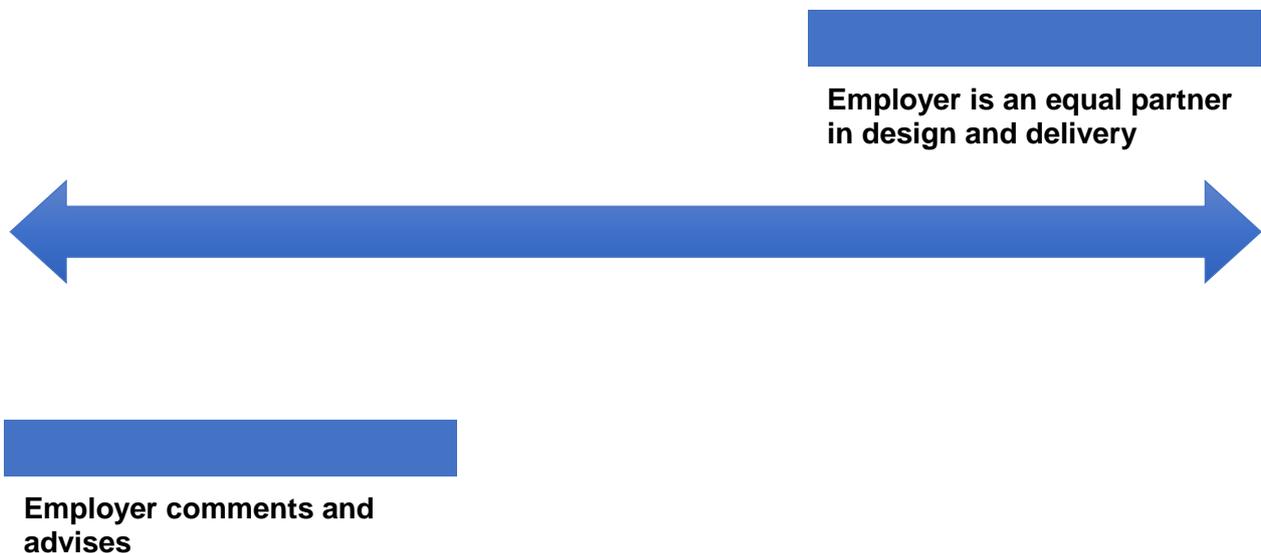
At one end of a continuum it could be simply commenting on the design of a programme. Involvement could then increase along the continuum to include contributing to:

- What is taught (the content)
- The assessment strategy (what is tested) or
- The teaching and learning methods deployed.

At the other end of the continuum the curriculum could be developed, delivered and assessed in a true partnership. This is a move towards the Teach Too approach.

Consider where you think you are now in terms of your partnership in co-designing and delivering the curriculum. Where would you put yourself on the continuum?

You can revisit your benchmark at intervals to measure your progress.



## ACTIVITY 3: CONCERNS AND CHALLENGES ABOUT CO-CURRICULUM DEVELOPMENT

This activity is designed to explore some of the issues you may need to address or be aware of when working together to co-design and deliver your curriculum. You will probably get more out of the activity if you are able to discuss it with colleagues or use it at a partnership meeting with employers. It could be used as a starting point for uncovering concerns each party may have for taking your project forward. The activity involves:

- Looking at the diagram in the toolkit
- Reviewing and discussing the questions posed in the map
- Comparing your responses with standard responses
- Exploring in your partnership how you can reduce some of the concerns
- Developing a shared understanding of the extent/limitations of your partners' involvement in your curriculum

Consider the questions posed in the [diagram](#) in the toolkit and record your responses to each question, with reference to your own project in the table below. The questions here should not limit your thinking around these issues. There may be more significant questions you need to explore within your partnership and you can add them here. The main principle here is to develop an awareness that things may not be straightforward when you begin a project and that by discussing issues you can deal with them appropriately and confidently when they arise.

Concerns	Response
How far should employers be involved in designing this curriculum	
What concerns and challenges would an employer have about getting involved?	
What if the employer wants the curriculum to be customised?	
What could the benefits of this be?	
What sort of ways would work best for involvement?	
What concerns would the provider have about the employer being involved in this?	
Who are the learners; how would they be affected?	

Look at some of these standard responses to the questions posed and compare your own to these. How can you move beyond these initial concerns to prevent issues or work together to address them as they arise?

#### **What concerns and challenges would an employer have about getting involved in this?**

- They might think that the academic members of staff are much more knowledgeable than them
- That might be concerned about the level of commitment particularly in terms of time out of work.
- They might not understand the academic language, rules and protocols
- They may not believe some elements of activity are their job, believing instead that it's the college's responsibility

#### **What concerns would the college have about the employer being involved in this?**

- The employer might not know what they want in the curriculum
- The employer might have very fixed ideas and not be prepared to compromise so there would be no agreement.
- The employer might want something that the college can't possibly offer
- It might not be economically viable to develop what the employer wants

#### **What sort of ways would work best for employer involvement?**

- Advice on content
- Recommendations about assessment
- Have a representative on the course/programme development team
- Have an input on the way that the programme could be delivered

#### **What could the benefits of this be?**

- Providers will gain insight into day-to-day workplace challenges that will inform future curriculum design
- More related to the real world
- More interesting for learners
- Increase the motivation of learners
- Offer flexibility in how the program is delivered
- Offer different ways of supporting learners

#### **What if the employer wants the curriculum to be customised?**

- This might be possible for certain elements of the programme
- A customised programme could be developed for an individual employer if they were prepared to pay for it

### Who are the learners; how would they be affected?

- Students based in educational settings would benefit from the opportunity for going into the workplace
- Apprentices would benefit from effective practice
- Some learners might lack the maturity to benefit
- For learners who are already in the workplace their identity as employees rather than learners would be reinforced

## ACTIVITY 4: UNDERSTANDING THE LEARNING AIMS, OUTCOMES AND ASSESSMENT OF YOUR PROGRAMME

This activity will work best if undertaken in a partnership working group. Share the guidance within the toolkit for understanding the elements associated with the programme and consider how you will address each aspect when planning your co-design and delivery activity. Some of the aims and learning outcomes of your programme(s) will be pre-determined if you are working to a national standard or qualification accredited by an awarding body. It is important to consider what flexibility exists and to explore how partners can support the aims and learning outcomes.

Working collaboratively can help you to consider which elements of the curriculum can be achieved through different activities both in the workplace and in the educational setting. For example, for an apprenticeship where 20% of the learning is 'off the job', you can discuss together which learning outcomes this theoretical element will cover and which will be covered in the workplace. What will be the most effective learning method for the apprentice? How will you assess the learning outcome?

This activity has three components; each is essential in working out the overall aims and learning outcomes of your programme (s).

- Consider the level of learning and the aims of the programme
  - Discuss and identify learning outcomes and how these will be achieved
  - What form will the assessment take?
- I. Working together, share your understanding of the level of learning the programme is working toward. [Activity 1](#) on understanding your learners can help you to reflect on the level and the learners background and prior education and work experience.
  - II. Work out what the aims of your programme are. Is there one overarching aim or several smaller aims that combine to give coherence to the programme? *Remember not to have too many aims.*
  - III. Again, working together, adapt the table below for your own benefit to begin to develop the aims. Consider the following:
    - Employers and providers should each explore which learning outcomes are preferred and what the assessment should look like.
    - Where is the common ground?
    - What will your programme of learning look like?
    - Where is there space for negotiation?
    - What is non-negotiable (especially relating to qualifications and the requirements of

awarding bodies)?

	<b>Employer</b>	<b>Curriculum (learning activity, location, participants)</b>	<b>Provider</b>
What learning outcomes do you want the learners to achieve?			
What assessment do you want them to do?			

# ACTIVITY 5: SUSTAINING EFFECTIVE RELATIONSHIPS FOR CO-DESIGN AND DUAL PROFESSIONAL DEVELOPMENT

This activity is designed to help you to establish some of the key principles for your programme area, in working closely with employers as partners in developing your programmes. These can be developed together with peers and partners.

Some principles are already given but you can add or remove those most relevant to your area of practice.

Consider how you can extend your approach beyond your current experiences. The objective here is to establish between 20-30 principles, so it requires you to explore all aspects of your ambitions.

## Principles for sustaining effective relationships in curriculum co-design and delivery

Opportunities	Challenges
1. All the different areas of expertise, knowledge and capabilities are valid and valuable and can be used to create learning that has the maximum benefits for individuals and communities	2. Be very clear at the outset what the boundaries are: reflect on the extent to which a curriculum working towards nationally determined outputs such as qualifications can be co-designed at local level
3. Take time to understand employers' businesses and needs. Make sure that everyone involved is committed to the process and has the appropriate remit, knowledge, skills and time to take part	4. Sharing curriculum design means giving up a position of total control over curriculum development and delivery. This can result in a fundamental shift in roles and power dynamics.
5. Try to spend time in the industry and use the opportunity to build commitment from employers	6. Be clear about how to define and maintain quality in the learning.
7. Ensure your own facilities/equipment are up to date with employer's equipment to create realistic working environments.	8. Reflect on how organisational cultures and values and integrate co-design approaches into their work.
9. Acknowledge that both parties are equal partners.	10. This requires investment of time, energy, skills and training.
11. Curriculum co-design requires a positive vision and clear rationale.	12. Project managers will need to communicate to staff and partners why they are adopting this approach as well as how to go about it.

13. Identify the different experiences, knowledge, skills and perspectives that partners bring. Value them as assets and resources to foster mutual respect.	14. What monitoring and impact measures will you use to capture evidence of changes resulting from co-design approaches?
15. Negotiate shared understandings before starting the design processes.	16. Make sure that people know what they can expect from getting involved, what they are expected to contribute and that everyone is supported to play a role.
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29.	30.

## OUR PARTNERS



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