

IMPLEMENTING TEACH TOO PRINCIPLES

A checklist of readiness and benchmarking tool for education and training providers and employers



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WHAT IS TEACH TOO?

Teach Too is an initiative from the Education and Training Foundation which aligns closely with the Department for Education's post-16 technical education reforms.

The central idea of 'Teach Too' is about businesses and employers spending some time teaching their work and/or contributing to vocational and technical education programmes. The more closely employers and their staff work with teachers and trainers on developing the curriculum, designing programmes together, and sharing the delivery of learning and assessment, the clearer the "line of sight to work" for learners. This makes it easier for students to see why they are learning, what they are learning, and understand what the development of occupational expertise is all about. Employers will benefit from learners who are more informed about work and requirements for particular employment sectors.

The Teach Too programme is now entering its fourth phase. The programme has established an understanding of the elements of effective practice and developed case studies across a range of different models. Examples of effective practice include industry professionals teaching in provider or workplace environments, supporting teachers and trainers to update their industry experience, and helping to build the 'two-way street' of collaborative arrangements between employers and providers.

More information to help you to locate your own practice in the Teach Too principles can be found on the Foundation's Excellence Gateway.

What is the 'collaboration readiness checklist' for?

This checklist has been designed to support employers and education and training providers to develop Teach Too partnerships. It should be used to help you to assess your current practices and readiness for collaboration, mapped to the Teach Too principles. You can use your responses as a benchmark for measuring your readiness for progressing future joint activity and considering where you want to be in the short, medium and long-term future. The checklist will support you to reflect on the distance travelled and improvements in practice at different stages.

Who should complete the checklist?

The checklist can be used to assess a whole organisation's readiness. However, it is more likely to be effective in assessing a specific or local initiative, so a head of department or directorate team member with responsibility for sourcing partners to collaborate with, or responsibility for learning, training and development in particular areas may benefit from using this resource. However, anyone with an interest or involvement may find this useful.

What are the specific elements that are being benchmarked?

The checklist will encourage you to reflect on what effective collaborative practice looks like and what processes and policies underpin those practices. It will also help gather some specific information about your education and training provision, or your business practice and help you to reflect on each element's effectiveness. You will be asked to provide specific examples of

current activity/performance and to identify priority areas to support the improvement of your collaborative arrangements.

The checklist is divided into four areas:

- Strategic level of readiness
- Reviewing your collaborations
- Implementing collaboration for learning
- Effective engagement between employers and education and training providers

STRATEGIC LEVEL OF READINESS



1. Do you have an organisational employer-education and training provider partnership strategy?

- Yes
- No

If yes, please go to question 2. If no, please go to question 3.

2. How is the strategy managed and implemented? Please select any which apply

- We have an employer/provider partnership strategic group involving senior managers
- We have one director responsible for this for the whole of the organisation
- We have a strategy that sits within the organisation's business development group
- We have representatives across all departments responsible for this
- The strategy is an agenda item on monthly department heads meetings
- The principal/departmental head leads this strategy
- We have a training and development team/group
- Each department has its own responsibility for relationships
- We have a department level group
- Other approach (please specify)

Please go to question 4.

3. If you don't yet have an organisational partnership strategy, what do you think is the priority for developing one? Please select one of the following

- Very high, short term
- Moderate, medium term
- Low, long term
- There are no plans to develop one
- Not known

4. On a scale of 1-5, how would you gauge your organisation's overall readiness for collaborating with partners to design and deliver the relevant technical and vocational curriculum?

1. Not yet begun to do this	2. Have begun to prepare for this activity	3. Partially ready; still in development	4. Ready to begin engaging	5. Fully ready and already engaging

5. Please provide a brief explanation of your response to the previous question

6. To what extent do you think your organisation's overall business plan aligns with LEP skills priorities?

"The 39 Local Enterprise Partnerships across England play a central role in determining local economic priorities and undertaking activities to drive economic growth and the creation of local jobs."

- Fully
- Partially
- This is being developed
- This is not in place
- Not known

7. Please outline any involvement with LEP, skills partnerships or combined and local authority skills activity in your area?

8. What other groups or networks, that bring education and training providers together with business/employer organisations, are you active in?

9. Please give an example of a curriculum or business initiative that aligns with your local skills priorities?

10. Please consider what your priorities are for action to maintain and enhance your strategic level of readiness for collaboration?

Activity/area of performance

Assessment of current performance

Intended development

Measurement of success

REVIEWING YOUR COLLABORATIONS



11. How do you source either employers or education and training providers to engage with? Please select all that apply

- Internal Customer Relationship Management database
- Department level contact list
- Employer placement list
- Known education and training providers that we work with
- Business Development team responsibility
- Undertake training needs analysis
- Sector group that meets regularly
- Previously established relationships
- Other (please specify)

This next question is for employers: education and training providers please go to question 14.

12. Please can you explain how you select education and training providers to work with? Please select all that apply

- They offer the right courses and qualifications
- They are registered to provide apprenticeship learning
- They have a good reputation
- They are competitive on price
- They are flexible in their approach

- They approach us first
- We get benefits for our staff such as access to CPD
- Does NOT apply
- Other (please specify)

This question is for education and training providers: employers please go to question 17.

13. What approaches do you use to engage with your business/industry partners?

- Team members attend an employer-led group
- We have an invited role on a sector group
- We participate in a skills group
- We are a part of an employer-led talent pipeline development
- We attend a LEP skills and employment strategy group
- Other (please specify)

14. How do the strategies you use to engage small and large employers differ?

15. How many different employers/education and training providers do you have formal engagements with?

- 1-2
- 3-5
- 6-10
- 11-15
- More than 15

16. How many of these relationships include engagement with a consortium or network?

- 1-3
- 3-5
- More than 5 working groups

17. How long have you had formal and established relationships?

- In the last year
- 1-2 years
- 3-5 years
- More than 5 years
- Unknown

18. Please provide a brief explanation of the nature of these partnerships and their effectiveness?

19. Please consider your priorities for action to maintain and develop your collaborations

Activity/area of performance

Assessment of current performance

Intended development

Measurement of success

IMPLEMENTING COLLABORATION FOR LEARNING



This question is for education and training providers: employers please go to question 22.

20. Do you have established employer involvement with your teaching and learning strategies?

- Yes
- No

If no, please explain if you have any plans to do this and identify specific barriers to building engagements with employers.

21. Which of the following activities are included as part of your collaboration? Please select all that apply

- Employer talks – careers
- Employer talks-visiting lectures
- Site visits
- Work experience
- Work placements
- Employer sets assessment
- Employer sets live projects

- Employers and learners work on projects together
- Apprentice placements
- Employers become mentors to learners
- Employer has input in the curriculum
- Employer co-designs the curriculum
- Employer co-teaches the curriculum
- Other

This question is for employers: education and training providers please go to question 26.

**22. What activity/activities are you involved in with education and training providers?
Please select all that apply**

- We give career talks
- We do talks and visiting lectures
- We offer site visits
- Work experience tasters
- Work experience placements
- We work with the provider to set assessment tasks
- We develop live projects for learners
- We work with learners on projects together
- We take on apprentices
- We become mentors to learners
- We are invited to explain what we think should be in the curriculum
- We share in the design of the curriculum
- We teach the curriculum in partnership with the tutors and lecturers
- None of these

Other (Please provide details of any other activity)

23. How many work placements do you offer each year?

24. Do you pay the apprentice levy?

- Yes
- No

25. If yes, how many apprentices do you have currently? How do you expected this to change over the next 2 years?

26. How many education and training programmes have joint provide-employer activity?

27. How do you rate your work to date in bringing learners/your trainees together?

- Excellent
- Very satisfactory
- Satisfactory
- Unsatisfactory
- Undeveloped

28. If you have experience of employer-provider partnership curriculum co-design and/or co-teaching, please provide a brief example of each

29. Please consider your priorities for action to maintain and enhance your responsiveness to implementing collaboration for learning?

Activity/area of performance

Assessment of current performance

Intended development

Measurement of success

STAFF ENGAGEMENT WITH EMPLOYERS/INDUSTRY



This question is for education and training providers: employers please go to question 37.

30. How do your staff stay up to date with industry developments/technological and business changes? Please select any that apply.

- Visit employer premises
- Work shadowing
- Undertake short placement on employers' premises
- Work on joint projects together
- Share joint teaching in classroom activities
- Undertake curriculum review together
- Undertake professional body requirements for CPD
- CPD opportunities for staff
- Individual Research and Inquiry
- Have dual careers
- Other (please specify)

31. Please provide examples of any specific/formal activity to date

32. What percentage of staff who work in the department have experience of working in relevant industry?

- Up to 20
- 21-50
- 52-75
- 76-99
- 100

33. How many of your staff have a dual role (they continue to work in industry while teaching)?

34. What support do you offer staff to develop their capacity for employer/industry collaboration? Please select any which apply

- Allocation on timetable for activities
- CPD activities
- Short courses
- Time out in a workplace
- Attendance at sector/employer conference
- Attendance at LEP skills group
- Other (please specify)

35. How do staff with industrial/sector employment experience share learning with other staff in the department/ across the organisation? Please select any which apply

- Share sector/professional information news/updates with team
- Deliver sector update on staff CPD days every academic year
- Lead an internal curriculum group for sector related updates
- Other (please specify)

36. How do you rate your staff-employer relationships?

- Excellent
- Very satisfactory
- Satisfactory
- Dissatisfactory
- Undeveloped

This question is for employers: education and training providers please go to question 38.

37. How do your members of staff stay involved with curriculum and policy developments relating to technological and vocational education? Please select all that apply.

- As part of their everyday job as recruitment/HR personnel
- Learning and training/development officers in organisation
- Visits to education institutions
- Work shadowing teachers
- Undertake short placements with college/training provider
- Work on joint projects together
- Share joint teaching in classroom activities
- Undertake curriculum review together
- Individual Research and Inquiry
- Volunteering as part of Corporate Social Responsibility (CSR)
- As representatives on sector groups/networks with educators
- Through membership of the LEP education and skills network
- Some have dual careers as professionals and teachers
- Other (please specify)

38. Please consider your priorities for action to maintain and enhance your employer/learning provider collaborations and partnerships.

Activity/area of performance

[Empty rectangular box]

Assessment of current performance

[Empty rectangular box]

Intended development

[Empty rectangular box]

Measurement of success

[Empty rectangular box]

OUR PARTNERS



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THANK YOU

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