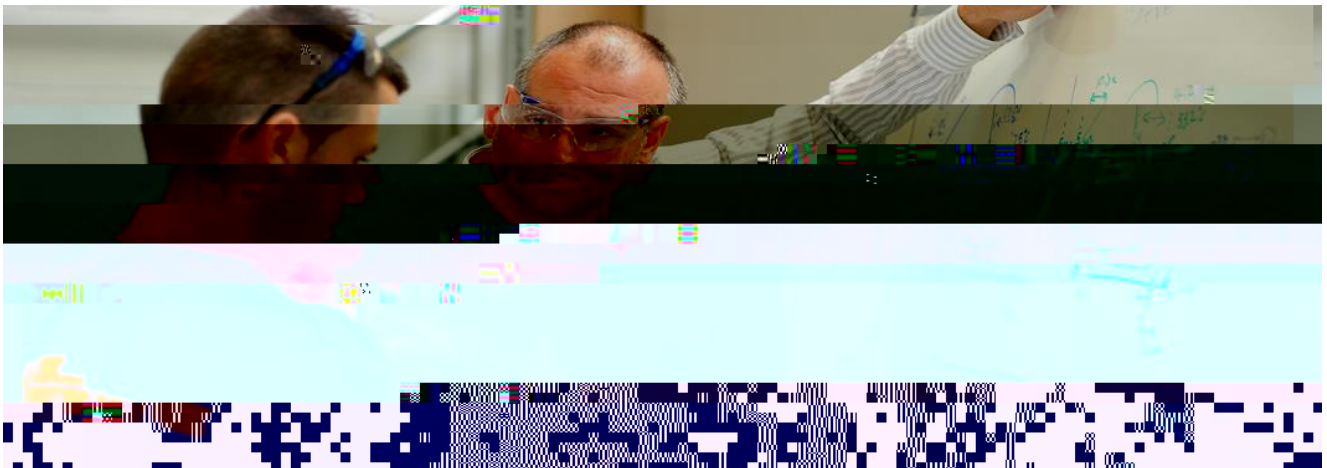


# TEACH TOO LOCAL COLLABORATIVE PROJECT

A case for a shared language between business and education in Sussex. Project led by the Sussex Council of Training Providers.



## **Summary**

We know that the skills specialism in Further Education need to be higher in the teacher workforce in order to meet the fast-paced training demands of local and national businesses.

We know that the recruitment and retention of industry specialists in FE is extremely hard, and for a number of reasons.

We also know that in order for employers to feel fully confident in their local technical training provision, then they need to invest more time in collaborating, shaping and



teaching their work and giving employers a direct involvement in designing, planning and developing technical programmes.

The Teach Too toolkit is designed to offer a plain English roadmap for both businesses and providers to create shared business cases for more integrated working that give a clear, up-to-date and relevant line of sight of work to any vocational education student.

The toolkit comprises of guidance and practical activities to support joined-up conversations; particularly useful to employers and providers starting-out on a journey of co-design or contemplating what dual professionalism might look like in their context. The most valuable document is the Business Case Tool helping all parties to put numbers against any investment of time or resource, making clear the return to any business (whether it is in workforce and learner development/recruitment/retention, the bottom line or meeting targets).

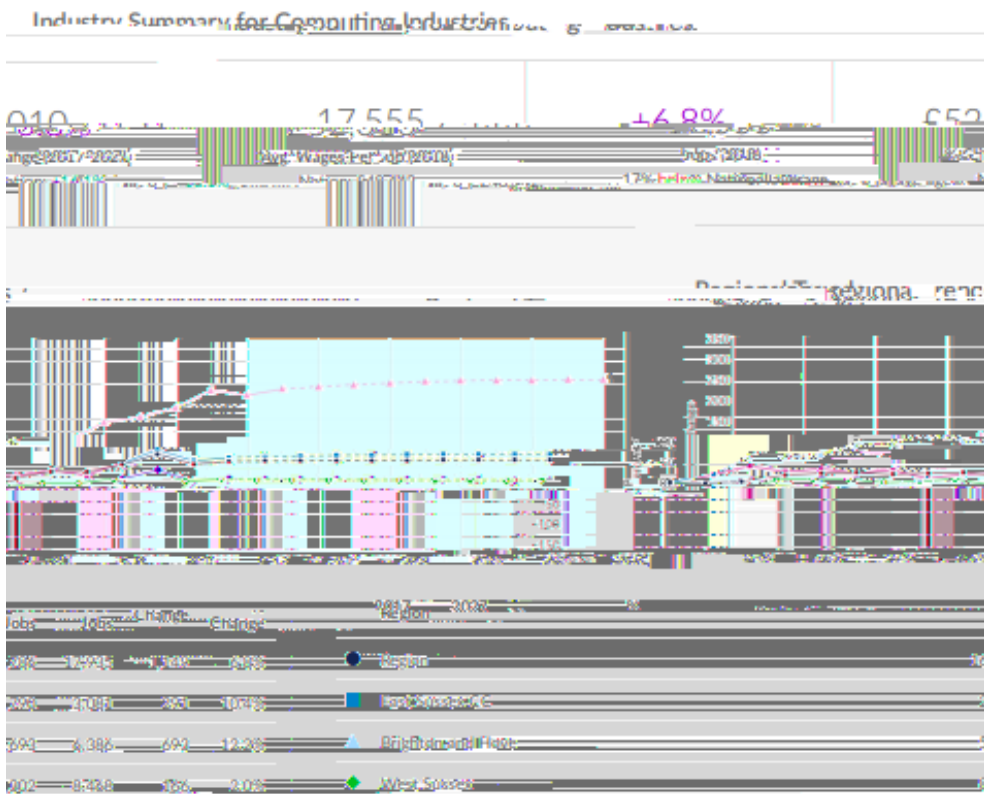
### **What did we actually do?**

In this project, SCTP consultants led a series of workshops on co-design & dual professionalism in Hastings, Brighton, Chichester and online. T





In ICT and digital, the trend is different again.



These stories are being recognised in resource investment, with £multi-million investments in STEM and construction teaching facilities in Newhaven, Brighton, Bognor Regis + a mobile construction skills unit from East Sussex College Group from April 2019. However, in many other cases, curriculum and content design appears to be secondary to the capital planning.

One curriculum leader, interviewed as part of this Teach Too project, said that there had been substantial investment in bricks and mortar but very little collaboration with employers on curriculum or equipment purchasing.

### What did we learn?

The purpose of this project was to kick-start new ideas and to gain insight. Here are some of the key emerging themes and trends coming from the participants.

Remarks have been aggregated to represent common perspectives or included as direct quotations if available.



## **Collaboration**

Businesses need a clear point of contact and go-to person for advice and guidance. Half the problem is not knowing who to speak to (employer)

- a co-ordinator to liaise with local/national businesses to help integrated curriculum design happen. Businesses (provider)

It is in college and training

ent departments within the college have different priorities. When it comes to  
employer engagement, -up  
(provider)

(employer)

(employer)

recognised as a trend-se  
(employer)

We want recognition, awards for our work and to be seen as trusted advisors  
(employer)

investment in building deep relationships with train  
(employer)

## **Curriculum**

Providers and awarding organisations could collaborate with one another more to  
identify what support

- < Staff skills audit
- < Mapping of existing links with i



For businesses, a comprehensive training offer makes you stand out, boosts recruitment and retention; and dual professionalism provides extraordinary CPD to staff, builds a learning culture and demonstrates endless social value.

It means tutors, lecturers and assessors feeling confident about emerging trends in business, using case-studies and worked examples in their teaching. It means introducing learners to attitudes and behaviours to help them progress in the workplace.

3. **Practical priority #5** - tested and gets to the heart of the challenges. It is also not prescriptive and can be used in whole or part as a flexible guide rather than a rigid set of rules.
4. **Practical priority #6** - Celebrate success, collaboration and innovation. Every stakeholder, including learners and parents, wants to be associated with cutting-edge provision, facilities and positive story-telling. When staff and learners become the advocates, not the marketing copy, it has a ripple effect on local other people are buying.

These interactions will not happen in any meaningful sense, without a local energy