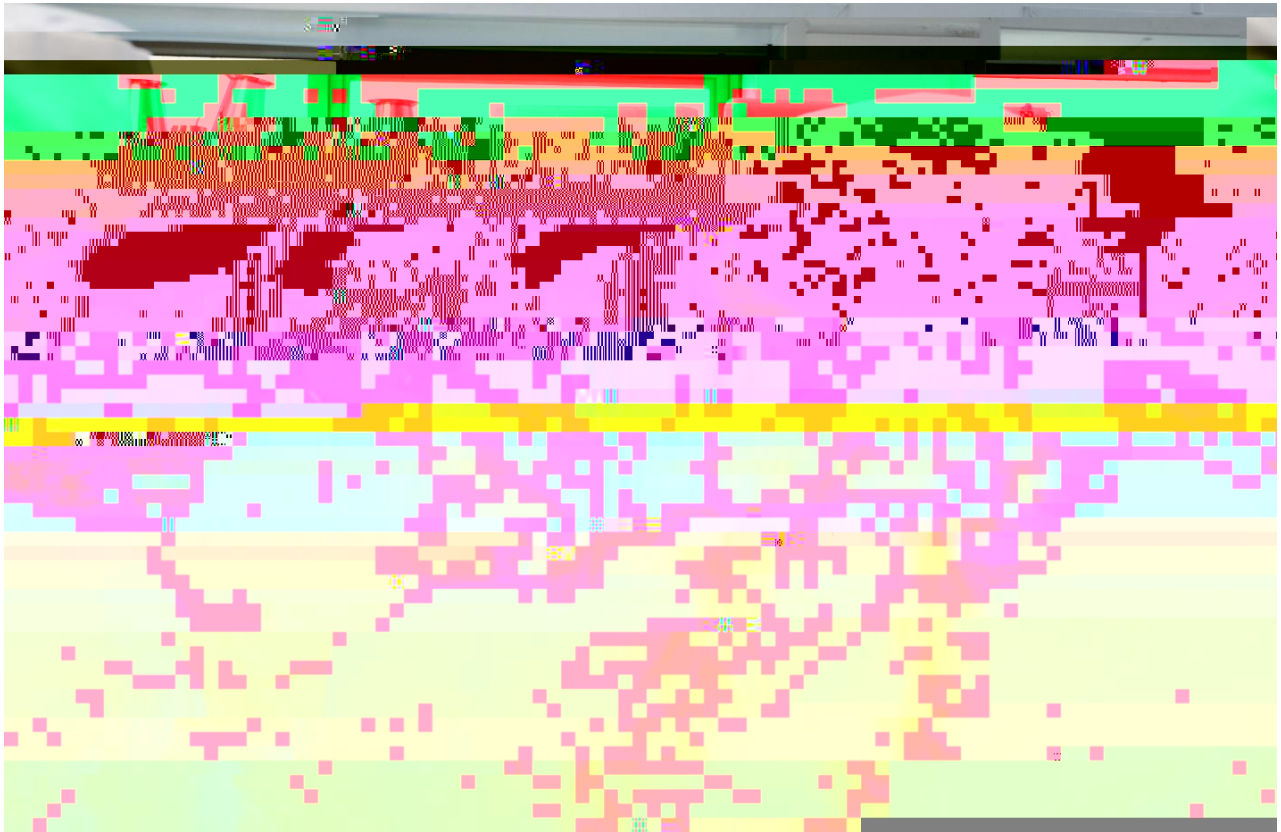




TEACH TOO ORGANISATIONAL DEVELOPMENT PROJECT

A case study on the Teach Too organisational development projects at LTE Group – The Manchester College



if there is ever an entry level commis chef position the first place I look is the college to recruit"

Project overview

This project looked to develop a coherent whole organisational approach to working with employers to help realise our ambition to be leaders of quality vocational education and to underpin our development of Centres of Excellence.

Driven by colleagues in the recently established central team, who have a clear remit for employer engagement, this project has provided a catalyst for us to consider how we can build on best practice

Project aims

To develop a coherent approach to working with employers across the FE provision, and to inform the wider LTE Group, with a focus on a developing sustainable Two-Way Street with employers as *partners in learning* .

Positive impact and expected outcomes

Whilst we have pockets of organisational excellence in employer engagement and collaboration, previously we lacked the strategic framework to bring this together and to identify and disseminate good practice across the wider organisation.

Established and often good practice in employer engagement, employer-led curriculum and work-readiness focused programmes is not always recognised or used to inform strategic

LTE Group Internal

Quality Review, March 2018

Using Teach Too principles has given a framework to articulate *what good looks like* in working with employers and has enabled us to:

- ◁ **Identify, evaluate and share “good” practice models** from within and across curriculum areas
- ◁ Further shape our Employer Engagement Strategy and **develop a dynamic Strategic Action Plan** to implement activity across the FE college provision
- ◁ Align the LTE Group **FE 2020 Vision** with existing on the ground activity in and across curriculum areas
- ◁ Provide a **coherent framework for future planning of employer engagement** (Employer Engagement Delivery Plan) in curriculum areas that is quality focused, rather than on quantity eg hours on placement

Two Way Street Case Studies & Teach Too Principles review
 against
 Excellence in Vocational Education (2013)

	two-way street - employers helping to create & deliver excellent vocational programmes (whole curriculum department level)	direct line of site to work	dual professional' teachers combine occupational & pedagogical expertise develop partnerships and curricula with employers	access to industry-standard facilities & reflecting the ways technology is transforming work	clear escalators to higher level vocational learning, developing and combining deep knowledge and skills.
Automotive Engineering	*****	*****	*****	*****	*****
Flow Animation	****	*****	*****	*****	*****
Hilton	****	*****	*****	****	***
Manchester Galleries	****	****	*****	****	*****
Quality 4 Early Years	****	*****	*****	****	****
Supported Internship	*****	*****	*****	****	****

Star rating for our case studies

***** - outstanding or exemplary practice that is across the curriculum department

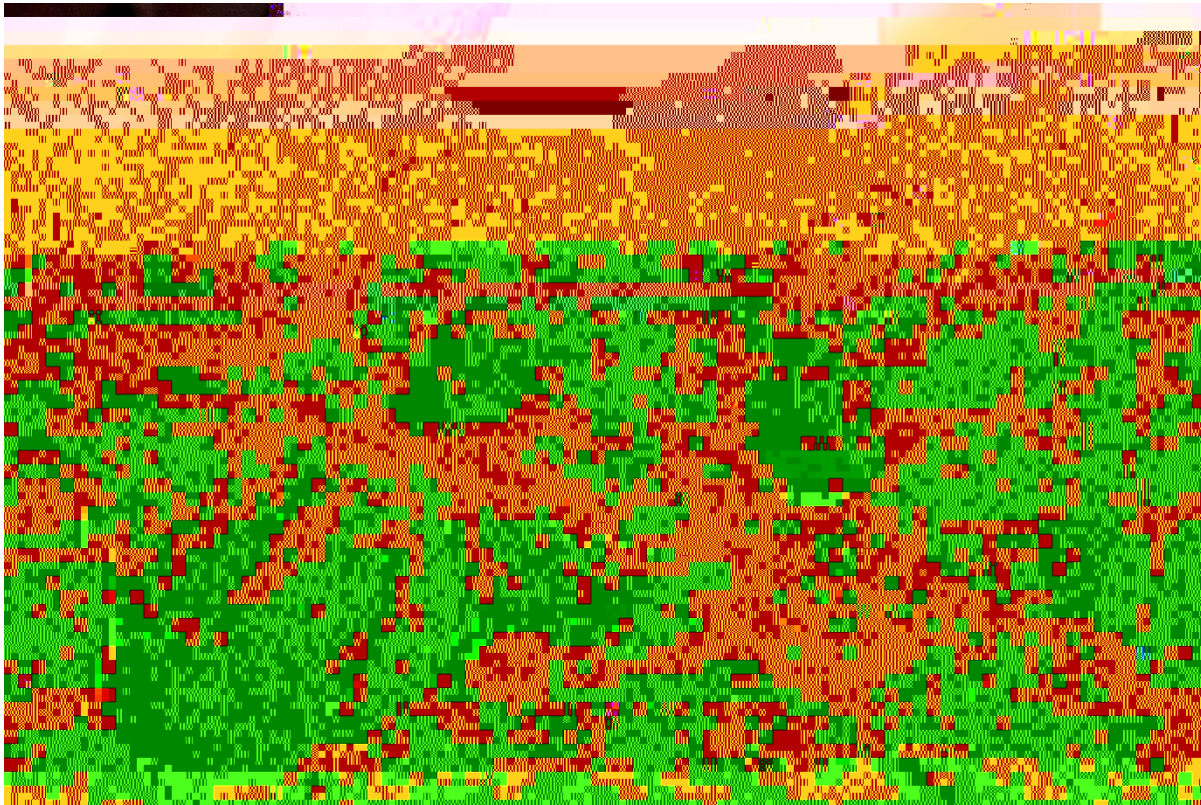
**** establis23 Tm824 443.23 Tm0 G[)JTETQq0.000008871 0 595.32 841.92 reW* nBTBTBTBTBTBT1.04 Tf1

to a talent pool of potential employees who develop the technical and wider skills they need for industry.

It is clear from these case studies that our employer partners see collaborative working as key to their own success. For some employers recruiting staff from the local community is crucial to

Exemplar Case Study

**** Automotive Engineering - Masterclasses for teachers and a holistic approach to employer led curriculum



Over the past three years the automotive department has gone through significant change. With clarity of vision and an ethos of inclusivity, shaped by the Head of Department, the team have established a curriculum that is driven by high aspirations, clear progression pathways and continued partnership working with employers. The quality of teaching, learning and assessment has been transformed through continuous professional development in pedagogy, recruitment of highly skilled professionals and continuous engagement of both local and key national employers to shape and enhance programme delivery.

On 16-18 study programmes multiple levels of entry give access to all young people, whatever their starting point, offering clear progression through levels of learning. The holistic curriculum integrates development of technical skills, knowledge, critical thinking, problem solving and wider employability skills with increasing independence and stepped progress into employment or higher level study.

Working in partnership with GM Higher, aspirations are set early in the programme with induction activities that focus on personal and social development to develop positive attitudes to learning and raise aspirations. Throughout the programme, within the workshops, students at lower levels work in line-of-sight of their peers on higher

level programmes and the curriculum is well-designed to provide appropriate stretch and challenge that prepares students well for their next step. Teaching is destination focused and qualifications are appropriate to allow students to gain vocational qualifications that are transferrable, industry relevant and enable prog

and Devilbliss

or students to gain skills in hybrid/electric
technology

classroom through technology

“Wynns are proud to be in partnership with The Manchester College to help staff and students to recognise the problems that can affect modern cars and to know which Wynns products they can use to rectify these problems.”

“We are pleased to have this opportunity to pass on our technical knowledge to the future generation of technicians so that they can be confident that they are well prepared when entering the employment market.”

Vic Edmonds from Wynns

Key aspects of good practice

