EDUCATION & TRAINING FOUNDATION

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

TECHNICAL SKILLS NATIONAL PROGRAMME

Resource pack to work with employers on updating the curriculum
Created by: Julia Falaki, GWP, contract hosted by SWATPRO

Managed by

ASSOCIATION OF COLLEGES

In partnership with

emfec

‘Updating the curriculum to match employers and training providers to address local skills needs and gaps’

Resource pack

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Guidance Notes for Resource Pack

1. INTRODUCTION

The materials and documents in this resource pack are intended to be models and templates of the materials and documents which were used for an ETF / AOC funded project entitled 'Outstanding Teaching Learning and Assessment in the Construction Sector in the South West'. The aims and objectives of the project were to bring together construction employers and training providers to:

- discuss the current construction curriculum;
- how the curriculum meets employers' local skills needs and gaps in the construction sector; and
- how the curriculum could be developed to meet those specific needs.

The project used the idea of bringing together the employers and training providers in a 'masterclass', facilitated by a third party. Each masterclass lasted approximately 2.5 hours, and were held as a breakfast, lunch or evening events, with food and refreshments. A third party acted impartially to facilitate discussions, ask questions and take notes. The masterclasses also explored how employers might support training providers to encourage more young people into construction and raise their awareness of the range of career opportunities in the construction sector.

The resources in this pack have been adapted so that they can be used in all sectors, and not just the construction industry. The project concentrated on construction in the first instance as it was a priority sector in the LEP areas covered by the project, and anecdotal and statistical evidence demonstrated that there were prolific skills gaps and needs in the construction industry nationally.

The resources are based on the materials which were used for the project and which were developed as the project progressed, drawing on learnings from the initial masterclasses and feedback from employers and training providers. They are intended to be working documents and used as a basis for any similar projects designed to enhance the quality of teaching, learning and assessment in technical vocational training.

2. DOCUMENTS AND RESOURCES

Listed below are the resources and documents included in this pack. There is a hyperlink to each document, all of which can be found at the end of this document.

The resources include model templates, with documents completed with sample information. Please note that text in red on the documents needs to be changed according to the details of the project and masterclass.

Document 1 – Sample emails	The emails are to be used to promote the masterclass, and then send round joining instructions. These emails are intended to be models but should be updated and amended according to the project's specific needs, including whether there are any surveys to be completed to benchmark the starting position of the employers and training providers. For example, under the OTLA

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	project, all training providers had to complete a Professional Standards Survey at the start, mid-point and completion of the project. Click here to access the survey.
Document 2 – Promotional flyer	The first document gives the bare bones of what was included originally. On the next pate, there is also a flyer which was used for one of the construction masterclasses to give you an idea of what was included in the final version.
Document 3 – Masterclass agenda	This includes the aims of the masterclass and intended outcomes for participants. This was a working document and Equality & Diversity were added to the later masterclasses as a diverse workforce, particularly attracting females to the industry, was identified as an issue.
Document 4 – Sign in sheet for masterclass	The spreadsheet has been set up so that if you print more than one page, the title row appears at the top of each page.
Document 5 – Action Plan template	The Action Plan is to be completed once the masterclass has taken place and actions agreed. This spreadsheet notes all the actions agreed and was circulated along with notes taken from the masterclasses. Actions from previous masterclasses have included: setting up more structured work experience placements; site visits for careers staff and tutors; and presentations to students by employers. It can be used as a quick view of the activities of specific partners.
Document 6 – Action Plan Notes	Notes to give an idea of the type of activities / information recorded from a masterclass which were then inserted into the Action Plan.
Document 7 – Evaluation template	Participants at the masterclasses were asked to complete an Evaluation at the end of the masterclass. The following Survey Monkey survey was then used to elicit more in-depth responses.
Document 8 – Survey Monkey questions	This survey was circulated to masterclass participants after the masterclass had taken place and was one of the tools used to assess impact. Generally participants gave useful information in their responses. With hindsight the survey should have included more questions for the employers on how they would measure impact, and to ask for testimonials.
Document 9 – Memorandum of Understanding	This is a document which outlines the expectations and roles and responsibilities of the training provider / employer.

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3. EXPECTED OUTCOMES, OUTPUTS AND ACTIVITIES FROM CONSTRUCTION MASTERCLASSES

Listed below are the top activities, outcomes and outputs which came from the construction masterclasses held under the project between July and October 2017. It is expected that the majority of these will be transferable across other sectors. Please note that these are specific to the South West and may not be the same across other regions. This list is not exhaustive and other outcomes, outputs and activities may be considered depending upon the sector and geographic location.

Employers who attended the construction masterclasses varied in size from micro to large national employers, and the training providers were both private training providers and FE Colleges, with the majority being FE Colleges.

3.1 Work experience opportunities. Either an employer will be looking at offering work experience opportunities for the first time, extending the number of work experience opportunities on offer, and / or making the work experience opportunities more structured and effective for the learner.

- The masterclasses link employer(s) with training provider(s) to offer work experience placements to training providers' learners. From the 38 employers involved in the project, 10 specifically offered work experience placements as a result of attending the masterclasses, either extending their work experience programme or setting up a programme,

3.2 Site visits. Opportunities for the provider's careers staff, external NCS careers advisers, and tutors to spend a half day or full day at an employer to find out more about the industry and the career pathways in the sector.

- 7 employers offered site visits for learners and careers staff, and 3 training providers offered site visits for employers.

3.3 Curriculum development – Training providers and employers work together to tweak / further develop the curriculum to meet local skills needs and gaps. For example, 2 employers and one training provider are working collaboratively on setting up a groundworks local to the employers.

- 7 employers agreed to work with training providers on developing the curriculum.

3.4 Job shadowing – Opportunities for tutors / teachers to job shadow at a construction employer.

- 61% of participants who completed the survey said they would undertake / offer job shadowing opportunities.

3.5 Setting up courses locally. Where an employer has to send his apprentices out of area to attend training, and the employer would like to send his apprentices to a more local training provider / FE College.

- An example from the construction masterclasses is that employers were sending their apprentices out of area for groundworks, but wanted something set up locally. The training provider worked with 2 local employers to set this up.

3.6 Presentations to learners. Employers giving presentations about careers in the sector to groups of learners at a training provider / FE College premises.

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3.7 Employers visiting the training provider / FE College. Employers being invited to look round a training provider's facilities and meet with staff to find out more about what the provider can offer and the courses available.

3.8 Mentor training. Employers were requesting mentor training for their staff who were mentoring apprentices.

- An example was a local provider who had European Social Investment Funding (ESIF) to deliver training to employers was able to offer mentor training free (depending on eligibility criteria) to employers within the project.

3.9 Work experience documentation. Gathering documentary evidence from an employer on how they structure their work experience placements.

3.10 Improved employer relationships – building long-term working relationships between training providers and employers.

- 100% of training providers and employers who attended the masterclasses and completed the online Survey Monkey said they would continue to work with one another.

4. PRACTICAL CONSIDERATIONS WHEN SETTING UP A MASTERCLASS

When setting up a masterclass we took the following into consideration:

- Staffing – it took roughly 4-5 days to set up and run a masterclass;
- Costs – the main costs were the staff time, refreshments including a breakfast, lunch or afternoon tea;
- Agenda – who will facilitate the masterclass, who will take notes and who will be presenting.
- Employer contacts – we used a range of sources to contact employers. These included training providers talking to their own employers, local authorities' economic development teams, local / regional FSB, Chambers of Commerce, other local business organisations and the CITB;
- Venue – between 8 and 15 participants attended each masterclass. The room was either laid out cabaret or boardroom style;
- Training Provider contacts – using the local training provider networks and contacts to send out information to invite representatives from training providers to attend;
- Funding for new courses / provision – ESIF funds were being used in the local area to support employers with up to level 2 qualifications, both accredited and non-accredited. This meant that the funds could be used for any new courses / provision designed as a result of the project and to offer a range of provision to meet employer requirements.

5. QUOTES

Training Provider: 'There are 400 construction students here at CCP; all will have the opportunity to benefit from this project.'

Training Provider: 'Greater consideration of the variety of roles in Construction trades, which allows planning for future courses in higher levels'

Training Provider: 'i have a better understanding of the industry and i will be able to share with students.'

Employer: I did gain useful information and networking opportunities.

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Employer: 'Redouble our efforts in respect to training and work experience and the quality of same. Re-introduce a mentoring programme and further improve links to the college.'
Employer: 'Will put ideas into practice and work with college more.'

Document 1 - Sample email to promote the masterclasses – employers

[Insert name of organisation] is looking at the development of curriculum for the {insert sector here] sector. The aim is to set up 'masterclasses' for employers and training providers to facilitate the development of the {insert sector here] curriculum to meet employers' specific skills needs locally. From these masterclasses, we will be facilitating a range of activities for learners, tutors and careers advisers, so that they can gain a better understanding of the construction sector. The project will also be looking at developing long-term relationships between the provider and employer, and looking at how we can support schools with encouraging more young people to consider [insert sector here] as careers.

The project is looking for employers who would like to be involved with the project. The commitment would be:

- an initial ½ day attendance at a masterclass
- working closely with training providers to further develop the curriculum
- offer ½ to 1 day job shadowing opportunities and other activities.

The masterclass will take place on [insert date and venue].
Attached are further details including a link to the Eventbrite page to register attendance.

If you are interested in being involved and would like further information, please contact [insert name and contact details].

Joining Instructions for masterclasses

Thank you for registering to attend the [insert title of masterclass] being held on [insert date]. The masterclass is being kindly hosted by [insert name of organisation]. The address is and full location details can be found at [insert address and location details].

The masterclass will start at {insert start time] and finish approximately {insert end time}. An agenda is attached for your information. Breakfast / lunch / afternoon tea will be served and will include vegetarian options. Please get back to me by return if you have any other dietary requirements.

In preparation for the masterclass, please can you take a few minutes to consider what skills requirements and gaps the [insert sector] is facing and how the project can support your specific needs.

I look forward to welcoming you to the masterclass but in the meantime please do not hesitate to contact me if you require any further information. If you have any problems on the day, contact me on {insert contact details].

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Document 2 – Promotional flyer

Session Title
[Insert title here]

[Insert logo here]

Date: [Insert date here]
Venue: [Insert location here]

- Bullet point list the aims and objectives of the masterclass
- Add the expected outcomes.

Background / rationale
This will be the introduction to the project / masterclass.

Audience
Participants should be:

- List the types of participants expected to attend.

What is the aim of the masterclasses?
The aim of the masterclasses is to:

Booking instructions
Include instructions on how to register to attend.

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Session Title

Building to outstanding teaching, learning and assessment in construction

Gloucestershire & Wiltshire Partnership

Date: Monday 2 October 2017, 7.30am – 10.30am
Venue: Wiltshire College Chippenham Campus

Background / rationale

A series of individual construction Masterclasses are being held across the South East and South West to provide opportunities for construction employers and education practitioners to discuss: how the construction curriculum can be enhanced and further developed to meet local skills gaps and needs; how it can inform curriculum planning; encourage collaboration; and ultimately benefit learners to ensure we have the skills for future employment needs.

Audience

Participants should be:

- Construction employers' staff interested in being involved in ensuring that the construction curriculum is fit for local skills needs.
- Training provider / school / college tutors with responsibility for construction curriculum delivery / planning.

What is the aim of the masterclasses?

The aim of the masterclasses is to:

- Develop strategies for collaboration between education and the world of work in order to support an enhanced curriculum offer that is fit for purpose and meets local skills needs.
- Informing employers about how curriculum is designed and how their input can support improvement / enhancement.
- Ensuring training provider practitioners and schools have an improved understanding of what employers require from the curriculum and how it supports the employability skills needed in the construction sector.

- For training providers and schools to understand the range of opportunities available when discussing construction as an education / career choice.
- Identify opportunities for job shadowing.

Booking instructions

Click here to register to attend through Eventbrite. [or insert similar link for online booking]

This Outstanding, Teaching, Learning and Assessment (OTLA) project is funded by the Association of Colleges on behalf of the Education and Training Foundation.

Document 3 – Masterclass agenda

Session Title

Masterclass - Building to outstanding teaching, learning and assessment in construction

Insert logo here

Date: Insert date of masterclass

Venue: Insert masterclass venue

Parking: State car parking arrangements

AGENDA

7.45am	Registration, networking and tea / coffee (breakfast served at 8.30am)
8.00am	Welcome, introductions and overview of project Name, Organisation name
8.10am	The Employer's Perspective – jobs and occupations available – future skills needs
8.30am	Breakfast
8.40am	The Training Provider Perspective – what the curriculum offers, how it can be further developed
9.00am	AN Other presentation, such as funding, local initiatives etc.
9.15am	Equality & Diversity Factors affecting a diverse workforce in the sector and how the project can help address these
9.30am	Discussions on developing the curriculum offer
9.45am	Work experience / job shadowing opportunities / networking / refreshments

CONSTRUCTION MASTERCLASS

Document 4 – Sign in sheet for masterclass

Title of masterclass
Date and venue

No.	Name	Organisation	Training Provider-TP / Employer-E	Job Title	Email	Signature
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

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Document 5 – Action Plan template

OTLA in Construction - Date and venue
ACTION PLAN & CONTACT SHEET

Organisation	Contact Name	E-mail	Offering (work experience / job shadowing / curriculum development	Looking For

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Document 6 – Action Plan with notes

OTLA in Construction - Date and venue
ACTION PLAN & CONTACT SHEET

Organisation	Contact Name	E-mail	Offering (work experience / job shadowing / curriculum development	Looking For
AB Construction	Joe Bloggs	joe.bloggs@hotmail.com	Further work experience opportunities Site visits for careers advisers	Local delivery of groundworks
Training Provider	Jenny Jones	jenny.jones@trainingprovider.ac.uk	Working with employers on developing local groundworks course Set up more structured work experience programme	More work experience opportunities from local employers Opportunities for tutors and teachers to spend a day at a construction employer

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Document 7 – Evaluation template

Insert logo here

Feedback Form – Title and date of masterclass

Title of the masterclass:

Date:

Please let us know what you thought of this event to help us with future, similar events.

Name:

Organisation:

On a scale of 1-6, **where 6 is excellent and 1 is poor**, please rate your experience

Poor **Excellent**

	1	2	3	4	5	6
Q1. How accessible was the venue in terms of transport links and parking?						
Comment:						

	1	2	3	4	5	6
Q2. How suitable was the venue for this event?						
Comment:						

	1	2	3	4	5	6
Q3. How useful and informative were the discussions /presentations?						
Comment:						

	1	2	3	4	5	6
Q4. How would you rate the event overall?						
Comment:						

Q5. How will you be using the learning from this event within your own organisation?
Comment:

Thank you for your time and feedback – we appreciate it.

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Document 8 – Survey monkey questions

1. Full Name
2. Organisation name and email address
3. How useful did you find the masterclass?
   - Very useful
   - OK
   - Not very useful
   - [Comments box]
4. (Training Providers only) What has been the impact of this project on teaching, learning and assessment within your organisation?
5. Have you, or will you be, undertaking / offering a job shadowing opportunity.
   - Yes
   - No
   - Not sure whether we will be offering job shadowing opportunities
   - [Comments box]
6. (Training Providers) How will you disseminate best practice from this project within your organisation?
7. (Training Providers) Approximately how many learners will benefit from the curriculum developed as a result of this project, in the academic year 17/18?
8. Will you be continuing to work with the employers / training providers who attended the 'masterclass'?
   - Yes
   - No
   - Not sure
   - Other – please specify
9. Could we have done anything differently to improve your experience of this project?
10. Are you happy for the information and your details from this survey to be included in a case study?

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Document 9 – Memorandum of Understanding

Note: Change all references to GWP to your own TPN name, plus change the GWP logo to your own.

Memorandum of Understanding

Between

(Partner)

and

Gloucestershire and Wiltshire Training Provider Network (GWP)

This Memorandum of Understanding (MOU) sets out the terms and understanding between the **(partner)** (either an employer or training provider) and the **Gloucestershire and Wiltshire Partnership** (**GWP)** in the **Building to Outstanding Teaching Learning and Assessment (OTLA) in construction in the South West** project**.**

Background

This Outstanding teaching, learning and assessment (OTLA) project is funded by the Association of Colleges on behalf of the Education and Training Foundation. The Construction Masterclasses being held across the South East and South West training provider networks will provide opportunities for key construction employers and education practitioners to discuss how the construction curriculum can be enhanced, ensuring professionals from industry inform and / or teach their work to schools and colleges to inform curriculum planning, encourage collaboration and ultimately benefit learners to ensure we have the skills for future employment needs.

Purpose

This MOU will define:

- The activities to be delivered
- The roles and responsibilities of the partners
- Timescales for delivery and activities

Roles and Responsibilities

The **employer** agrees to:

- Send a minimum of one representative to a ½ day masterclass. The masterclass will take place either between 7am and 10am, or between 10am and 1pm.
- Give an overview of their skills and recruitment needs at the masterclass.
- Work jointly with the training provider(s) involved in the masterclass to develop the curriculum further.
- Identify job shadowing opportunities for training provider staff and host the job shadowing opportunities.
- Continue to develop working relationships with the training provider(s) involved in the project after the end of the project.
- Complete an online evaluation after the job shadowing has taken place. Information from the survey may be used, with permission from the training provider and employer, as a case study.

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The **training provider** agrees to:

- Complete the online 'Professional Standards' survey prior to the masterclass and at the end of the project, in order for the Project Co-ordinator to establish project impact. This will be sent to all participating staff with the joining instructions for the masterclass and at the end of the project.
- Send at least one member of staff to a masterclass. The masterclass will take place either between 7am and 10am, or between 10am and 1pm.
- Give an overview of curriculum design and development at the masterclass.
- Work jointly with the employer(s) involved in the masterclass to review and develop the curriculum further.
- Send at least one member of staff to a job shadowing opportunity at the employer.
- Continue to develop working relationships with the employer(s) involved in the project after the end of the project.
- Complete an online evaluation after the job shadowing has taken place. Information from the survey may be used, with permission from the training provider and employer, as a case study.

GWP will:

- Organise the masterclass and circulate all information and details, including joining instructions for the masterclass and details of the links to the Professional Standards survey and evaluation survey.
- Facilitate the initial relationships between the employer and training provider(s), acting as the main contact point.
- Act as the main point of contact for the project, masterclasses and job shadowing opportunities.
- Respond to queries in a timely manner.
- Pay any invoices in a timely manner.

Funding

Reasonable travel expenses to the masterclass will be reimbursed to the employer and training provider staff, up to 2 staff per employer / training provider. This will be paid on receipt of an invoice. Other reasonable costs may be reimbursed following agreement between GWP and the employer.

Food and refreshments will be provided free of charge at the masterclass.

Duration and Timescales

The masterclasses will be delivered between end June and end September. The job shadowing opportunities will be available between early October and mid November 2017.

This MOU shall become effective upon signature by the authorised officials from the **(GWP and (list partners))** and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorised officials from **(GWP and (list partners))** this MOU shall end on **[insert date].**

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Contact Information
Partner name
Partner representative
Position
Address
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_____ Date:
(Partner signature)
(Partner name, organization, position)

_____ Date:
(Partner signature)
Julia Falaki, GWP, Partnership Manager

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