Best Practice Co-operation Model

Formal Education and IT Businesses

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November 2015

Why formal education and business co-operation?

- Employer engagement is seen as key to creating a more 'responsive system'.

- Employers play an increasingly central role both in articulating their workforce needs and skills gaps, and in the design and delivery of qualifications.

- *'We need to ensure that learners stay skilled in emerging industries and technologies and this requires the involvement of employers both in delivering practical work-placements and in feeding in to the design and content of courses.'*

To create a workforce with the right skills and experience, far greater connectivity is needed between the education system and the world of work – at every level.

This means:

- businesses stepping up their level of engagement with education;

- schools, colleges and universities that routinely work with businesses;

- individuals who develop a lifelong habit of learning.

However establishing partnerships that are genuinely industry-led is difficult and takes time.

Benefits of a co-operation model

Greater Impact

- Increased benefits for people, businesses or communities served

- Increased reach to disadvantaged populations and excluded groups

- Greater critical mass: ability to reach and deliver beyond the capabilities of any one partner

New and Better Ways

- Innovation

- New and more effective ways of doing things and using resources

- New perspectives and challenging views within the partnership

- Improved intelligence about needs, opportunities and assets

Resources

- Attract public funding where an initiative requires partnership bids and evidence of partners' ability to deliver joint projects

- Strengthened negotiating power with Government

More Efficient

- Pool resources and facilities

- Share the costs of common functions Efficient

- New and better ways

Spread Risks

- Complementary strengths, resources, perspectives

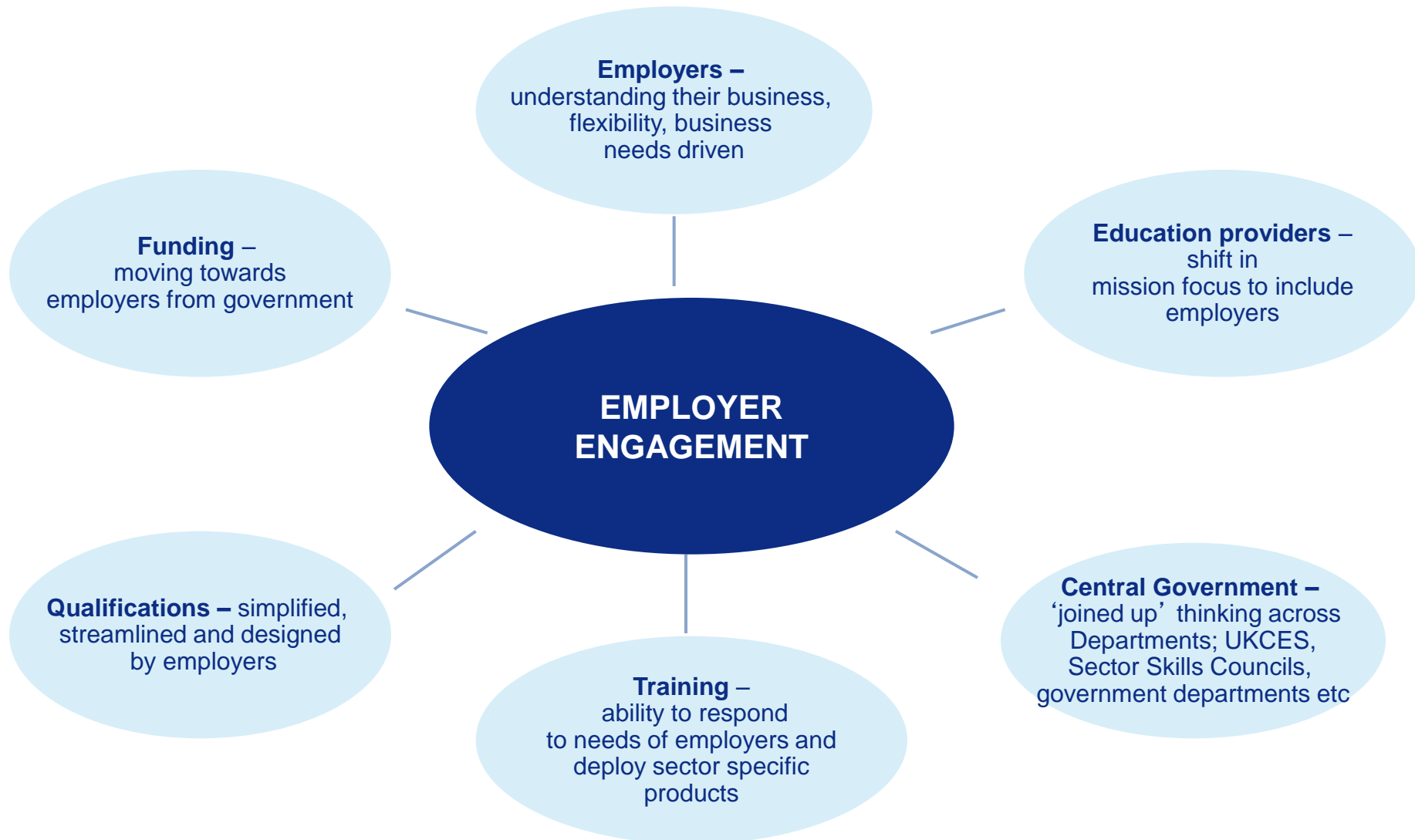- Greater flexibility within a team approach

Collaboration works best when it becomes a part of the cultural norm for the organisations involved - becoming a core part of how both businesses and formal education think.

Collaborations need to be driven by clear, demand-led and identifiable business requirements to achieve this.

Collaboration arrangements can improve employer enagagement by:

- Increasing programme focus, coherence and relevance;

- Raising the quality of teaching and learning;

- Improving standards achieved and progression;

- Increasing value for money;

- Increasing flexibility of delivery options;

- Improving visibility and awareness about the programme;

- Improving accessibility through more coherent information, advice and guidance for employers.

- Limited vision/failure to inspire

- One partner manipulates or dominates, or partners compete for the lead

- Lack of clear purpose and inconsistent level of understanding purpose

- Lack of understanding roles/responsibilities

- Lack of support from partner organisations with ultimate decision-making power

- Differences of philosophies and manners of working

- Lack of commitment; unwilling participants

- Unequal and/or unacceptable balance of power and control

- Key interests and/or people missing from the partnership

- Hidden agendas

- Failure to communicate

- Lack of evaluation or monitoring systems

- Failure to learn

- Financial and time commitments outweigh potential benefits

- Too little time for effective consultation

UK employer engagement

EMPLOYER ENGAGEMENT

Employers – understanding their business, flexibility, business needs driven

Education providers – shift in mission focus to include employers

Central Government – 'joined up' thinking across Departments; UKCES, Sector Skills Councils, government departments etc

Training – ability to respond to needs of employers and deploy sector specific products

Qualifications – simplified, streamlined and designed by employers

Funding – moving towards employers from government

The administrative map of the UK

GOVERNMENT

ENGLAND

- Department for Education (DfE) – responsible for education up to 18
- Department for Business, Innovation and Skills (BIS) – manages skills policy, including 16-18 apprenticeships
- Skills policy also devolved to 39 Local Enterprise Partnerships (LEPS)

NORTHERN IRELAND

- Northern Ireland Assembly
- Department for Employment and Learning manages skills implementation

SCOTLAND

- Skills Development Scotland and Scottish Funding Council are responsible for overseeing skills programmes

WALES

- Welsh Department of Education and Skills oversees policy

Navigating the UK skills system

Government
BIS; DfE; DWP

Funders
Education Funding Agency; SFA; HEFCE

Education and Training providers
Schools;
Colleges;
Independent training providers;
Universities

Devolved powers
LEPs
City Deals

Support
Education & Training Foundation

Labour Market Intelligence
UKCES;
Careers Advice Services

Education and Training
Compulsory education;
Further education;
Higher education;
Workplace training;
Adult learning**;**

Standards Regulation
Ofsted; Ofqual; QAA;
•**Authentication:**
Awarding Organisations;
Apprenticeship Trailblazers

Sectors
Industrial Partnerships
Sector skills councils
Professional and Trade Bodies
Trade Unions

Employers and Enterprise
Large employers
Public sector
SMEs
Micro business and self employment

Source: Guide to the UK Skills System, The Skills Commission (a group of leading experts and opinion formers from the education and skills sector that carries out research and makes recommendations for skills policy reform.)

Department for Business, Innovation and Skills (BIS)

The department invests in skills and education to promote trade, boost innovation and help people to start and grow a business.

- Work with:
- UK Commission for Employment and Skills
- Skills Funding Agency
- Higher Education Funding Council for England (HEFCE)

The Department for Education (DfE) is responsible for education and children's services in England.
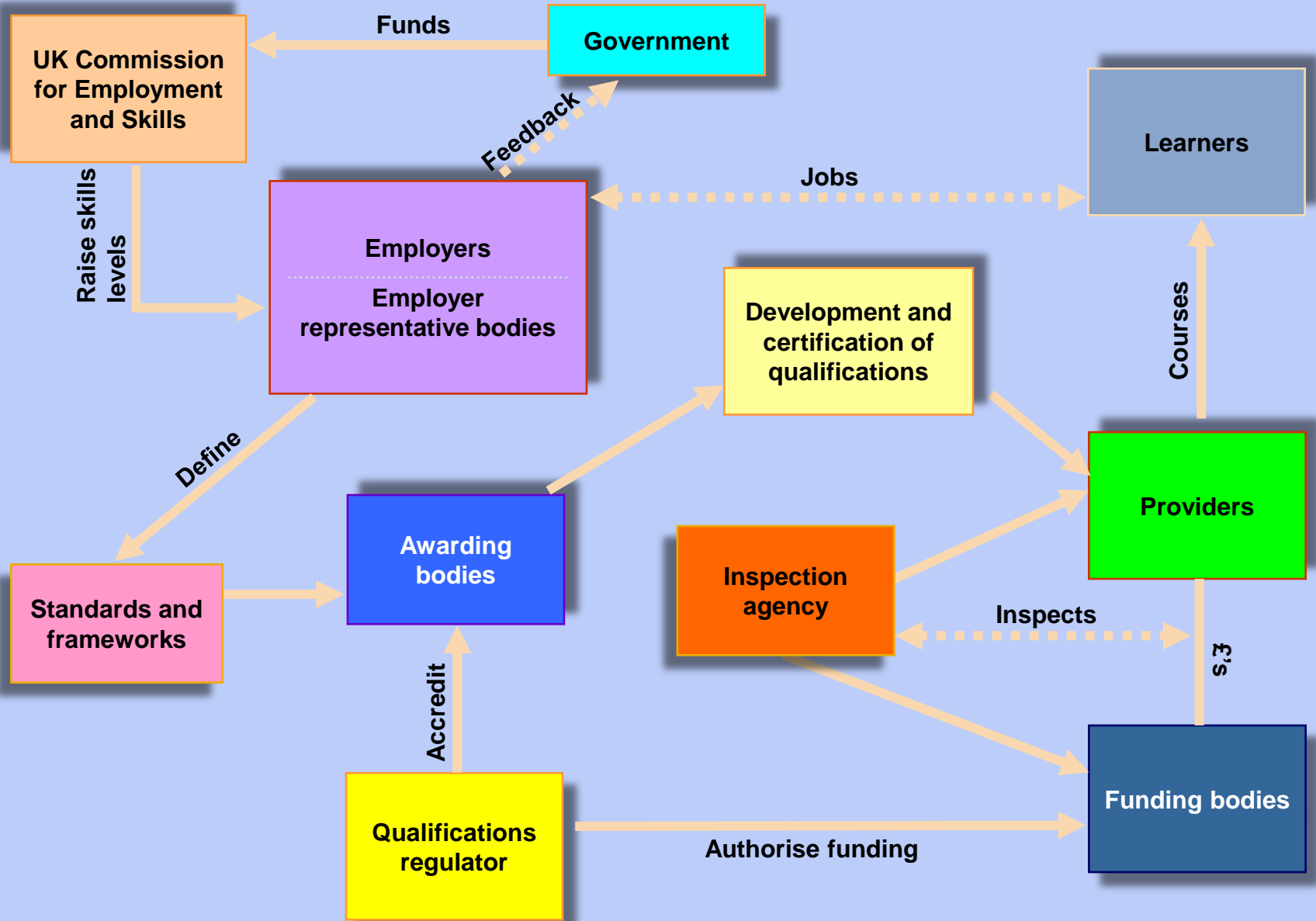
A ministerial department with 3 executive agencies:

- Education Funding Agency (EFA)
- Standards and Testing Agency (STA)
- National College for Teaching and Leadership (NCTL)

UK Vocational Education and Training working together

Recent reports produced through intelligence collated through partnership working:

- Fixing the Foundations: Creating a more prosperous nation (July 2015) – HM Treasury

- Sector Insights: skills and performance challenges in the digital and creative sector (June 2015) - UKCES

- The Future of Apprenticeships in England: Guidance for Trailblazers (July 2015) – HM Government

- Using Labour Market Intelligence in a College Context: A guide for leaders of further education (March 2015) - Association of Colleges and UKCES

- Evaluation of the Employer Ownership of Skills Pilot, Round 1: Initial findings (March 2015) - Department for Business Innovation and Skills

- Employer Involvement in Qualifications Delivery and Assessment (2014) – Department for Education

- Forging Futures: Building higher level skills through university and employer collaboration (2014) - Universities UK and UKCES

Responsibilities:

- giving businesses and people advice on the labour market so they can make informed decisions

- carrying out employment and skills policies to develop a workforce that can compete internationally

- helping more employers invest in their employees' skills

Objectives for 2015 to 2016 are to:

- lead the debate with industry to drive better outcomes for skills, jobs and growth

- work with industrial partnerships and wider networks to push forward employer ownership of skills

- test 'what works' in addressing barriers to growth through people and inform industry and government policies

- help businesses realise the potential of their people through Investors in People

The Education and Training Foundation was established in October 2013.

Funded via a £27.3m grant from the Department of Business, Innovation and Skills (BIS) plus £1.4m of commercial income.

Strategic Goals:

- The Education and Training Foundation aims to raise the quality and professionalism of the education and training system in order to achieve consistently excellent outcomes for learners and employers.

Top priorities in 2014 to 2016:

1. Improving maths and English;
2. Leadership and governance;
3. Creating a Vocational Education and Training (VET) system **based on collaboration between employers and providers.**

Teach Too is about encouraging people from industry to spend some time teaching their work.

This includes:

•industry professionals teaching in provider or workplace environments, and/or contributing to curriculum development, whilst continuing to work;

•promoting the practice of teachers and trainers updating their industry experience;

•helping to build the 'two-way street' – genuinely collaborative arrangements between employers and providers.

University College London, Institute of Education (UCL, IOE) working together with the Association of Employment and Learning Providers (AELP) have been commissioned and funded by the Foundation to deliver the Teach Too programme.

The Commission on Adult Vocational Teaching and Learning (CAVTL) highlighted Teach Too as one way of securing excellent vocational teaching and learning in the report 'It's about Work…'

The Education and Employers Taskforce charity has the aim of 'ensuring that every school and college has an effective partnership with employers to provide its young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential and so to secure the UK's future prosperity'.

Achievements 2009 – 2014 include:

Since our launch we have brought together an unprecedented alliance of employers, education and government working together to make it considerably easier for partners, from the private, public and third sectors, to work together efficiently, effectively and strategically.

Over the last five years they have undertaken research into the impact and delivery of employer engagement in education, working with leading UK and international academics and researchers from Harvard to the Organisation for Economic Co-operation and Development (OECD) to make relevant and reliable evidence widely accessible to employers, schools and policy makers.

A statement on skills in the UK

UKCES published its statement 'Growth Through People' which set out long-term principles that underpin its ambition for growth and identified five priorities for action:

1. Employers should lead on skills and government should enable them

2. Improving workplace productivity should be recognised as the key route to increasing pay and prosperity

3. 'Earning and learning' should be the gold standard in vocational education

4. Education and employers should be better connected to prepare people for work

5. Success should be measured by a wider set of outcomes not just educational attainment

November 2014

UKCES is working with networks of employers (including through professional bodies, sector skills organisations and industrial partnerships) to ensure that National Occupational Standards (NOS) articulate the ambition and aspiration of their workforces clearly and effectively.

- The vision for NOS is to ensure they are employer demand driven and based on informed analysis of current and future labour market need.

- Describe the knowledge, skills and understanding an individual needs to be competent at a job.

- They are demand-led, evidence-based benchmarks of competent performance which underpin vocational learning and development, apprenticeships and qualifications across all sectors and occupations.

Within the digital sub-sector, stakeholders report that major employers are keen to set standards and accredit training providers that deliver to those standards.

This reflects that the nature of work in the digital sector makes it difficult to determine at the point of recruitment whether someone can do the job they are applying for.

These standards will provide a valuable benchmark that enable employers to understand an individual's capabilities, even if the employer does not possess technical expertise in the relevant area.

- During 2014 the Tech Partnership developed new NOS to address the skills needed for big data and data analytics.

- More than 50 employers contributed to this process, either directly or through the consultation.

- Larger firms are often better able to get involved in such initiatives because they are more likely to have dedicated HR and development personnel who can contribute the time needed.

- Some employers expressed concern that this could lead to standards designed to meet the needs of larger employers, but less well suited to smaller firms.

BRITISH COUNCIL

IME INCREASING MARKET EMPLOYABILITY

The 'Trailblazers' initiative in England

HM Government

•designed by employers, for employers.

•employers collaborated to produce a description of what an apprentice in a particular occupation should be able to do by the end of their apprenticeship

•give employers the confidence that their apprentice will develop the skills they need to make meaningful contribution to their company.

•The digital sub-sector is one of the first sectors to develop Trailblazer apprenticeships

The Tech Partnership (IT industrial partnership) is coordinating a 'Trailblazer Employer Steering Group' to oversee the development of apprenticeship standards for the digital sector. For example the group included employers from:

Accenture	BT	Capgemini	Cisco	Fujitsu	HP
IBM	Lloyds Bank	John Lewis	Microsoft	Ministry of Defence	Virgin Media

https://www.e-skills.com/apprenticeships/trailblazer-consultation/

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC

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To scale up effective employer engagement activity, strong employer leadership and networks are needed at local level.

In England, Local Enterprise Partnerships (LEPs) are bringing together business leaders and local authorities to develop skills and employment strategies that are embedded in local growth plans. http://www.lepnetwork.net

To create effective employer engagement will also require a framework for coordinating education and business links at a local level.

There is a wide range of excellent practice to build on e.g. Business in the Community's 'Business Class' and 'Inspiring the Future' run by the Education and Employers Taskforce, as well as the work of education business partnerships and employer bodies such as chambers of commerce and the CIPD

•"The Business Class programme is a really innovative means of building proper relationships between local businesses and local schools "

•Education and Employers runs Inspiring the Future which connects state schools and colleges with employers and people from the world of work. It has been developed following extensive consultation with range of stakeholders – employers, education, government, third sector and intermediaries.

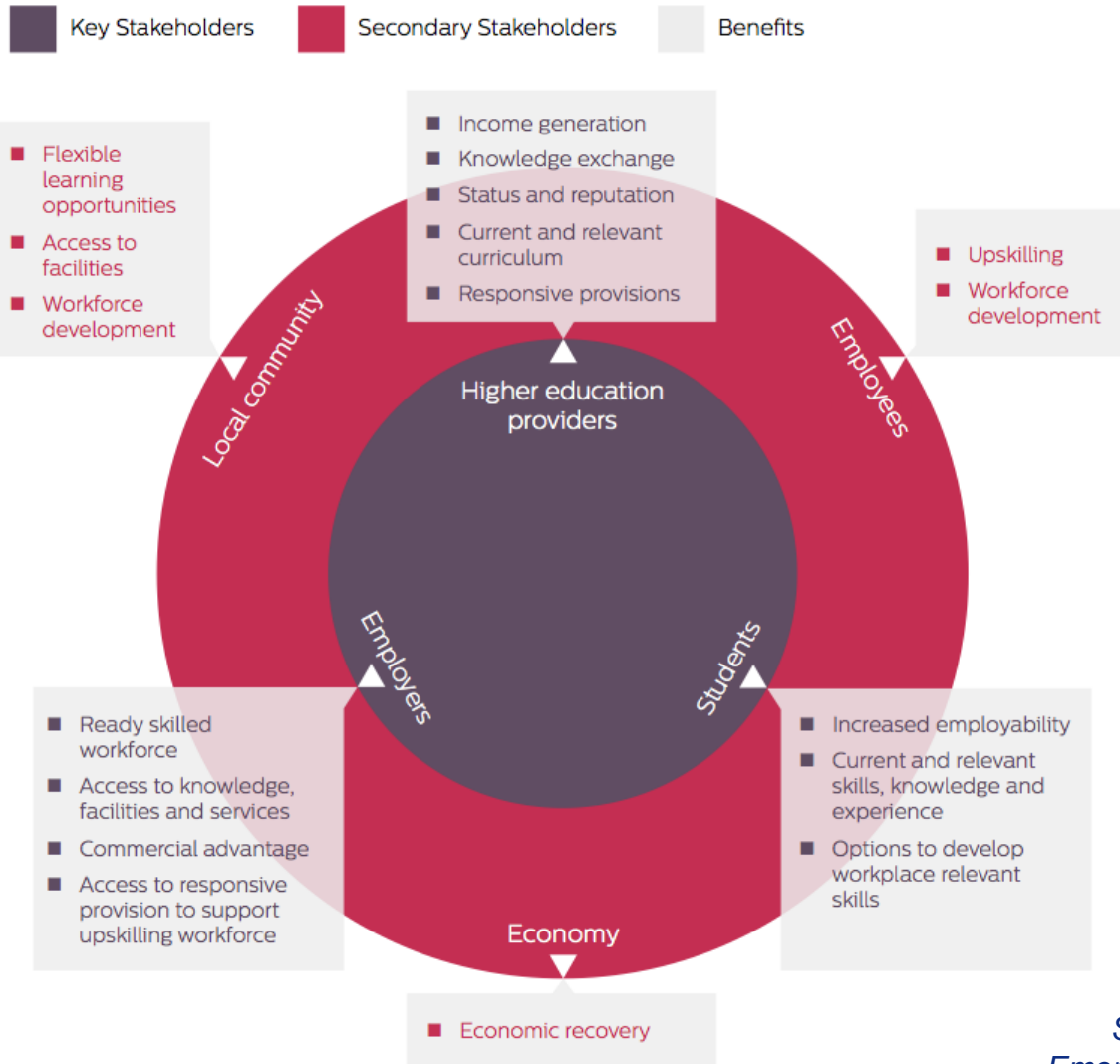## 5. Success should be measured by a wider set of outcomes not just educational attainment'

• Local partners including employers and education providers come together to agree the priorities for the area (Area Reviews), the outcomes and outputs along the way that need to be achieved and the contribution that each partner will make to achieve those outcomes.

• Partners are held accountable for delivery and achievement of their agreed contribution.

• For local outcome agreements to reach their full potential, all organisations with a remit for developing skills - schools, private training providers, employment providers, higher education institutions and further education colleges - need to be involved.

• Outcome agreements would enable skills provision to better respond to local economic need, through dialogue, agreement and accountability between providers, employers and other local partners.

• Outcome agreements provide a potential framework to involve all the important players in a locality in decisions about skills priorities.

• Improvements to, and increasing availability of robust data supports a move towards greater intelligence gathering and analysis at the local level.

- FE and Sixth Form College Commissioners – consistency, quality and neutrality

- LEPs – economic analysis and business voice

- Local authorities – analysis of current and future educational and economic need

- Governing bodies – Consider options, take decisions and lead implementation

- Regional Schools Commissioner – identifying issues with school sixth forms

- Funding Agencies – facilitating delivery of the reviews

- Departments (BIS and DfE) – setting framework, facilitating access to advice, guidance and resources, national stakeholder engagement and communications, evaluation

- Other providers – potential to opt in, engaging with reviews, part of supply analysis

- Other key stakeholders – learners, employers, staff engaged

- Other supporting organisations – Ofsted, Jisc, Education and Training Foundation, representative organisations

Recommendations for outcome agreements success

1. The rationale and purpose behind the introduction of outcome agreements need to be communicated clearly

2. Outcome agreements need to measure impact

3. Sufficient time should be taken to get the incentives right, but the direction of travel needs to be clear

4. The accountability arrangements need to reflect local circumstances

5. Outcome agreements need to identify priorities for a local area within the context of a wider industrial and economic strategy

6. Engaging skills and employment partners across a local area is essential

7. Outcome agreements need to be underpinned by robust data and intelligence

8. For outcome agreements to succeed, a change in culture must take place, driven by strong leadership

Source: LOCAL ACTION, NATIONAL SUCCESS: How outcome agreements can improve skills delivery

Benefits of employer engagement in higher education

Legend:
- Key Stakeholders
- Secondary Stakeholders
- Benefits

Higher education providers (center)

Local community
- Flexible learning opportunities
- Access to facilities
- Workforce development

Higher education providers benefits
- Income generation
- Knowledge exchange
- Status and reputation
- Current and relevant curriculum
- Responsive provisions

Employees
- Upskilling
- Workforce development

Employers
- Ready skilled workforce
- Access to knowledge, facilities and services
- Commercial advantage
- Access to responsive provision to support upskilling workforce

Students
- Increased employability
- Current and relevant skills, knowledge and experience
- Options to develop workplace relevant skills

Economy
- Economic recovery

Source: Employer Engagement – Emerging practice from QAA Reviews

UKCES researched perceptions and experiences of businesses when working with schools to build the world of work into education. The focus was on how *businesses influence the design and delivery of the curriculum, provide work experience and raise awareness of careers*.

Findings:

- More businesses should work with schools to make them aware of the relevance of business engagement to enhance and enrich the delivery of education, and put resources into working with schools.

- More schools should recognise the relevance of engaging with businesses to enhance and enrich the delivery of education, and put resources into working with businesses.

- Governments and relevant organisations should play their respective parts in removing the identified barriers around access to simple guidance and support.

Source: Business and Schools: Building the world of work together , UKCES

Principles for reform

The ambition of the UK Commission is to secure a much greater collective commitment to invest in skills to drive enterprise, jobs and growth. We need an internationally competitive skills base built on a sustainable market for skills development which:

- continually **adapts** to drive enterprise and growth
- produces high **quality** training
- creates more **opportunities** for young people
- is **less reliant** on government intervention.

This will require a radical shift, moving from government leadership to greater employer ownership of employer based training such as Apprenticeships and work experience.

We have developed **five design principles** that outline how employer ownership is different and has the potential to transform skills.

5 Principles for reform

1. Employers should have the space to own the skills agenda	Government to create conditions for the best employers and their employees, trade unions, colleges and training providers, to take charge and develop quality training opportunities, jobs and work experience
2. There should be a single market for skills development	Further education colleges & training providers respond to demand rather than state funding incentives and deliver more economically valuable skills, for which people and businesses would be prepared to pay.
3. Skills solutions should be designed by employer-led partnerships to reach more people and businesses	Employers and employees know what training is best for them. Working together in partnership with employees, trade unions, colleges and training providers, employers should be driving the design and delivery of skills solutions for a world class skills base.

4. Public contributions for vocational training should move to employer incentives and investments	Funding should follow ownership. For employers collectively to own the skills agenda, public expenditure should shift from provider grants to incentives and investments which flow through employers into a single market for skills development.
5. Transactions should be transparent	Public contributions should be designed to facilitate employer/employee choice, empowering them as customers to drive quality, innovation and value for money. Accountability for public contributions should be based on outcomes that achieve jobs and growth.

- Industrial Partnerships are funded up to March 2017 through a co-investment model

- Government is investing £131 million through its Employer Ownership Pilot fund

- The fund is managed by the Skills Funding Agency, part of Department for Business Innovation and Skills.

- Government investment is matched by cash and in-kind from the employers, creating a total fund of £354 million: for every £1 of Government investment, businesses are investing £1.70.

- UK Commission for Employment and Skills (UKCES) has supported the partnerships through their early stage development and continues to work with them as they define their long term strategies.

Benefits to Government

- Long term strategy for skills development that is sustainable and linked to growth

- Opportunity for a broader set of outcomes and achieve better value for money

- System built around employer and individual need that delivers economically valuable skills

- Less involve**d**

To employers:

- Opportunity to take charge and develop training to meet business needs

- More purchasing power

- Transparent financial support that enables easier and better investment decisions

- Opportunity to develop strategic investment relationships

- More freedom and influence

- Partnerships with employees, trade unions and training providers driving skills solutions

- Solutions that reach more small businesses through supple chains and business clusters

- Skills development strategy becomes an integral part of business strategy

To young people and adults

- Increase in economic value and status of skills

- Higher quality training options for young people that are valued by employers

- Strong Apprenticeship brand and more apprenticeship opportunities

- More work experience opportunities

- Real up-skilling for adults in the workplace developed in collaboration with employers

- Culture of strong employer-employee partnerships

- Greater commitment to skills development from employers

To colleges and training providers

- Ability to compete on the basis of quality and innovation rather than volumes and priorities

- Empowered to build long term partnerships with employers

- Opportunity to develop and use expertise in understanding and articulating how training can benefit employers

- More committed employers that are more willing to engage with skills development

Round 1 (March 2015) had 36 projects with problems to overcome relating to:

• Skills gaps or shortages; a lack of appropriate or relevant training in specific sectors; capacity issues with training delivery; and the need for newly skilled labour in sectors with ageing workforces
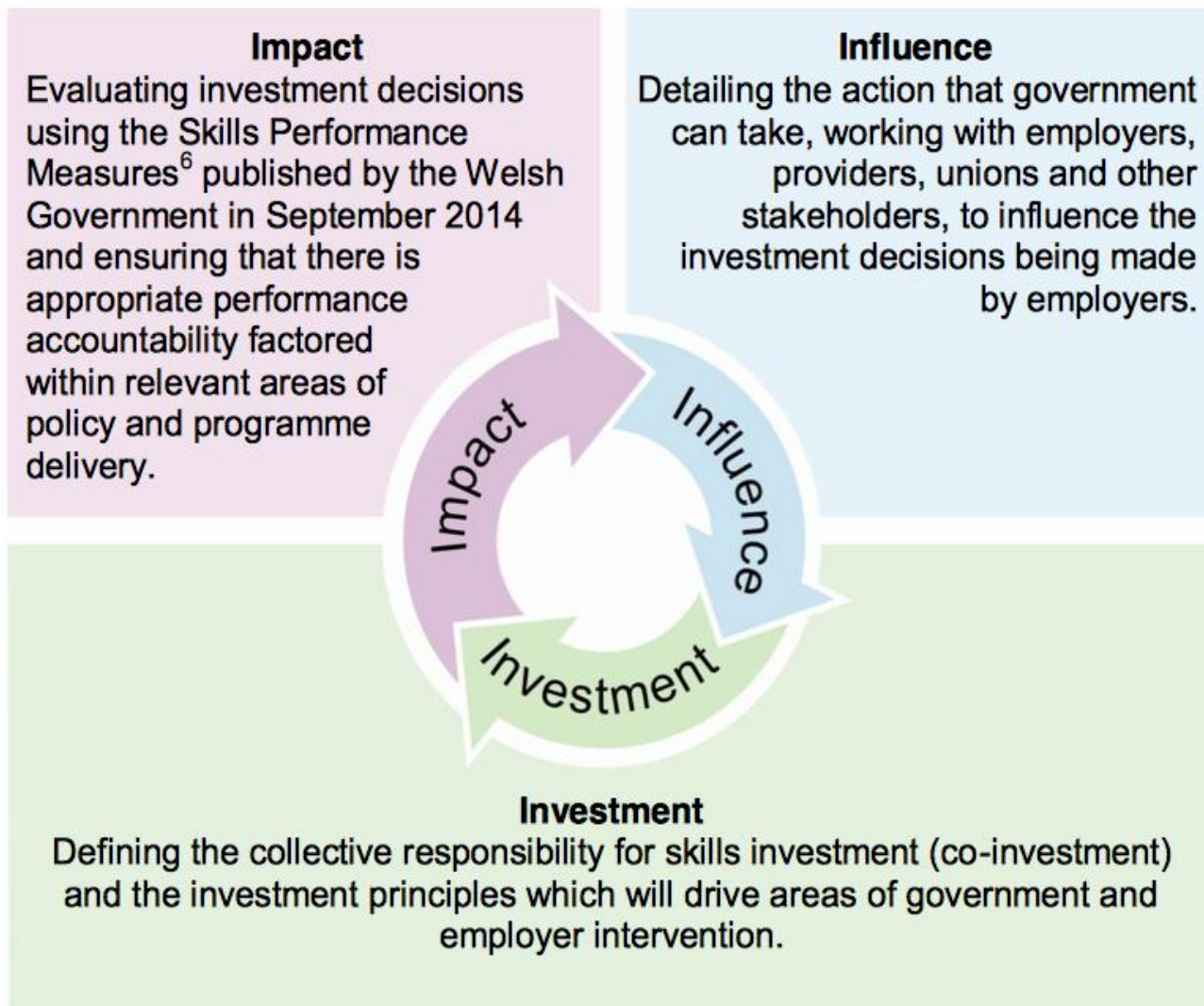
Key success

• Ability for specialist training that has met the needs of employers and is led by employers. As a result choices of provision have been widened providing significant increases in the relevance of training, improved value for money and more flexible, targeted provision
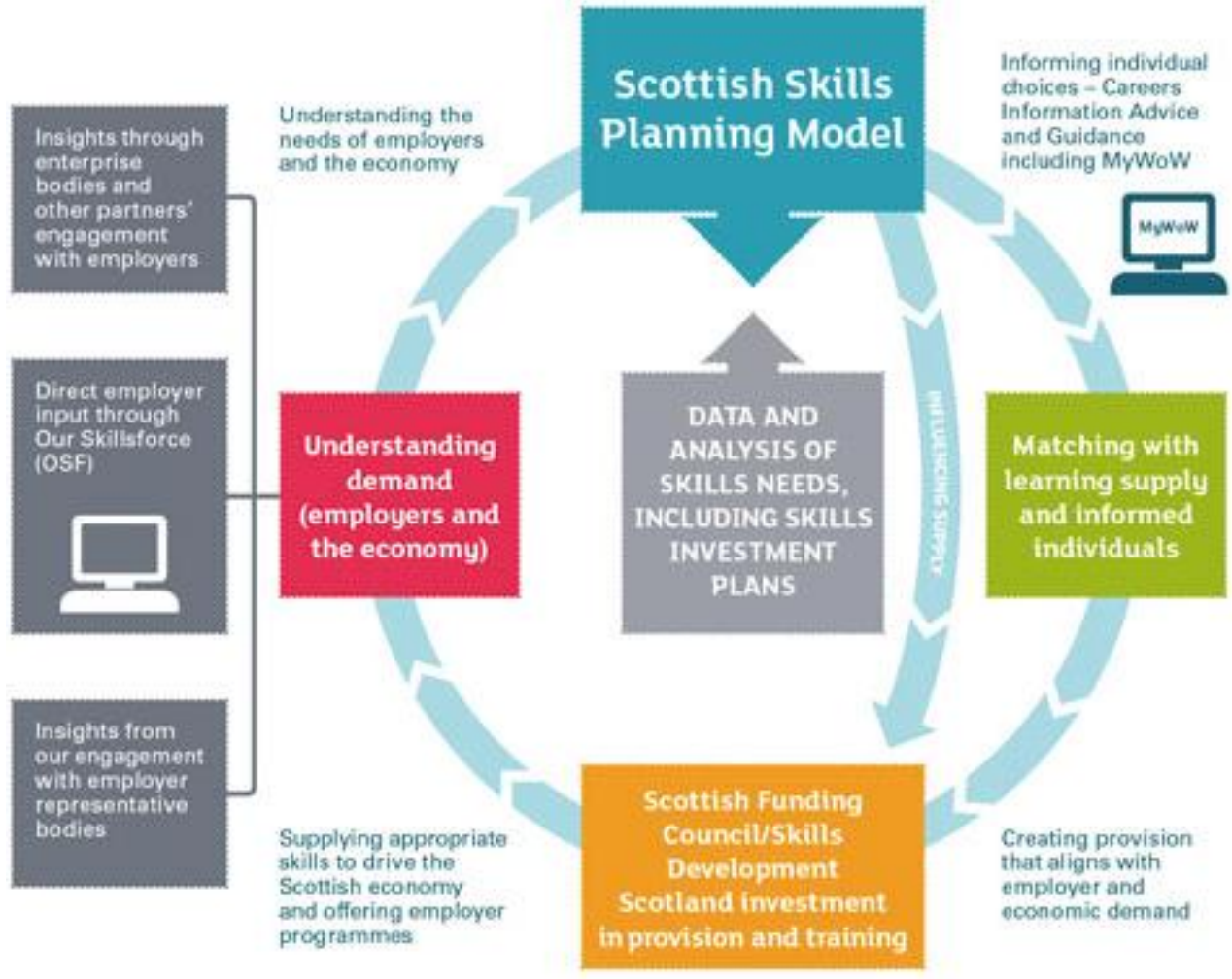
Key impacts

1. Centred on collaborative activity. Funds created opportunities for businesses to work together, either directly or through an intermediary

2. Collaboration delivered collective impacts. For example:

• cost savings resulting from collective bargaining or a reduction in duplicated activity

• new training was developed because employers represented a more attractive market opportunity for providers. This allowed businesses to become more productive through improved utilisation of staff

Impact
Evaluating investment decisions using the Skills Performance Measures[6] published by the Welsh Government in September 2014 and ensuring that there is appropriate performance accountability factored within relevant areas of policy and programme delivery.

Influence
Detailing the action that government can take, working with employers, providers, unions and other stakeholders, to influence the investment decisions being made by employers.

Impact

Influence

Investment

Investment
Defining the collective responsibility for skills investment (co-investment) and the investment principles which will drive areas of government and employer intervention.

UK Skills practice in the Technology sector

Sector Skills Council for IT, Telecoms

Mission

To unite employers, educators and government to ensure the UK has the technology-related skills it needs to succeed in the global economy

They were:

- responsible for developing the quality and quantity of professional skills in these sectors
- remit to improve general IT user skills in the UK
- uniting employers, educators and government on a common, employer-led agenda
- delivering programmes designed to increase productivity and business performance in the UK

E-skills have supported the development and work of the new industrial partnership, Tech Partnership

- Funding changes 2012 – no longer grant funding from government for SSCs.

- Now funding depends on them contestable bidding for a variety of government funds

- 8 SSCs have become Industrial Partnerships, as in IT i.e. e-skills to Tech Partnership

- Brings together employers across an industry sector to lead the development of skills, with a focus on growth and competitiveness.

- Each industrial partnership is chaired by a major employer and is a platform for businesses of all shapes and sizes in the sector to define and influence skills priorities.

- While the shape and scope of each partnership is defined by its employers, all partnerships share a commitment to tackling skills shortages, testing innovative training solutions with their sector, and overcoming the skills shortages that have restrained whole sectors from achieving their potential.

- They are supported by trades unions, trade and professional bodies and sector skills councils.

- Through collaborative action they aim to improve the skills and employability of their current and future workforce, and in doing so increase productivity, build their capacity to innovate, and strengthen their world class position.

Summary of the Industrial Partnership proposal

Introduction

Employers across the UK are putting forward ambitious plans to drive faster growth as the Industrial Partnership for the Information Economy. This growing collaboration is bringing together digital clusters such as London's Tech City and Sunderland Software City with national and global organisations including Accenture, BT, Cisco, HP, Microsoft, Tata Consulting Services, O2, John Lewis, Direct Line Group, the Metropolitan Police, Morrisons, National Grid and UBS.

Supported by the employer body e-skills UK, they have submitted a proposal to the Government's Employer Ownership of Skills fund. This will accelerate high tech employment, ensure people are entering the workforce with the skills to drive technology-enabled growth and innovation across the economy, and establish global leadership in the fastest growing strategic skills which are pivotal to UK competitiveness.

Employers supported by the Government's Employer Ownership of Skills Pilot (EOSP), came together to tackle market failure in the supply of digital skills.

The Partnership has:

• produced a detailed picture of the Digital Economy labour market, bringing together all relevant official data sources

• undertaken the largest primary research in the UK on digital skills, with a report based on interviews with over 1,600 employers, statistically valid by size and geography.

Additional reports have been delivered on specific topics such as Big Data skills, gender, and the impact of the Tech Partnership Training Fund.

With the vision of building up the UK as the go to place for digital business, the employers of the Partnership developed objectives, a strategy and a cohesive programme of work to:

- **Inspire new talent -** inspiring young people, particularly girls, about technology education and careers.

- **Create new jobs -** accelerating the flow of talented people from all backgrounds into technology careers, with a particular focus on apprentices and graduates.

- **Develop new skills -** developing strategic digital skills for growth, for example cyber security, big data, mobile, e-commerce and the Internet of Things.

- **Raise quality -** setting industry standards and accrediting education and training that meets them.

Year 1 (April 2014 – March 2015)

• Grown from 50 companies to 550+, and two thirds are SMEs (target was 400)

• National employer networks established for collaboration on work in schools, on work in higher education, and to help each other take on more apprentices.

• The Tech Partnership Training Fund was launched to leverage investment in training that would not otherwise have taken place. 1,368 learners from 214 companies (against a target of 1,240 from 124). 83% of the companies co- investing in training through the Training Fund are SMEs.

• New resources for schools - 810 teachers in 540 schools.

• Over 5,500 school students have undertaken new industry- relevant learning.

• The Tech Partnership's TechFuture Careers information has been used by 35,000 students during the year, and 200 industry volunteers have visited schools to inspire students.

• Gold degree brand established, with degree programmes delivered to 1,258 undergraduates in 21 universities, supported by 90 employers.

• 200 employers have been brought together to create 12 Trailblazer Apprenticeships

• The first Tech Skills Hub has been created in the North East, with three others in development, ahead of plan

A social partnership of senior leaders of large and small employers from across industry, trade unions, the third sector, further and higher education and all four UK nations.

A collective agenda for employers working in partnership with government, trade unions, education providers, industry bodies and local organisations.

Commissioners comprising a social partnership of senior leaders of large and small employers from across industry, trade unions, the third sector, further and higher education and all four UK nations.

Their vision is to create, with industry, the best opportunities for the talents and skills of people to drive competitiveness, enterprise and growth in a global economy.

Over the next three years the ambition is to see industry in the UK create "ladders of opportunity" for everyone to get in and on in work.

This means:

• employers improving entry routes into the labour market for young people

• ensuring the existing workforce has the skills businesses need to compete and individuals need to progress

• deploying those skills in a way that drives productivity and growth.

Explore new models for ensuring employees have access to the ongoing training they need to keep up with technological developments.

- e.g. building stronger relationships with local educational institutions and training providers to enable employees to undertake modular training with minimal disruption to work.

Help young people at school and university to identify the skills they will need for a career in the digital sector.

Research why unemployment rates are so high for computer science graduates at a time when the digital sector finds it difficult to hire the workers it needs.

Identify how universities can work with employers to ensure courses better equip young people with the skills digital employers need, and ensure they keep up with technological change.

Ensure students in digital subjects pick up at least a basic knowledge of issues such as cyber security, intellectual property and data protection.

Source: Sector insights: Skills challenges in the digital and creative sector June 2015

Digital Industries
New suite of Apprenticeship standards
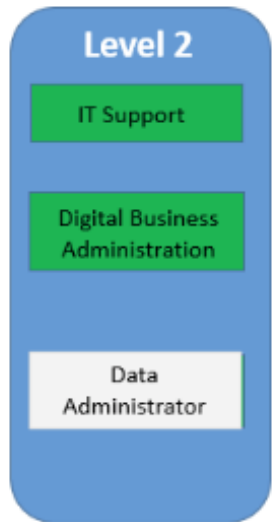
Membership bodies who have come together to improve teaching, learning, assessment and management across the technology sector.

Clustering brings benefits for the businesses and organisations involved.

Tech City in East London is known as Europe's "Digital Capital" and includes thousands of companies, including multinationals such as Google and Amazon.

Tech City UK Cluster Alliance

Created 2013

Purpose: to engage digital businesses across the UK

Tech City UK aims to identify and secure a strong portfolio of public and private

partnerships that:

- Add value to the digital entrepreneur and the wider ecosystem
- Help promote digital businesses and tech clusters across the UK
- Scale out programmes of support for UK digital businesses

http://www.techcityuk.com/wp-content/uploads/2015/02/Tech%20Nation%202015.pdf

Hackney Community College & Tech City

- Tech City in East London employ over a quarter of a million skilled workers.

- Local people are not accessing the jobs at the rate they should be, and youth unemployment figures are not decreasing in line with the jobs growth.

- The digital skills shortage is now recognised as the area's most significant workforce challenge.

- 2012, the founders of Poke (http://www.pokelondon.com/what-we-do/) led the employer side of the development of a new, bespoke Level 4 apprenticeship framework – The Tech City Apprenticeship (TCA) - for their industry

- Built a bespoke website for the scheme www.techcityapprenticeships.com

Benefits:

- Chance to shape and mould a 'workforce of the future' with our peers, and the chance to influence the curriculum they're taught at college

- More and more companies chasing the traditional graduate pool – being involved gave them opportunities to hore talent first - were the first employer to hire a Tech City Apprentice

QUESTIONS?