Curriculum Co-Design Toolkit

A guide for employers and educators

Greater Manchester Learning Provider Network

Greater Manchester Chamber of Commerce

EDUCATION & TRAINING FOUNDATION

This toolkit is funded by the Education and Training Foundation (ETF) through the Taking Teaching Further Programme.

Introduction

The Curriculum Co-Design Toolkit will support employers and Further Education Providers (FEPs) to collaboratively review, design, deliver, assess and evaluate curricula to develop industry relevant skills enabling learners to be work ready when transitioning from Further Education (FE) to employment.

The Greater Manchester Learning Provider Network (GMLPN)

The Greater Manchester Learning Provider Network represents over 100 education and training providers who collectively work with 20,000 employers and deliver to approximately 85,000 learners each year. GMLPN was established in 2001 and strives to improve the employment and skills system by working alongside our members and partners.

The Greater Manchester Chamber of Commerce (GMCC)

Greater Manchester Chamber of Commerce (GMCC) represents around 5,000 businesses that together employ over 400,000 people, over one-third of the working population of the country's largest area of economic activity outside London and the South East.

The GMLPN and GMCC have jointly developed this toolkit to facilitate closer collaboration between employers and FEPs to ensure that vocational courses and Apprenticeships are preparing young people to acquire the skills, knowledge and behaviours that industry requires.

This toolkit builds upon existing publications and, crucially, the feedback from employers and FEPs involved in Industry Boards across Greater Manchester.

Thank you to all those involved in providing guidance, feedback and case studies which have contributed to the development of this toolkit.

A PDF version of the toolkit containing live links can be downloaded from the GMLPN and GMCC websites.

gmlpn.co.uk/our-projects/takingteachingfurther/

www.gmchamber.co.uk/campaigns/taking-teaching-further/

Terminology

Throughout this toolkit we refer to Further Education Providers (FEPs). This term includes colleges and independent training providers who deliver classroom provision, apprenticeships, bespoke employer training or a combination of all three. The provision includes existing programmes and crucially, forthcoming T Levels.

Policy and Drivers

The Reform of Vocational Learning

The Government's Industrial Strategy, published in 2017, highlighted the need to "establish a technical education system that rivals the best in the world to stand alongside our world-class higher education system". Employers will be at the heart of the system and play a leading role working with education professionals to define the skills, knowledge and behaviours required for skilled employment.

T Levels

T Levels are two year technical programmes for young people aged 16 to 19. They are being developed in partnership with employers and will combine classroom study with workplace experience, from which students can progress directly into work or further study. T Levels will provide young people with a high-quality technical alternative to A Levels. The first three T Levels will be delivered from September 2020 and the remainder will be rolled out over the next three years.

Industry placements form a vital component of the T Levels. They will give students an opportunity to develop their practical and technical skills in a workplace-based role directly relevant to their vocational course. Industry placements will make up 20% of the course, with the student spending 80% of their time in the classroom. The placements will provide opportunities for employers to support learners to gain work experience and to assimilate valuable skills.

For further information on please see The Employer Guide to T Levels on pages 18-19.

Apprenticeships

Apprenticeships also provide a work based route to a technical education. An apprenticeship is a job combining practical training with study where apprentices are given 20% of their work time off the job for study.

Over 500 apprenticeship standards are available to anyone aged 16 or over ranging from intermediate to masters level higher and degree apprenticeships. Apprentices will take an independent assessment at the end of the training to confirm that they have reached occupational competence.

Academic Route	Technical Route	
A Levels	**T Levels**	**Apprenticeships**
Two year subject-based qualifications delivered by school sixth forms, sixth form colleges and FE colleges.	Two year classroom based vocational qualification delivered by Further Education Providers. 80% classroom based, 20% industry placement.	Minimum one year work-based training delivered by Further Education Providers. 80% on the job, 20% off the job.

Ofsted

Ofsted's Education Inspection Framework includes examining how well teachers' and tutors' knowledge reflects industry practice and whether curriculum intent takes account of the needs of employers in the local, regional and national economy.

The reform of vocational learning provides an opportunity for FEPs, employers and learners. It is crucial that deliverers of T Levels and apprenticeships are developing industry relevant skills to enable young people to progress, produce and lead the 21st century economy. Further Education Providers (FEPs) need the support of industry to ensure that the skills and behaviours they teach continue to meet the needs of employers across a range of dynamic sectors and job roles. Collaboration between employers and FEPs supports FEPs to strive towards quality delivery and meets the aims of current Government policy. Most importantly it meets the needs of employers and learners.

What is Curriculum Co-Design?

Curriculum co-design involves partners from further education and business sectors using their combined expertise and complementary strengths to design and deliver learning programmes. The four key stakeholders – learners, teaching staff, employers and FEPs will benefit from a number of positive outcomes. These include:

Learners will:
Benefit from teaching staff who possess up to date knowledge of business sectors and can demonstrate meaningful links between classroom activity and employment practices.
Develop their understanding of expectations of work, including the knowledge and behaviours required by employers, and therefore increase their prospects of recruitment after leaving FE.
Experience a stimulating, dynamic and flexible learning environment.
Understand the progression routes available to them.

FE Teaching Staff will:
Develop, maintain and update their understanding of the skills that industry requires, current industry practice and technological advancements.
Be better placed to teach and embed their understanding with their learners.
Be able to demonstrate how well their knowledge reflects industry practice.
Benefit from enhanced Continuing Professional Development (CPD) and have a positive impact on their own career aspirations.

Employers will:
Be able to influence the teaching and learning taking place in FEPs so that learners are better prepared and skilled for the current labour market.
Benefit from a larger, better equipped talent pool from which to recruit.
Provide an opportunity for learners to understand their business' expectations, requirements, skills and behaviours, safeguarding and health & safety requirements.
Support existing staff to develop skills in mentoring, workplace supervision and assessment.
Boost their profile and reputation within the local community.

FE Institutions will:
Gain a reputation for developing and progressing work ready learners.
Be able to demonstrate that their curricula remain up to date.
Have staff that can demonstrate up to date knowledge of their industry specialisms.
Deliver high quality, work relevant teaching and learning that will attract new employers.
Support CPD which develops and meets Professional Standards: www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

Curriculum Co-Design Toolkit

The Toolkit has four related elements:

Prepare and Plan

An implementation plan that identifies objectives, roles, timescales and risks will ensure that the collaboration can be successful. Prior to identifying gaps in skills and behaviours it is important that FEPs and employers develop a clear understanding of each other's organisational strategy, culture and operations.

Engaging with partners

A number of FEPs across Greater Manchester have developed Employer Panels to engage with multiple employers. For example, The Manchester College have established a Construction Employer Panel consisting of employers operating across GM. The purpose of the Panel is to identify skills gaps in their curriculum.

To identify which employers are operating locally. The Greater Manchester Labour Market Dashboard lists the employers operating within GM by sector. The dashboard can be accessed via the following link: www.gmchamber.co.uk/campaigns/taking-teaching-further/

Employers and FEPs may already have existing relationships that can be built upon. For example, employers may already be recruiting apprentices and offering work experience opportunities for students. Where existing relationships exist between FEPs and large employers then there may be opportunities to engage with employers within the large employer's supply chain.

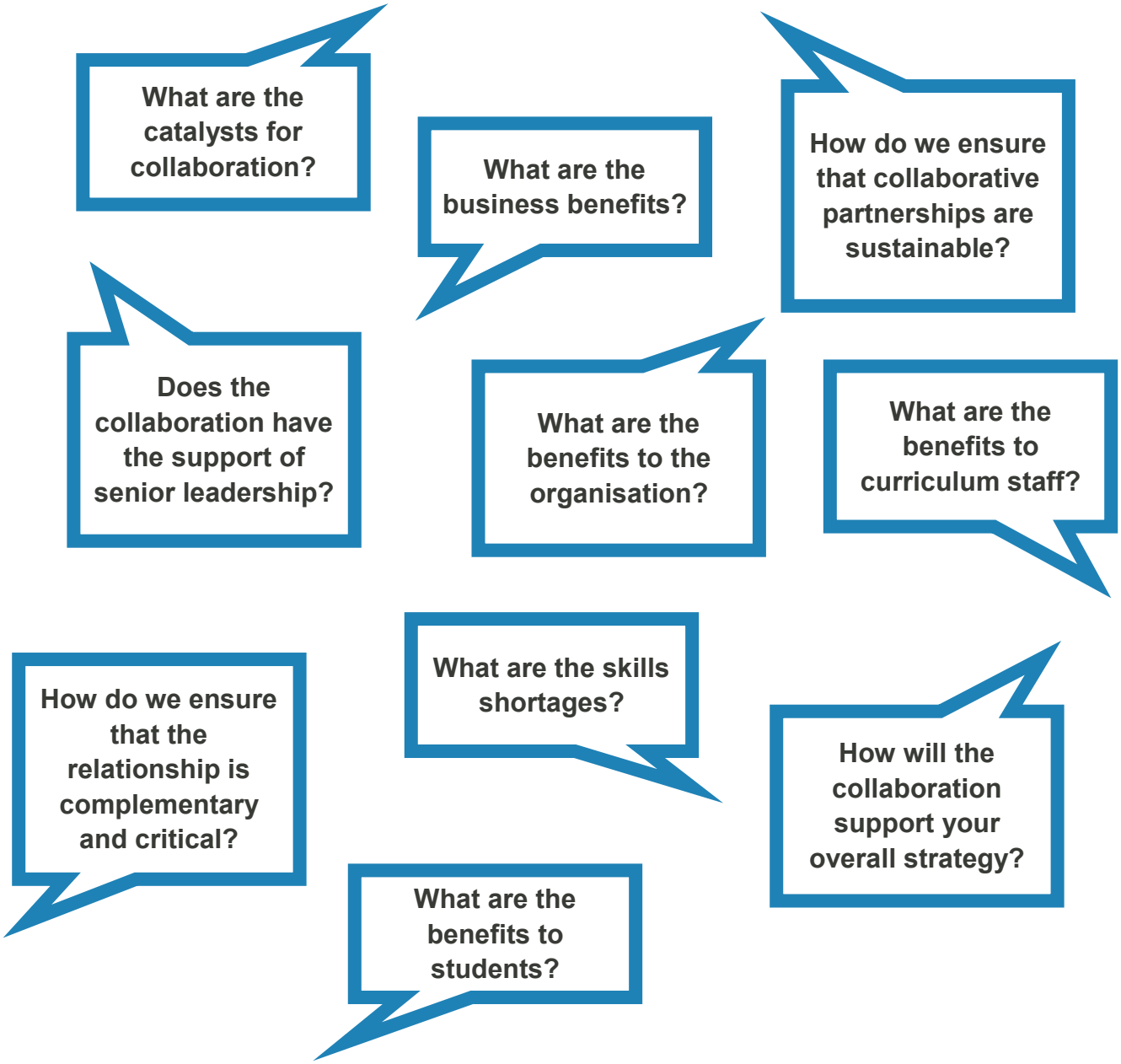
Bolton College host an annual Childcare Conference in collaboration with Bolton Council. Each year covers an emerging theme that will support Childcare sector employers and their staff, as well as the college's Childcare and Early Years teams. The event attracts around 50-60 Childcare sector employers and is attended by managers of these organisations. Ofsted are prominent at each event every year and this attracts employers. Themes such as Safeguarding, Promoting Welfare, Maths & English, Training, E-Learning and Every Child Matters have all been included.

The conference also enables the college to engage with the Childcare sector employers to help shape their Childcare Curriculum and to influence the skills delivered to their learners progressing into employment. The conferences have led to further courses being delivered within childcare. For example, as a result engaging with Bolton Council and employers, a Level 3 Award in SENCO for the Early Years setting has been developed and delivered to 23 learners from a number of employers.

Bolton College and the Workforce Development Team within Bolton Council have a successful relationship which gets stronger each year. Additional positive outcomes from these events are that new employers take on an apprentice and/or a student on work placements and they feel that their voice is being heard within the Council and College.

Get ready

Both FEPs and employers will find it useful to assess their readiness to collaborate.



Other Resources

If you would like to find out more about your readiness to collaborate then the Teach Too Project developed a Collaboration Readiness Checklist to support employers and FEPs to assess current practices and readiness for collaboration. The checklist is a detailed tool designed to support providers and employers conduct a deep dive assessment of their readiness to collaborate. This alternative resource can be found on the ETF website:

www.et-foundation.co.uk/wp-content/uploads/2019/07/Collaboration-readiness-checklist_1.pdf

Creating Shared Plans

In order for the collaboration between a FEP and an employer to achieve the desired outcomes it is important that a shared Partnership Plan is agreed. The plan could consider the following:

Objectives

- The overall objective may be to update a curriculum to ensure that it meets the needs of the employer and the sector.
- The objectives for learners should also be considered and these could be used to measure success. For example, the impact on success rates and progression rates from FEPs into employment, including Apprenticeships.
- To maximise the potential of the relationship for the partners to complement one another and to provide critical analysis.

Roles

It is important that each partner assigns a lead contact. The role of the lead contacts could include:

- Assigning other staff roles to the partnership
- Agreeing the Partnership Plan and timescales
- Managing risks
- Reporting

Timescales

Timescales need to be agreed by partners and by understanding the time constraints and the availability of key staff, a schedule can be included within the Partnership Plan.

Different elements of the project may require more careful planning. For example, if teaching staff placements are included these may need to be set up.

Risks

It is essential to conduct a risk analysis at the planning stage and to prepare to mitigate for those risks. For example, a critical member of staff may leave either the FEP or the employer. Is there someone to step into the role to minimise the impact on the collaboration?

Nelson and Colne College worked with engineers from advanced manufacturing businesses in East Lancashire to support the engineers to become skilled assessors enabling them to undertake workplace assessment of apprentices. The project had a number positive impacts including increased understanding amongst learners, improved on the job performance from apprentices and enhanced teaching practices at the college. One of the key learning points that the college highlighted was the need for a thorough check of the employer's ability to commit to the project and planning should be based around their commitments. Employers should be provided with an accurate understanding of the time and commitment required at the outset.

NELSON AND COLNE COLLEGE

A Business Case Planning Tool has been developed as part of the Teach Too project.

The detailed tool includes a template which could be considered by lead contacts to map out their collaborative project including aims and objectives, partnership plan and key roles and responsibilities.

www.et-foundation.co.uk/wp-content/uploads/2019/07/Business-case-planning-tool-_0.pdf

Developing Mutual Understanding

Employer Understanding of the FE Sector

By providing employer staff with an opportunity to spend time at a FEP they will have the opportunity to gain an understanding of the FE sector, the culture of the FEP as well as knowledge of the equipment and resources used for teaching.

FEP staff undertaking employer placements

Providing teaching staff with an opportunity to undertake placements with employers enables them to update their industry knowledge. Staff will be able to recognise the positive impact that changes to the curricula will have on their learners. This will also bring an added benefit to learners as staff have first-hand knowledge of their sector.

Where there is less time available then employers may be able to provide shorter CPD sessions for teaching staff to provide an opportunity to update their sector knowledge and understand the needs of employers.

Tameside College worked in partnership with National Oilwell Varco (NOV), a local engineering company who are actively involved in up-skilling their workforce. Tameside College contacted NOV to discuss if the college could assist with their CNC training requirements. NOV have a large number of CNC machines with varying control technology. They also have a number of new operators on these machines with varying levels of experience.

Prior to developing course material one of the college CNC tutors attended NOV's site and, alongside with NOV management and operators, looked at the different controls on their machines. They discussed the applications and programming methods for these machines. This provided the tutor with a thorough understanding of the issues the operators encountered on a daily basis.

From this the College were able to develop and provide a series of CNC training courses to suit a variety of levels. The college are able to meet the needs of the company by providing bespoke training to individuals and to provide NOV's operating staff with an opportunity to train away from the NOV in a safe environment.

The tutor benefitted by gaining knowledge and understanding of the latest technology and production methods using a wide range of different control technology that can be disseminated to other tutors and learners.

Tameside College NOV

Identify

Employers have a critical and complementary role to play in supporting FEPs to deliver vocational education that is up to date, relevant and provides learners with the skills required for employment. Employers are well placed to review curricula content and to identify whether it meets the needs of their business. The Identify section is where employers and FEPs identify skills and knowledge gaps.

When reviewing a course curriculum the following can be considered:

Technical Skills

- Which existing components of the curriculum are relevant to the employer and the sector?
- Which technical skills are required in the workplace but not currently included in the curriculum?

For example, an employer in the engineering sector highlighted a curriculum content issue where students in FEPs may only be taught the metric system. This creates a problem where engineers encounter older machinery in excess of 40 years old which display information using imperial measurements. Engineers need to be able to convert from imperial to metric and vice versa, in situations where there is no internet available on site. Miscalculations could lead to incorrect parts being ordered and consequently, expense and reputational damage to the business.

Behaviours

- Are there specific behaviours that learners need to develop to work for the employer or in the sector?
- How is the development of required behaviours currently incorporated into teaching and learning?

For example, learners looking to progress into the hospitality sector may need to be resilient and calm under pressure to operate as a chef in a busy restaurant kitchen but these behaviours may be less important in a development kitchen.

Information Advice Guidance (IAG)

- How are future job opportunities in the sector promoted to learners?
- Which immediate job opportunities are available and what are the progression opportunities?

For example, construction learners may have a preconception that their employment options are limited to construction sites but by expanding their knowledge of the progression opportunities within the sector will provide an insight into other roles available in pre-construction.

LMI is important when considering career opportunities. The GM Labour Market Dashboard takes the latest regional employment and business data, at a local authority level, and gives an overview of growth and decline of opportunities by sector in a web-based interactive format.

https://www.gmchamber.co.uk/campaigns/taking-teaching-further/

Preparation for Recruitment

- How are learners currently supported by their FEP?
- What recruitment practices and processes does the employer typically use?
- How can the employer help prepare learners for future job applications and recruitment processes?

For example, insights into the actual recruitment processes such as application forms, interviews and assessments days.

This could also include ensuring learners understand the implications of their use of social media and the negative impact that this could have when viewed by potential employers during the recruitment process.

Employment Enablers

- Which specific requirements does the employer and the sector have to enable learners to commence employment or an industry placement?
- What is currently included within the teaching and learning to inform learners of the enablers?
- What extra support is available to support learners who are from diverse backgrounds or have additional learning needs?

For example, the construction sector has stringent health & safety and drug & alcohol policies in place. Therefore, students on construction courses would benefit from being made aware of their obligations under those polices in preparation for employment, apprenticeship or work placement.

In the engineering sector, learners require an understanding of health and safety, manual handling, working at height, personal protective equipment and hearing protection.

Initial Assessment

- How are new learners initially assessed to inform their learning journey?
- What base skills, knowledge and behaviours are required for the programme to build on?
- How can the employer support the initial assessment process?

For example, students on engineering programmes may need a certain level of maths ability before the employer invites them onto a work placement. This level of maths required by the employer may be higher than the programme's entry requirements.

Design and Deliver

Once gaps in skills and behaviours have been identified the partnership will decide how best to bridge those gaps. T levels and apprenticeships create an opportunity for employers and FEPs to work together to support learners.

When designing a programme of delivery solutions it is important that the sequencing of the solutions is considered to ensure that it builds on prior teaching and learning.

Further opportunities for employers to take a key role in bridging those gaps include delivering masterclasses, providing mentors and developing projects for learners.

There are a number of different delivery solutions which can be designed to bridge the identified gaps. The example matrix below illustrates the types of delivery solutions that could be used by a partnership.

	Delivery Solution				
	Masterclasses	**Mentoring**	**Projects**	**Industry Placements**	**Short Employer Site Visits**
Technical Skills	✓		✓	✓	
Behaviours		✓		✓	
IAG	✓	✓		✓	
Recruitment		✓	✓	✓	
Employment Enablers	✓			✓	✓
Initial Assessment			✓		✓

Masterclasses

Masterclasses are delivered by industry experts who can provide first-hand knowledge of technical skills that they have identified which students will need in order to progress into employment in their business or similar job roles. Students not only benefit from that first-hand experience but have the opportunity to network with employers. They are particularly effective for delivering technical skills but could also be used for IAG and employment enablers.

The design of the masterclass can be developed in partnership to consider:

- What content will be included?
- Does the employer have existing programmes developed for their own staff, for example, to train staff on new technology that can be replicated and/or adapted for the learners?
- Is it a one-off or a series of masterclasses?
- Who will deliver the masterclass?
- How will the session be evaluated?
- What else should be considered?

Oldham College invited Quadplus, who provides industrial control systems, solutions, and services to a variety of industries, to review their engineering curriculum. Quadplus highlighted how the Internet of Things (IOT) will increasingly impact on the engineering sector. To bridge the knowledge gap, Quadplus engineers delivered masterclasses to students and staff on college premises.

Mentoring

Employer mentors can be mobilised to support students to develop behaviours and provide careers information. The mentors can demonstrate the soft skills and behaviours required as well as providing an insight into the workplace culture and progression opportunities within the business. By asking apprentices to perform the role of the mentor they can also provide students with a clear line of sight to employment.

The design of the mentoring programme can be agreed between both FEPs and employers. The following may be considered when developing the programme:

- Which behaviours are you looking to develop in the learners?
- Are you looking to include IAG and recruitment enablers within the mentoring programme?
- Who will be the mentors and how will they be prepared and supported?
- How will the success of the programme be measured?
- What else should be considered?

Brother UK is a supplier of technology solutions. They need young, digitally minded people. Brother and Oldham College collaborated to provide study programme learners with an understanding of the opportunities available in the digital sector in Greater Manchester and to embed the skills and behaviours required to progress into digital Apprenticeships. In order to achieve this the partnership developed a coaching and mentoring programme for learners. Apprentices from Brother will coach and mentor the learners and share their experience of their Apprenticeship and their journey to get there.

Projects that develop skills

FEPs and employers can develop a project that simulates a real workplace scenario. This project could be used to develop skills in current learners but also to contribute towards the initial assessment of new learners onto the programme.

The following may be considered:

- Which missing skills is the project trying to develop?
- Can an existing employer's project be replicated and/or adapted for the learners?
- How many students will be included?
- Where will the project take place?
- How long will it last?
- Who will support the students throughout?
- How will the project be assessed?
- Will FEP staff need any specific training to support students?
- What else should be considered?

This project set out to create a relationship with an industry partner to establish a curriculum which was focused on physical computing, coding and programming and had a clear line of sight to work in the digital industries. Curriculum staff developed a 'live' brief, based on real work practice, with Ben Pirt from Mirobot, a robotics company which produces small robots for use with young children. This brief also provided a mechanism by which students from ICT and Digital Media pathways could work together on an integrated project, reflecting how different professionals work together in industry.

The aim of the project was to develop 'Macrobot', a 'Rover' robot aimed at older children that can sense its environment and move both autonomously and under external control. Many of the components were 3D printable to develop skills in working with this emerging technology. In order to undertake this design project the IT, Games Design and Media staff required training on contemporary programming techniques, coding and the use of Raspberry Pi. Six members of teaching staff were trained for two days by a specialist in order to introduce the skills needed for the project.

Staff found students were highly motivated to follow instructions from an industry specialist and worked well in teams to develop their robots. The final products were judged in a 'Dragon's Den' event, where each team had to 'sell' their robot to be taken forward for production by the company.

Carshalton College

Industry Placements

With the introduction of T Levels students have an opportunity to apply their learning during their Industry Placements. Industry Placements can be used to bridge any of the gaps identified. For example:

- Technical skills can be introduced and developed.
- Behaviours can be embedded as the learner grows into the culture of the organisation.
- Learners can receive IAG by engaging with a range of employees across the organisation to understand their roles and their career journey.
- Learners can gain an insight of the recruitment process and the expectations of the employer.
- Learners can experience employment enablers, for example they may require Personal Protective Equipment (PPE) before they can go onto the placement.

Industry placements allow the bespoke needs of the learner to be developed as well as embedding the skills and behaviours identified in the curriculum review. FEPs and employers may want to consider the following for each learner:

- What are the skills and behaviours identified in the curriculum review that need to be developed during the industrial placement and how will they be developed?
- What are the bespoke skills and behaviours that the specific learner needs to enhance during the industrial placement and how will they be developed?
- How can the industry placement build career aspirations for the learner and prepare them for recruitment processes after their course has finished?

Short Visits

Short visits to workplaces, those that last a day or less, are useful to provide an overview of a sector which could be useful prior to Initial Assessment. They could also be used to introduce a particular issue that could be a potential barrier to employment. For example, the policies that should be adhered to by employees on a construction site.

Trafford College (Stockport Campus) are working with BMI Construction and Northern Regeneration CIC to provide information, guidance and support to their learners with respect to health & safety requirements, Codes of Conduct and by providing site tours. BMI have also provided resources such as their induction video, their drugs and alcohol policies. They are currently developing a programme for site visits for learners to gain experience on large construction sites

Evaluate

The purpose of the Evaluate section is to review the collaborative activity against the aims and objectives agreed upon in the Prepare and Plan stage. Where collaborations have been successful then there is an opportunity to create a long term sustainable partnership that ensures curricula remain relevant to industry. Successful partnerships should be celebrated through collaborative marketing activities.

Has the collaborative process worked?
Has it met the aims and objectives?
Have the skills gaps been bridged?
Are learners transitioning to employment smoothly?
Is it timely to measure the impact against learner outcomes and progression?
Have there been any unintended consequences?

How can the partnership evolve further?
Is the partnership sustainable?
Are there further developments in the sector since the partnership commenced that need to be taken account of?
Are there additional employers or FEPs who can be brought into the partnership to provide additional expertise?

How can the partnership celebrate and publicise the successes?
Entering for FE and/or industry awards
Social media?
Press release?
Case studies?

List of References and Links

ETF Professional Standards	www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/
ETF Taking Teaching Further Programme	www.et-foundation.co.uk/supporting/support-teacher-recruitment/taking-teaching-further/
The Curriculum Co Design Toolkit	gmlpn.co.uk/our-projects/takingteachingfurther/
The Greater Manchester LMI Dashboard	www.gmchamber.co.uk/campaigns/taking-teaching-further/
Resources developed by the Teach Too Project	www.et-foundation.co.uk/supporting/technical-education/teach/teach-too-resources/
Nelson & Colne College Teach Too Case Study	tvet.excellencegateway.org.uk/content/etf2289
Carshalton College Teach Too Case Study	tvet.excellencegateway.org.uk/content/etf2301

Employer Guide to T-Levels

T Level are new courses available from September 2020 that will be equivalent to three A-levels. These two-year courses have been developed in collaboration with employers and businesses to ensure that content meets the needs of industry and prepares students for work.

T Levels will become one of the three main choices for students after GCSEs alongside Apprenticeships and A levels.

Academic Route	Technical Route	
A Levels	**T Levels**	**Apprenticeships**
Two-year subject-based qualifications delivered by school sixth forms, sixth form colleges and FE colleges.	Two-year classroom based vocational qualification delivered by Further Education Providers. 80% classroom based, 20% industry placement.	Minimum one-year work-based training delivered by Further Education Providers. 80% on the job, 20% off the job.

The T levels will be based on the same standards as Apprenticeships. It is expected that T Level learners will be able to progress to:

- a relevant apprenticeship at level 4 or higher
- skilled employment
- further study

T-Level Programmes include:

Technical Qualification - Content will be based on the same occupation standards as apprenticeships. Skills, requirements and outline content for each T Level have been developed by groups of employers.

Industry Placement - T Levels must contain an industry placement of between 45-60 days with a maximum of two employers, to help put into practice the knowledge and skills they have learnt. Employers can offer placements as a block, day release or a mixture.

English and Maths – a minimum standard at level two maths and English for students who have not already achieved them.

Awarding Bodies

To ensure that the qualification is recognised and valued by employers each T Level subject will awarded to a single Awarding Body (AO).

Grading

Students will be awarded an overall grade. To be awarded the grade students must complete the technical qualifications, the Industry Placement and level 2 English and maths if not already achieved.

T Levels will be introduced in four phases from September 2020. The table below lists the Routes, the T Level Subjects and the roll-out dates for all 25 T level subjects.

Route	T Level Subject	Commencement Date			
		Sept 2020	Sept 2021	Sept 2022	Sept 2023
Digital Route	Digital production, design and development	✓			
Construction Route	Design, surveying and planning	✓			
Education and Childcare Route	Education	✓			
Digital Route	Digital support and services		✓		
	Digital business services		✓		
Construction Route	Building services engineering		✓		
	Onsite construction		✓		
Health & Science Route	Health		✓		
	Healthcare science		✓		
	Science		✓		
Legal, Finance and Accounting Route	Legal			✓	
	Financial			✓	
	Accountancy			✓	
Engineering and Manufacturing Route	Maintenance, installation and repair			✓	
	Manufacturing and process			✓	
	Design, development and control			✓	
Business and Administration	Human resources			✓	
	Management and administration			✓	
Agriculture, Environmental and Animal Care	Animal care and management				✓
	Agriculture, land management and production				✓
Creative and Design	Craft and design				✓
	Cultural heritage and visitor attractions				✓
	Media, broadcast and production				✓
Hair and Beauty	Hair, beauty and aesthetics				✓
Catering and Hospitality	Catering				✓

Thanks

We would like to thank the following organisations for their input and feedback.

Further Education Providers
Alliance Learning
B2W Group
Bolton College
Groundwork
Hopwood Hall College
Mantra Learning
NowSkills
Oldham College
Rochdale Training
Tameside College
The Manchester College (LTE Group)
The Growth Company
Trafford College
Wigan & Leigh College
YMCA Training

Employers
BAM Construction
Brother UK
CDL
CiTB
Francis Kirk Group of Companies
Graham Group
Hellerman Tyton
Institution of Civil Engineers
Jem Fire Pumps
Kier
Laing O'Rourke
MAN Energy Solutions
North Coders
OneFile Learning Platform
Quad Plus


Greater Manchester
Learning Provider Network


Greater Manchester
Chamber of Commerce


EDUCATION & TRAINING
FOUNDATION