



Employer Led Vocational Education and Training in Europe (ELVETE)

Highlighting of good practice in 14 -19

VET education

Interim Summary

Work Package:	2 – Highlighting of good practice in 14 – 19 VET education
Purpose:	To highlight good practice in 14 to 19 vocational education and training by sharing and exchanging experiences and investigating and writing up case studies.
Case Study Ref:	WC/UK/1 WC/UK/2 WC/UK/3 WC/UK/4
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Executive Summary

Case Study:	WC/UK/1
	The Black Country University Technical College
Interim Summary:	University Technical Colleges (UTCs) are an initiative of the UK Government. Initially established in 2010, UTCs offer a highly vocationally specialised general education for students aged 14 to 19. The central concept of the UTCs is that they offer the general school curriculum as required by the UK Government, but with a central specialised vocational element. Other subjects are taught, where possible, in the context of the central specialism. In addition to this overarching pedagogy, key elements of the curriculum are written by employers. The links between the employers are very close throughout the design and delivery of the curriculum. This case study (WC/UK/1) reports on the involvement of key employers in the production and the ongoing deployment of the UTC curriculum. A key feature here is the availability of comparable performance and standards result, plus destination data.
Case Study:	WC/UK/2
	The Graduate Academy Salon and Spa at Walsall College
Interim Summary:	Walsall College is an English General Further Education College with a strong vocational offer to learners aged from 14. The majority of the College's full-time vocational provision is for 16 to 18 year olds, with some 3,500 learners in that cohort. The College's current main campus is five years old and incorporates on the main site a Graduate Academy Salon and Spa. This development was designed with substantial and detailed input from a leading Hairdressing chain – the FrancESCO Group. Walsall College learners in Hair and Beauty complete their training in the Graduate Salon under conditions that are an exact facsimile of employment in the industry. The Graduate academy trades to the general public. This case study (WC/UK/2) describes the involvement of employers in the design and delivery of the Hair and Beauty curriculum.
Case Study:	WC/UK/3
	The Roland DG Academy
Interim Summary:	Walsall College is an English General Further Education College with a strong vocational offer to learners aged from 14. The majority of the

	<p>College's full-time vocational provision is for 16 to 18 year olds, with some 3,500 learners in that cohort. The College's current main campus is five years old, and its secondary campus, Green Lane, was established in 2000, and has since undergone continuous development. Roland DG is a multinational print industry business, part of the Roland group based in Japan. Roland DG were instrumental in the development of the academy in a number of ways explored in this case study (WC/UK/3): the sponsorship of the centre, including capital equipment; the availability of industry expertise to support delivery, and also in the design of the well-respected national sign making qualifications that are undertaken by employed learners via Walsall College.</p>
Case Study:	WC/UK/4
	The Business and Sports Hub
Interim Summary:	<p>Construction work has just commenced on a new campus for Walsall College – the Business and Sports Hub. This building will be the focus for the College's broad business skills curriculum for years to come and is due to open to learners in September 2015. The physical aspects of the development are being informed by local employers and other sector stakeholders, but prior to this, employer/business involvement in the re-design of the current curriculum has been marked. This case study (WC/UK/4) focusses on how the employer voice has been articulated in the redesign of the current Business and Computing curriculum and how this will continue as the new curriculum migrates to a new purpose built Hub.</p>