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Introduction to Teach Too

Teach Too is an ETF-funded project delivered in partnership by UCL Institute of Education and the Association of Employment and Learning Providers (AELP). Deriving from a key recommendation of the Commission on Adult Vocational Teaching and Learning (CAVTL) Report in 2013, it sets out to

Project description

The project aimed to design, build and race a Green (battery) Powered car. The car was to be designed and manufactured for

The project also made use of emerging technologies to enhance the communication between students and engineers. By using Google communities the engineers provided coaching and mentoring to the teams of students remotely.

Students were also able to visit the employer to meet the team of engineers and see the work they are doing there, first hand. On this visit, maths skills and principles were seen in action by both the students and tutors. Students found the trip inspirational and it provided an opportunity for them to consider the range of career paths in Engineering at a global company such as BP.

Positive impacts

- Students were motivated by the real world context and developed confidence in use of maths through the use of the real industry situation
- Curriculum staff received up-skilling of industrial knowledge and current practice
- Collaboration was fostered through restructuring of curriculum delivery and assessments to take a project based approach, that allows multi-disciplinary working
- Development of new ways of working through the use of Google communities, allowing students access to engineers' consultancy support throughout the project, without significantly impacting on the employees "day job"
- Development of a departmental formal agreement for connecting and collaborating with employers
- Interest from other employers to work with the department through dissemination/publicity about this project.

Key learning points

- Ensure that the project will provide benefits for both the College and the employer and that these are mutually understood

