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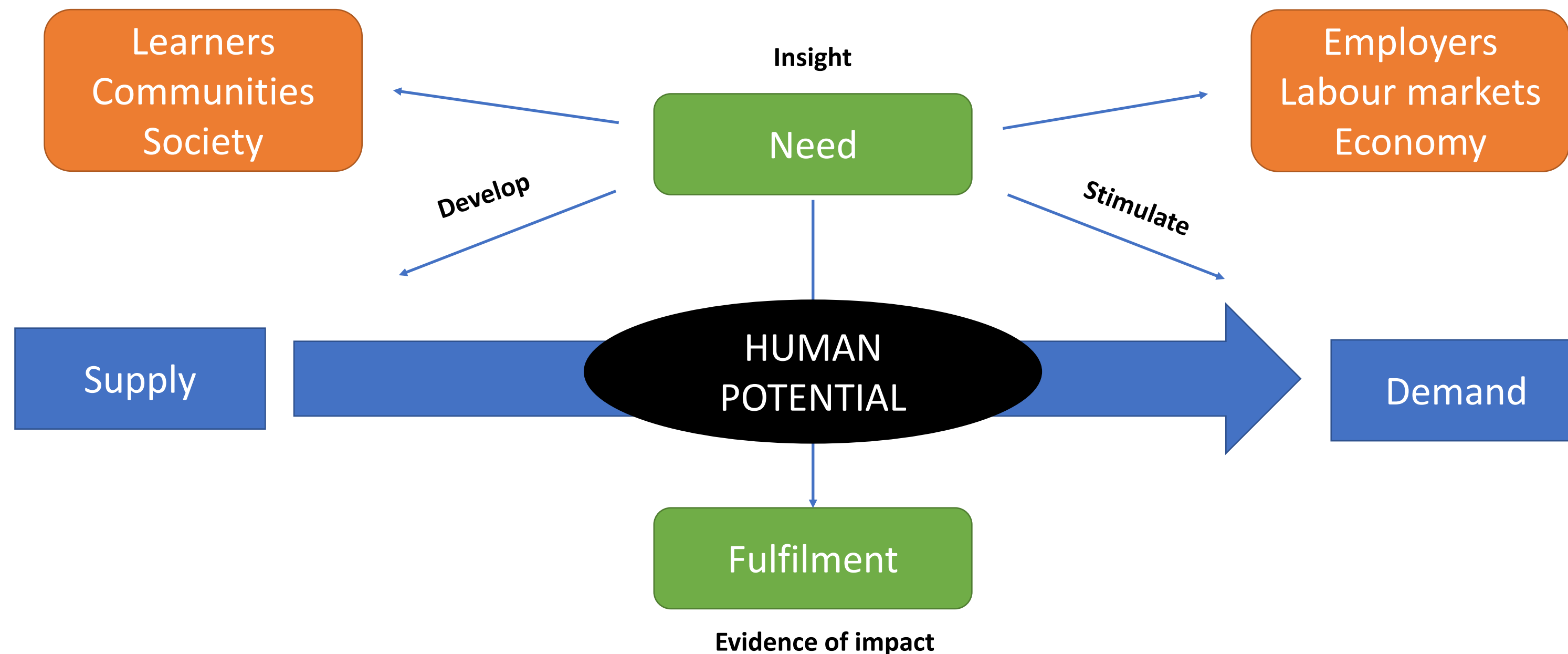
# Employer centricity in a decentralised world

July 2021

# ncfe. The human potential model

At NCFE our core purpose is: *“To promote and advance learning, helping to create a fairer more inclusive society”.*

We have developed a model, which we have called the **human potential model** which illustrates how different stakeholders (learners, providers, employers) can effectively work together to ensure a balanced supply and demand model, which ultimately leads to fulfilment of the individual learner.



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# Challenges of engaging employers





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# Skills value chain



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# Engaging employers – T Levels

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**We're developing T Levels which intimately reflect the needs of the sectors and occupations they're designed to serve...**

Developing a high-quality, world-leading technical education system relies on employers and industry professionals setting the standards

Employers see the value in a set of national qualifications which reflect what they need from their future workforce, and show a great willingness to dive into the detail of T Level development

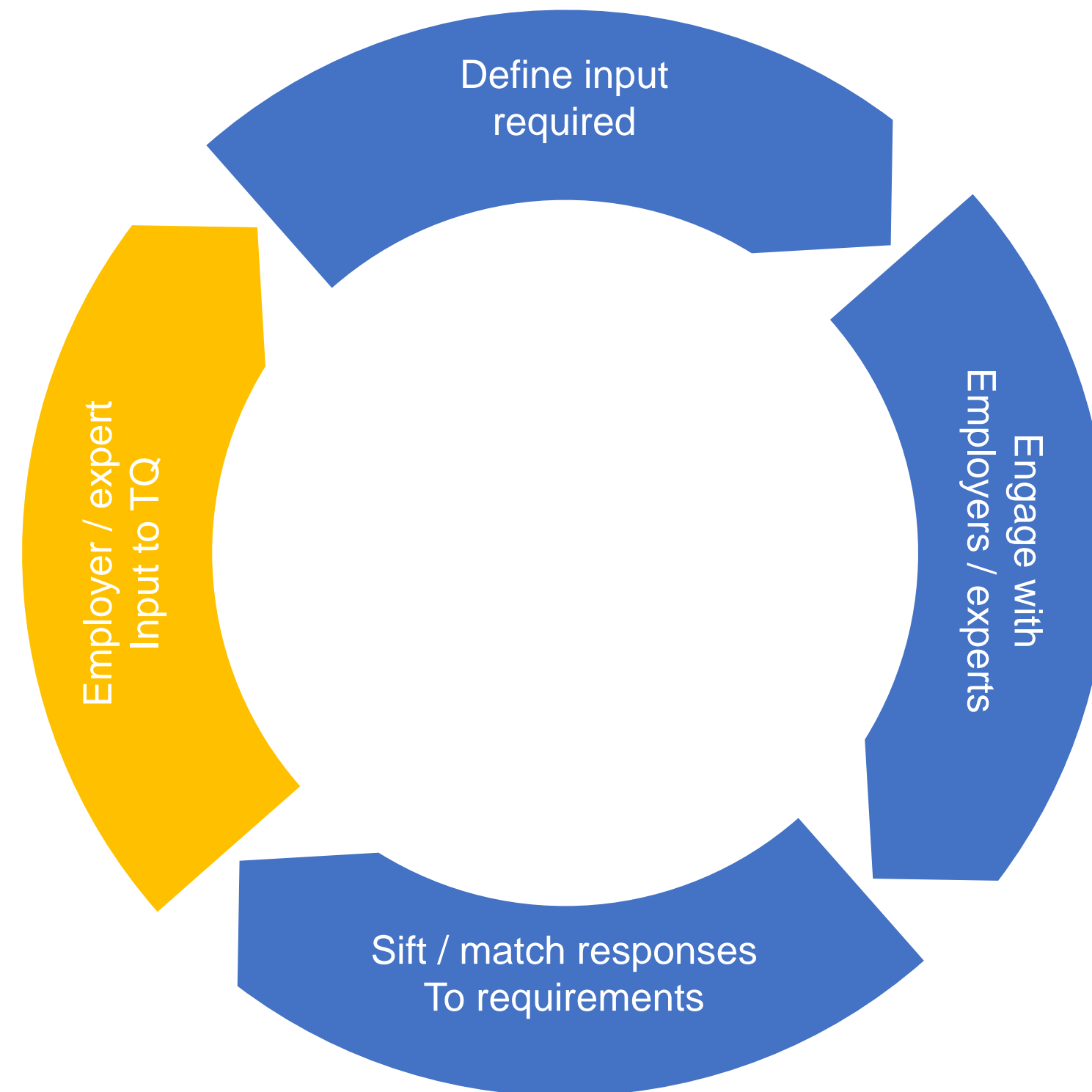
T levels must have the widest possible applicability and support across occupations. That means securing meaningful input to the development of all TQ products from large numbers of industry and subject matter experts

Input from providers and universities is vital in ensuring structured progression pathways allow T Level learners to progress to higher education and apprenticeships



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**We've been working with a diverse range of businesses and expert practitioners to support the development of T Level qualifications and assessments...**





## We've used a combination of different communications and engagement techniques to reach the businesses and experts we want to work with...

Pan sector partners	Forging relationships with pan-sector partners and intermediaries to reach employers and experts through their networks and channels
Sector-specific partners	Working through partners in the digital, health and science sectors to reach employers and experts through their networks and channels
LEPs	Building on existing relationship with the LEP network and individual LEPs to reach (particularly SME) employers and experts at the local level
Social channels	Using social media channels – including promoted posts, etc. - to help us reach employers and experts in specific areas (geography, occupation)
NCFE Alumni	Engaging with learners who previously undertook NCFE qualifications to secure their input and leverage their networks
Bought advertising	Placing advertisements in carefully selected sector media outlets to help us reach employers and experts in particular, niche areas



## Sector partners (incl pan sector and LEPs):

- C-level engagement to open up networks
- Systematic management of relationships that result in input to TQ development
- Existing and newly formed leads fostered into deeper, strategic relationships to allow ongoing access to channels for future collaboration

## Social Channels:

- Utilise social channels to target individuals with specific job titles / interests in order to secure input from subject matter experts;
- Match volunteers to role requirements, contracting through to concrete input into TQ development;
- Sustain engagement to thank volunteers and maintain relationship for further engagement needs

## NCFE Alumni:

- Contact NCFE alumni with relevant qualifications to request support with input to TQ development;
- Direct ask sent to over 3000 Health and Science learners (CACHE alumni);
- Access to learners via providers offering NCFE quals;
- Sustain engagement to thank volunteers and maintain relationship for further engagement needs.

## Bought advertising:

- Place adverts in sector-specific trade press;
- Advertise through social media – LinkedIn, Twitter and Facebook – targeting sector areas in which we need development support;
- Analyse campaign results to refocus campaign based on most effective methods

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Our engagement includes major, national and multi-national businesses as well as smaller and specialist businesses and individual practitioners...



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**That engagement effort has enabled us to secure sustained, substantial and impactful contributions to the development of the TQs...**

315

Subject experts  
engaged

345

Employers engaged

115

Partner organisations  
engaged

54

NCFE **alumni** engaged  
since June 2020

124

**Science** employer and  
provider contributions

227

**Health** employer and  
provider contributions

180

**DSS** employer and  
provider contributions

56

**DBS** employer and  
provider contributions



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# As we have worked through the development process, business and expert input has driven

## They said...

**DBS:** “Ensure you focus on **EU** and **US** law for international law section; many cloud services are offered by US companies” (Peter Loomes, Sandettie)

**DSS:** “Restructure **CS1** so that it is based on industry good practice and actual approach. Focus less on ‘communicating the outcome of a resolution.’” (Gordon McKay, Sellafield)

**Health; Midwifery:** “Align key terms with the latest ‘Maternity Support Worker, Competency, Education, and Career Development Framework’” (Claire Keenan, New College Durham)

**Science; Metrology:** “Expand the validity of results by including real life options such as the use of Certified Reference Materials (CRMs) in understanding the concept of measurement uncertainty (Alan Handley, LGC)

**DBS:** Rewrite core skills 1 and 3 to include **RACI** method and ensure identifying and resolving faults is a **cyclical** process” (Steve O’Connor, SIGMA)

## We did...

Added in an international requirements section in Element 8: 8.1, focusing on **EU** and **US** law, as well as **British** law

Incorporated aspects of **Sellafield’s** own communication procedures and changed the focus of the skill to ‘communication’, as a whole and not ‘communicate the outcome’

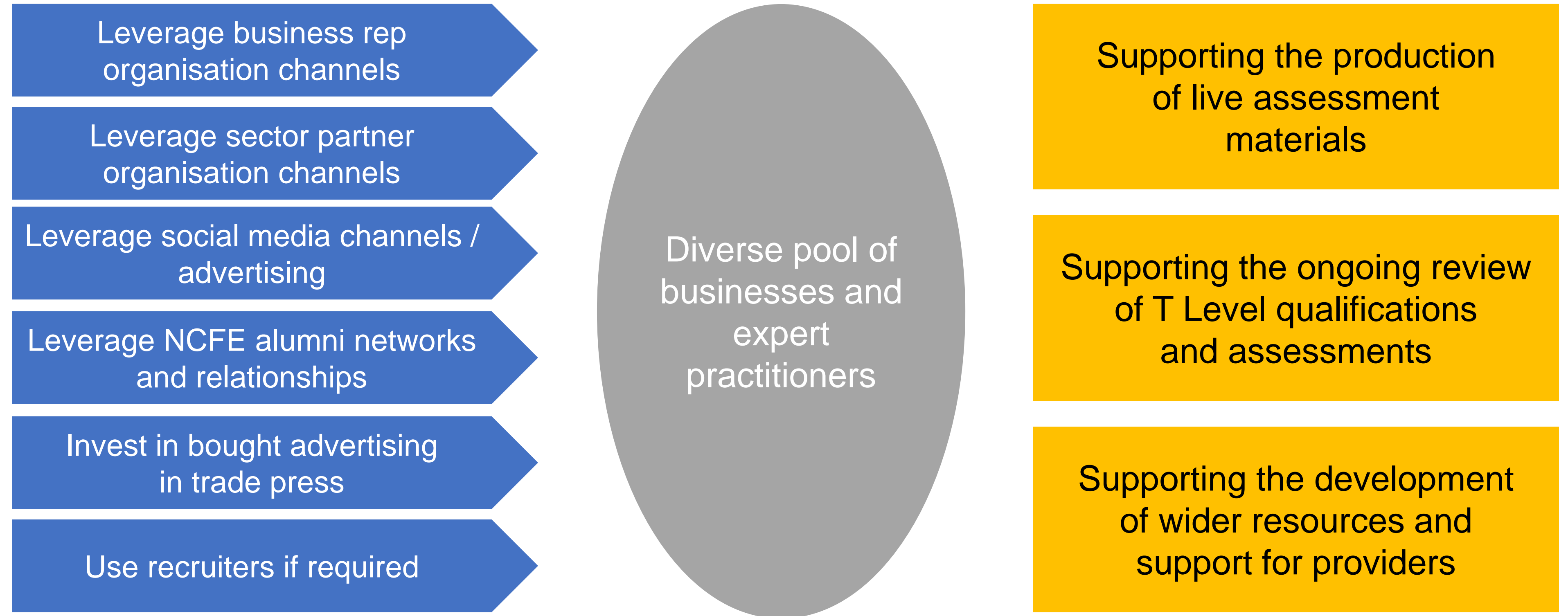
‘Personalised care and positive relationships, woman-centred holistic care and continuity of carer’ added to content

Added **CRMs** to make content more industry-specific; removed comparing **calorimetry** standards, which students are not required to do

SIGMA’s **RACI** method included as core skill and students now required to test, identify and apply appropriate solution

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**Looking to the future, we have plans to sustain and extend our relationships with businesses and practitioners to support future developments...**



# Wrap-up and questions