



**ceramic skills
academy**

Independent Evaluation

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ceramic skills academy

Independent Evaluation

**Report Commissioned by the
Ceramic Skills Academy**

<http://www.ceramicskillsacademy.co.uk/>

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Delivered by

Wider Impact Consultancy

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1.0 Executive Summary

1.1 Introduction

Wider Impact Consultancy Limited has been invited to carry out an independent evaluation of the on-going **Ceramic Skills Academy Project (The Project)**.

A key objective of the Project is to grow the proportion of businesses in the ceramic industry, by investing in the skills and training for the workforce through encouraging new entrants to technical roles, increasing the skills of those already in the industry and making the industry more attractive to pupils, students, graduates, parents, teachers and career advisors.

1.2 Terms of Reference

The key objective of the commission has been to independently evaluate the Project, which results in a report that accurately delivers an evaluation of impact / return on investment and sustainability.

It has been important that the final report is provided in an innovative way, which is both environmentally friendly, and represents good value for money. Methodology to include:

- Assessing programme performance
- Interviewing businesses
- Interviewing clients
- Interviewing funder
- Collating and presenting information in a format, which can be widely and easily distributed

1.3 Our Approach

A methodical approach has been adopted, which has included:

- **Desk / Quantitative research** – to gain an understanding of internal data and information that relates to Project performance, such as the achievement, or anticipated achievement of key outputs (data and information supplied by the Ceramic Skills Academy). Opportunity has also been taken to research external

[growth] reports and strategies linked to the Stoke & Staffordshire Enterprise Partnership (LEP)

- **Field / Qualitative research** – this has been intensive, and has included one to one meetings / telephone interviews, workshops with key stakeholders, questionnaires aimed at business and educational sectors, case studies; observations / shadowing key staff and filming / gaining photographic evidence.

1.4 Findings

It is clear from the quantitative and qualitative research findings that on the whole, the Project is achieving outcomes agreed with the funder, and there is no reason to believe that a number of these will be exceeded when the Project ends. Those of note include:

- Apprentices **(+30%)**
- Work placements **(+16%)**
- Students engaged **(+77%)**
- Companies in network **(+20%)**

On the whole milestones have been met, and it is significant that the Project has achieved an '*Assurance Rating*' (Green) by the independent auditor (Moore Stephens).

There is a consensus of opinion that the Project has become a '*pilot project*', which has played a significant role in understanding what works in relation to how partners and stakeholders can come together to achieve aims and objectives linked to training and employment within the ceramic sector.

1.5 Good Practice

There are a number of examples of good practice, which include:

- The collaboration and participation of key multi-agency stakeholders, which includes representatives from both business and education sectors, the British Ceramic Confederation and the Staffordshire Chambers of Commerce
- The appointment of a skilled and dynamic Academy Director, who with the support of her team has ensured that the Project has been kept on track, overcoming challenges as they have appeared

- The creation of a concise data base, enabling mapping and research to be linked to strategic planning
- Delivery of the comprehensive Training Needs Analysis (TNAs), which will support the ceramic and education sectors strategically forecast, budget, plan and deliver training to meet the needs of the sector as a whole
- The on-going development of the Career Pathway in the Ceramic Industry
- The creation of a high quality website, with multi-functional and adaptable facilities to support the on-going development and delivery of Project aims and objectives
- The focus on establishing links with the education sector, particularly with supporting primary schools e.g. Ceramics Course for Primary School Teachers
- The on-going development of the Apprenticeship Trailblazer
- Expertise, support and structure provided to work place mentoring
- The progression of the on-going development of the Ceramics Foundation Degree

1.6 Recommendations

Based on research findings, the following recommendations are made:

1. Commitment should be sought and **sustained** from senior managers / Directors / owners of companies to directly and actively support the development and delivery of the role and functions of such projects.
2. In the case of the CSA, subject to such commitment from senior managers / Directors / owners of ceramic companies to directly and actively support the development and delivery of the role and functions of the CSA, consideration should be given to the role of the CSA being continued for the foreseeable future, albeit with abridged functions.
3. Abridged functions should include:
 - a. Continuation of the Board – attended by senior level stakeholders linked to business and education sectors, and supported by the Staffordshire Chambers of Commerce.
 - b. Continuation of the CSA website – potentially funded by adverts / donations.

5. Opportunity is taken to celebrate the achievements of the Project with senior policy makers and business leaders, with objectives that include obtaining [financial] support for the extended continuation of the role and functions of the CSA, or similar project.

1.7 Conclusions

Those involved in the development and delivery of the Project should be congratulated for their innovation, tenacity and dedication to the delivery of a successful project that is, and has further potential to grow the proportion of businesses in the ceramic industry investing in the skills and training for the workforce.

Impressive outcomes are and clearly will include economic growth, improved perceptions of the industry, real jobs, increased employment opportunities and wider impacts linked to the prosperity of the UK economy.

As outlined in the body of this report, in terms of the Project becoming a '*pilot project*' it has certainly been a success. It would however be unrealistic to conclude that it has been a panacea project, which will sort out all the challenges and opportunities the ceramic sector is, and will be facing in the future.

The Project has clearly played a key role in understanding what works, what needs to be done, and the challenges that need to be tackled if long-term, sustainable employment aims and objectives are to be achieved within the Sector.

As recommended, there is merit in a number of the strategically key and innovative roles and functions of the CSA continuing into the future.

2.0 Acknowledgements

We are grateful to the many individuals, who have kindly given up their time to share their views and experiences to contribute to this report. These include:

- Linda McQuade Ceramic Skills Academy
- Simonetta Mitchell Ceramic Skills Academy
- Craig Walker Ceramic Skills Academy

- Francis Morrall British Ceramic Confederation
- Sara Williams Staffordshire Chambers of Commerce

- Margaret Beckett Portmeirion Group
- Robert Cochrane C21
- Mathew Dimpleby Dimpleby Ceramics
- Kate Ellis Emma Bridgewater
- Paul Farmer OBE Wades Ceramics Ltd
- Stuart Law Wades Ceramics Ltd
- Anne Moulton Johnson Tiles
- James Otter Potclays Ltd
- Claire Plant Waterford Wedgwood Royal Doulton
- Liz Salt Waterford Wedgwood Royal Doulton

- Aimee Colgan Newcastle-under-Lyme College
- Pippa Brooke Thursfield Primary School
- Andy Greenhough Stoke College
- Keith Marsh AXIA
- Helen Morgan City of Stoke-on-Trent Sixth Form College
- Amy Parlone Thursfield Primary School
- Claire Plant Waterford Wedgwood Royal Doulton
- Samantha Pearce Portmeirion Group
- Karen Riley AXIA
- Kerrie Ryles Thursfield Primary School
- Sarah Tudor Staffordshire University

3.0 Terms of Reference

3.1 Introduction

The key objective of the commission has been to independently evaluate the Project, which results in a report that accurately delivers evaluation of impact / return on investment and sustainability.

3.2 Final Report

It has been a requirement that the information must be provided in a creative manner, which enables ease of distribution (ideally electronically) to a wide audience. To this end, it is recommended that this report is read in conjunction with the executive summary report outlined at **Section 4.5**, which utilises Augmented Reality (**AR**) video technologies.

4.0 Methodology

4.1 Introduction

As highlighted in **Figure 1**, we have taken a systematic approach to this commission, which in addition to taking due note of quantitative findings provided by the commissioner, has, as far as is feasible, included meeting and interviewing those who have been involved in the delivery of the Project, and most significantly, those who have directly and indirectly benefitted from Project outcomes.

Figure 1



4.2 Quantitative (Desk) Research

We have accessed, analysed, and taken due note of a number of documents / sources, which includes:

- The original Project / funding application form to UKCES
- Investment Stage Completion Reports (**Appendix A**)
- General Project data, evaluation / service user feedback
- News / media reports
- CSA website - <http://www.ceramicskillsacademy.co.uk/>

4.3 Qualitative (Field) Research

Field research has been detailed and varied, and has included:

- **4** Case Studies
 - 2 large businesses
 - 1 SME business
 - 1 primary school

- Questionnaires, aimed at:
 - Employers / businesses <http://www.widerimpact.com/csa-employer-questionnaire> / **Appendix C**
 - Education / Career Advisors <http://www.widerimpact.com/csa-education-questionnaire> / **Appendix D**
- **2** workshops with young people / teaching staff
 - Stoke-on-Trent 6th Form College
 - Thursfield Primary School
- One to one meetings with:
 - Board members
 - Project staff
 - Stakeholders / partner agency members
 - Business Directors / small business owners
 - Employees / Mentors / mentees
 - Young people / beneficiaries
- Observations:
 - Attendance at key [Board] meetings
 - Attending Project activity days:
 - Job fairs
 - Teacher ceramic / pottery training
 - Observations / shadowing key staff
 - Filming / gaining photographic evidence

4.4 Questionnaires

The 'on-line' questionnaires was distributed via email by Academy staff to all those directly and indirectly involved in the delivery of the Project. Completed questionnaires were returned directly to Wider Impact for independent analysis and presentation of findings. Whilst a relatively small number were returned for analysis, it is noted that of those responding from business and education sectors, respondents are responsible for:

- Over **10,5000** employees
- Over **42,000** [local and world-wide] students

4.5 Final Reports

Final reports are presented in three formats:

- Hard copy (full report)
- Executive summary, utilising Augmented Reality (**AR**) video technologies
- On-line versions of both reports, suitable for inclusion on websites and distribution by email / social media – carbon friendly; reducing the need to print / reproduce [expensive] copies of both versions

5.0 About the Project

5.1 Introduction

Delivered by the Staffordshire Chambers of Commerce in collaboration with the British Ceramic Confederation and enabled by funding from the UK Commission for Employment and Skills (UKCES), the objective of the Project has been to grow the proportion of businesses in the ceramic industry investing in the skills and training for the workforce. This is to be achieved through encouraging new entrants to technical roles, increasing the skills of those already in the industry and making the industry more attractive to schools, pupils and graduates.

The Ceramic Skills Academy (CSA) exists as a virtual academy, highlighting opportunities within the ceramic industry, helping to grow and support ceramic entrepreneurs and investing in skills and training for the workforce so the ceramics sector can be sustained as a world class industry (Source: CSA Website - <http://www.ceramicskillsacademy.co.uk/>).

5.2 Background

Supported by research, such as the 2009 SQW report, *Growing the Ceramic Cluster in North Staffordshire*, which confirmed that as an advanced manufacturing sector and significant exporter, the ceramics industry is a vital contributor to the UK economy. It was noted that after many years of contraction, businesses are growing, creating high-value manufacturing jobs and employment opportunities.

Recognising that the competitive advantage of UK ceramics is the skills of its workforce, which enables the production of high quality, innovative, design-led, technologically advanced products, research highlighted that the lack of investment in people during the period of decline of the industry had led to what was described by a major employer as a 'ticking time bomb' of skills. For example, at a higher level there was a dearth of technical specialists, for instance, ceramicists and material scientists, and at production level, employers could not easily recruit vital roles such as casters, kiln technicians, mould-makers and process engineers.

There were also problems in attracting and retaining those with mainstream business skills, such as marketing, business development and management because the industry as a whole was not seen as a positive career choice.

As highlighted within the funding proposal to UKCES, the CSA, 'Will be a catalyst to transforming the industry. National in its scope and owned and led by ceramic businesses, the Academy would work with providers to open up pathways into the industry through increased graduate placements and apprenticeships, stimulate skills and knowledge transfer with a major mentoring programme, provide an enterprise hub to support ceramic entrepreneurs and promote the industry as a modern, attractive career option for young people. It will also challenge a culture of low training spending to increase the strategic importance of investing in people and skills'.

Objectives included putting industry in the driving seat to develop the right qualifications and training, enabling the right people to be recruited at the right level, by working with both public and private providers, to make it easy and attractive for companies to take on more apprentices and graduates. It will act as a hub for ceramics enterprise, supporting those who wish to set up new businesses with training and premises, and through events and mentoring it will enable the sharing of best practice and the transfer of skills, information and knowledge within and between large and small companies.

'The long-term goal is that the CSA acts as a catalyst and supporter for a ceramic sector that invests more in skills, values and develops routes into the industry, like apprenticeships and interns, has a closer relationship with providers who better meet its needs, puts greater emphasis on higher level and technical skills and is promoted as a modern, attractive advanced manufacturing sector to young people, with an objective of ensuring that UK ceramics remains and strengthens its position as a world leader in its sector'.

5.3 Mission

The mission of the Project is to transform the industry in the long term. This has been achieved through a range of interventions to drive up company skills investment, making the sector an attractive career option to young people.

5.4 Project [Academy] Delivery

The Academy has been steered by an Executive Board, who, over the life of the Project have included senior members of Staffordshire Chambers of Commerce, British Ceramics Confederation and industry representatives: Johnson Tiles (Chair), Churchill China Plc, Morgan Advanced Materials, Portmeirion Group, Wade Ceramics Ltd, Waterford Wedgwood Royal Doulton, Emma Bridgewater.

Led by an Academy Director the CSA has focussed on a number of key activities, which have included:

- **Apprenticeships** – with a strategy to develop higher level apprenticeships in the industry, the Academy aims to support strategic planning of apprentice numbers, enabling providers better meet demand
- **Graduate Opportunities** – aiming to open up an untapped talent pool as well as creating an opportunity for long-term higher education better to match the needs of the industry
- **Mentoring** – building on Staffordshire Chambers of Commerce’s wide and proven experience in this area, the Academy aims to support the establishment of a range of formal, supported relationships between members of staff and businesses, with a wide range of skills developed during many years in the industry
- **Enterprise** – understanding that the area suffers from a legacy of ceramics sector contraction, where local people have neither been encouraged nor supported to create new business in their traditional skills when they have left the sector, the Academy aims to enable a wide range of enterprise support agencies to come together to offer training, support and where feasible, premises for new start-ups

- **Schools Outreach** – building on existing outreach work by individual companies, the Academy aims to coordinate a range of ‘exciting’ activities to stimulate and challenge young minds regarding career opportunities in the sector

Table 1 highlights a summary of the investment phases of the Project.

Table 1 Summary of Project Investment Phases / Activities

Stage	Key Activities	Completion Dates
1	Set-up Phase <ul style="list-style-type: none"> ○ Develop contact database ○ Recruit and establish Academy / team premises ○ Establish framework and legal structures, including the Board ○ Agreement with partners in place ○ Branding and website approved ○ Begin mapping schools ○ Deliver Project and Business Plan to Board 	30.09.13
2	Mapping and Assessment Phase <ul style="list-style-type: none"> ○ Map schools, colleges and universities ○ Establish working groups of shop floor mentors ○ Research educational data ○ Identify contributors ○ Agree financials ○ Report findings to Board 	31.12.13
3	First Delivery Phase <ul style="list-style-type: none"> ○ Award contracts ○ Identify mentors / mentees ○ Provide mentor training ○ Work with start-up companies ○ Work with schools ○ Place graduates ○ Recruit apprentices ○ Carry out case studies ○ Arrange work placements ○ Networking ○ Visit companies ○ Start devising pre-apprenticeship framework ○ Hold education events 	31.03.14

4	<p>Second Delivery Phase</p> <ul style="list-style-type: none"> ○ Establish mentoring programme ○ Work with start-up companies ○ Work with schools ○ Place graduates ○ Recruit apprentices ○ Carry out case studies ○ Arrange work placements ○ Networking ○ Visit companies 	30.06.14
5	<p>Third Delivery Phase</p> <ul style="list-style-type: none"> ○ Run course modules ○ Work with start-up companies ○ Work with schools ○ Place graduates ○ Recruit apprentices ○ Carry out case studies ○ Arrange work placements ○ Networking ○ Visit companies 	30.09.14
6	<p>Fourth Delivery Phase</p> <ul style="list-style-type: none"> ○ Establish mentoring programme ○ Work with start-up companies ○ Work with schools ○ Place graduates ○ Recruit apprentices ○ Carry out case studies ○ Arrange work placements ○ Networking ○ Visit companies ○ Employees on accredited training 	31.12.14
7	<p>Results, Evaluation, Sustainability</p> <ul style="list-style-type: none"> ○ Run and evaluate modules ○ Evaluation completed ○ Assessment of likely numbers of course participants in future companies ○ Financial model completed ○ Case studies compiled and published ○ Exit strategy developed and implemented ○ Place graduates ○ Recruit apprentices ○ Carry out case studies ○ Arrange work placements ○ Networking ○ Network with companies 	31.03.15

Table 2 highlights planned Project outcomes and targets.

Table 2 Project Outcomes

Outcome	Target
Apprenticeships	49
Work placements	43
Graduate short term	19
Graduate long term	14
Business starts	13
Students engaged	1050
Staff in mentoring	225
Companies in network	300
Companies with TNA's	120

6.0 Quantitative (Desk) Research Findings

6.1 Introduction

Using data and information provided by Project staff, opportunity has been taken to summarise project outcomes and activities agreed with the funder as of **February 2015**.

6.2 Project Outcomes

Table 3 provides an overview of outcomes achieved up to 28 February 2015.

Table 3 Project Outcomes (28 February 2015)

Outcome	Target	Achieved (28.02.15)	Comments
Apprenticeships	49	64	
Work placements	43	50	Further data anticipated from ceramic companies
Graduate short term	19	52	Combined total
Graduate long term	14		
Business starts	13	13	
Students engaged	1050	1856	Reflects the impressive involvement / support of education
Staff in mentoring	225	162	Reflects businesses not realising mentoring is taking place as unofficial roles, therefore difficult to capture data and record
Companies in network	300	361	
Companies with TNA's	120	120	Further data expected from Stoke-on-Trent College

Source: CSA, February 2015

6.3 Project Activities

Appendix A provides copies of relevant Stage Completion Reports forwarded to the funder by Project staff, which relate to the Mapping and Assessment phase, and delivery phases 1 to 3 of the Project (see **Table 1**).

The following is a summary of findings reported by Project staff:

- As of the 28 February 2015, targets / activities have been achieved to the satisfaction of the funder

- There is no reason to believe that final targets / activities will not be achieved to the satisfaction of the funder

6.4 Auditor's Statement

The following is an extract from the Project auditor's report:

On the basis of the work undertaken (limited to the follow up of recommendations from our review only) overall there are systems in place to support the generation of accurate and reliable performance information for the Project to support the overall process of monitoring the UKES investment goals (Moore Stephens, March 2015).

6.5 Partnership Involvement

The following organisations have been directly involved in the development and delivery of the Project:

CSA Board

- British Ceramics Confederation
- Churchill China Plc
- Dudson
- Emma Bridgewater
- Johnson Tiles – Chair
- Morgan Advanced Materials
- Portmeirion Group
- Staffordshire Chambers of Commerce
- Wade Ceramics Ltd
- Waterford Wedgwood Royal Doulton

Deliverers Group

- Axia Solutions
- City of Stoke-on-Trent Sixth Form College
- Dimpleby Ceramics
- Haywood Academy
- Newcastle-under-Lyme College
- Ormiston Sir Stanley Mathews Academy
- Potclays Ltd
- Stoke-on-Trent College
- Wade Ceramics Ltd

Strategy Group

- British Ceramics Confederation
- Johnson Tiles
- Lucideon
- Staffordshire Chambers of Commerce

Industry Involvement / Support

- There are currently over **360** ceramic companies listed on CSA databases as actively receiving information and support from the Project

6.6 Training Needs Analysis (TNAs)

As highlighted in **Table 3**, **120** TNAs have been carried out. Information gained has provided valuable data and information, which has the potential to be of use to the ceramic sector as a whole. In summary:

- **95%** of the total number of people employed in the ceramics sector have been reached by the TNAs currently undertaken
- It can be argued that any further TNA undertakings would not achieve significant further outcomes, due to the high percentage of employees currently reached
- The biggest recruitment issues facing the industry overall include:
 - An aging workforce
 - Poor availability of technical ceramic skills
 - A lack of skilled labour, with SMEs reporting a shortfall of those trained in manual and technical skills
 - Many SMEs currently not having succession plans in place, which has the potential to present a significant long-term future risk to the businesses
- The biggest training needs identified by SMEs are manual / technical training and soft skills, with many businesses raising numeracy and literacy skills. This is similar within large companies, which identified soft skills as their biggest training need
- A significant amount of SMEs reported that they had no barriers to training, followed closely by time and cost whereas large companies felt that their biggest barrier was a lack of course availability

- **100%** of large companies currently employ an apprentice, with **78%** interested in 'more of the same' in the future; compared to only **34%** of SMEs, who currently recruit and **52%** of such looking to recruit apprentices in the future
- **78%** of large companies currently engage with schools across Stoke-on-Trent and Staffordshire, compared to **23%** of SMEs

6.7 Apprenticeship Trailblazers

Working with employers in support of Government's Reform Programme for Apprenticeships - as set out in the Future of Apprenticeships in England: Implementation Plan and the Guidance for Trailblazers.

6.8 Career Pathway in the Ceramic Industry

Appendix B is a draft of a planned **Career Pathway in the Ceramic Industry**, which has been achieved through significant collaborative working between industry, education and training. Aims include supporting careers advisers, teachers, parents, children in building their understanding of roles within the ceramic industry, by showcasing the number of opportunities available in a resurgent ceramics industry.

It will display departmental administrative roles as well as the more traditional production and engineering roles. It will also highlight the educational level needed to attain a certain position within an organisation and will colour code the positions for ease of use.

As well as being printed, it is being designed to be visually appealing, and will be displayed on www.ceramicskillsacademy.co.uk.

Current work includes working with a design agency to ensure the best possible visual representation for a tool that is hoped will be utilised for a significant period of time by a large number of young people, parents, teachers and careers advisors.

6.9 Website

The Ceramic Skills Academy website, www.ceramicskillsacademy.co.uk was created to address the lack of information available in the public domain about careers in ceramics. Launched in March 2014 it aims to act as an information hub for use by education and industry. It's designed as a 'One-stop-shop for all things ceramics'.

Features include careers information, case studies, ceramics industry videos, job opportunities, search facilities used for finding ceramics and design courses nationwide, information on ceramics attractions and museums in the local area, and industry news and events listings.

There are numerous links to other related / useful sites. Site statistics include (1 year):

- **2,068** users
- **2,903** sessions
- **8,990** page views
- **271** Twitter 'followers'

6.10 Ceramics Foundation Degree

The following summarises details about the Ceramics Degree being delivered in partnership with Staffordshire University and the University of Derby:

If you're already employed in the ceramics industry, or have an interest in it, this Foundation Degree will enable you to gain an internationally recognised academic qualification. It will help you if you are aiming to be a ceramicist and wish to acquire professional status. Developed in partnership with industry experts, the Foundation Degree in Ceramics Technology (Whitewares) is a globally recognised competence qualification developed specifically for the sector.

- *Providing the ideal platform for career development*
- *A flexible and cost effective way to study whilst fitting around work commitments.*
- *On completion of this qualification there will be the option to continue studying and top up to a full Honours Degree*

The degree will be aimed at professional staff in the Whitewares sector, who are involved in the technical, quality or production departments and who would aspire to an accredited degree.

Source: CSA

6.11 Ceramics Course for Primary School Teachers

As this photograph demonstrates, primary school teachers have been provided with the opportunity to take part in training, funded by the Academy that is enabling them to deliver ceramic lessons to their Key Stage 1 & 2 pupils.



Feedback has been extremely positive, with **100%** of participants valuing and enjoying the course in terms of content and usefulness in terms of their roles and the benefits to their pupils.

6.12 Further Good Practice

The following are examples of good practice, activities and initiatives reported on by the Academy:

Employers Engagement

The CSA has established a network of **350** plus ceramics companies, predominantly in Stoke-on-Trent and Staffordshire, but with some nationwide reach. We regularly engage with employers via our newsletter and regular mail shots when we identify opportunities that they may like to become involved in.

Employer engagement is a wide reaching part of the work that has been done with the CSA. From the work done with the Board and sub-groups to the partnering on schools careers fairs to the mapping of educational activity, the CSA has obtained and maintained contact with all of the major ceramics employers as well as the vast majority of the smaller designer / makers and SME's in the area.

Creation of Ceramic Technology Apprentices (White Wares)

The opportunity for businesses to become involved in designing the standards and assessments for apprenticeships define the skills, knowledge and behaviours that are required in your future workforce and which apprenticeship training subsidised by Government will help to deliver.

This in turn will mean that apprenticeships can more directly support your business to grow and prosper.

Education Links

The CSA made a presentation to a group of 25 careers advisors responsible for the schools in the Stoke-on-Trent area with the aim of improving the perception of the ceramics industry. The presentation highlighted the innovation in ceramics and showcased some of the applications for ceramics outside traditional earthenware, such as in sports cars, smartphones, space shuttles and armoured vehicles.

A group of A Level Geology students visited **Potclays** in Stoke-on-Trent during December for a tour of their operation. Potclays manufacture and distribute clay to the pottery industry and supply many ceramic artists with materials. The students enjoyed the experience and found it valuable in discovering how the different types of clay were processed. The opportunity to visit Potclays own quarry at a later date was discussed and the College remain in direct contact with the company.

Another group of students from the college had a tour of **Wade Ceramics** to see how their products are produced. The tour involved seeing how the production line worked and how state-of-the-art robotics are used in the production process. The students were interested in the science behind the paints, clays and temperature measurements and asked plenty of interesting questions. The visit was a success and we were contacted by the College after the visit to see if there were other factory tours that they could go on such was the interest from the students.

The CSA has been ubiquitous at schools careers fairs throughout 2014. At all of the careers fairs that we have attended we have invited representatives from the ceramics industry to join us. At most of the fairs, the schools want interactive presentations to pique the interest of the children and companies such as **WWRD**, **Dudson** and **Portmeirion** joined us in creating interactive displays showcasing traditional ceramics industry skills such as pot-throwing, lithographing and painting.

Through links that have been established at these events, schools are able to contact these employers directly to get involved in future events and in or out of school activity.

There has also been significant networking done at various Chamber events as well as the website launch event at the **Potteries Museum and Art Gallery** that was attended by industry and education representative. Also there have been breakfast meetings, factory tours, speed-networking sessions and a learning journey trip to Bristol.

The organisations directly involved with the CSA have taken the opportunity to network during the CSA Board and Deliverers Group meetings.

The CSA have linked with a local company, **Potterycrafts** to offer local schools the opportunity to upskill its teachers on using electric kilns. From the work we have done, we have identified an appetite within schools to place ceramics back on the curriculum. The issue has been around Health and Safety, with teachers not being sufficiently trained to use the equipment that is already in many of the schools and academies.

The CSA worked with **Potterycrafts** to put training in place, and has promoted the opportunity out to our network of schools contacts.

The CSA visited **St. Margaret Ward Academy** during July to make a presentation to a group of **125** year 10 students on Innovation in Ceramics. The students were informed of the hi-tech uses in ceramics, such as in space shuttles, formula 1 cars and smartphones. The aim of the presentation was to raise student's awareness of the diversity and scope of the ceramics industry and on a more local level, raise awareness and change out-dated perceptions on what the ceramics industry is all about today.

The CSA has been working with the education sector to promote opportunities for students in regard to work placements.

Utilising the vast network of contacts at our disposal, the Academy has proactively engaged employers to encourage them to take on **work placements**. We have offered to help write job descriptions and have worked with colleges to ensure that students have been matched to work placements based on interests and skill sets rather than just being allocated a place. This has helped ensure that placements have been a success and mutually beneficial for both parties.

On the advice of education contacts we have encouraged employers to utilise students around their business needs rather than having to accommodate around the needs of the student.

The **Reverse Mentoring Programme** has involved social media and internet-savvy students going into businesses to work with senior leaders to up-skill them in making the best use of the internet and social media.

The employer reciprocates by teaching the young person about business and how social media use in business would differ from personal use. This chance to take part in this programme has been promoted to our **350** contacts and there will be the opportunity during Q1 of 2015 for ceramics.

The CSA has partnered with **STEMnet** to offer our network of ceramics contacts the opportunity to become **STEM Ambassadors**. The employer has to go through a registration process that includes training and a DBS check to ensure that they are eligible to work with children. Once registered they are then offered opportunities to go into schools to undertake activities with the students such as being involved in lessons, delivering presentations in assemblies and putting together specific activities for the students to engage in.

We have been working with the education sector to promote opportunities for students in regard to **work placements**. Utilising the vast network of contacts at our disposal, the Academy has proactively engaged employers to encourage them to take on work placements. We have offered to help write job descriptions and have worked with colleges to ensure that students have been matched to work placements based on interests and skill sets rather than just being allocated a place. This has helped ensure that placements have been a success and mutually beneficial for both parties. To date there have been **44** work-placements.

Networking

Through the work done on the CSA, employers have come together in a way that they would not have done had the Academy not been created. The Board alone consists of employers such as **Johnson Tiles, Wades Ceramics, Portmeirion, Emma Bridgewater, Morgan Advanced Materials** and the **British Ceramic Confederation**.

The Group has come together numerous times and have been talking about the industry as a whole rather than the industry as it relates to them. There is recognition that a unified industry is stronger and more powerful together than they are alone.

Increased buying power will benefit the industry as a whole, from the lone designer/makers, right through to the major international ceramics companies.

The Academy has arranged a meeting between industry, education and training representatives to discuss issues around apprenticeships that the employers were facing when recruiting.

There have also been breakfast meetings, factory tours, speed-networking sessions and a learning journey trip to **Bristol**. The organisations directly involved with the Academy have taken the opportunity to network during Board and Deliverers Group meetings.

7.0 Qualitative (Field) Research Findings

7.1 Introduction

The focus of field research has been to achieve a 'coal face' / 'front-line' understanding of the Project, with aims that include establishing '*what is working*' and '*what could be done better*', which will assist in the delivery of a number of recommendations, with an objective of influencing the future [sustainable] strategic direction of the Project.

7.2 Case Studies

The following is a summary of case studies, which comprised of one to one interviews and site visits.

Case Study 1 Wades Ceramics Ltd

Established in 1810, **Wades Ceramics Ltd** is enjoying steady growth, and diversifying into new product ranges such as lighting, vases, pie funnels and dishes.

Director **Paul Farmer, OBE** says, '*The decision by the Board to diversify our product range has been an amazing success, which has been achieved in part by a further decision to utilise the skills and talents of young people from our local Universities, colleges and schools. A significant recent appointment was a young intern with*

knowledge of social media and marketing. Her input has proved impressively crucial to the success of our marketing strategy , which has included updating our website, utilising platforms such as Facebook, Twitter and LinkedIn and the introduction of new brochures, which she had a direct involvement. Her fresh and innovative approach to marketing has proved inspirational, and we can directly attribute new markets and sales to her input.

Another success has been the appointment of an Engineering Apprentice, which is linked to the succession planning of the Company. It was our original objective to appoint him full-time, but he was understandably and impressively determined to enter University and gain appropriate qualifications. We understood this, and are currently supporting him during his further education, whilst employing him during the process. His energy and commitment is impressive, and we have high hopes for him in the Company. There is every possibility that he could become a future Director.



We currently employ 4 apprentices, and are looking to employ 4 more in the future. Their input is extremely valuable to us, and is without doubt playing a significant role in the on-going successful growth of the Company'.

We encourage local students to visit our factory, and will continue to make direct collaborative links with establishments such as Newcastle-under-Lyme College. A recent initiative has been to commission photography students to become involved in the design and delivery of our company brochures.

Paul has no doubts of the importance of the Ceramic Skills Academy, 'I have supported the Academy from the start, and we fully understand the importance of attracting young people in particular into the industry. This has proved challenging, due in part to local negative perceptions about the ceramic industry, but these are being overcome by our continuing to deliver positive messages and working in partnership with all key stakeholders.

Paul is clear about the way forward, 'It is essential that we involve and engage the owners and Directors of those businesses that can benefit most from the role of the Academy. To date this has proved difficult and challenging, as the ceramic sector is not good at working in collaboration on such initiatives. We are extremely keen to share our good practice, and have no doubts that the sector as a whole can learn from us, as we can learn from others. The future of this sector is extremely positive, however continued development and growth will be held up if we are unable to attract the skills and experience we need.

Case Study 2 Johnson Tiles

Stoke-on-Trent based **Johnson Tile's** IT Support Manager, **Dan Birks** (pictured right), was himself an apprentice at , and fully understands the role a mentor plays in the development of young people entering the workplace, '*I remember being a new apprentice at this company 10 years ago, and how daunting it was. I didn't have a dedicated mentor, and as a result believe I understand the needs of new apprentices. I have been determined to ensure my new staff members, including **Daniel Cooper** (pictured left) our IT Apprentice, receive this type of support.*



Daniel joined us from Stoke 6th Form College in response to our looking to employ an IT Apprentice.

We were impressed by his attitude and aptitude for the role and he has a bright future at this company.

It is our policy to adopt mentor / mentee roles, and my role is to support him in lots of ways as he learns and adapts to the job. IT plays a huge role in this company and he has a lot to learn'.

Daniel says, '*Whilst I did consider going to university, I decided that the best option for me was to become an apprentice in a company such as Johnson Tiles. I searched appropriate websites utilising the term **IT Apprentices**, and quickly located this position. It has proved to be amazing and everything I was looking for. I have just completed an NVQ Level 3 and am looking to achieve a University degree, whilst continuing to carry out my job. I am really impressed and grateful that the company will fund and support me with this!*

Dan is an excellent mentor and really understands where I am and what I need to learn and do. As with the rest of the team, he is so willing to pass on his knowledge and experience and is always there for me. It is amazing that there are so many different and varied careers within the ceramic industry and so many opportunities to advance your career and of course salary. I am so happy here and am so grateful to Johnson Tiles, Dan and the rest of the team'.

Dan says, '*Learning never stops, and I am looking to complete a Masters Degree, which the company will be sponsoring and supporting me with. This company and the industry in general is growing and we are all excited to be a part of it. I get to travel across the UK and no two days are ever the same.*

It is a shame that a lot of young people don't understand this, and my advice to them is to visit the CSA website and gain an understanding of what is on offer.

Case Study 3 Potclays

Founded in 1932, **Potclays** is a Stoke-on-Trent based, highly successful and innovative fourth generation family company, with its premium quality clay bodies enjoying a world-wide reputation. The company also boasts a highly qualified and experienced team of engineers, building top-quality kilns for hobby, educational and industrial use.

Director **James Otter** (pictured) says, *'We are proud of our links to our areas of operation and our reputation as an ethical, community facing company, and have been delighted to support the Ceramic Skills Academy (CSA) from its inception.*



We get what the Academy is all about and understand the importance of attracting a younger work-force to the industry, which has and is facing a number of challenges. These of course include a lack of knowledge and in some cases general negativity about the sector from those within local schools, colleges and universities.

We are proud of our workforce and accept that it is ageing. It is therefore important that we forward plan and look to recruit and train the people and skills we need to meet what we are confident is a bright future for our business and the ceramic industry as a whole. A problem we face is that those who approach us for work have little knowledge about local heritage and clay in particular. They have little concept of the science and logistics behind turning clay into beautiful things.

*This is why the role and functions of the CSA are important; and have played a significant role in meeting such challenges. Its links with local education are inspirational and timely, and as part of the initiative, we have enjoyed hosting school children; arranging site tours and delivering our full day's **'Pottery Basics'** course free to a number of teachers.*

It is rewarding to see young faces come to life as they tour the company, experiencing raw 'dirty' clay and the technical processes it goes through; right through to finishing and production processes, as they gain an insight and understanding of links to key academic subjects such as heritage / history, geography, science, IT, business studies, maths / finance, art and design.

The feedback we receive is extremely positive, and we are confident that the work of the CSA is the way forward if we are to raise the profile of the Sector, and nurture a positive image that will encourage young people in particular to enter such a diverse, dynamic and exciting industry.

The Sector is really on the up, and there is a real risk that local young people will lack the skills, experience and 'work-readiness' to provide the workforce we need to take advantages of growing and developing opportunities and growth.

As a leading local company with world-wide links and experience, we have no doubts that the role of the CSA should certainly continue into the future.

The Sector is fragmented in terms of 'joined up' working and the CSA has the potential to support and facilitate the Sector as a whole in terms of developing and delivering a strategic and reactionary collaborative approaches to tackling key issues linked to workforce recruitment, development and retention.

Case Study 4 Thursfield Primary School

Founded in 1879, **Thursfield Primary School** serves the North Kidsgrove area of Stoke-on-Trent. The local community was built on farming and coal mining, and the school currently supports around 360 young pupils.

With an aim of delivering a curriculum objective to promote '**British Values**', Years 1 and 2 teachers, **Amy**

Parlane, Pippa Brookes and **Kerrie Ryles** are working with the children to deliver a term theme of '*Learning all about Stoke-on-Trent*'.

They say, 'We had doubts at first about how the children would enjoy and understand the subject, and if we are honest, we as teachers had a lot to learn about the history of this area. From the start it has been a success, and the learning curve has been amazing. We have all learned so much!

As a base line, many of the children had little comprehension of where the UK was in the world, never mind where Stoke-on-Trent is. But as we have gone on they have gained an understanding of 'place', and can rationalise where they live, and appreciate that they live in a local 'British' community.

It has been enlightening for them to link the pottery industry with things like Stoke City Football Club being called the 'Potters', and gain an understanding that the cups and plates that they eat and drink from have been made in this area for years and years. Many of the children had no idea what a canal was, or what the purpose of a bottle kiln was. They became fascinated to learn that James Brindley, who built their local canals, is buried in a local church yard.

*Family members who have worked in the industry have joined us and explained to the children what their jobs were. For example, they were amazed how quickly a 'Placer' can lay out plates! There has been a real buzz in the classrooms as they learn more and more. They have discovered local pottery firms and they love **Emma Bridgewater**.*

Even though we have not had the resources to visit, they have carried research out on the internet, and built a model of the factory in a classroom, where they role-play each of the processes involved in making and distributing what is made there. For example, they use Play-Doh to make things, and use a cardboard kiln to 'heat' the ware. They even have a sales department to sell 'all over the world' – a world they now have a greater understanding of in a geographical perspective.

What have they got out of this theme? So much! For example, they are loving local heritage, geography and history. They have become so creative and really enjoy making things. They are developing technical skills and their English is being developed as they write CVs and post



mock job applications to Emma Bridgewater’.

*Teacher **Amy** says, ‘I really enjoyed the pottery course the Ceramic Skills Academy arranged. It was extremely useful to receive Key Stage lesson plans and practical advice on how to use clay and make things. The only problem is we do not have a budget to purchase clay, never mind a kiln’.*

All the teachers agree that they would love to continue the Potteries theme in the whole school, and see great value in having the resources to actually make things out of clay. They say, ‘This has been the most successful theme we have delivered. It is loved by us all, but it is frustrating not to have the resources to actually make things. If we did, we can see great value to the school and Stoke-on-Trent as whole. The children are learning about their heritage, and are already developing aspirations to work in the Ceramic industry – particularly Emma Bridgewater!’

7.3 Questionnaire Findings

Two questionnaires have been utilised:

- Employers (**Appendix C**)
- Education (**Appendix D**)

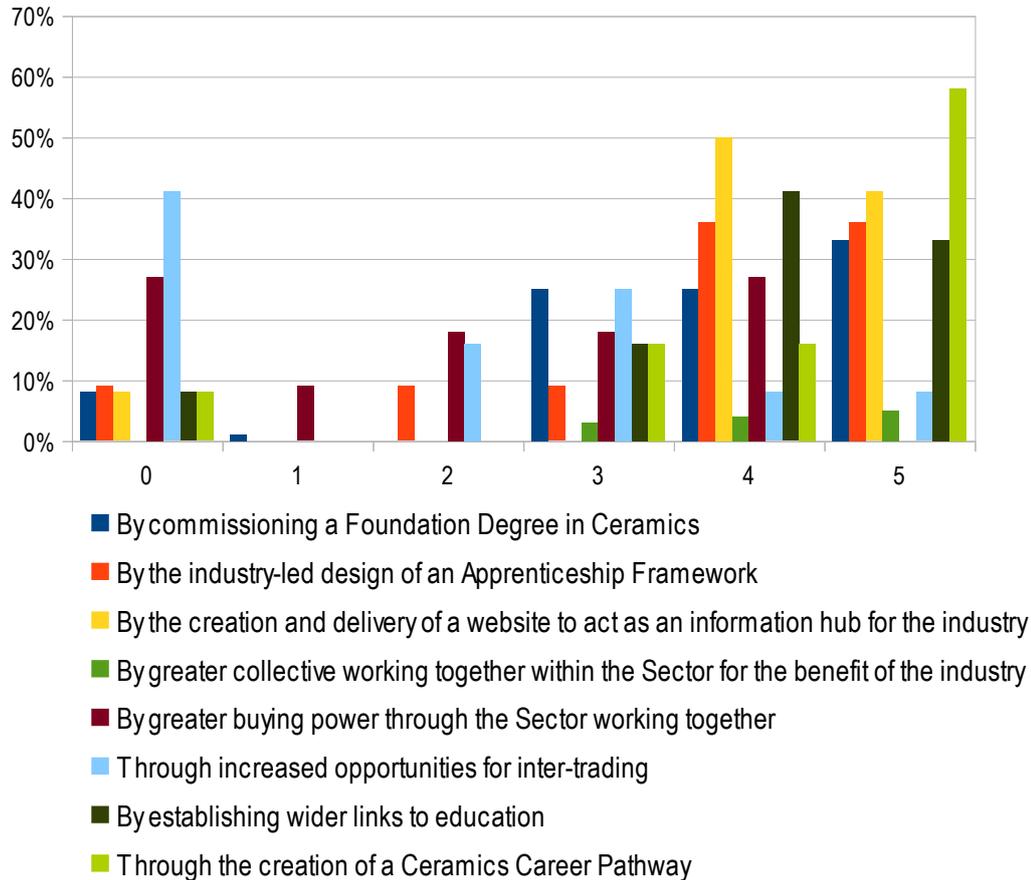
7.4 Employers’ Responses

12 questionnaires were received from the following, who between them employ over **10,500** employees:

- British Ceramic Confederation
- Dimpleby Ceramics
- Dudson
- Emma Bridgewater
- Lucideon Ltd
- Morgan Advance Materials
- Potclays Ltd
- Tenacious Bloom
- Wade Ceramics Ltd
- WWRD UK Ltd

Linked to a number of options, **Graph 1** highlights responses to the question, ***‘To what extent has the Project been justified?’*** (1 low, 5 high, 0 – no views).

Graph 1 Project Justification

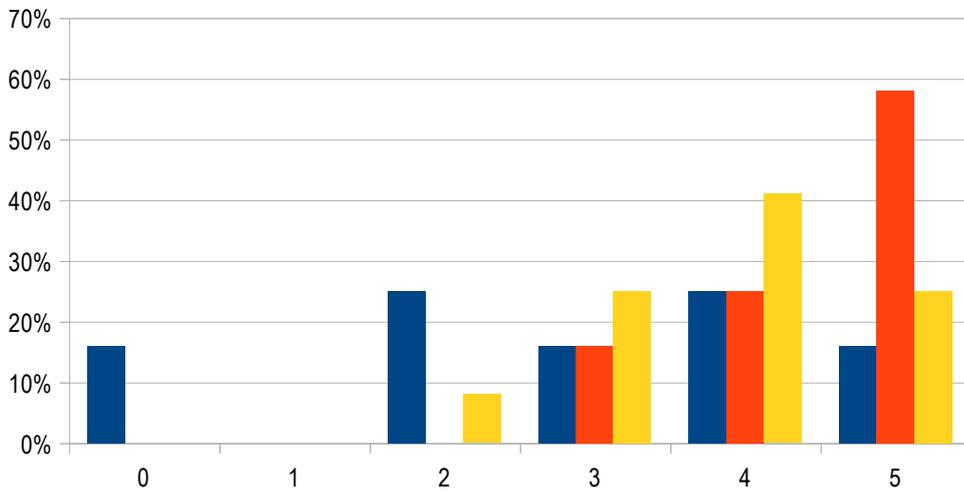


Notes

1. The majority of respondents believe that, on the whole the key components of the Project are justified.

Graph 2 highlights respondents' involvement in the Project (1 low, 5 high, 0 – no views).

Graph 2 Respondents' Involvement in the Project



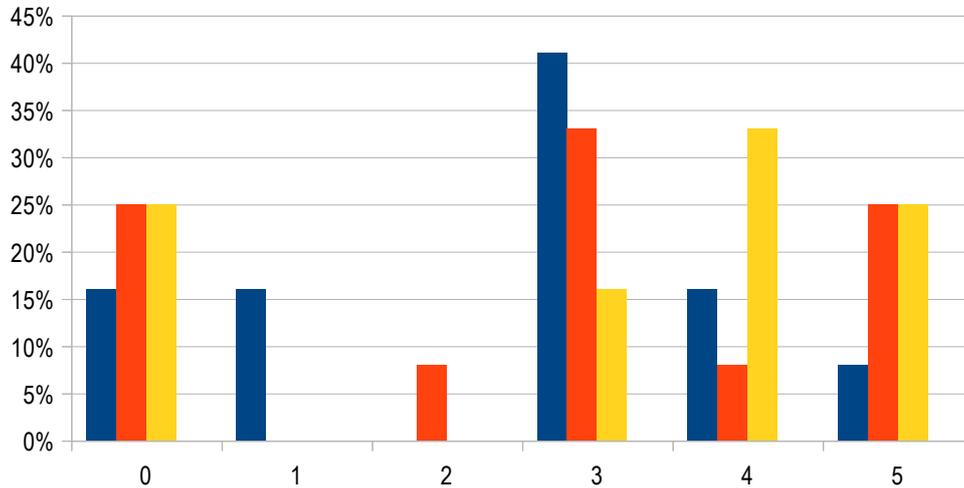
- The Project has provided support to this organisation
- I / we are aware of the Project and its aims
- I / we are aware of how the Project can support this organisation

Notes

1. Responses to all questions in this section are positive.
2. **83%** of respondents have / are providing actual support to the Project.

Graph 3 highlights respondents' views about the Project (1 low, 5 high, 0 – no views).

Graph 3 Respondents' Views about the Project



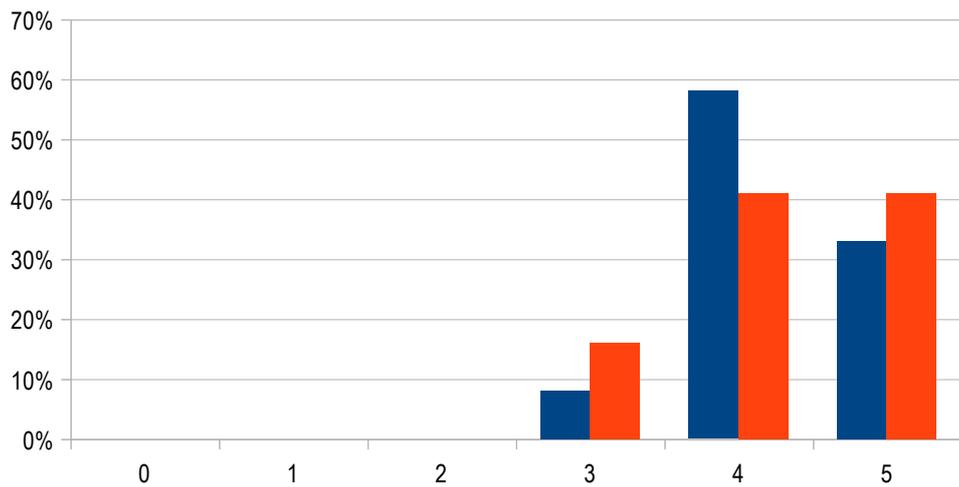
- The Project is justified in terms of meeting my/ our recruitment aims and objectives
- The Project has been delivered at the right time
- Staffordshire Chambers of Commerce are the appropriate agency to deliver the Project

Notes

1. There appears to be evidence that on the whole, the Project appears to be meeting organisations' aims and objectives.

Graph 4 highlights respondents' views about Project delivery (1 low, 5 high, 0 – no views).

Graph 4 Views About Project Delivery



■ Project staff are accessible and easy to contact

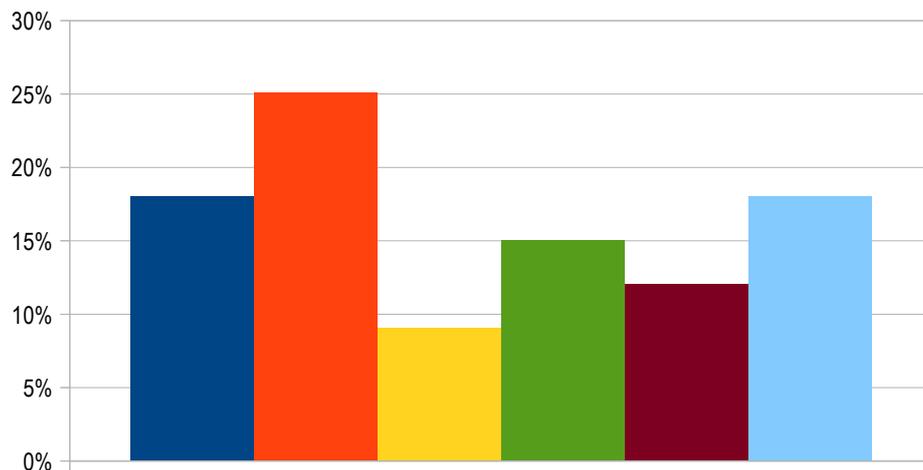
■ I / we have been kept up to date with Project developments and achievements

Notes

1. Project staff are clearly accessible / easy to contact, and respondents' are being kept up to date with developments and achievements.

Graph 5 highlights the levels of support the Project has provided to responding employers.

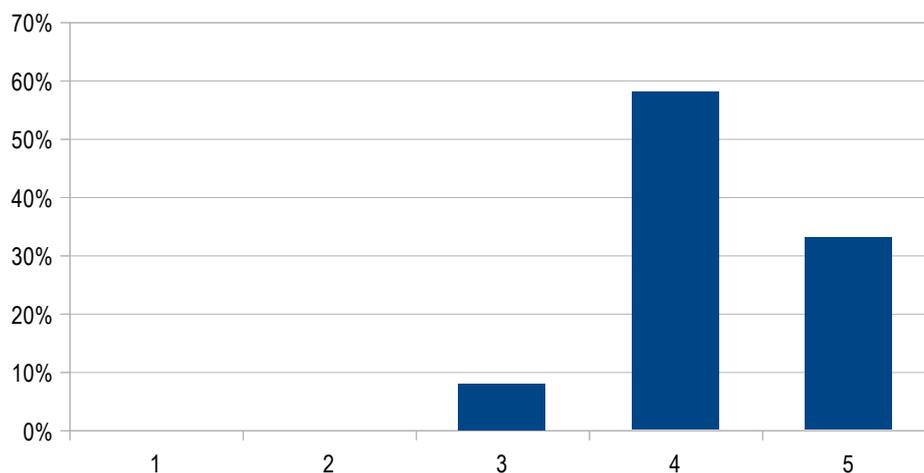
Graph 5 Levels of Support



- Raising ceramic industry awareness (to potential recruits)
- Staff training
- Recruitment (i.e. promotion of vacancies / Apprenticeships)
- Raising the profile of the Ceramic Sector
- Mentoring
- Networking

Graph 6 highlights respondents' views on the benefits of sustaining Project aims into the future (1 low, 5 high, 0 – no views).

Graph 6 Need for Project Sustainability



Notes

1. It is apparent that there is a strong consensus that the sector will benefit from Project aims continuing into the future.

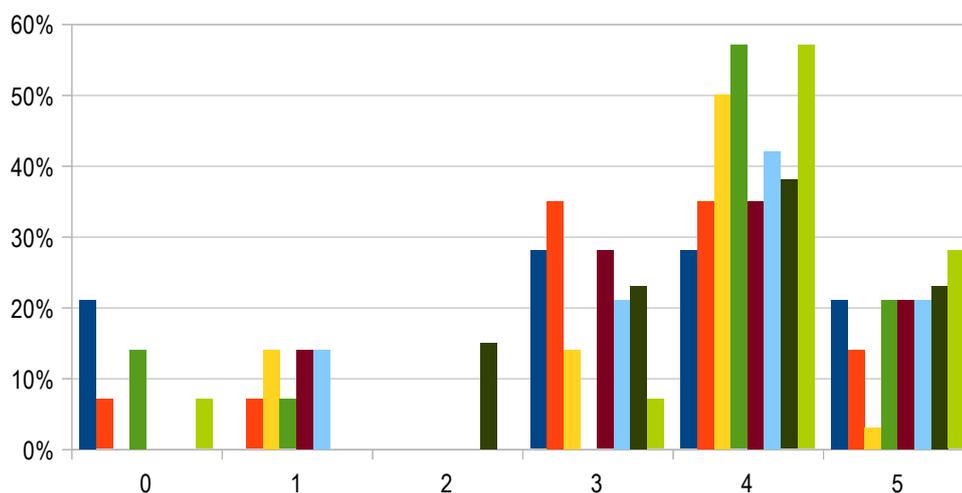
7.5 Education Responses

14 questionnaires were received from the following organisations with links to the education of local young people, which between them have over **42,000** pupils enrolled from across the globe.

- Axia Solutions
- Haywood Academy
- Newcastle College
- Staffordshire University
- Stoke-on-Trent College
- Stoke-on-Trent Council
- Stoke-on-Trent Sixth Form College

Linked to a number of options, **Graph 7** highlights responses to the question, *‘To what extent has the Project been justified?’* (1 low, 5 high, 0 – no views).

Graph 7 Project Justification



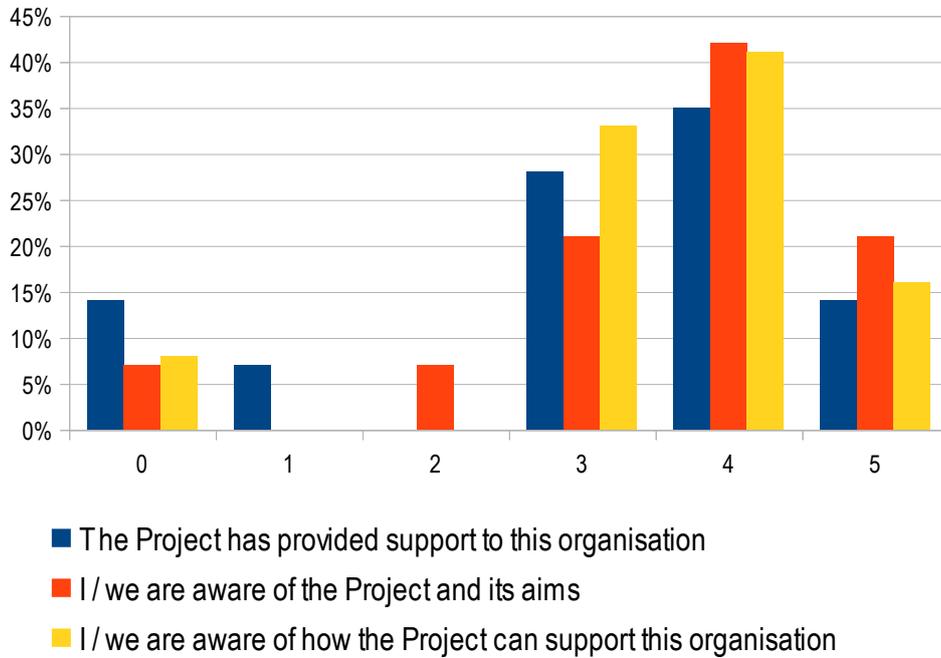
- By commissioning a Foundation Degree in Ceramics
- By the industry-led design of an Apprenticeship Framework
- By the creation and delivery of a website to act as an information hub
- By establishing partnership working within the Ceramic Sector
- By greater collective working together for the benefit of the Ceramic Sector and key partners
- Through student engagement, and knowledge building of the Ceramic Sector
- Through the creation of a Ceramics Career Pathway
- Through the creation of work placements

Notes

1. There appears to be evidence that respondents feel that key components of the Project are justified.

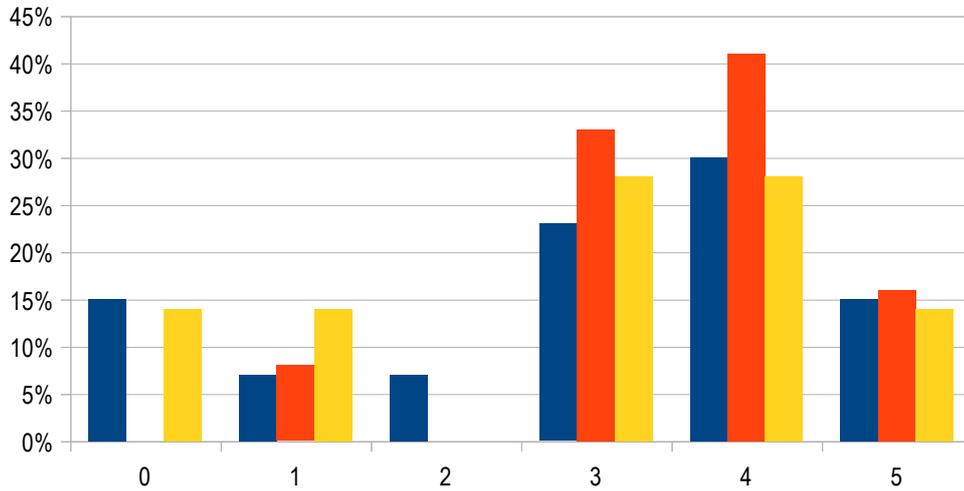
Graph 8 highlights respondents' involvement in the Project (1 low, 5 high, 0 – no views).

Graph 8 Respondents' Involvement in the Project



Graph 9 highlights respondents' opinions about the Project (1 low, 5 high, 0 – no views).

Graph 9 Respondents' Opinions About the Project



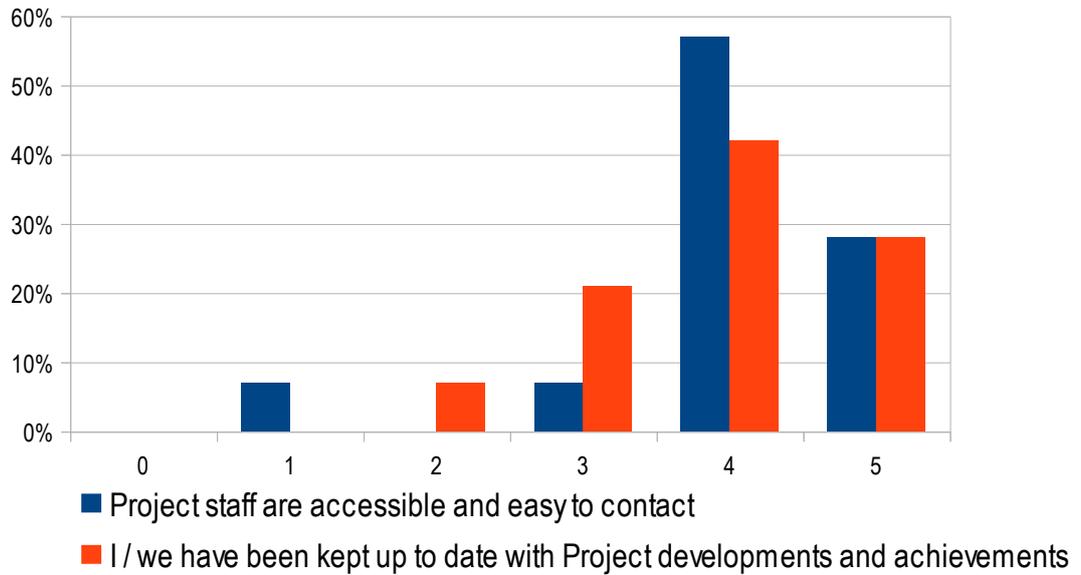
- The Project is justified in terms of meeting our employment linked aims and objectives
- The Project has been delivered at the right time
- Staffordshire Chambers of Commerce are the appropriate agency to deliver the Project

Notes

1. There is evidence that the Project is meeting employment linked aims and objectives.
2. The Project is timely.
3. The Staffordshire Chambers of Commerce are clearly the appropriate agency to deliver the Project.

Graph 10 highlights respondents' views about Project delivery (1 low, 5 high, 0 – no views).

Graph 10 Views About Project Delivery

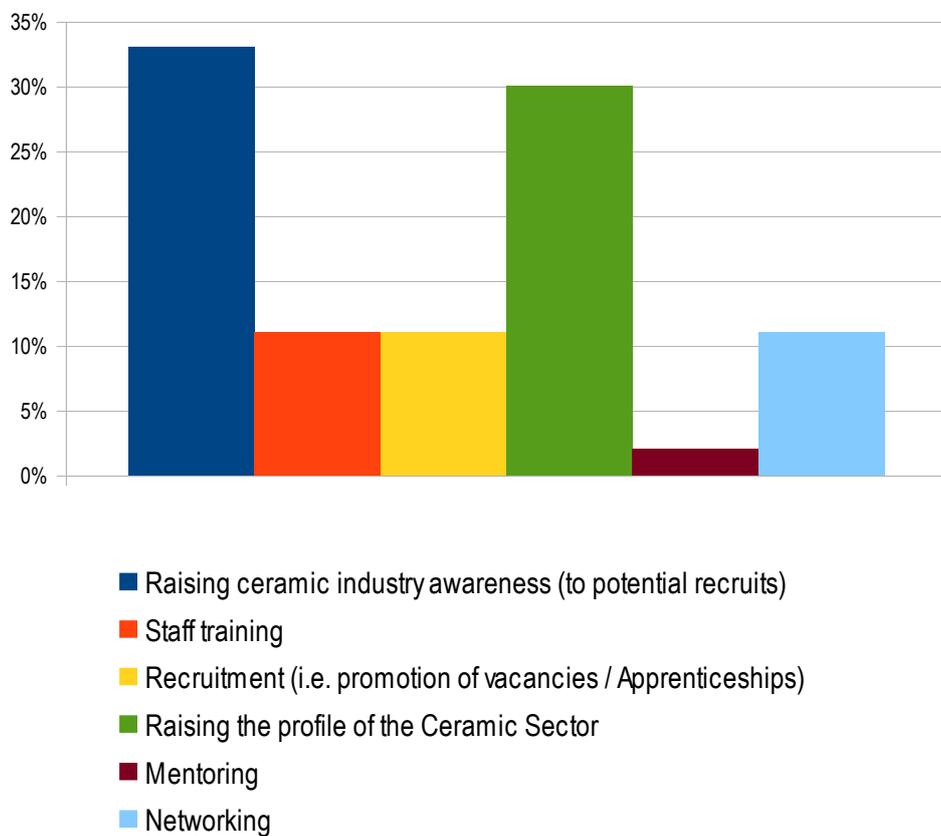


Notes

1. Whilst Project staff are clearly accessible / easy to contact, it appears that a number of respondents are not being kept up to date with developments and achievements.

Graph 11 highlights the levels of support the Project has provided to respondents.

Graph 11 Levels of Support

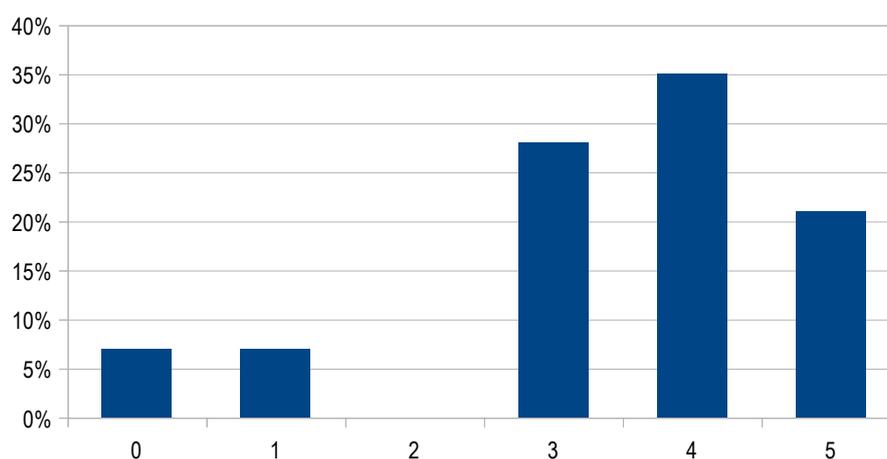


Notes

1. Respondents are clear that the Project is raising the ceramic industry’s awareness to [potential] recruits and raising the profile of the sector.
2. It appears that there is a clear lack of knowledge about mentoring.

Graph 12 highlights respondents' views on the benefits of sustaining Project aims into the future (1 low, 5 high, 0 – no views).

Graph 12 Need for Project Sustainability



Notes

1. It is apparent that there is a consensus that the sector will benefit from Project aims continuing into the future.

7.6 Additional Questionnaire Feedback

The following is a summary of non-attributed, un-edited additional feedback from all respondents:

Project Justification

- *The ceramics industry has needed a scheme, which will up-skill its existing workforce for some time and to create more jobs within the sector. I feel it is very important for young people in Stoke to recognise the potential career opportunities and development within the ceramics industry and make it into a thriving industry once again*
- *Opening up of communication between industry and education*
- *These questions are very hard to answer as I am still unsure of exactly what the 'Project' actually is. Has there been a foundation degree in ceramics set up? I am unaware. Likewise the creation of a ceramics career pathway both sound great but I'm not aware of them*

Involvement in the Project

- *We have provided promotion and offered factory tours to college groups*
- *Regular attendance as Member of CSA Board*
- *Involved in discussions and planning as part of the CSA meetings. We were also commissioned to develop schemes of work to be embedded into primary schools. We will also be delivering training to approximately 10 teachers in February 2015. The aim is that this will give the teacher the required clay skills and confidence to deliver clay based activities at their individual schools*
- *Just joined Strategy Board*
- *Members of the CSA committee*
- *I've taken part in mentoring, networking events and learning journeys, but was unaware that these were part of the Project until I was told*
- *Attendance at meetings*
- *Board Member CSA*
- *I am a member of the Board*
- *We are members of the 'Deliverers Group'. Delivered 12 TNAs, attended 1 CSA event at Hanley Museum and provided Apprenticeship start data (these have not been recruited as a result of the project)*
- *Attendance of 2 monthly meetings of Trainers Group*
- *Facilitating student engagement and access to education*
- *We have attended meetings, provided information and have also sent employees on a mentoring course*

About the Project

- *None of this project's funding has directly contributed to training individuals in the sector*

Opportunities for Improvement

- *A focus on education at all levels is critical to the survival of ceramics as a formal discipline. Further and higher education courses are closing regularly and without the demand driven by students feeding from primary through secondary education this trend will continue.*

In addition to offering subsidised training we are working with the Crafts Council and Clay Foundation (formerly BCB) to drive this agenda forward and input from the Ceramic Skills Academy programme would be welcomed

- *Ensuring smaller businesses are aware of what the CSA is developing and achieving and how this impacts on them in a positive way*
- *Continued support within the sector*
- *Industry tours for young people*
- *Direct employer links with schools for work experience*
- *Industry tours for careers advisors / teaching staff*
- *Industry has not engaged fully in this Project, as they did not fully understand the aims and long-term benefits for them*
- *Engaging education on high board of the CSA*
- *Developing sponsorship / further support activities between industry and education on a larger basis*
- *I feel that overall it's all been a bit vague. I am grateful for the support received but it's hard to know exactly what is offered by whom. I was under the impression the things I've taken part in were supported by the Chamber of Commerce mainly*
- *The Project should have been thoroughly researched with employers, prior to submission, in order to ensure that its objective were wholly relevant to and met the needs of the ceramic sector*

Sustainability

- *Without projects such as the CSA putting ceramics onto the education agenda our craft industry in Britain will slip back into decline. Many of our customers are practicing studio potters and use their skills to help in the design of industrial ware. Without their training in traditional methods a whole area of ceramic design and expertise will be lost. Teacher training at all levels must be promoted alongside the promotion of viable career opportunities for school leavers and graduates*
- *Priorities need identifying*
- *It will be important that future funding is available to ensure that the developments do not come to a standstill in March.*

It is essential that the pathways continue to develop and are embedded at each stage of the curriculum to ensure that there is an effective educational pathway and link from primary through to secondary. This will then create aspirations to move either into the ceramics industry and take further studies in the creative sector at 6th Form. The retention of creative talent and other sector areas in the Stoke-on-Trent is essential

- *There needs to be further development of partnerships between industry and education to build wider skills*
- *Unfortunately, the aims of the Project have not added any real value to the sector. This, coupled with the failure to secure the EOP funding, has meant that there is little to sustain*
- *The best thing that has happened is industry opening its doors to education. There needs to be more opportunities for this so students can see future jobs. It should continue as a way for there to be more of this*
- *Overall this Project has improved links with schools and colleges in the area and it means as adviser we have a better understanding of the industry to be able to promote it in a broader spectrum. It is good to have one point of contact for all the companies involved*

7.7 Workshops

As the following photographs highlight, two workshops have been hosted:

- City of Stoke-on-Trent Sixth Form College – involving students and a lecturer
- Thursfield Primary School

Stoke-on-Trent Sixth Form College

The students and lecturer had visited Wades Ceramics as part of A-level studies, with a particular emphasis on gaining practical examples of quality control. Outcomes of the workshop included:

- The visit was extremely useful, as without it the students could not have answered a recent A-level mock examination question



- 2/3 of the group had obtained useful knowledge about the sector in terms of potential future employment
- 100% (including the lecturer) would have appreciated more formal 'on-site' information from a HR representative regarding potential employment opportunities during the visit
- A number were surprised to learn that the ceramic sector is '*on the way up*', and believe that it is not a reliable industry to enter due to past shrinkage / redundancies etc.
- Most had limited knowledge about the sector, with a particular emphasis on the variety and complexity of jobs on offer
- None were aware of the CSA website, but were keen to visit once they were made aware
- A number will be considering entering the sector as a result of the visit, and learning about the sector during the workshop
- When searching websites for work opportunities, including apprenticeships, search terms include the job they are looking for such as *HR, IT, Engineering* etc. rather than terms such as '*Ceramic Sector*'
- All would value more information about the ceramic sector and the employment opportunities available

Thursfield Primary School

The workshop included a meeting with Year 1 and 2 form teachers (see photograph) and site visits to classes where children were working. Outcomes of the workshop included:

- Attendance at the CSA Ceramics Course for Primary School Teachers (see [Para 6.10](#)) has the potential to support teaching / curriculum aims and objectives
- A key challenge is that the school does not currently have the budget to purchase clay or a [desired] pottery kiln
- As outlined at [Para 7.2 \(Case Studies\)](#), the introduction of information about the ceramic sector has proved extremely beneficial to children



- There is a will to continue the introduction of information about the ceramic sector across the whole school

7.8 Meetings / Interviews

Opportunity has been taken to meet with and consult key stakeholders involved in the development and delivery of the Project. The following is a summary of feedback.

The level of change in ceramic technology is such that the industry has recognised the importance of encouraging and training young people in the skills that are needed for a successful career in ceramics today. This can only be achieved by the industry and education working together so that we gain the skills needed to compete globally whilst remaining an international centre of ceramic excellence.

The traditional methods of production in the ceramic industry are changing dramatically as new technological advances are incorporated by the industry. The need to attract highly skilled and trained young people into careers in ceramics has never been greater and is being fulfilled by the effective partnership of the industry and education through the development of the CSA. The partnership will ensure that the future skills development for young people entering the ceramics industry will provide relevant skills qualifications for their career choice.

This partnership between education and the ceramic industry is designed to encourage the young people of today to view the industry once again as an exciting career choice. The need for qualified and skilled staff to work in an industry that is embracing great technological changes in all aspects of production has never been greater. By providing the opportunity through this partnership the progress of the ceramic industry in the future will be secured. **Ann Moul, Procurement & Administration Director, Johnson Tiles; CSA Chair**

The establishment of the CSA as a pilot has been instrumental in getting a strong partnership between the industry and education and also between partner organisations especially the British Ceramic Confederation and the Staffordshire Chambers of Commerce. Together we are using ceramic companies in the area to create excitement for the sector as a career opportunity for young people and to help these businesses generate greater success through skills development. **Sara Williams, CEO, Staffordshire Chambers of Commerce**

Government support for Proskills was withdrawn in 2012, which left a gap in the sector's provision from central government for the first time in many years. The establishment of the Ceramic Skills Academy was particularly timely and offered an excellent opportunity to establish a focal point for the industry in North Staffordshire, especially since many companies were emerging from recession and the need was all the more pressing to recruit both for business reasons, but also to address the demographic challenges now and in the future.

It is to the credit of the Academy staff that as many of the UKCES targets have been achieved and two of the 'stand out' tangible benefits has been the development of the comprehensive training needs analysis and the establishment of effective links with schools, which is so vital if young people are to view the industry as the attractive career opportunity it clearly is.

*Government funding was always intended to establish an infrastructure from which to develop the programme further. In this regard the Academy is now in pole position to press on with the priorities identified by the industry particularly in the fields of higher apprenticeships and technical skills development. **Francis Morrall, Deputy CEO / Employment Director, BCC***

From a business perspective the role of the CSA is extremely important as the sector as a whole is not good at strategically working together on key issues such as upskilling the local workforce. Whilst there are pockets of good practice within individual companies, we need to work together and share ideas and resources at ownership and senior management levels. From what has been achieved so far, the functions of the CSA and that of the Chamber in particular in delivering Project aims and objectives are about right.

Future priorities should include improving communication about the Project in general, exploring opportunities to fund joint training, and continuing to involve the education and training sectors at all levels in working with the ceramic sector to ensure that we have the workforce and skills we need to capitalise on current and emerging opportunities for development and growth.

Business Perspective

Whilst there is still work to be done, the CSA is proving to be extremely useful in terms of raising the profile of the ceramic sector to young people; many of whom hold negative views and opinions.

It has also been useful to learn more about the sector and the fact that it is growing and there are a wide variety of employment opportunities available.

The key is making sure local young people are aware and possess the skills the industry is looking for.

It has proved difficult to connect with the ceramic sector as whole, and this has the potential to hold back opportunities to meet skills gaps. The partnership approach of the CSA is proving extremely useful and this should continue into the future.

*It is important that communication across all sectors improves and we all get even better at working together. **Education Perspective***

7.9 Observations / Attendance at Key Meetings

Board Meetings

Board meetings have been structured, well attended, with minutes taken. All participants have been given opportunities to express views and challenge and add to inputs made by the Project team.

Academy Events / Jobs Fairs

As demonstrated by this photograph, Academy staff are well received by students and support staff at Academy events and jobs fairs, with good use made of bespoke hand-outs and literature.

Staff are well informed and present positive and informed information to delegates.

As this photograph highlights, it is noticeable that Academy staff; in this case the Academy Director (centre) are more than willing to attend events and support and encourage delegates.



Royal Approval

Emma Bridgewater have been delighted to host a visit from the Duchess of Cambridge, whom as this photograph demonstrates, clearly enjoyed learning about how products are made and appreciated by world-wide customers.

(Photograph source: Emma Bridgewater)



8.0 External Influences

8.1 Introduction

Building on base-line data and information utilised to justify the need for the Project at its inception (see **Section 5.2**), which generally highlighted economic negativity, current data and information indicates that the ceramic sector is '*on the up*', with a clear need to strategically invest in its workforce.

8.2 National Research

The following are examples of national research, which is positively reporting on the growth of the UK ceramic sector.

The UK is one of the largest markets for bricks and roof tiles, tableware and refractories in Europe. However, the country is also engaged in medium size production of wall and floor tiles, sanitary ware and abrasives. The production of ceramic products including the tableware and ornamental ware, sanitary ware and others is primarily located in this region. With the ongoing economic downturn followed by euro-crisis during the period of 2008-2009, the ceramic industry experienced major decline in the demand and production levels.

Increase in construction output, favourable economy and stable electricity prices in the future will provide impetus to the overall sales of ceramic products in the UK. Additionally, other factors such as improved trading conditions and growing export market of tableware and bricks and roof tiles are anticipated to guide the development of the UK ceramic industry.

Source: The UK Ceramic Industry Outlook to 2018 – Expanding Export Market for Bricks and Roof Tiles and Tableware to Facilitate Market Growth

Findings indicates that the UK ceramic tile market is now experiencing above inflation growth for the first time since 2007, with tile sales set to grow by more than £15 million in 2014.

Boosted by rising domestic sales, coupled with a strengthening of demand in several key commercial sectors, prospects for the UK tiles market appear increasingly positive in 2014 according to research.

The recent rise in the number of domestic property transactions, coupled with a buoyant housebuilding market, is underpinning volume growth, with a number of key consumer trends now offering added value growth.

The research involved analysis of companies with £500 million of sales in 2014 and generally offers an optimistic outlook for manufacturers, distributors and retailers of ceramic tiles in the UK active in both domestic and commercial markets.

A number of positive key market influences are identified, such as the increasing prevalence of professional installations in the domestic sector giving rise to a number of added value opportunities. The influence of social media and consumer behaviour is also identified in the report as a key opportunity for adding value, with certain 'on-trend' designs and styles identified as offering healthy opportunities for growth in 2014.

[Research] provides sales forecasts to 2018 with growth forecast to outstrip inflation in the next few years, though prospects are for a more complex market in terms of demand patterns. Near and medium term forecast models suggest that steady yet tangible growth in 2015 is likely to strengthen further in 2016 as consumer and business expenditure levels continue to rise with confidence levels rising across most key end use sectors of the UK tiles market.

However, there is a note of caution, as a number of non-domestic sectors which are less likely to exhibit growth in the near to medium term as well as pointing to the likely lack of investment in a number of key public sector end use markets which may depress demand for ceramic tiles. [Research] reviews the tile retail market in detail, finding that almost 40% of tile retailers exhibited some level of growth in the last 12 months. There are a large number of positive and negative influences which may have contributed to this improving level of performance for some retailers and some of the key tactics employed to outperform the overall tiles market.

Source MTW Research, 2014

8.3 Regional Findings

Findings from Quarter 4, of the **2014 North Staffordshire Economic Survey** highlights the following findings regarding all sectors (Manufacturing / Service Sector):

- **56%** expect turnover to improve over the next 12 months
- **48%** expect profitability to improve over the next 12 months
- **51%** thought that UK sales had increased
- **49%** thought that orders had increased
- **63%** reported an increase in export sales
- **59%** of firms are operating below full capacity
- **39%** report that investment plans for plant and machinery had been increased
- **11%** thought that there was a shortage of skilled manual / technical workers
- **8%** thought there was a shortage of professional / managerial workers
- **41%** said that investment plans for training had increased
- **33%** said that their workforce would increase over the next 3 months

In summary, *following the growth momentum of the previous quarters and supported by the **0.7%** increase in GDP growth between Q2 and Q3 2014 (GDP **+2.6%** between Q3 2013 and Q3 2014), the manufacturing and services sectors **remain strong** in both domestic sales and orders. **Export sales of both sectors showed very strong growth** although growth in orders of the manufacturing sector seemed to slow down.*

8.4 Stoke-on-Trent & Staffordshire Local Enterprise Partnership (LEP) Economic Growth Strategy 2012 - 2026

The LEP is clear about the challenges and opportunities the area faces:

Our LEP area currently faces a number of challenges that we will need to address. Our economy has restructured significantly in recent years, with a greater emphasis on service industries than traditional manufacturing employment. Despite this, Staffordshire still has a share of manufacturing employment that is higher than the national average and high value manufacturing industries, particularly those in applied materials, present significant opportunities for the area.

Developing such industries will play an important part in rebalancing our economy, moving away from the low value traditional industries that have formed the backbone of our economy for a long time, whilst also helping to reduce our dependence on the public sector; a particular

issue for a number of areas across the county.

We acknowledge that economies and communities across Stoke-on-Trent and Staffordshire are diverse and affected by a number of neighbouring economies. Therefore it will be important that we work not only with our local partners within our LEP area to achieve our aim of a more prosperous county, but also with relevant neighbouring partner organisations to ensure that we are maximising our resources.

In order to achieve this we will focus on 7 key economic objectives:

1. Bringing forward key employment sites.
2. Creating vibrant City, towns and service centres.
3. Building on our existing and aspirant economic clusters.
4. Stimulating enterprise, innovation and inward investment.
5. Developing a well skilled workforce to meet current and future local labour market needs.
6. Ensuring appropriate housing to meet the needs of the current and future workforce.
7. Developing and improving infrastructure to promote connectivity and mobility.

The strategy is a formal statement of intent, which sets out the aims and aspirations of the Consortium. In this time of economic uncertainty and reduced public funding, it will be important that we focus our resources on the developments and projects that will provide the greatest impact on our local economy.

8.5 Summary

It is apparent that:

- The economic future of the ceramic industry in general is promising, which is replicated at more local [Staffordshire / Stoke-on-Trent] level
- The [local] LEP strategy complements and supports Project aims and objectives

9.0 Summary of Findings

9.1 Introduction

Linked to the key objectives of the evaluation outlined at **Section 3.0 (Terms of Reference)**, the following is a summary of findings.

9.2 Project Outcomes

It is clear from both quantitative and qualitative research findings that on the whole, the Project is achieving outcomes agreed with the funder, and as outlined at **Section 6.2**, there is no reason to believe that a number will be exceeded. Those of note include:

- Apprentices (+30%)
- Work placements (+16%)
- Students engaged (+77%)
- Companies in network (+20%)

9.3 Project Performance

Both quantitative and qualitative research findings highlight the hard work and dedication of those involved in the delivery of the Project, which includes that provided by key stakeholders such as the CSA Board, Delivery Groups, Strategy Group, CSA staff, business education and beneficiaries.

On the whole milestones highlighted at **Section 5.3** have been met, and as outlined at **Section 6.4**, the Project has achieved an 'Assurance Rating' (Green) by the independent auditor (Moore Stephens).

It is also reassuring to note that on the whole, those stakeholders consulted, whether during interviews, or by submission of questionnaires are generally supportive of the Project.

It is of interest to note that there is a consensus of opinion that the Project has become a 'pilot project', which has played a significant role in understanding what works, good practice and opportunities to improve the way partners can come together to achieve aims and objectives linked to training and employment within the ceramic sector.

9.4 Good Practice

There are a number of examples of good practice, which include:

- The collaboration and participation of key multi-agency stakeholders identified at **Section 6.5**, which includes representatives from both business and education sectors, the British Ceramic Confederation and the Staffordshire Chambers of Commerce
- The appointment of a skilled and dynamic Academy Director, who with the support of her team has ensured that the Project has been kept on track, overcoming challenges as they have appeared
- The creation of a concise database, enabling mapping and research linked to strategic planning
- Delivery of the comprehensive Training Needs Analysis (TNAs), which will support the ceramic and education sectors strategically forecast, budget, plan and deliver training to meet the needs of the sector as a whole
- The on-going development of the Career Pathway in the Ceramic Industry (**Section 6.7**)
- The creation of a high quality website (**Section 6.8**), with multi-functional and adaptable facilities to support the on-going development and delivery of Project aims and objectives
- The on-going development of the Ceramics Foundation Degree (**Section 6.9**)
- The focus on establishing links with the education sector, with particular regard to supporting primary schools e.g. Ceramics Course for Primary School Teachers (**Section 6.10**)
- The on-going development and support of Government's reform programme for Apprenticeships as set out in the Future of Apprenticeships in England: Implementation Plan and the Guidance for Trailblazers
- Expertise, support and structure provided to work place mentoring

9.5 Opportunities to Improve Project Performance

Whilst the Project has achieved key aims and objectives, there will always be opportunities to improve performance. Examples include:

- Whilst those involved in the development and delivery of the Project should be commended for their involvement, there is a general consensus of opinion that this would have been enhanced if more senior managers / Directors / owners of ceramic companies had played a more direct / strategic role in the delivery of the Project
- Challenges remain in relation to collaborative working with the ceramic sector at senior management / owner levels
- Whilst TNA targets will be achieved, there is a consensus of opinion that there would have been value in them being completed earlier in the Project's life, which would likely to have improved the overall performance of the Project, in terms of gaining and earlier understanding of required inputs etc.
- Whilst the website is excellent in terms of its design and functions, 'through traffic' / visits could be improved by enhancing on-line marketing techniques, such search engine optimisation and increased use of social media
- Whilst those attending meetings have generally been kept up to date with the progress of the Project, feedback from those interviewed have indicated that they would have valued more information than they have received / are receiving, with particular regard to:
 - The aims, objectives and progress of the Project
 - Budget spend / allocation

9.6 Summary

As outlined at **Section 9.2**, there is no reason to believe that the Project will not achieve the outcomes and activities agreed with the funder. In a number of cases such agreed outcomes will certainly be exceeded.

In terms of the Project becoming a '*pilot project*' it has certainly been a success. It would be unrealistic to conclude that it has been a panacea, which will sort out all the challenges and hurdles that the ceramic sector is, and will be facing in the future if it is to take full advantage of current and future growth opportunities and strategies highlighted at **Section 8.0**.

It is however realistic to conclude that the Project has achieved impressive outcomes, which are, and will enable real jobs and employment opportunities. The Project has also played a key role in understanding what works, what needs to be done, and the challenges that need to be tackled, if long-term, sustainable employment aims and objectives are to be achieved within the Sector.

10.0 Recommendations

10.1 Introduction

Based on research findings, the following recommendations are made:

1. Commitment should be sought and **sustained** from senior managers / Directors / owners of companies to directly and actively support the development and delivery of the role and functions of such projects.
2. In the case of the CSA, subject to such commitment from senior managers / Directors / owners of ceramic companies to directly and actively support the development and delivery of the role and functions of the CSA, consideration should be given to the role of the CSA being continued for the foreseeable future, albeit with abridged functions.
3. Abridged functions should include:
 - a. Continuation of the Board – attended by senior level stakeholders linked to business and education sectors, and supported by the Staffordshire Chambers of Commerce.
 - b. Continuation of the CSA website – potentially funded by adverts / donations.
 - c. Linked to Staffordshire Chambers of Commerce's current activities, functions and expertise; continued and ongoing support in areas such as training, mentoring and business advice should continue to be delivered to [local] businesses with direct and indirect links to the ceramic sector.
4. Building on the success and lessons learnt from the current CSA Project, consideration should be given to formally continuing the role of the CSA, or similar body, which should be appropriately [externally / matched] funded. The Staffordshire Chambers of Commerce is an appropriate organisation to lead on the development and delivery of such a Project. Elements of the project should include skills development projects on behalf, and for the benefit of the ceramic industry, in particular:
 - a. Further development of the Foundation Degree in Ceramics Technology (Whiteware), with the British Ceramic Confederation having a more active role so refractories, technical ceramics and materials science can be included.

- b.** Representatives from industry to inform education of the Ceramics Career Pathway to support careers advisors, teachers, parents and young people in building their understanding of career paths into the ceramics industry.
 - c.** The research and development of job descriptions facilitated by industry which in turn will influence FE and HE with their ceramic curriculum planning.
 - d.** Further development of ceramic lesson plans, upskilling teachers in secondary schools to encompass Key Stages 3, 4 and 5, building on the work already performed with primary teachers, enabling the education pathway to follow the ceramics career pathway.
 - e.** An improvement to mentor training by creating a Mentor Standard, which can be utilised across the industry, helping companies to develop employees consistently and encouraging employees to embrace change and innovation.
 - f.** Encouraging the sharing of best practice between larger companies and SME's within the industry, which will ultimately strengthen links within the industry and increase buying power, to the benefit of all.
- 5.** Opportunity is taken to celebrate the achievements of the Project with senior policy makers and business leaders, with objectives that include obtaining [financial] support for the extended continuation of the role and functions of the CSA, or similar project.

Appendix A

Stage Completion Reports Submitted to UKCES

Investment Stage Completion Report
Sector Skills Council / Employer Representative Organisation :
Investment Round: <i>i.e. GIF Round 1 / EIF Round 3 etc.</i>
Investment proposal title : Ceramic Skills Academy
Investment Stage Number : Stage 4 – Second Delivery Phase

To be completed by the SSC/ Employer representative organisation at the end of each investment stage. To be submitted in 'Word' format with :

- Investment request form (GIF /EIF3 only)
- Financial return (*please see item 9.4 of your Investment Agreement*)
- Supporting evidence of delivery

Summary of Investment Stage 4 – Second Delivery Phase	Investment Stage value	£52,180		
<ol style="list-style-type: none"> 1. Mentor training has taken place at both Management and Shopfloor levels on 20th May and 23 June. Excellent feedback has been received (see report attached). A further management training session will take place on 18 July. Wade Ceramics have also asked for an 'in-house session' this will be scheduled for late summer 2. So far we have engaged with 857 school children at various events/activities (see attached list). We are confident we will achieve our total target of 1,050 by the end of March 15. 3. A further 3 graduates have been placed in employment one in Marketing, Sales and a Research Administrator. We now have 15 placed in total 12 long term and 3 short term (see attached list). 4. A further 3 apprentices have been placed in employment one in customer service and 2 in manufacturing. We now have 33 placed in the ceramics industry (see attached list) 5. 27 work placements have so far been arranged (see attached list). 6. 4 case studies are recorded on our website - http://www.ceramicskillsacademy.co.uk/careers/page-case-studies/ 7. 10 new businesses have been contacted regarding support by CSA (see attached list) 8. The Ceramic Skills Academy website ie www.ceramicskillsacademy.co.uk is being constantly updated and is now showing job opportunities in industry, up to date news from industry and case studies. 9. An education/employer meeting on 'How Apprenticeship Recruitment is Currently Working', took place on 19th June – see attached minutes and flipchart notes. Actions are being addressed at our Deliverers meetings. 10. We have so far completed 27 TNA's within businesses (see attached list). 11. Promotion talks are taking place with Stafford College and Stoke-on-Trent 6th form College who wish to display the CSA logo on their exterior walls together with Ceramic Company logos in their reception areas this will be an excellent marketing opportunity for the CSA. 12. CSA June newsletter (attached) 13. A 'strategy group' has been devised to discuss the sustainability of the CSA. See notes of meeting attached. 14. Teaching materials for KS1 and KS2 have been generated by Dimpleby Ceramics (attached) are to be piloted in local Primary schools by the end of 2014. 15. The pathway through education, commencing at primary, into a ceramic role in industry is currently being produced with an expectation that this will be completed by autumn. 16. Potclays/WWRD are keen to support us with education events by demonstrating 'throwing techniques'. WWRD/Portmeirion also supply lithographers on these occasions. 17. Several ceramic companies have shared their wish to have visitors tour their factories to show students/teachers how innovative manufacturing in ceramics is. These tours will be scheduled from autumn onwards. 				

Actual Employer cash contribution received (during investment stage) :	8795 (with an adjustment of £12777 from Stage 3) -£3982	Actual Employer cash contribution received (Cumulative):	£57,194
Actual Employer in kind contribution (during investment stage) :	£93,487	Actual Employer in kind contribution (Cumulative):	£429,066
Outputs/Evidence submitted:	<p><i>List all supporting documentation which you have provided to evidence delivery of this investment stage</i></p> <ol style="list-style-type: none"> 1) Mentor training feedback 2) Graduates/apprentices/work placements lists 3) Minutes and flipchart notes from Apprentice meeting with edu and industry 4) TNA list 5) June CSA newsletter 6) KS1/KS2 lesson plans produced by Dimbleby Ceramics 		
Evaluation	<i>Progress against your Evaluation Plan</i>		
<p><u>Fundamental changes to approach:</u> A Strategy Group has been generated to discuss sustainability of the project. This group will meet monthly through to duration of project.</p> <p><u>Problems encountered and resolved:</u> One of the ongoing issues with CSA has been generating income from businesses. Therefore the Chamber has tendered, and being successful, for other projects which support activities taking place within the ceramics sector. Narrative regarding this will be identified on the Stage 5 Financial Reporting Sheet.</p> <p><u>Material risks that may impact on achieving future stage delivery:</u> Possible risks identified are income not being received from businesses. Therefore as well as the above we are looking to identify funding opportunities with Education Trust</p> <p><u>Planned Publicity activity:</u> 7/8th July - Discovery Academy Work Experience/ Experience of Work Event 15th July – Careers Advisors Meeting 15th July – Staffordshire University – FdA course development in Whitewares 16th July - Trentham High Schools Careers Fair 26th July - Just 1 Job 1-5 September – Stafford College Induction Week 5th September – Jobs Fair 9th September – CBI Educational Conference 12th September - Ceramics Skills Academy/Craft Skills Academy 29th September - Craft Industry Board</p>			

Declaration: I can confirm that this is a true and accurate record of the current status of the project with nothing materially different or omitted that UK Commission should be aware of

Name: Sara Williams	Title: CEO
Signature:	Date:

To be completed by the UK Commission at the end of each investment stage

Key anticipated results of investment stage : *(to be populated from the Investment Plan)*

Comments

Provide a brief analysis of the basis and supporting evidence that you have used to assess whether the investment stage has completed or not.

Finance Comments:

Delivery/output/Outcome/impact/evidence Comments:

Evaluation Comments:

Additional information required :

If relevant, please provide detail on what additional information is required before the investment can be paid

Next steps and recommendation :

Select one of the following statements then delete all others:

Release the requested investment and authorise the commencement of the next investment stage

Defer investment decision until additional information is provided

Defer investment decision until a meeting is held with the organisation

Defer investment decision to the Investment Group

Assessment completed by:

<p>Name: Investment Manager</p>	<p>Date:</p>
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Investment Stage Completion Report

Sector Skills Council / Employer Representative Organisation :

Investment Round: *i.e. GIF Round 1 / EIF Round 3 etc.*

Investment proposal title : Ceramic Skills Academy

Investment Stage Number : Stage 3 – First Delivery Phase

**To be completed by the SSC/ Employer representative organisation at the end of each investment stage.
To be submitted in ‘Word’ format with :**

- Investment request form (GIF /EIF3 only)
- Financial return (*please see item 9.4 of your Investment Agreement*)
- Supporting evidence of delivery

Summary of Investment Stage 3 – First Delivery Phase	Investment Stage value	£52,120
<p>18. Legal work concerning the Trade Mark for CSA has now been completed from Stage 1. Branding is now in place.</p> <p>19. On 7th March the CSA presented at the SASCAL Business Group of Head Teachers. This was followed by a Marketplace/Networking event attended by Head Teachers/Careers Advisers/Senior Managers. The CSA gave out literature that could be used as posters back at school (see attached).</p> <p>20. The Ceramic Skills Academy website ie www.ceramicskillsacademy.co.uk is live and was presented at the CSA networking event on 27th March 2014. The event commenced with a flute choir from the local 6th form college and then a speaker from the local LEP presented along with the Director of the CSA. There was a promotion of the CSA website and support for the local Douglas Macmillan hospice by the ceramics industry donating ware we also captured information from industry on what they want from CSA and how they can support CSA. This was an excellent event (list of attendees attached and feedback by Douglas Macmillan).</p> <p>21. 3 of our larger companies ie Steelite, Churchill China and Dudsons attended the Careers marketplace on 27th at Co-operative Academy, Brownhills and took along a Potters wheel for demonstration purposes.</p> <p>22. Initial discussions with education on reinstating ceramics into the curriculum has developed into a meeting between School/6th Form/FE/HE/Industry and CSA to discuss how we all work together and generate a progression route for learners. We have decided to commence with producing ‘ceramic kits’ to be used in schools with lesson plans wrapped around these and teachers to be up skilled to deliver. Training from industry in using kilns will also be available and 6th form have requested this training too. A pathway is beginning to take shape with College and Unis deciding on how they can work together and complement each other.</p> <p>23. Mentor training - we have 3 sessions scheduled for shop floor and management mentor training. Industry have provided names of delegates and these will take place on 2 May, 23 May and 20 June.</p> <p>24. Since January 2014 there have been 20 TNA’s completed in industry and a further 20 appointments made. The information from these TNA’s are influencing various responses from CSA regarding curriculum, work placements, apprenticeships, graduates, mentoring and mentor training. These are in the process of being analysed and the information is expected to influence curriculum in education.</p> <p>25. The second CSA newsletter has been produced and is attached to this claim. This is a bi-monthly newsletter and is sent to all companies on the database.</p> <p>26. 29 apprentices have been recruited into industry which fully completes our Stage 3 and Stage 4 targets</p> <p>27. 12 graduates have been placed into industry which fully completes our Stage 3 and Stage 4 targets.</p> <p>28. 4 work placements have been arranged in industry with further interest from schools via CSA promotion.</p> <p>29. 9 business start-ups have been identified and support is being offered on an individual basis.</p> <p>30. Two case studies have been completed and are available to see on our website www.ceramicskillsacademy.co.uk</p> <p>31. 355 school children on augmented engagement with the industry has been achieved. – which is ahead of the 300 agreed.</p> <p>32. A traineeship framework has been generated and requires costing prior to promotion.</p>		
Actual Employer cash contribution received	£16,176	Actual Employer cash contribution received
		£61,176

(during investment stage) :		(Cumulative):	
Actual Employer in kind contribution (during investment stage) : 2	£208,496	Actual Employer in kind contribution (Cumulative):	£334,279
Outputs/Evidence submitted:	<p><i>List all supporting documentation which you have provided to evidence delivery of this investment stage</i></p> <p>7) CSA Flyers</p> <p>8) List of attendees to 27th March event.</p> <p>9) Newsletter</p> <p>10) Douglas Macmillan funds raised</p>		
Evaluation	<i>Progress against your Evaluation Plan</i>		
<p><u>Fundamental changes to approach:</u></p> <p>Opportunity to align events outcome with existing events which means no duplication of effort and companies do not need to attend multiple events on similar issues. Reduction in potential waste spent.</p> <p>In addition to shop floor mentoring companies are more interested in middle management mentoring. As such we have contracted consultants to review the potential format of these mentoring programmes and have scheduled 3 sessions in.</p> <p><u>Problems encountered and resolved:</u></p> <p>None known at present.</p> <p><u>Material risks that may impact on achieving future stage delivery:</u></p> <p>None known at present.</p> <p><u>Planned Publicity activity:</u></p> <p>SASCAL meeting on 5/6th June</p>			

Declaration: I can confirm that this is a true and accurate record of the current status of the project with nothing materially different or omitted that UK Commission should be aware of

Name: Sara Williams	Title: CEO
Signature:	Date:
To be completed by the UK Commission at the end of each investment stage	
Key anticipated results of investment stage : <i>(to be populated from the Investment Plan)</i>	

Comments

Provide a brief analysis of the basis and supporting evidence that you have used to assess whether the investment stage has completed or not.

Finance Comments:

Delivery/output/Outcome/impact/evidence Comments:

Evaluation Comments:

Additional information required :

If relevant, please provide detail on what additional information is required before the investment can be paid

Next steps and recommendation :

Select one of the following statements then delete all others:

- Release the requested investment and authorise the commencement of the next investment stage
- Defer investment decision until additional information is provided
- Defer investment decision until a meeting is held with the organisation
- Defer investment decision to the Investment Group

Assessment completed by:

Name:

Investment Manager

Date:

Investment Stage Completion Report

Sector Skills Council / Employer Representative Organisation :

Investment Round: *i.e. GIF Round 1 / EIF Round 3 etc.*

Investment proposal title : Ceramic Skills Academy

Investment Stage Number : 2- Mapping and Assessment Phase

To be completed by the SSC/ Employer representative organisation at the end of each investment stage. To be submitted in 'Word' format with :

- Investment request form (GIF /EIF3 only)
- Financial return (*please see item 9.4 of your Investment Agreement*)
- Supporting evidence of delivery

Summary of Investment Stage 2 – Mapping and Assessment	Investment Stage value	£50,362
<p>33. Chambertrack (CRM) has been populated with Ceramic and Supply contacts so far 308 companies have been recorded exceeding the target of 300. We expect this number to increase further over the next few months as we continue to network and market the Ceramic Skills Academy (CSA). An initial awareness contact letter has been issued to the contacts on the database.</p> <p>34. Legal work concerning the Trade Mark for CSA is still ongoing and is scheduled to take a further few months before completion.</p> <p>35. The Board has met on 15th October and 10th December with subsequent meetings to take place bi-monthly. Board members have agreed to lead the 4 sub-groups Schools, Deliverers, Mentors, Employer Engagement which are target/outcome driven.</p> <p>36. The Ceramic Skills Academy website ie www.ceramicskillsacademy.co.uk now has a holding page. The commissioning of the site was put out to Tender and the contract was won by Plink Fizz. The website will be live by the end of February 2014.</p> <p>37. An excel report has been produced mapping schools/college and university activity occurring with industry. This report is being used to influence future activity with education and industry.</p> <p>38. On 26th September the CSA networked with 200 companies at Ceramics 2013 to promote the opportunities available with the CSA. On 8th October the CSA engaged with a further 13 business representatives by presenting their progress made to the (International Clay Technology Association) ICT a steering group meeting.</p> <p>39. On 12th October the CSA sponsored the Teacup and Candlelight Ball presented by Steelite International purchasing a table and inviting 8 guests from the ceramic and supply industry.</p> <p>40. A group of mentors have been identified within industry who are currently mentoring shop floor and management staff. Training for these mentors will take place 27th January being delivered by Unite.</p> <p>41. Research has been carried out in industry and education regarding the existing skills need and courses currently available in education providing a framework for course development. The TNA's to be completed in stage 3 will also contribute material to this information gathering to enable the 'gap analysis' completion to be achieved. Until this work has been completed we cannot agree financials and costing for delivery of completed modules or identify key potential contributors for course materials at this investment stage.</p> <p>42. 30 businesses have been visited for face-face discussion on CSA and the benefits this will bring to local ceramic/ supply industries.</p> <p>43. Good news story - the CSA Board has brought together Morgan plc and Ibstock Brick who are now sharing best practice on their internal mentoring schemes.</p> <p>44. 20 apprentices have been recruited into industry so far which is ahead of the target set in Stage 3.</p> <p>45. 2 short term and 7 long term graduates have been placed in industry so far which is ahead of the target set in Stage 3.</p> <p>46. 7 work placements have been arranged in industry which is ahead of the target set in Stage 3</p> <p>47. After discussion with Shirley Platts, UKCES it was agreed that employer contributions received for graduates and apprentices could be reported using educational MIS reporting systems which identifies the employer contribution. Therefore the income required of £44k for this stage will not be paid into CSA accounts but neither will there be any expenditure incurred.</p>		
Actual Employer cash contribution received	£57,376	Actual Employer cash contribution received
		£57,376

(during investment stage) :		(Cumulative):	
Actual Employer in kind contribution (during investment stage) : 2	£127,083	Actual Employer in kind contribution (Cumulative):	£127,083
Outputs/Evidence submitted:	<p><i>List all supporting documentation which you have provided to evidence delivery of this investment stage</i></p> <p>11) CSA awareness letter sent to all ceramic and supply contacts 5) Excel report mapping current activity in industry and education 6) Ceramics 2013 list of attendees; CSA presentation to ICTa 7) Teacup and Candlelight Ball flyer 9) Excel report mapping current educational courses offered to industry. 10) List of 30 face to face visits 11) Apprenticeship report 15) MIS report</p>		
Evaluation	<p><i>Progress against your Evaluation Plan</i> See Evaluation Plan attached</p>		
<p><u>Fundamental changes to approach:</u> Research has been carried out in industry and education regarding the existing skills need and courses currently available in education providing a framework for course development. The TNA's to be completed in stage 3 will also contribute material to this information gathering to enable the 'gap analysis' completion to be achieved. Until this work has been completed we cannot agree financials and costing for delivery of completed modules or identify key potential contributors for course materials at this investment stage we therefore expect these activities to be completed at the end of Stage 3.</p> <p><u>Problems encountered and resolved:</u> After discussion with Shirley Platts, UKCES it was agreed that employer contributions received for graduates and apprentices could be reported using educational MIS reporting systems which identifies the employer contribution. Therefore the income required of £44k for this stage will not be paid into CSA accounts but neither will there be any expenditure incurred. We have shown the amount that has been received by partners as a result of the CSA activity.</p> <p><u>Material risks that may impact on achieving future stage delivery:</u> None known at present.</p> <p><u>Planned Publicity activity:</u> An initial contact letter has been issued to the contacts on the database (attached). The CSA website will be live by the end of February 2014. Head Teachers event in March 2014. Industrial networking event in March 2014. Educational networking event in June 2014. Focus editorial (attached).</p>			

Declaration: I can confirm that this is a true and accurate record of the current status of the project with nothing materially different or omitted that UK Commission should be aware of

Name: Sara Williams	Title: CEO
Signature:	Date:

To be completed by the UK Commission at the end of each investment stage

Key anticipated results of investment stage : *(to be populated from the Investment Plan)*

Comments

Provide a brief analysis of the basis and supporting evidence that you have used to assess whether the investment stage has completed or not.

Finance Comments:

Delivery/output/Outcome/impact/evidence Comments:

Evaluation Comments:

Additional information required :

If relevant, please provide detail on what additional information is required before the investment can be paid

Next steps and recommendation :

Select one of the following statements then delete all others:

Release the requested investment and authorise the commencement of the next investment stage

Defer investment decision until additional information is provided

Defer investment decision until a meeting is held with the organisation

Defer investment decision to the Investment Group

Assessment completed by:

Name:

Investment Manager

Date:

Investment Stage Completion Report

Sector Skills Council / Employer Representative Organisation :

Investment Round: *i.e. GIF Round 1 / EIF Round 3 etc.*

Investment proposal title : Ceramic Skills Academy

Investment Stage Number : Stage 5 – Third Delivery Phase

To be completed by the SSC/ Employer representative organisation at the end of each investment stage. To be submitted in ‘Word’ format with :

- Investment request form (GIF /EIF3 only)
- Financial return (*please see item 9.4 of your Investment Agreement*)
- Supporting evidence of delivery

Summary of Investment Stage 5 – Third Delivery Phase	Investment Stage value	
---	-------------------------------	--

- | | | |
|--|--|--|
| <p>48. Due to the success of the mentoring sessions a further 2 have been arranged one for shop floor mentors and the other in management. These will take place in 24th Oct and 14th Nov 2014.</p> <p>49. Two of our larger ceramic companies ie Steelite and Wades have upskilled 24 employees onto graduate training. They have seen this as a more beneficial approach than taking on new graduates. These are included on the (master reporting sheet).</p> <p>50. A further 8 apprentices have been placed in employment. We have now placed 41 in the ceramics industry (see master reporting spreadsheet).</p> <p>51. 33 work placements have so far been arranged (see master reporting spreadsheet).</p> <p>52. Case studies are recorded on our website - http://www.ceramicskillsacademy.co.uk/careers/page-case-studies</p> <p>53. We continue to support the new ceramic businesses with mentoring. (see master reporting sheet)</p> <p>54. The Ceramic Skills Academy website ie www.ceramicskillsacademy.co.uk shows opportunities for careers in industry and up to date news from industry. All press releases/case studies/newsletters have been uploaded onto UKCES sharepoint.</p> <p>55. We have so far completed 43 TNA’s within businesses (see master reporting spreadsheet).</p> <p>56. Teaching materials for KS1 and KS2 are to be piloted at Primary schools by the end of 2014.</p> <p>57. The ‘career pathway’ which commenced with Industry completing job roles in ceramics businesses is currently being backfilled by education stating the qualifications needed to attain these roles.</p> <p>58. We have linked up with STEMnet to utilise their network of STEM ambassadors to arrange school visits so that young females can see how the STEM subjects can be applied in the workplace. Support has been sought from ceramics companies to provide speakers and site visits to showcase the part that STEM subjects have to play in the ceramics industry.</p> <p>59. Learning Journeys have been scheduled with the design and craft industry to encourage best practice to support SME’s.</p> <p>60. IIYP (Investment in Young People) The Business Mark for Corporate Social Responsibility we have had our first company register which is Portmeirion Pottery for all of their work with local schools and colleges.</p> <p>61. The CSA has identified an opportunity for ceramics businesses to become involved in an exciting opportunity to develop new Apprenticeship standards as part of the Government’s phase 3 Trailblazers programme we are currently in the process of gathering business contacts to support in this initiative.</p> <p>62. We have commissioned the Evaluation of this programme and this project will be taken up by Wider Impact http://www.widerimpact.com.</p> | | |
|--|--|--|

Actual Employer cash contribution received (during investment stage) :		Actual Employer cash contribution received (Cumulative):	
Actual Employer in kind contribution (during investment stage) :		Actual Employer in kind contribution (Cumulative):	

Outputs/Evidence submitted:	12) Master Reporting Spreadsheet
Evaluation	This has now been commissioned and Wider Impact will be taking on this project.
<p><u>Fundamental changes to approach:</u> A Strategy Group has been generated to discuss sustainability of the project. This group will meet monthly through to duration of project.</p> <p><u>Problems encountered and resolved:</u> One of the ongoing issues with CSA has been generating income from businesses. Therefore the Chamber has tendered, and being successful, for other projects which support activities taking place within the ceramics sector. Narrative regarding this will be identified on the Stage 5 Financial Reporting Sheet.</p> <p>TNA's are behind scheduled. We have commissioned a consultant to complete these for us.</p> <p><u>Material risks that may impact on achieving future stage delivery:</u> Possible risks identified are income not being received from businesses. Therefore as well as the above we are looking to identify funding opportunities with Education Trust</p> <p><u>Planned Publicity activity:</u> Thursday 16th October: Sandon Business and Enterprise College Careers fair Wednesday 22nd October: Mock Interviews - The Discovery Academy and Excel Academy Wednesday 19th November: Haywood Academy Sixth Form Open Evening Wednesday 19th November – BES Jobs Fair Weds 19th November – Wade Ceramics – Careers Advisors tour Weds 3rd December – Wade Ceramics – School tour</p>	

Declaration: I can confirm that this is a true and accurate record of the current status of the project with nothing materially different or omitted that UK Commission should be aware of

Name: Sara Williams	Title: CEO
Signature:	Date: 14/10/14
To be completed by the UK Commission at the end of each investment stage	
Key anticipated results of investment stage : <i>(to be populated from the Investment Plan)</i>	

<p>Comments <i>Provide a brief analysis of the basis and supporting evidence that you have used to assess whether the investment stage has completed or not.</i></p> <p><i>Finance Comments:</i></p> <p><i>Delivery/output/Outcome/impact/evidence Comments:</i></p> <p><i>Evaluation Comments:</i></p>

Additional information required :

If relevant, please provide detail on what additional information is required before the investment can be paid

Next steps and recommendation :

Select one of the following statements then delete all others:

- Release the requested investment and authorise the commencement of the next investment stage
- Defer investment decision until additional information is provided
- Defer investment decision until a meeting is held with the organisation
- Defer investment decision to the Investment Group

Assessment completed by:

Name:

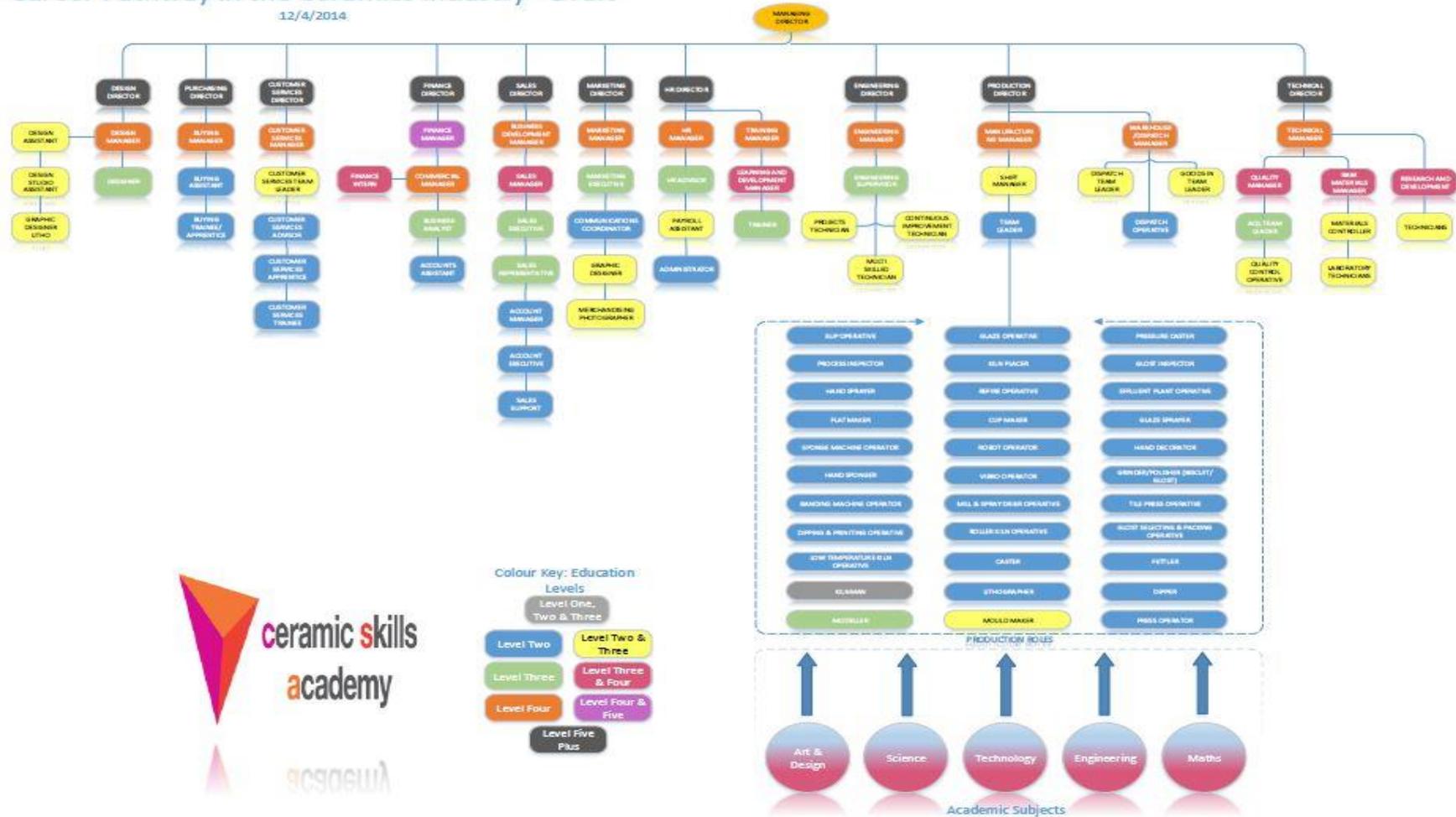
Investment Manager

Date:

Appendix B

Career Pathway in the Ceramics Industry - Draft

12/4/2014



Appendix C

Thank you for taking the time to complete this short questionnaire, which will be used to support the independent evaluation of the Ceramic Skills Academy Project (**The Project**) by Wider Impact Consultancy.

Name	Job Title
Organisation.....	Number of Staff.....
Email.....	Phone Number

Section 1 – Project Justification (1 low, 5 high, 0 – no views)

To what extent has the Project been justified?

By commissioning a Foundation Degree in Ceramics	0 1 2 3 4 5
By the industry-led design of an Apprenticeship Framework	0 1 2 3 4 5
By the creation and delivery of a website to act as an information hub for the industry	0 1 2 3 4 5
By greater collective working together within the Sector for the benefit of the industry	0 1 2 3 4 5
By greater buying power through the Sector working together	0 1 2 3 4 5
Through increased opportunities for inter-trading	0 1 2 3 4 5
By establishing wider links to education	0 1 2 3 4 5
Through the creation of a Ceramics Career Pathway	0 1 2 3 4 5
Other benefits (please indicate)	
.....	
.....	

Section 2 – Your Involvement in the Project (1 low, 5 high, 0 – no views)

The Project has provided support to this organisation	0 1 2 3 4 5
I / we are aware of the Project and its aims	0 1 2 3 4 5
I / we are aware of how the Project can support this organisation	0 1 2 3 4 5
I / we have provided support to the Project (<i>Please tick as appropriate</i>)	Yes <input type="checkbox"/> <input type="checkbox"/> No

(If 'Yes' please describe support provided)

.....

Section 3 – About the Project (1 low, 5 high, 0 – no views)

The Project is justified in terms of meeting my / our recruitment aims and objectives 0 1 2 3 4 5

The Project has been delivered at the right time 0 1 2 3 4 5

Staffordshire Chambers of Commerce are the appropriate agency to deliver the Project 0 1 2 3 4 5

Other views (Please specify)

.....

Section 4 Project Delivery (1 low, 5 high, 0 – no views)

Project staff are accessible and easy to contact 0 1 2 3 4 5

I / we have been kept up to date with Project developments and achievements 0 1 2 3 4 5

Please indicate the key areas where support has been provided to your organisation (Tick all that apply):

Raising industry awareness (to potential recruits) Raising the profile of the Sector

Staff training Mentoring

Recruitment (i.e. promotion of vacancies / Apprenticeships) Networking

Other areas (Please specify)

Section 5 Opportunities for Improvement

(If appropriate) Please list up to 3 areas where the Project could be improved:

-
-
-

Section 6 Sustainability (1 low, 5 high, 0 – no views)

The Sector will benefit from Project aims continuing into the future

0 1 2 3 4 5

Other views

Please contact **Edwin Lewis**, Director, Wider Impact Consultancy, at edwin@widerimpact.com if you require more information about this survey, or if you would like to contribute more information to support findings.

Appendix D

Thank you for taking the time to complete this short questionnaire, which will be used to support the independent evaluation of the **Ceramic Skills Academy Project (The Project)** by Wider Impact Consultancy.

Name	Job Title
Establishment	
Email.....	Phone Number

Section 1 – Project Justification (1 low, 5 high, 0 – no views)

To what extent has the Project been justified?

By commissioning a Foundation Degree in Ceramics	0 1 2 3 4 5
By the industry-led design of an Apprenticeship Framework	0 1 2 3 4 5
By the creation and delivery of a website to act as an information hub	0 1 2 3 4 5
By establishing wider links to the Ceramic Sector	0 1 2 3 4 5
By greater collective working together for the benefit of the Ceramic Sector and key partners	0 1 2 3 4 5
Through student engagement, and knowledge building of the Ceramic Sector	0 1 2 3 4 5
Through the creation of a Ceramics Career Pathway	0 1 2 3 4 5
Through the creation of work placements	0 1 2 3 4 5
<i>Other benefits (please indicate)</i>	
.....	
.....	

Section 2 – Your Involvement in the Project (1 low, 5 high, 0 – no views)

The Project has provided support to this organisation	0 1 2 3 4 5
I / we are aware of the Project and its aims	0 1 2 3 4 5
I / we are aware of how the Project can support this organisation	0 1 2 3 4 5
I / we have provided support to the Project (<i>Please tick as appropriate</i>)	Yes <input type="checkbox"/> <input type="checkbox"/> No

(If 'Yes' please describe support provided)

.....

Section 3 – About the Project (1 low, 5 high, 0 – no views)

The Project is justified in terms of meeting our employment linked aims and objectives 0 1 2 3 4 5

The Project has been delivered at the right time 0 1 2 3 4 5

Staffordshire Chambers of Commerce are the appropriate agency to deliver the Project 0 1 2 3 4 5

Other views (Please specify)

Section 4 Project Delivery (1 low, 5 high, 0 – no views)

Project staff are accessible and easy to contact 0 1 2 3 4 5

I / we have been kept up to date with Project developments and achievements 0 1 2 3 4 5

Please indicate the key areas where support has been provided to your organisation (Tick all that apply):

- | | | | |
|---|--------------------------|---|--------------------------|
| Raising ceramic industry awareness (to potential recruits) | <input type="checkbox"/> | Raising the profile of the Ceramic Sector | <input type="checkbox"/> |
| Staff training | <input type="checkbox"/> | Mentoring | <input type="checkbox"/> |
| Recruitment (i.e. promotion of vacancies / Apprenticeships) | <input type="checkbox"/> | Networking | <input type="checkbox"/> |
| Other areas (Please specify) | | | |

Section 5 Opportunities for Improvement

(If appropriate) Please list up to 3 areas where the Project could be improved:

-
-
-

Section 6 Sustainability (1 low, 5 high, 0 – no views)

Project aims should continue into the future

0 1 2 3 4 5

Other views

Please contact **Edwin Lewis**, Director, Wider Impact Consultancy, at edwin@widerimpact.com if you require more information about this survey, or if you would like to contribute more information to support findings.

widerimpact

Independent Analysis. Strategic Reviews

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