



SHIPLEY COLLEGE
LIFE-CHANGING LEARNING

ANNUAL SKILLS REVIEW

2024/2025



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INTRODUCTION

SHIPLEY COLLEGE DELIVERS LIFE- CHANGING LEARNING

THROUGH DEEP EMPLOYER PARTNERSHIPS, REAL-WORLD EXPERIENCES AND A STRONG CULTURE OF CARE.

Students work directly with industry through employer-set briefs, masterclasses and live projects with organisations such as Northern Rail, NHS partners and local businesses, ensuring learning is grounded in real skills and workplace expectations.

Staff continually return to industry to keep teaching current, while co-designing curriculum with employers and regional partners. Alongside this, rich cultural capital opportunities – from community regeneration projects to national engagement and volunteering – build confidence, independence and ambition.

As a result, Shipley College develops skilled, work-ready individuals who are prepared to contribute positively to their communities and the wider Bradford district.

In the following pages we provide examples of how we are doing this.



MASTERCLASSES

EMPLOYERS DELIVERING SPECIALIST SESSIONS

MASTERCLASS:

Dion Russell Freelancer in the Media Industry, taught students the digital image manipulation tools and competencies needed to work quickly in the industry

Bradford University delivered a masterclass to Foundation for Choice students to help them develop their personal presentation and communication skills.

St George Park, England National Football Centre Level 1 Sport (15 learners) visited the **National Centre for Sport** and learned about the different jobs involved in a large organisation.

Esports students visited **'End Point' in Sheffield** for a masterclass in entrepreneurship in Esports from their Production Manager.

Rainbow House and Westfield Day Nursery Team Leaders taught our Level 1 Childcare students how to connect and interact with children, as they learned from staff members how to be an effective EYP practitioner.

Incommunities welcomed the Horticulture apprentices to their training centre, and delivered training on using their tree cutting equipment, helping develop future talent in a skills shortage area.

Accountancy Apprentices had a **masterclass on using SAGE** and other payroll systems from SAGE, helping them deepen their knowledge on digital accounting systems.

Business students worked with employers within the **Leeds Marketing network** to learn about new AI in digital marketing, finding out about latest strategies and marketing approaches.

NCFE discussed EPA and the Key Terms that BA apps need to know to help them take ownership of their learning and apprenticeship journey.

Business students engaged in the Innovation Day at **YBS** as part of **Bradford Business Unlocked**, to unleash their entrepreneurial spirit and curiosity.

ACS worked with our Business Students to cover B2B fundamentals and sales strategies and monitoring.

T Level students worked with **Bradford Teaching Hospital** to take blood, focusing on using the correct needles and maintaining safety. This had a significant impact on the learner experience by providing essential, practical skills and a valuable insight into a key clinical procedure, directly preparing them for their industry placement and future careers.

Level 2, Level 3 19+ and Apprentices worked with **New Vision and New Choices** to explore service needs, aims, and delivery, raising student awareness of key services in the community and helping them to understand how their roles can support service users, directly linking their academic learning to real-world application.

Level 3 19+ and Apprentices worked with **Staying Put** to learn how they approach their work within the Care Sector. Being able to see how businesses other than where they worked operated was important for developing their broader thinking about next career steps.

Level 2 Early Years and 19+ learners worked with **Westfield Nursery** to explore career opportunities in a day nursery, clarifying the differences between Level 2 and Level 3 roles, and the distinctions between nursery and school settings, which helped students make more informed career decisions.



19+ students and Apprentices worked with **H&SC Service Heads from Bradford Council** to develop their understanding of care and to share personal experiences with drug and alcohol services. This had a significant impact on the learner experience by providing a valuable, real-world perspective that enhanced their understanding of professional and client journeys within the sector.

Level 3 Childcare students worked with **The Keighley and Shipley Health Visiting Team**, gaining hands-on experience in routine health screenings including weighing and plotting on a centile chart. This had a significant impact on the learner experience by directly linking their Unit 1 - C1 curriculum to real-world professional practice, enriching their understanding and preparedness.

Bradford Teaching Hospital and Bradford Royal Infirmary worked with our T Level Health students, providing crucial insights into how AI and automation are influencing clinical delivery, directly impacting their learning by preparing them for the future of healthcare.

The **Managing Director of Moortime** delivered a masterclass to our T Level Early Years Education students on alternative methods of delivering care to students with Social, Emotional, and Mental Health (SEMH) needs and sensory impairments. This had a significant impact on the learner experience by providing specialised knowledge that directly addresses the complex needs of children with additional needs, enhancing their practical skills and professional readiness.

Level 3 HSC students worked with staff at the **Marie Curie Hospice** where they engaged in a workshop delivered by specialist staff. They were introduced to the purpose of the hospice and palliative care and were able to identify alternative pathways into HSC, preparing them for their next steps.

All-Star worked with our music performance students to help them learn about digital music production, which supported student development in this key area, utilising input from an industry professional.

MASTERCLASS CONTINUED:

BFI highlighted local film opportunities and job roles in the sector as well as the importance of interpersonal skills in order to be successful in applying for their BFI programme. This supported the Creative Students understanding of how their career goals could evolve, and plan a route to achieving them.

Future Transformation - The director gave a talk to T' Level Digital Design, Production & Development students on the importance of soft skills and offered advice on how students can develop them.

Jambo - Esports pro Jambo delivered a masterclass on how to make it in the industry and held a Q&A about a career in Esports which supported and provided inspiration for these students in shaping their career ambitions.

Nocturnal Esports - A guest talk from Adam Bromley at Nocturnal provided inspiration for these students in shaping their career ambitions and learning about having a data-led approach to in-game management

Sairo. This leading independent game development company provided students a unique opportunity to test and refine their own projects, creating real-world experience in quality assurance (QA) testing. This was then applied in coursework, with students working alongside Sairo's development team. This hands-on experience is equipping students with key industry skills, including systematic bug tracking and the use of ticketing systems to communicate with developers.

Spirit Studios - Students took part in a workshop focused on song writing, supporting the development of this key curriculum area and industry skill.

Yorkshire Water - A representative gave an informative talk to BTEC IT students. The talk helped students consider apprenticeships and work placements, as well as the skills a large organisation like Yorkshire Water seeks, from cloud storage to cybersecurity. These skills were directly related to course topics.

Tim 'Ace of Pyrite' Leaver, a renowned professional shoutcaster, introduced Level 3 E-Sports students to the world of shoutcasting, including sharing his own journey from his "mum's front room" to crowds of thousands. This provided students with key information on a potential career path as well as inspiration to, as Tim said, "just start" and it can go anywhere.

BBC - Visited Young Reporter of the Year event at Bradford University and met screenwriter, composer and locations manager (all Bradfordians) for new Netflix show, Verdee. This provided an opportunity to improve understanding of these industry roles and inspired students with the success of local talent.

Endpoint - Visited Endpoint HQ, an Esports team in Sheffield, to learn about the business. This provided an opportunity to improve understanding of business opportunities within Esports and inspired students with the success of local talent.

GXO Logistics - T' Level Digital Support Services students visited the site to see IT in action within a large organisation and speak to staff about different roles and opportunities within the business in order to shape their own career aspirations.

Impact Gamers - Games Design Level 3 students took part in a games design workshop in Bradford to prototype an arcade game, then utilised their newly-acquired industry skills in college to create a game to teach children about sustainability.

Kingdom Wrestling - Students visited KW to meet staff/ wrestlers and support with setting up an event. An ESP was set to design and develop game characters based on the wrestlers within the organisation and students also had the opportunity to undertake some work experience. This provided students with a unique opportunity to apply their knowledge and skills in a professional setting, while gaining valuable hands-on work experience and industry insight.

SHIPLEY COLLEGE STUDENTS
WERE ENGAGED, CURIOUS
AND KEEN TO LEARN. IT WAS
CLEAR THEY WERE THINKING
SERIOUSLY ABOUT THEIR
FUTURE CAREERS.

BRADFORD TEACHING HOSPITALS
NHS FOUNDATION TRUST



EMPLOYER-SET BRIEFS

HANDS-ON INDUSTRY EXPERIENCE

EMPLOYER SET BRIEF:

CarnaudMetalbox Engineering worked with our Entry Three students to design and deliver an engineered product.

Wellington House Nursing Home Health and Social Care students were tasked with leading art therapy with the residents to create a collage using different materials, helping them develop empathy and art skills.

Next Steps students worked with **Esholt Church** on a brief to redevelop an area of land to create a community healthy food space.

Next Steps worked with **Heaton Tennis** on a brief to create a flower bed at the front of the building. The students learnt how to work towards a collective goal, adhering to health and safety rules, following instructions and giving simple updates on progress.

Esports students worked with **Jambo** to design a logo and catchphrase/branding for his business. The students developed their digital design tools, colour theory, logo design fundamentals, catchphrase/slogan writing and presentation skills.

Level 1 Business students worked with **RRG Toyota** to complete an employer brief to teach them fundamental skills when working with customers. The students learnt customer service skills, planning, and how to produce a professional email within specific brand guidelines.

Creative Students worked with **All-Star** to create podcasts about video games after being coached on how to use professional audio equipment.

Bradford Community Broadcasting worked with our students to create a Bradford City of Culture 2025 podcast at the station's studio. This allowed learners to experience working towards an employer brief and create pride through involvement in a significant local event.

Care Dynamics set Creative students a social media campaign brief to improve engagement with content creation, which included a digital rebrand, preparing sample posts and training delivery.

Fresh Futures set Digital and Creative students a brief to design marketing materials on services offered for teenagers by the organisation.

Ockerby Academy - Students were set a brief by this local dance school to produce an appropriate piece of music for choreography. This allowed a real-world experience to work to a brief and deadline.

Northern Rail worked with Business Students to name and design a new logo for the new Train Care Centre being built in Shipley, in direct competition with their peers from Bradford College - which they beat with ease!

Space Hub Yorks (SHY) - Students worked with SHY to film a series of three interviews at Saras Technology, taking on roles such as camera operator, sound engineer, lighting engineers and interviewer. The filmed interview was then edited and presented to the employer. This allowed students to physically experience working within an industry role and meet an employer's brief within a deadline.

IT WAS ENCOURAGING TO SEE LEARNERS MAKING STRONG LINKS BETWEEN THEIR STUDIES AND REAL INDUSTRY PRACTICE.

MARIE CURIE HOSPICE



RETURN TO INDUSTRY FOR TEACHERS

LEARNING CURRENT PRACTICE

RETURN TO INDUSTRY FOR TEACHERS:

Early Years Teachers worked at Ashfield Nursery and St Edmund's Children's Centre to learn how they were incorporating the recent changes to the statutory framework for early years development, so they could adapt how they teach it in college.

Staff completed TSI training and job coaching training via NDTI and BASE. This gave them an insight into Supported Employment and relevant training techniques.

Various colleagues worked at Tracks MHHE - and learned strategies used in settings to support young people with complex medical needs.

Teachers worked at the Cellar Project to learn how the provision helps students improve their mental health.

Staff worked at Hanson School and to learn strategies they could apply to nurture learning groups. It gave them valuable insight into how to enhance our inclusive offer and transition environment for students with hearing impairments.

Teachers worked at Morrisons Head Office to refresh their skills in digital asset management.

Teachers worked at Flowers by Karen, to learn how modern bridal arrangements are evolving in light of changing 'insta-influenced' trends.

Colleagues worked at Beardsworth Nurseries to see how rootstock is being used to nurture endangered and/or at-risk genomic species of trees.

Teachers worked at Bradford Council within the customer service department to observe real-world scenarios and see how modern CS skills have evolved.

Travel and Tourism Teachers worked at Jet-2, to learn more about their approach to the customer journey and sustainability initiatives.

Staff worked at the Science and Media Museum alongside the events team to explore the opening of the new venue and how project management tools are being used to ensure its success.

Horticulture staff worked at Harlow Carr Gardens to learn about emerging garden design trends and how they plan their exhibitions and installations.

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Floristry Staff worked at The Discovery Centre Leeds - reviewing the curation of a selection of antique plants, supporting classroom delivery as to how flowers and foliage has been preserved over the years.

Staff worked at BDCT to develop their Breakaway Training skills.

Staff worked at MNHES (formerly TRACS) to further understand their provision and learn how they are working with those that experience mental health barriers to participation and learning.

Staff worked across various local care providers to upskill, and support the residents in their care.

Whole team worked at Leeds Trinity University, to learn advanced first aid and MHASAWA skills.

Staff worked a ITV on Kirkstall Road where, over two days, they were given insights into different departments within the company, broadening their specific specialist knowledge with how it works as a whole.

The Creative Media team worked with 'The Unit' to learn how talent is supported to access roles in the film sector.



CULTURAL CAPITAL PROJECT

DEVELOPING ACTIVE CITIZENSHIP



CULTURAL CAPITAL PROJECT:

Ability Counts Football and Sports - the college runs the AC programme to empower students with additional needs to participate in sports (in college and community venues), gaining skills in leadership, communication and resilience.

Working with Northern Rail on the "Try the Train" programme, Catherine Kingdom provided learners with blended training, combining classroom sessions with practical experience, helping entry-level learners improve their confidence and ability to follow instructions when using public transport.

100 students adopted and managed a specific area of nature for conservation. Through this hands-on experience, they gained a deeper understanding of their personal impact on the environment and learned valuable skills in conservation.

Students actively engaged in maintaining Heaton Tennis Club's grounds, creating a new flower bed, which provided a real-world context for their learning, developing skills in how to collaborate as a team, improve their communication skills, and master meeting work-based deadlines.

The British Red Cross delivered a series of workshops, including how to cope with challenges, basic first aid, and understanding the experiences of others through topics like empathy and migration. The workshops provided students with a deeper understanding of the world around them, enriching their personal knowledge and helping them become more compassionate and aware citizens.

The EDI summit provided a platform for students to deepen their knowledge and understanding of EDI principles, practice teamwork and communication, learning to articulate their ideas effectively while also listening to and respecting the viewpoints of others. This experience built confidence and fostered a sense of shared responsibility for creating a positive and inclusive culture.

Students from the Next Steps in Employability group developed a cultural celebration event, spotlighting different countries and cultures by offering fellow students and guests a variety of foods from around the world. The event not only showcased the students' practical skills but also fostered an appreciation for cultural diversity and community.

Employability Skills students showcased their skills by preparing and serving a diverse buffet at an evening event for parents and carers, and charity partners specialising in SEND. As part of this project, the learners developed key skills, including networking, teamwork, collaboration, problem-solving, and project management.

Students volunteered at a local community venue that provided warmth and food to those in need, equipping them with a deeper understanding of social responsibility, empathy, and community engagement, which are essential skills for their personal and professional development.

Students worked at Esholt Community garden, contributing to the garden's maintenance and regeneration, gaining hands-on experience and skills in communication, problem-solving, and project execution.

Yorkshire Dales National Park - students nurtured saplings at college that they then transplanted to the National Park to learn about reforestation and decarbonisation of the planet - learning outdoor skills, communication and teamwork.

Students helped feed homeless and lonely people by cooking food and delivering it to Welcome Space, with some students helping in the creche/nursery setting to help parents relax. This broadened their cultural awareness and taught them vital teamwork, cooking and time management skills.

Students designed PRIDE T-Shirts to celebrate diversity, inclusion, and self-expression. Dept A students gained Silver and Bronze awards, as they developed their planning skills, imaginative skills and learned how to work to a timescale.

Saltaire Project - Entry Three and work-based students delivered leaflets around the local area to promote the Saltaire Festival, providing practical experience of following plans and meeting deadlines.

Students took part in litter picking in Saltaire Village, developing a greater sense of community and pride in where they live.

Students took full ownership of their performing arts production, from curation to final bow. They developed crucial skills in giving and taking direction, performing roles independently, and working as a unified team, culminating in a truly outstanding and magical show.

Entry Two Students end of year trip (Flamingo Land) learners followed maps, achieved timed meeting points and behaved in a safe, independent manner, developing their readiness for next steps.

Entry Two Students - John Muir Expedition - learners followed maps, worked as a team and independently walked to a meeting point, helping to develop their independent travel skills and confidence.

Entry Two Students- Students took charge of planning their own bowling trip as a reward for above-target work. This increased the learners' independence through planning and organising the trip.

Level 1 Confidence and Resilience Students attended an **EDI summit**, which provided the students with a platform to deepen their knowledge and understanding. By working with a diverse group of peers, they gained new perspectives on what it means to create an inclusive environment, recognising and celebrating difference. The experience built confidence and fostered a sense of shared responsibility for creating a positive culture.

Next Steps into Adulthood. **Students worked collaboratively to design and decorate a Christmas tree.** This project was a fundraising initiative to support other community projects, providing students with a valuable opportunity to understand the importance of teamwork skills, meeting deadlines and contributing to a community project.

Step Up students worked with the Yorkshire Dales Volunteering Services to plant trees on Ingleborough Moor in Ingleton. On a cold and wet day, 14 learners and three staff members demonstrated reinforced resilience and teamwork, making a significant contribution to the local environment.

Duke of Edinburgh, Business and Travel and Tourism students engaged in the Bronze Award, building resilience whilst learning about themselves.

Horticulture apprentices gained valuable cultural capital by executing a specialised voluntary project focused on the maintenance and restoration of clay tennis courts at Beckfoot to support an increase in community health and participation.

CULTURAL CAPITAL CONTINUED:

Business students attended the **Network Rail International Women's Day (IWD)** events in Leeds and York, where they had the opportunity to take part in masterclasses to develop their personal presentation skills and equality mindset.

Level 3 Travel supported the **Saltaire Institute** at their exhibition, they were able to learn about the history of Saltaire and converse with the general public, who were from various destinations.

Travel and tourism Level 2 visited the **Peace museum** where they were exposed to new learning about peace in many different forms through the ages, through stories of peace, peacemakers, social reform and peace movement.

T Level M & A delivered a Fashion Fiesta with **Shoo Media** to highlight the importance of recycling and sustainable design, and the impact that each person can have on the environment.

Students became part of the Young Ambassador programme at Bradford Museums and took part in supporting events and promoting the museums to engage schoolchildren in history and art.

Advanced Skills students took part in a Hog-Friendly Litter Pick Challenge - working in small groups to make our campus a more hedgehog friendly environment, fostering a sense of community responsibility and environmental awareness.

Duke of Edinburgh - 42 students engaged in the Bronze DofE Programme, building resilience whilst learning about themselves.

Students across Level 2 courses contributed to the planning and delivery of Culture Day, building practical skills in communication, organisation, and leadership, while broadening their essential knowledge and appreciation for diverse cultural contexts.

Students across Level 3 courses contributed to the planning and delivery of Culture Day, building practical skills in communication, organisation, and leadership, while broadening their essential knowledge and appreciation for diverse cultural contexts.

Students across Level 2 and Level 3 courses engaged in a community clean up project, where they took part in litter picking and waste disposal, fostering a sense of community responsibility and environmental awareness.

Students on our Level 2 Childcare courses took part in our annual **EDI Summit**, engaging with a range of peers from the college community and external colleges. Their contribution enhanced their understanding of contemporary professional values and inclusive communication practices.

Students on Level 2 Childcare visited Parliament to represent the college and discuss their ideas to improve sustainability practices. The team of students planned and made a sustainability pledge, broadening their horizons and confidence.

Earl Russell, current member of the House of Lords Environment and Climate Change Committee worked with students from Shipley College as part of the committee's **Youth Engagement Programme**. Earl Russell heard from the students about the environment and climate change issues they are passionate about. He also talked to them about the work of the committee and the wider role the House of Lords has in the passing of laws, broadening their horizons and environmental awareness.

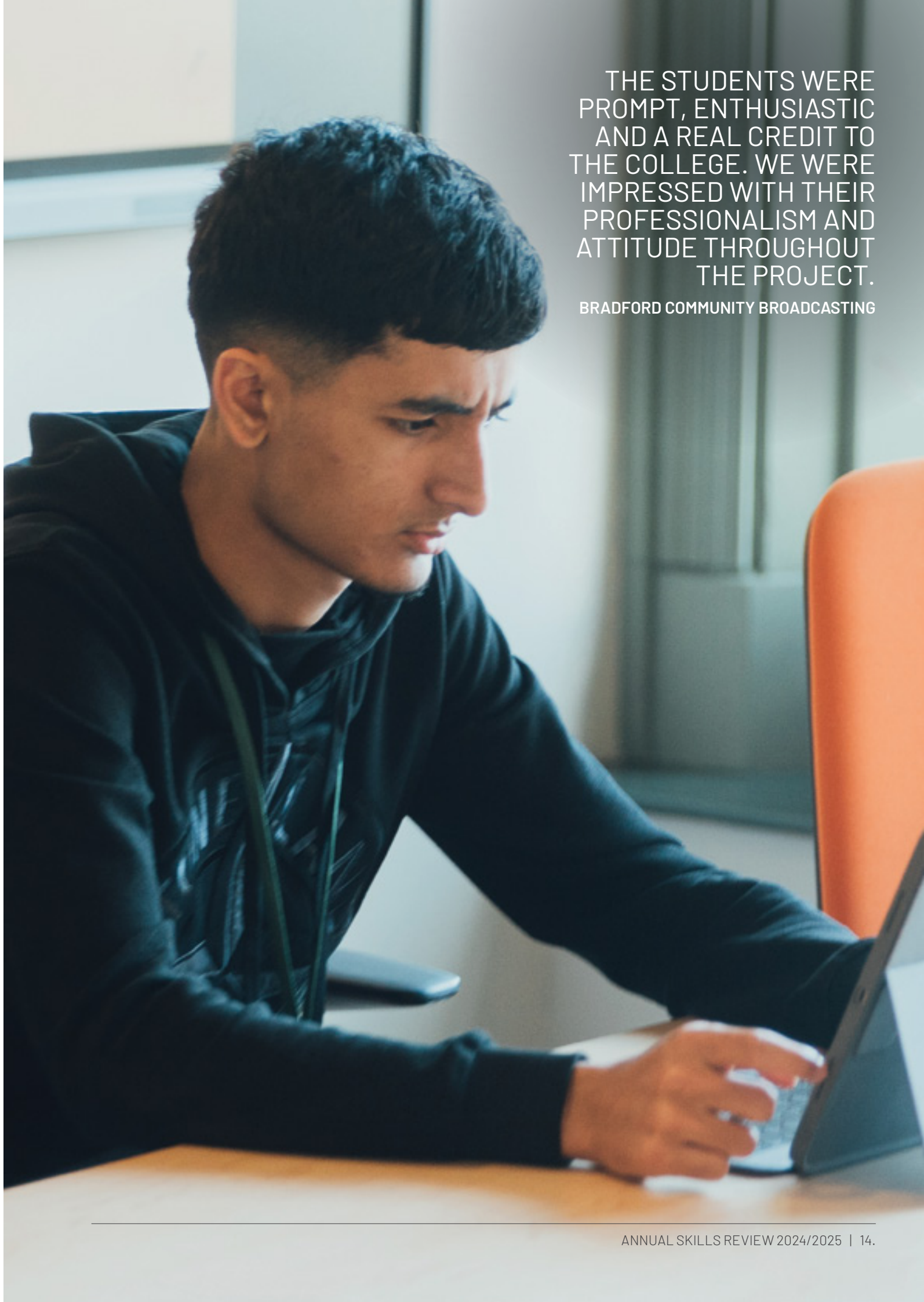
City Region Board Visit with Council leaders provided an opportunity for our T Level Health and Education students to share their experiences and work with council leaders. There were plenty of opportunities to share their academic experience and the skills they have developed in placement, further developing their confidence in talking to L&M figures.

Maker's Fair Stall - Art students worked alongside local community partners and professional creatives to support local residents in developing their entrepreneurial skills and community art.

Saltaire Advent - Art students worked with Saltaire Inspired to plan and create a range of window art to contribute to the Saltaire Festive experience.

Esports students planned and ran an esports stream to raise funds for charity, with students choosing charities whose causes had affected them personally.

Lantern Parade - Art students worked with Cecil Green Arts to take part in a community arts and lantern-making workshop, creating large, themed lanterns for their Lister Park Parade to contribute to the celebration of Saltaire - Community, Pride and Hope for the Future.



THE STUDENTS WERE PROMPT, ENTHUSIASTIC AND A REAL CREDIT TO THE COLLEGE. WE WERE IMPRESSED WITH THEIR PROFESSIONALISM AND ATTITUDE THROUGHOUT THE PROJECT.

BRADFORD COMMUNITY BROADCASTING

CO-DESIGN AND COLLABORATION

WITH EMPLOYERS

CO-DESIGN & COLLABORATION:

Teachers from Westfield Nursery helped SC teachers to create the reflective journaling sessions to help students focus their practice to be better prepared for placements.

BDCT and Lynfield Mount helped colleagues refresh the curriculum specifically for working in mental health including acute admissions and Dementia services.

New Vision helped colleagues design the curriculum to meet the needs of the largest provision in Bradford for recovery and criminal justice.

Jet2 re-sequenced the curriculum, specifically addressing the critical area of responsible tourism, improving students currency in their professional knowledge and ability to meet sector needs.

The AfLW employability curriculum has been strategically shaped through collaboration with Welcome Space to develop professional behaviours for successful work experience and future employment.

Acorn Lifts shaped the sequences of the units and spoke to learners about the importance of 'a strong work mindset' in a workplace.

Abbeyway Health Care helped teachers to choose curriculum specific optional units that are relevant to their area of practice and are in-demand within Bradford City Region.

Bradford District Care Trust (BDCT) sequenced and prioritised the curriculum to bring acute and trauma practice to be a more significant part of our health courses.

Level 1 Horticulture, teachers worked with InCommunities and Beardsworth Nurseries to sequence employability skills within the curriculum.

Amy Brack and Zubeida Zaman, part of Bradford Council's Wellbeing team, co-designed a new module to help equip students with effective strategies for coping with mental health challenges. This targeted intervention aimed to improve the students' mental health and build their resilience.

The Heathers Nursing Home helped teachers to select and sequence delivery of the optional units on Level 5 management.

Barnados worked with the Supported Internship Team to redevelop their retail skills and behaviours unit in preparation for placement at Bradford Foster Square.

To unlock the learners' full potential, the Allstar tutors and program staff carefully chose Arts Award units designed to develop both their skills as artists and their leadership capacity.

Level 3 Business, teachers worked with ACS to sequence their curriculum and enhance students development of their leadership skills within their programme.

BDCT sequenced the H&SC curriculum to ensure safeguarding and fall prevention were made into bigger units, with more regular spiralling to keep this essential practice up to date for those preparing for successful placement.

Level 3 Business, teachers worked with Citizen Coin Director, JD, to sequence their curriculum and magnify the importance of social value and community enterprise.

Carnaud/Metalbox Engineering worked with tutors on designing the unit interview skills to help students develop their confidence and communication.

Level 2 Business, teachers worked with Morrisons to sequence their curriculum, and raise the profile of professional communication within the curriculum.

T Level Health, Bradford Teaching Hospital NHS (BRI) sequenced and prioritised the curriculum to bring acute and trauma practice to be a more significant part of Year 1 and 2 study.

121 Field Hospital helped teachers create more opportunities within the curriculum to develop skills that support improved multi-disciplinary team working within healthcare FT/PT provisions.

T Level Accounting, teachers worked with DF TaxAssist to sequence their curriculum and embed digital accountancy skills as a fundamental competence.

Working with G' at BD25 to deliver a Customer Service and Communication skills module to support the marketing and promotion of volunteering opportunities for BD25.

Level 2 Floristry, teachers worked with Pink Ginger to sequence their curriculum and identify emerging floristry trends that should be included.

Level 3 Floristry, teachers worked with Smithers Oasis to develop a sustainability unit to be delivered in parallel to the core content.

Level 3 Horticulture, teachers worked with Ridding Park to include career mapping into the curriculum and identification of key work-readiness skills.

Level 3 Travel and Tourism teachers and CTM ensured learners could successfully prepare for future career by designing and testing the training and assessment centre for new recruits into industry.

T Level Business teachers worked with Shipley College Payroll to develop Payroll Processing skills as an expected competence.

Level 2 and Level 3 Heritage and Events Teachers collaboratively reviewed and re-sequenced the content for Unit 5: Visitor Attractions and Unit 2: Customer Service with The Science and Media Museum to develop learners' personal and presentation skills, directly enhancing their readiness for workplace practice.

Early Years Education staff worked with Lidget Green Primary School to sequence T Level curriculum.

Early Years Education staff worked with Saltaire Primary School to sequence T Level curriculum.

NHS Education and Training worked in partnership with T Level Health Teachers to co-design phlebotomy and major critical incident training using immersive technologies.

Wellington Primary School reviewed the Early Years Education (and Practitioner) curriculums to ensure modern working practices and pedagogies were represented.

NHS reviewed and refreshed the T Level Cadet program (in collaboration with the Bradford District Care Trust - BDCT) ensuring learning from 23/24 was incorporated into the 24/25 delivery.



FEEDBACK FROM EMPLOYERS

X is honest, reliable and always happy. He is always willing to learn new skills and has been a pleasure to work with. He is particularly good at baking and making pastry and buns. He has done so well on his placement with us, I can't think of anything he needs to improve!

**CAROLYN,
WINDHILL COMMUNITY CENTRE**

X is very good at applying herself to the tasks that she has been set, she maintains focus very well and works hard and diligently. She is always pleasant and helpful. She has fitted in very well with the team here, gets on with everyone, and cracks jokes. It has been a pleasure working with her.

CHRIS, BINGLEY GARDEN CENTRE

X is a friendly member of our team who works conscientiously to complete tasks. She is always interested and keen to learn new skills. She has a great ability to talk and interact with others. It has been a pleasure to have X here, she has been a great help around the school.

**PHILIP, BUSINESS MANAGER,
BAILDON COFE PRIMARY SCHOOL**

X is a quiet, hard-working young man who is always totally focused on the task in front of him, his concentration never wavers. He is extremely methodical and follows all instructions to the letter, combining a meticulous and accurate attention to detail with a commercial level of speed. He has been a pleasure to work with'

JASON, ACORN STAIRLIFTS

X completed all the tasks asked of her to a high standard, the restaurant can be quite a stressful place to work, but she dealt with the pressurised situation very well. X got on very well with the team in the kitchen and has been fully accepted as a team member.

CHRIS, BINGLEY GARDEN CENTRE

X is a hard worker, very pleasant to work with and always willing to learn. She is a great team player and also works well independently'

**RAZWANA,
OWNER, CUPCAKE CRAVINGS**

X has been a pleasure to work with. He is friendly, hardworking and is keen to take on new tasks and responsibilities. He is happy to work on his own or as part of a team and has an excellent work ethic and attitude. His confidence in the workplace has greatly improved, and he is just an all-around great person.

JASON, ACORN STAIRLIFTS

X has completed all of the above training. Her attendance has been good. She has worked well with other candidates in the class and is always willing to complete tasks when asked. X's interactions with the children are lovely. Asking more questions to show curiosity and build confidence would help her to show even more enthusiasm and a sense of fun, while staying within professional boundaries'

**SARAH, SWAIN HOUSE
TEACHER OF THE DEAF**

Just wanted to say how impressed we have been today! The students have been excellent. Prompt, enthusiastic and willing to help in any way! Such a credit to the college and tutors. Looking forward to working with you in the future!

**JENNI,
SALTAIRE COMMUNITY FESTIVAL**

X is very good at picking things up quickly. She is a smiley and welcoming presence behind the counter, customers always approach her as she always looks ready to serve. She works very well in a team and is very quick at what she does. She would be an asset to any setting and has been a pleasure to work with.

**CHARLOTTE, MASTERS CAFE,
ROYAL ARMOURIES**

They set the benchmark for professionalism in a new starter. They are articulate and really stand out. They have developed excellent office behaviours and would be an asset to any organisation. They are engaging, helpful and show a willingness to give every task 100%.

WEST YORKSHIRE PENSION FUND

X's work is to a good standard and will always ask if he doesn't understand the work that I set him. keep up the good work!

PEEL PARK AND NURSERY (BMDC)

X has always been polite and helpful and generally has demonstrated a lot of enthusiasm and motivation for the work.

**BRADFORD TEACHING HOSPITAL
NHS TRUST**

X has really worked hard on building positive relationships with the children. She is beginning to use more initiative in the class and how she supports learning in the classroom. Really happy with her development as a support staff and she has worked hard to implement what she is learning into practice.

LIDGET GREEN PRIMARY SCHOOL

X always showed professionalism and worked well with other members of a small team and was interested and engaged in his work. X completed his work to a very high stand and was able to work independently with the minimum of supervision and wanted to learn and develop his skills.

JAMES MAE ASSOCIATES

X has always worked well, both in a team context and independently and has been enthusiastic about the work that he had to do and has shown good IT skills.

SOUTHBROOK ACCOUNTANTS

X is always respectful to other members of staff and adheres to company policy in relation to dress code and behaviour. X meets his deadlines and often seeks support if he is unsure what to do.

CMG ACCOUNTANTS

X shows much dedication to the role he undertakes in school and is keen to develop professionally.

PEEL PARK PRIMARY SCHOOL

X has made steady progress throughout his apprenticeship and is dedicated, has good attendance and has improved his overall confidence in dealing with clients. His strengths are his ICT skills, and he has gained much more confidence when dealing with clients over the phone.

FAST TRACK MORTGAGES LTD

X is progressing well within the company and I will help her with her final project.

KLG EUROPE LTD

It has been a pleasure to have X on work placement. Throughout his time he has worked well and has been very highly thought of by the various departments.

**BRADFORD TEACHING HOSPITALS
NHS TRUST**

X continues to be an exemplary member of staff, I'm sure X will pass her EPA with flying colours.

**ANGELA,
WIBSEY PRIMARY SCHOOL**

X is well suited to a role in healthcare, showing a caring attitude and an interest in people and providing customer service. X has shadowed Donor Carers and supported them with interest and enthusiasm.

**LAURA,
BRADFORD BLOOD DONOR CENTRE**

X took part in planned activities and took the time to chat with residents. X got on well with the group and was motivated to achieve her goals.

PAUL, SHIPLEY MANOR

I have found X to be a very positive and caring person from my observations with the residents. Nothing is too much trouble for him when asked to do something. He has grown in confidence and shows great empathy to each resident.

**KELLY, ELDERTHROPE
RESIDENTIAL HOME**

X is a very kind and caring young man who will be an asset wherever he goes. He is polite and well mannered and will do whatever is asked of him and will not complain. All of our residents love when he is on shift, he takes time to talk to them all.

**DAWN, CLIFFE VALE
REGISTERED CARE HOME**

X is a hardworking and much valued member of our class. X has built a great relationship with the children and supports their learning effectively. X's kind and caring nature makes her a great addition to Thackly and we will miss her when she moves forward to her next placement. I would recommend her to any future employer.

**PHILIPPA,
THACKLEY PRIMARY SCHOOL**

X is doing amazing – even better than some student nurses that we support. The supervisor is going to ensure X gains a varied experience and gets to have the opportunity to see patient journeys and attend surgeries.

BRADFORD ROYAL INFIRMARY

X has been a pleasure to have on placement. X consistently demonstrates a positive attitude and strong interpersonal skills, forming excellent relationships with both children and staff. X is reliable, punctual, and always adheres to instructions and dress code. The employer noted that Selima is a joy to work with and an enthusiastic team player.

GREEN LANE PRIMARY SCHOOL

As you know, we think our apprentices are amazing and it is a real pleasure to watch them grow as individuals and skilled early years practitioners. They really do make a valued contribution to our school and more importantly, the lives of the children in Manningham.

SALLY, ABBEY GREEN NURSERY

X is a kind and caring person, she takes pride in her work and is happy to support any day to day tasks. She works well within small teams but can also complete tasks independently. X is very creative and artistic, she thrives when supporting arts and craft activities or designing large art murals.

THE VALLEY PROJECT

X is really enjoying learning more about her role and the roles of others within healthcare. Her confidence in her 'day job' has significantly increased and she is putting herself forward to attend more professional meetings and speak out to advocate for outstanding care for our service users.

SIAN JACKSON, LYNFIELD MOUNT

X has a strong eye for detail and completed tasks to a high standard. For example, we asked X to measure the walls of one of our spaces to do a room plan, and his drawings were extremely thorough and accurate, more so than I expected. He is very good at creative problem solving. X was extremely helpful during his work placement at South Square Centre. X has a strong eye for detail and completed tasks to a high standard. He is very good at creative problem solving and has natural artistic talent.

SOUTH SQUARE CENTRE

They exceeded all of the learning goals they were set, consistently demonstrating professional behaviours. Their attitude, enthusiasm and interest in their work was excellent - meeting all deadlines and planning and prioritising their work effectively.

LLOYDS BANKING GROUP - CYBER SECURITY AND FRAUD TEAM



STUDENTS ENGAGED POSITIVELY WITH THE BRIEF AND DEMONSTRATED STRONG TEAMWORK AND COMMUNICATION SKILLS.

NORTHERN RAIL

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